

## REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2020–2; March 2020

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

- **PERIODIC PROGRAM REVIEW – Department of Chemical Engineering, Faculty of Engineering and Architectural Science**
- **FACULTY OF LAW – Juris Doctor curriculum modification**
- ***For Information:* Chang School Certificates – Revisions (December 2019)**  
**Juris Doctor course name changes**

### **A. PERIODIC PROGRAM REVIEW – DEPARTMENT OF CHEMICAL ENGINEERING, FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE**

#### **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 **Chemical Engineering** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

#### **SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE CHEMICAL ENGINEERING PROGRAM**

The Chemical Engineering program submitted a self-study report to the Vice-Provost Academic on November 28, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from 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 all RFA faculty members in the Department of Chemical Engineering and all other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Eric Croiset, Professor and Chair of the Department of Chemical Engineering at the University of Waterloo, and Dr. Stephen Wylie, Associate Professor in the Department of Chemistry and Biology at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on April 24 and 25, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Chemical Engineering; and the Associate Chair, Undergraduate. The PRT also met with several members of the Department of Chemical Engineering including staff, students, and faculty members. A general tour of the campus was provided, including a tour of the program facilities and the library.

In their report, dated September 3, 2019, the Peer Review Team (PRT) provided feedback that describes how the Chemical Engineering program meets the IQAP evaluation criteria and is consistent with the University's

mission and academic priorities. The Peer Review Team (PRT) also noted that the Chemical Engineering program is strong, as attested by their high-quality and dedicated staff, and the fact that they recently received the highest accreditation ranking from CEAB.

The main areas of strength identified by the PRT include:

- its mandatory co-op component;
- the mechanisms put in place to ensure students' success, such as early intervention, first year in two years, and transitional course offerings;
- a very active CSChE student chapter, which speaks of the leadership quality of some of the students in the Chemical Engineering program.

The PRT also identified areas for improvement. The most significant recommendation for the undergraduate program is to make a current contractual administrative staff permanent for the long-term sustainability of the co-op program. The PRT also noted that 3-4 additional faculty members should be hired in order to accommodate a modest increase in the number of incoming students, from approximately 110 currently to 120.

The Chair of the Chemical Engineering program submitted a response to the PRT Report on October 10, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Engineering and Architectural Science on November 26, 2019.

The Academic Standards Committee completed its assessment of the Chemical Engineering Program Review on January 23, 2020. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report on the status of the initiatives outlined in the Developmental Plan by June 30, 2021, together with a report on the following:

1. Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice;
2. Revisit the co-op employer survey to elicit feedback from more employers;
3. Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.

Presented to Senate for Approval: March 3, 2020

Start date of next Periodic Program Review: 2024-25

## **SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES**

**RECOMMENDATION 1.** The Department should look at the reasons behind the relatively low retention and graduation rates. Despite existing mechanisms toward student's success, first year retention rate seems to be too high. Measures should then be taken to at least consistently reach the retention and graduation rates of FEAS.

**Department's Response:** The Department has also noted these lower statistical numbers for retention and graduation rates. The Department will refer to its Curriculum Committee for further investigation, with the objective to provide possible reasons for the relatively low retention and graduation rates. Furthermore, the Curriculum Committee will provide a plausible course of action to be taken to increase the retention and graduation rates to at least match those of the FEAS rates.

**Dean's Response:** not specifically addressed.

**RECOMMENDATION 2.** The curriculum review committee should investigate practical ways to increase the number of professional elective courses offering.

**Department's Response:** The Department agrees with the PRT to increase the number of professional elective courses offered each year. This greater pool of professional elective courses offered annually will benefit the students with their educational experience and career choices. The Department will refer to its Curriculum Committee as to ways to increase the number of professional elective courses offered annually. A solution would be to increase the number of professional elective courses in the seventh and eight semesters from which the students can select. This solution would of course require an increase in the number of faculty required to teach the extra professional elective courses, which will increase the teaching workload and cost for the Department. This possible solution and added cost will be discussed with the Dean for additional financial resources.

**Dean's Response:** The Department will look at ways to improve the range of technical elective course offerings.

**RECOMMENDATION 3.** The curriculum review committee should critically review the prerequisites for upper year courses and remove them when not absolutely necessary. The department should also investigate options to bring more flexibility in the promotion rules.

**Department's Response:** The Department realizes that the prerequisites are holding back some students that are not following the normal course sequence for a number of reasons, such as failing a course, not following the co-op work term sequence or taking a lighter course load. The Department will ask its Curriculum Committee to review the prerequisites of all the chemical engineering undergraduate courses, and to provide recommendations for removal if they are not necessary. There are no promotion rules in the department; students are allowed to take courses if they have the necessary prerequisites.

**Dean's Response:** The Department will review its prerequisite structure to ensure that prerequisites are appropriate and that student progression is not unnecessarily impeded.

**RECOMMENDATION 4.** The Department should explore best practices to prepare TA for their job (with clear expectation of their duty and time commitment). It is recommended to also initiate a formal TA evaluation process by the students.

**Department's Response:** The Department has already in place, as required by the CUPE 3 collective agreement, the requirement that instructors meet with their TA at the start of the semester to outline and agree upon the TA's responsibilities and time commitment for each task. The instructor also meets with the TA at midpoint and end of semester to provide evaluative feedback. A formal TA evaluation process by the students will require the agreement between the university and the TA's union (CUPE 3).

**Dean's Response:** not specifically addressed.

**RECOMMENDATION 5.** The Department should make every effort to fully establish a departmental culture where students are the priority, to avoid undesired "incidents" like inappropriate comments in class, instructors not showing up regularly for some undergraduate labs, unannounced class cancellation or lax invigilation during tests and exams.

**Department's Response:** Instructors will be reminded about Ryerson's Workplace Civility and Respect Policy, and are referred to Ryerson's Guide to Civility. In addition, the Department will schedule a civility training session through Ryerson's Human Resources for all faculty and staff this academic year. Instructors are reminded to inform students in advance or through D2L of any class cancellations barring any unforeseen reasons. Moreover, instructors will be asked to attend the undergraduate labs in their courses if possible. They will also be asked to be present during their exams and review, along with their invigilators, their invigilation duties.

**Dean's Response:** It is a priority for the Faculty to develop a student-centered culture in all Departments. The Faculty has established an "all-in approach" to all Faculty activities which will continue to develop and enhance the student experience.

**RECOMMENDATION 6.** The Department should establish pre-semester meetings between instructors to ensure reasonable time expectations from students for each course, as well as good distribution of course deliverables.

**Department's Response:** The Undergraduate Program Director will endeavour to schedule this pre-semester meeting for the purpose of spreading out the course assessments for a given cohort of students and to determine the time expectations from students for each course.

**Dean's Response:** Please see response to Recommendation 5.

**RECOMMENDATION 7.** The Department could better take advantage of the services the Library can offer.

**Department's Response:** The Department will investigate with Ryerson's library as to the appropriate workshops that are beneficial to the students in the capstone course. This may include literature review techniques and database searches.

**Dean's Response:** not specifically addressed.

#### **Recommendations that would involve FEAS and possibly the University:**

**RECOMMENDATION 8:** Make the current contractual administrative staff permanent.

**Department's Response:** The Department thank the PRT for making this recommendation. This contractual administrative staff position is vital for both assisting the department and administrating the large mandatory co-op program. This position became permanent on August 1, 2019.

**RECOMMENDATION 9:** There are some very old undergraduate lab setups that should be discarded and replaced, likely with financial help of the FEAS and/or University.

**Department's Response:** The Process Measurements Laboratory was currently renovated and updated. The Department will review the lab equipment in the Unit Operations Laboratory and take the necessary action. Laboratory equipment in the Unit Operations Laboratory is very costly and will require financial assistance from the Dean.

**Dean's Response:** not specifically addressed. See response to recommendation 10 below.

**RECOMMENDATION 10:** Address the absence of wheelchair access in some undergraduate laboratories (specifically KHN 002/004).

**Department's Response:** The Department thank the PRT for this recommendation, which the Department has been working on for some time. The Department has raised this issue with Ryerson's Accessibility Coordinator and a Project Manager in Ryerson's Facilities Management and Development (FMD) Department. This issue is being addressed at FMD; however, any large renovation recommendations from FMD such as for wheelchair access require funding approval from the university. The Department also requests that the Dean work with the Provost in finding funds to pay for this necessary accessibility renovation which the Department has communicated with the Vice-Provost Academic Office in February 2010.

**Dean's Response:** The Faculty recognizes issues related to accessibility of undergraduate labs, and has been working with Facilities Management and Development (FMD) to secure wheelchair access to the undergraduate labs that are currently inaccessible.

**RECOMMENDATION 11:** Better communicate with Faculties that offer service courses (Math, Physics, Computer Science) desirable course content that would be more relevant to engineering students. There are also some logistical issues around scheduling that should be looked at.

**Department's Response:** The Department requests that the Dean place this issue for discussion with the Faculty's Undergraduate Studies Committee, and that the Associate Dean, Undergraduate Studies, communicate and work the math, physics and computer science departments for appropriate course content for engineering students.

**Dean's Response:** Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university.

**RECOMMENDATION 12:** Being the only mandatory co-op program within FEAS is both a strength and a challenge. The challenge is the amount of resources required to effectively run a co-op program. The PRT suggests that the Chemical Engineering Department further explore with the Dean and Chairs in other FEAS Departments the possibility of expanding mandatory co-op in other programs. With more programs involved, it is likely more resources would be devoted to co-op at both the Faculty and University levels.

**Department's Response:** The other programs currently have an optional 12-16 months internship program after the third year. The Department requests that the Dean place this issue for discussion with the Faculty's Undergraduate Studies Committee and/or in one of the Dean's group meetings with Chairs and Associate Deans.

**Dean's Response:** The Faculty of Engineering and Architectural Science recognizes the value of the program to students, faculty and the public at large. As such, needed ongoing investments will be made to ensure its continued contribution to the discipline and community. Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university. Finally, proper staffing will support these goals in a reliable and sustainable manner.

#### ADDITIONAL PROGRAM RECOMMENDATIONS IN SELF STUDY

1. Increase the faculty complement
2. Increase the office staff complement
3. Get more resources for the co-op component
4. Offer more courses in spring/summer semester
5. Promote wellness, sensitivity and inclusivity attributes in faculty and staff
6. Continually review and improve program curriculum
7. Promote extra-curricular activities of students

#### IMPLEMENTATION PLAN

<b>Recommendation #1:</b> The Department should look at the reasons behind the relatively low retention and graduation rates.
<b>Objective:</b> To have the program's Curriculum Committee investigate for plausible reasons behind the relatively low retention and graduation rates.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Curriculum Committee Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #2:</b> The curriculum review committee should investigate practical ways to increase the number of professional elective courses offering.
<b>Objective:</b> To have the program's Curriculum Committee look into possible ways to increase the number of professional elective courses offered annually.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Curriculum Committee Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

**Recommendation #3:** The curriculum review committee should critically review the prerequisites for upper year courses and remove them when not absolutely necessary.

**Objective:** To have the program's Curriculum Committee review the prerequisites of all chemical engineering undergraduate courses.

**Timeline:** Short term

**Responsibility for leading initiative:** Curriculum Committee Chair

**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean

**Recommendation #4:** The Department should explore best practices to prepare TA for their job (with clear expectation of their duty and time commitment).

**Objective:** To continue the hiring and evaluation process already in place for TAGA.

**Timeline:** Ongoing

**Responsibility for leading initiative:** Department Chair & Administrative Manager

**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean

**Recommendation #5:** The Department should make every effort to fully establish a departmental culture where students are the priority.

**Objective:** To have department chair discuss this priority with faculty and staff.

**Timeline:** Ongoing

**Responsibility for leading initiative:** Department Chair

**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean

**Recommendation #6:** The Department should establish pre-semester meetings between instructors to ensure reasonable time expectations from students for each course, as well as good distribution of course deliverables.

**Objective:** To have the undergraduate program director meet with instructors before the start of each semester to discuss distribution of course expectations and evaluations.

**Timeline:** Ongoing

**Responsibility for leading initiative:** Undergraduate Program Director

**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean

**Recommendation #7:** The Department could better take advantage of the services the Library can offer.

**Objective:** To have the capstone project coordinator continue working with the Ryerson library staff to implement appropriate workshops in the capstone course.

**Timeline:** Ongoing

**Responsibility for leading initiative:** Capstone Project Coordinator

**Responsibly for approving recommendation, providing any resources made necessary by the**

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

**Recommendation #8:** Make the current contractual administrative staff permanent.  
**Objective:** The position became permanent on August 1, 2019.  
**Timeline:** Done  
**Responsibility for leading initiative:** Department Chair  
**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean

**Recommendation #9:** There are some very old undergraduate lab setups that should be discarded and replaced, likely with financial help of the FEAS and/or University.  
**Objective:** To review the lab equipment in the Unit Operations Laboratory and take the necessary action.  
**Timeline:** Short term  
**Responsibility for leading initiative:** Department Chair  
**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean, Provost

**Recommendation #10:** Address the absence of wheelchair access in some undergraduate laboratories (specifically KHN 002/004).  
**Objective:** To continue working with university administration to implement and fund renovations for wheelchair access to KHN 002/004.  
**Timeline:** Ongoing  
**Responsibility for leading initiative:** Department Chair  
**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean, Provost

**Recommendation #11:** Better communicate with Faculties that offer service courses (Math, Physics, Computer Science) desirable course content that would be more relevant to engineering students.  
**Objective:** To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee, and that the Associate Dean, Undergraduate Studies, communicate and work with the math, physics and computer science departments for appropriate course content for engineering students.  
**Timeline:** Short term  
**Responsibility for leading initiative:** Department Chair  
**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Faculty Dean

**Recommendation #12:** The PRT suggests that the Chemical Engineering Department further explore with the Dean and Chairs in other FEAS Departments the possibility of expanding mandatory co-op in other programs.

<b>Objective:</b> To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee and/or in one of the Dean's group meetings with Chairs and Associate Deans.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #13:</b> Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice.
<b>Objective:</b> To work with one of Ryerson's curriculum consultants on the language and wording of the learning outcomes.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> CEAB Coordinator
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #14:</b> Revisit the co-op employer survey to elicit feedback from more employers.
<b>Objective:</b> To improve on the number of employer feedback.
<b>Timeline: (e.g., immediate, short term, longer term)</b> Short term
<b>Responsibility for leading initiative:</b> Co-op Faculty Advisor
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #15:</b> Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.
<b>Objective:</b> To review and ensure course outlines follow the university template each semester.
<b>Timeline:</b> Ongoing
<b>Responsibility for leading initiative:</b> Undergraduate Program Director
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #16: Consider the additional recommendations outlined in the self- study and take action as required.</b>
<b>Objective:</b> To act upon the following three additional recommendations outlined in the self-study: 1. Promote wellness, sensitivity and inclusivity attributes in faculty and staff 2. Continually review and improve program curriculum 3. Promote extra-curricular activities of students
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b>

### **Recommendation**

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Department of Chemical Engineering Bachelor of Engineering Degree Program - Faculty of Engineering and Architectural Science.*

### **B. FACULTY OF LAW – Juris Doctor curriculum modification**

The Faculty of Law proposes the following change to the Juris Doctor program that was approved by Academic Standards in May 2017 and by Senate at its June 5, 2017 meeting: **To reduce the weekly contact hours from 6 hours to 4 hours for the following first year courses: JUR 101 Contract Law, JUR 102 Tort Law, and JUR 103 Property Law in the first semester, and JUR 106 Criminal Law, JUR 107 Constitutional Law, and JUR 108 Administrative and Regulatory Law in the second semester.** Proposed implementation: Fall 2020.

Rationale: With the exception of the two bootcamp/intensive courses, all course offerings in the program's first two semesters utilize the same pedagogical model: students are divided into 2 sections of 75 for each course, with all contact hours in each course except the final hour representing lecture hours. This final hour in the relevant courses is utilized for breakout sessions overseen by CUPE 1 practitioner-instructors, with three breakout sessions of 25 students being made available in each section. The reason for this course structure was noted in the ASC's report to Senate in 2017:

*The mode of delivery in much of the coursework will feature collaborative co-teaching between faculty and practitioners. This expansion of the practitioner's role beyond that of 'guest lecturer' also reflects Ryerson's commitment to providing practical education and integrating collaboration with the community.*

However, as has become apparent, requiring 6 hours of instruction per week for these 6 courses creates two problems. First, compared with other Ontario law schools, our current per week class time is by far the highest. For 11 of the 12 weeks (at the first week of the first and second semesters is utilized for the mandatory bootcamp/intensives courses), the per-week class time for the first year of the program is currently 24 hours, of which 19 represent lecture time and the other 5 represent practitioner breakout sessions. This greatly exceeds the 18 hours or less at other Ontario law schools, as well as prevailing norms in legal education internationally. For our incoming JD students, who can expect to spend 2 hours studying for every hour of lecture time, this suggests they can currently expect to spend approximately 62 hours (= 24 + (2 x 19)) on their studies each week.

Second, there are workload ramifications to the current curriculum structure. Tenure-stream faculty members teaching these 6 courses would currently be expected to lecture 5 hours per week for each course they are responsible for instead of the more typical 3-4 hours per week that applies in other law schools as well as in most other Faculties at Ryerson. Increasing the hours spent teaching will upset the balance between teaching and research and might negatively affect the law school's ability to attract strong scholars to the Faculty. It is proposed that the course hours for the affected 6 courses be reduced to 4 from 6, with the last of the 4 hours continuing to be used for practitioner breakout sessions. This will mean that the per-week class time in weeks 2-11 in each of the first two semesters will be reduced from 24 to 18, with the number of lecture hours being reduced from 19 to 13. This will put us within the range of total hours per week in the program's first year when compared with other Ontario law schools, while also keeping us within the range of hours at other Ontario law schools devoted to these particular courses as a group. The estimated time students spend on their studies per week will then fall from 62 to 44 hours (= 18 + (2 x 13)). At the same time, the faculty workload for the courses will be reduced from 5 hours each to the more typical 3 hours.

The proposed change in course hours fits better with Ryerson Law’s innovative curriculum, while not affecting the courses’ learning outcomes, or the meeting of the Federation’s and Integrated Practice Curriculum’s (IPC’s) designated competencies for each course in any substantive way. Our Integrated Practice Curriculum allows graduates to become members of the practicing bar without first apprenticing as articling students. In order to provide this opportunity to graduates, our curriculum must cover all the essential skills that would otherwise be covered during articling or the LPP. This provides ample reason for a moderately higher number of weekly class hours for the core courses (18 instead 15-16 which is usual at Ontario law schools).

The calendar descriptions for the 6 courses will be amended as follow:

Current Calendar Copy	Proposed Amended Calendar Copy
<p>JUR 101 Contract Law            Contract law provides a creative opportunity to clarify expectations and interests in a legally enforceable way. Working with real contracts from diverse sources, students are trained in contract fundamentals (formation, performance, breach, and remedies) and are introduced to the use of contracts in a variety of legal areas. Students apply these principles both in reviewing and drafting contract clauses and to critically assess emerging topics such as electronic, “smart” and self-executing contracts.  <b>Lecture: 6.00</b>            GPA Weight 1.00/1.00            Billing Units 1.0            Course Count 1.0</p>	<p>JUR 101 Contract Law            Contract law provides a creative opportunity to clarify expectations and interests in a legally enforceable way. Working with real contracts from diverse sources, students are trained in contract fundamentals (formation, performance, breach, and remedies) and are introduced to the use of contracts in a variety of legal areas. Students apply these principles both in reviewing and drafting contract clauses and to critically assess emerging topics such as electronic, “smart” and self-executing contracts.  <b>Lecture: 4.00</b>            GPA Weight 1.00/1.00            Billing Units 1.0            Course Count 1.0</p>
<p>JUR 102 Tort Law            Tort law deals with the apportionment of responsibility for harms caused by individuals, companies and government. This course examines intentional and unintentional wrongs, and the central role that recovery and damages play in redress. Students learn to recognize wrongs and how to anticipate, avoid or address legal risk. They apply these principles in reviewing and drafting pleadings, and explore how principles of responsibility are challenged by non-human actors (e.g. AI, autonomous vehicles).  <b>Lecture: 6.00</b>            GPA Weight 1.00/1.00            Billing Units 1.0            Course Count 1.0</p>	<p>JUR 102 Tort Law            Tort law deals with the apportionment of responsibility for harms caused by individuals, companies and government. This course examines intentional and unintentional wrongs, and the central role that recovery and damages play in redress. Students learn to recognize wrongs and how to anticipate, avoid or address legal risk. They apply these principles in reviewing and drafting pleadings, and explore how principles of responsibility are challenged by non-human actors (e.g. AI, autonomous vehicles).  <b>Lecture: 4.00</b>            GPA Weight 1.00/1.00            Billing Units 1.0            Course Count 1.0</p>
<p>JUR 103 Property Law            Property law deals with ownership, possession, and control of tangible and intangible interests that offer value to individuals, companies and the state. Students analyze competing claims to various types of assets, and are introduced to the economic, moral and other arguments used to support those claims.</p>	<p>JUR 103 Property Law            Property law deals with ownership, possession, and control of tangible and intangible interests that offer value to individuals, companies and the state. Students analyze competing claims to various types of assets, and are introduced to the economic, moral and other arguments used to support those claims.</p>

<p>They are given the opportunity to apply these principles in cases involving the infringement of property rights and explore comparative views of concepts of property in Indigenous law.</p> <p><b>Lecture: 6.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>	<p>They are given the opportunity to apply these principles in cases involving the infringement of property rights and explore comparative views of concepts of property in Indigenous law.</p> <p><b>Lecture: 4.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>
<p>JUR 106 Criminal Law  Criminal law attempts to balance societal protection and the rights of the accused in both national and international settings. This course deals with the principles and processes of criminal defence and prosecution. Students learn and/or experience bail hearing, preliminary inquiries, judicial conferences, disclosure and jury selection. There is a focus on issues related to equity, diversity and inclusion in the criminal justice system, particularly the intersection of criminal law with Indigenous culture.</p> <p><b>Lecture: 6.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>	<p>JUR 106 Criminal Law  Criminal law attempts to balance societal protection and the rights of the accused in both national and international settings. This course deals with the principles and processes of criminal defence and prosecution. Students learn and/or experience bail hearing, preliminary inquiries, judicial conferences, disclosure and jury selection. There is a focus on issues related to equity, diversity and inclusion in the criminal justice system, particularly the intersection of criminal law with Indigenous culture.</p> <p><b>Lecture: 4.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>
<p>JUR 107 Constitutional Law  Constitutional law is the supreme law of the nation state and the authority with which other laws and government actors must comply. Students learn about the powers and responsibilities of different levels and types of government as well as protecting and guaranteeing the rights of legal persons. Students have opportunities to work with ministerial briefs, governmental memoranda, factums and pleadings for landmark constitutional litigation cases, including Indigenous land claims, historical wrongs and competing rights.</p> <p><b>Lecture: 6.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>	<p>JUR 107 Constitutional Law  Constitutional law is the supreme law of the nation state and the authority with which other laws and government actors must comply. Students learn about the powers and responsibilities of different levels and types of government as well as protecting and guaranteeing the rights of legal persons. Students have opportunities to work with ministerial briefs, governmental memoranda, factums and pleadings for landmark constitutional litigation cases, including Indigenous land claims, historical wrongs and competing rights.</p> <p><b>Lecture: 4.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>
<p>JUR 108 Administrative and Regulatory Law  Issues in administrative law and regulatory law are commonly encountered, due to their influence on everyday interactions between individuals and government entities. Regulatory law covers delegated rule-making, policy development and adjudication. Students learn about regulatory practice and principles of judicial review, as well as how to provide advice to individuals and corporations</p>	<p>JUR 108 Administrative and Regulatory Law  Issues in administrative law and regulatory law are commonly encountered, due to their influence on everyday interactions between individuals and government entities. Regulatory law covers delegated rule-making, policy development and adjudication. Students learn about regulatory practice and principles of judicial review, as well as how to provide advice to individuals and corporations</p>

<p>on complex rules, regulations, procedures, permitting, applications and enforcement. The role of the compliance function and rise of “RegTech” are also explored.</p> <p><b>Lecture: 6.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>	<p>on complex rules, regulations, procedures, permitting, applications and enforcement. The role of the compliance function and rise of “RegTech” are also explored.</p> <p><b>Lecture: 4.00</b>  GPA Weight 1.00/1.00  Billing Units 1.0  Course Count 1.0</p>
---	---

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the curriculum modification for the Juris Doctor program – Faculty of Law.*

**C. For Information: CHANG SCHOOL CERTIFICATES - REVISIONS (December 2019)**

- i. Certificate in Advanced Safety Management: Course Deletions and Additions (Required courses)
- ii. Certificate in Business Decision Analysis: Revision to graduation requirements (From six to five courses)
- iii. Certificate in Business Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- iv. Certificate in Computer Security and Digital Forensics: Certificate Name Change
- v. Certificate in Financial Planning: Revision of Admission Criteria
- vi. Certificate in Foundations of International Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- vii. Certificate in Occupational Health and Safety: Course Deletions, Revisions and Additions
- viii. Certificate in Occupational Health and Safety Leadership: Course Addition and Repositioning
- ix. Certificate in Strategic Marketing: Certificate Name Change
- x. Certificate in Accounting-Finance: Course Deletion (CQMS 102) and Course Addition (CQMS 210) (Elective)
- xi. Certificate in Architecture: Course Deletions (Electives)
- xii. Certificate in Community Engagement, Leadership and Development: Course additions and deletions (Electives)
- xiii. Certificate in Computer Programming Applications: Course Deletions and Course Addition (Electives)
- xiv. Certificate in Economics and Finance: Course Deletion (CQMS 102) (Elective)
- xv. Certificate in Ethics: Course deletion (Elective)
- xvi. Certificate in Information Systems Management: Course Addition (CITM 550) (Elective)
- xvii. Certificate in Landscape Design: Course Deletion (Elective)
- xviii. Certificate in Retail Management: Course Deletion (CQMS 102) (Elective)
- xix. Certificate in Sustainability Management and Enterprise Process Excellence: Course Deletions (Electives)

**For Information: JURIS DOCTOR – Course name changes**

Original Course Code/Name :	Amended Course Code/Name :
JUR 400: Ryerson Law School <b>Bootcamp</b>	JUR 400: Ryerson Law School <b>Intensive</b>
JUR 401: Technology Innovation <b>Bootcamp</b>	JUR 401: Technology Innovation <b>Intensive</b>
JUR 402: Financial <b>Bootcamp</b>	JUR 402: Financial <b>Intensive</b>
JUR 403: Coding <b>Bootcamp</b>	JUR 403: Coding <b>Intensive</b>
JUR 404: EQ/CQ <b>Bootcamp</b>	JUR 404: EQ/CQ <b>Intensive</b>

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Anita Jack-Davies, Office of the Vice President, Equity and Community Inclusion

Bettina West, Director, Curriculum Quality Assurance

Ann Marie Singh, Faculty of Arts, Criminology

Dale Smith, Faculty of Arts, English

Gavin Adamson, Faculty of Communication and Design, Journalism

Robert Clapperton, Faculty of Communication and Design, Professional Communication

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

Ian Young, Faculty of Community Services, Occupational & Public Health

Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science

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

Miranda Kirby, Faculty of Science, Physics

Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy

May Yan, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Jacob Circo, Student

Karlee Reece, Student