REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #F2021–3; Dec. 2021

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
   A.   **CHANG SCHOOL – Certificate Modifications to Computer Programming Applications**
   B.   **CHANG SCHOOL – Certificate Modifications to Cybersecurity, Data Protection and Digital Forensics**
   C.   **CHANG SCHOOL – Certificate Modifications to Urban Agriculture**
   D.   **CHANG SCHOOL – Certificate Discontinuation for Energy Management and Conservation**
   E.   **CHANG SCHOOL – Certificate Discontinuation for Image Arts (with specializations in Film Studies or Photography Studies)**
   F.   **CHANG SCHOOL – Certificate Discontinuation for Sustainability Management and Enterprise Process Excellence**
   G.   **TRSM – School of Accounting and Finance – Curriculum modifications**
   H.   *For Information:* **CHANG SCHOOL CERTIFICATES – Revisions (September 2021)**
   I.   *For Information:* **1-year follow-up reports for Periodic Program Reviews: Aerospace Engineering; Chemical Engineering; English; International Economics and Finance; Retail Management**

A. CHANG SCHOOL – Certificate Modifications to Computer Programming Applications

Certificate Title Change
It is being proposed that the certificate's title be updated to reflect the career-focused, in-demand expertise in programming that certificate candidates will acquire and be able reliably to demonstrate upon certificate completion. Those competencies are being able to program and code. Based on research contributed by Chang School's Web Marketing Manager, including Google Trends and data from social listening platforms, and through phone interviews with a number of current certificate candidates, the recommended new certificate title provides clarity that this is explicitly a coding certificate. Both Python and Java/JavaScript are taught in the certificate's required courses and most electives. They are the two most sought-after programming languages by employers when hiring coders.

Current Certificate Title
Certificate in Computer Programming Applications

Proposed Certificate Title
Certificate in Computer Coding

Rationale
The current certificate title does not make it clear that this is a programming certificate for coders. By renaming the certificate, greater numbers of the target audience will be attracted to take the certificate. The proposed title strengthens the certificate's attractiveness to prospective continuous learners and to employers (the latter of whom send their coders to upskill their programming skills and to complete the certificate). The revised title aligns to the certificate's direct relevancy to coding.

Target Audience
The target audience can be defined as follows:

Audience Segment	**Upskilling in Place*** *"I need skills in the new programming languages for which employers are hiring to keep up with job expectations."*	**Seeking Promotion*** *"I need to build my coding skills in the most in-demand languages for my next step."*	**Seeking Employment*** *"I need to differentiate myself from other job applicants by being able to code in the most sought after languages for which employers are having difficulty hiring and retaining employees."*
Career Goal	Keep up	Advance	Enter field
Student Motivations	Require new coding languages and skills to stay current in their jobs, move up or laterally to another employer.	Need to prepare themselves for more financially beneficial coder roles in their fields.	Need to code well in the most in-demand programming languages for new hires to get hired as an entry-level coder.
Student Needs	Completing a university credential in programming while working.	Gain the coding skills in the latest, most popular programming languages with employers. Do so while working.	Completing a university credential in programming respected by employers.

*Nomenclature for Audience Segments is from the Education Advisory Board (EAB) (https://eab.com/).

We anticipate that the majority of students attracted to this certificate are:
- both male and female, since the professional field is beginning to attract more STEM university female graduates (formerly the field was dominated by males).
- in the 18-39 age group, with no university credential in programming or coding.
- mid-career working coders who, in order to retain their employment need to learn the latest, in-demand programming languages by employers to meet their organizations' business objectives.

Living in Canada, in the "Silicon Valley of the North", there is a strong demand for coders in the most popular programming languages.

These target audiences include (but are not limited to) people aspiring to pursue careers such as:
- Python and Java/JavaScript Programmer
- Digital Product Manager
- Digital Product Developer
- Web Applications Programmer
- Product Developer
- Web Developer (Web-based, Cloud-based, Mobile Apps-Based development)
- Front End/Back End Developer
- PHP Developer
- JavaScript Developer
- Python Developer
- Full Stack Developer
- Front End Developer (Python and JavaScript)
- Back End Developer
- Python Full Stack Developer
- Computer Applications Manager

Furthermore, these audiences include (but are not limited to) people with careers in the following areas who wish to add Python and Java/JavaScript programming to their existing skill sets:
1. Web services management (including Web design)
2. Website management
3. Administrative management
4. Start Up or Small-to-Medium business owners/managers
5. Consulting
6. Computer Science (including Cloud-based and Mobile Apps-based deployment)
7. Healthcare
8. IT & enterprise architecture
9. Scientific, professional, and technical sectors

Post-pandemic, an increasing number of Canadian job openings for coders are being advertised as remote work positions. This permits employers to hire top-skilled talent regardless of their geographical location. In such a competitive employment landscape, both workers wishing to enter the field of programming and experienced coders need to upskill and to possess remote-first workforce, in-demand expertise in Python and Java/JavaScript in order to attain gainful employment as coders in our labour market demand-driven, Digital-First World.

This certificate title change raises the profile of the certificate as being a highly relevant educational pathway to meet employer demand for coders who are well-versed in the most up-to-date computer programming languages.

Implementation Date
 The requested implementation date is Winter 2022.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the certificate modifications to Computer Programming Applications – Chang School.***

B. CHANG SCHOOL – Certificate Modifications to Cybersecurity, Data Protection and Digital Forensics
Introduction and Rationale
It is being proposed that the course CZLW120 Law for Forensics Professionals be deleted from the Certificate in Cybersecurity, Data Protection and Digital Forensics due to low enrollment. It was last offered in Spring/Summer 2017 with 14 enrollments).

This certificate is composed of 6 required courses. Students in the current certificate were provided with the option to select their last course from a list of 3 courses: CKDF 145 Certified Information Systems Security Professional (CISSP), CSCI 243 Continuity and Risk Management and CZLW120 Law for Forensics Professionals. Going forward, continuous learners will select one course from a list of only CKDF 145 or CSCI 243. Please note that the current and revised certificate structures may be found at the end of this document.

Course Deleted
CZLW 120 Law for Forensics Professionals

Implementation Date
The requested implementation date is Fall 2022.

Current Certificate Structure

Required Courses
    CKDF 110 Computer Network Security
    CKDF 120 Computer Cryptography and Digital Steganography
    CKDF 130 Digital Forensics Systems
    CKDF 140 Security Architecture and Design
    CKDF 150 Digital Forensics Investigation

Select one (1) of the following courses:
    CKDF 145 Certified Information Systems Security Professional (CISSP)
    CSCI 243 Continuity and Risk Management
    CZLW 120 Law for Forensics Professionals

Revised Certificate Structure

Required Courses
    CKDF 110 Computer Network Security
    CKDF 120 Computer Cryptography and Digital Steganography
    CKDF 130 Digital Forensics Systems
    CKDF 140 Security Architecture and Design
    CKDF 150 Digital Forensics Investigation

Select one (1) of the following courses:
    CKDF 145 Certified Information Systems Security Professional (CISSP)
    CSCI 243 Continuity and Risk Management

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the certificate modifications to Cybersecurity, Data Protection and Digital Forensics – Chang School.*

C. CHANG SCHOOL – Certificate Modifications to Urban Agriculture
The Certificate in Urban Agriculture was successfully launched in Fall 2020 and has enrolled 20 new certificate students since that time. The goal of building the community within the certificate program, such that a greater number of students are taking fewer competing courses, has been identified after review of the certificate structure at launch. The certificate's home is The Chang School.

As such, a new certificate structure with fewer electives is being proposed as well as a proposed schedule of offering for the courses in the certificate for the next two academic years.

    1. **New Certificate Structure**
        In order to ensure the urban agriculture certificate program builds registrations, for the upcoming academic session and until numbers are robust and sustainable in following academic sessions, it is proposed that the general electives will be held in abeyance so that the only courses available will be:

            CVFN 410 Understanding Urban Agriculture
            CVFN 411 Dimensions of Urban Agriculture
            CVFN 412 Practicing Urban Agriculture

       CVFN 413 Urban Agriculture Policy-Making
       CVFN 400 Practicum/Project in Urban Agriculture
       CVFN 420 Green/Natural Infrastructure

Current Certificate Structure

Required Course

       CVFN 410 Understanding Urban Agriculture

Required Elective (select 2)

       CVFN 411 Dimensions of Urban Agriculture
       CVFN 412 Practicing Urban Agriculture
       CVFN 413 Urban Agriculture Policy-Making

General Electives (select 1)

       CENT 500 New Venture Startup
       CFNY 403 Food Security Concepts and Principles
       CFNY 408 Urban Food Security
       CFNY 510 Indigenous Food Systems in Canada
       CKLA 400 Ecology and Sustainable Landscapes
       CKSS 100 Fundamentals in Sustainability I
       CVFN 400 Practicum/Project in Urban Agriculture
       CVFN 420 Green/Natural Infrastructure

Proposed Certificate Structure

Required Course

       CVFN 410 Understanding Urban Agriculture

Required Elective (select 3)

       CVFN 411 Dimensions of Urban Agriculture
       CVFN 412 Practicing Urban Agriculture
       CVFN 413 Urban Agriculture Policy-Making
       CVFN 400 Practicum/Project in Urban Agriculture
       CVFN 420 Green/Natural Infrastructure

2. **Proposed Course Offering Schedule for Academic years 2021-2022 and 2022-2023**

The required course (CVFN 410) for the program was only offered in Fall 2020 hindering or delaying enrollment in the certificate program for those who wanted to register for the certificate in the winter or spring-summer session, when 410 was not available. To increase the availability for students who wish to take CVFN 410 as their first course and to increase certificate entry points in the academic year, it is proposed that the course be offered twice per year.

The following schedule of course offerings is proposed for the program:

Academic Year 2021/2022:

Fall 2021	CVFN 410 Understanding Urban Agriculture CVFN 420 Green/Natural Infrastructure
Winter 2022	CVFN 410 Understanding Urban Agriculture CVFN 413 Urban Agriculture Policy-Making
Spring/Summer 2022	CVFN 411 Dimensions of Urban Agriculture CVFN 412 Practicing Urban Agriculture CVFN400 Practicum/Project in Urban Agriculture***

It is suggested that the outcome of this schedule be reviewed before consideration of making CVFN 410 available in every semester. This will be the first time running two urban agriculture courses per session for two sessions.

Academic Year 2022/2023:

Fall 2022	CVFN 410 Understanding Urban Agriculture CVFN 420 Green/Natural Infrastructure CVFN 400 Practicum/Project in Urban Agriculture***
Winter 2023	CVFN 410 Understanding Urban Agriculture CVFN 412 Practicing Urban Agriculture CVFN 400 Practicum/Project in Urban Agriculture***
Spring/Summer 2023	CVFN 410 Understanding Urban Agriculture** CVFN 413 Urban Agriculture Policy-Making CVFN 400 Practicum/Project in Urban Agriculture***

**The decision to run a third offering in the academic year to be based on the successful increase of enrollments with offering this course twice 2021-2022.
By only having CVFN courses running it will focus registration on these courses and will hopefully increase their viability.
***CVFN400 (Practicum/Project in Urban Agriculture) is offered in all semesters in 2022/2023 as it is an experiential study course that can be research, practical skill building, placements, etc. It will likely only have a small number of students except for the spring-summer session at the height of the growing season.

Implementation: Fall 2022

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the certificate modifications to Urban Agriculture – Chang School.*

D. CHANG SCHOOL – Certificate Discontinuation for Energy Management and Conservation
The Certificate in Energy Management and Conservation is comprised of four courses and has been delivered for two years as a fully degree credit, OSAP eligible online program (and 7 years prior as a non-degree credit 6-course program) through The Chang School's Engineering, Architecture & Science unit. The Academic Home, the

Faculty of Engineering and Architectural Science Dean's Office in collaboration with the Centre for Urban Energy, and the certificate's curriculum committee have approved that this certificate be discontinued due to low enrollment performance. Over the past five years, annual enrollments have reached a maximum of 27 over the past 5 years.

Table: Enrollments over the past five financial years in the Energy Management and Conservation required courses.

Course Code and Title	Enrollments				
	2020-21	2019-20	2018-19	2017-18	2016-17
CKEI100 - Energy Innovation and Entrepreneurship	0	0	0	0	6
CKEI110 - Energy Conservation: Emerging Trends	0	0	0	0	6
CKEI120 - Energy Public Policy Debate in Canada	0	0	0	0	12
CKEI130 - An Introduction to Smart Grid	0	0	0	6	0
CKEI140 - Topics in Energy Management Innovation	1	0	4	0	3
CTEC241 - Energy Innovation*	0	10	6	14	0
CTEC269 - Trends in Energy Conservation **	0	10	7	7	0
Totals	1	20	17	27	27

*CTEC241 is the degree credit version of CKEI100. The course was converted in Fall 2019.
** CTEC269 is the degree credit version of CKEI110. The course was converted in Fall 2019.

This certificate has shown no growth potential. There have been zero (0) graduates from 2015-2020. Accordingly, once this certificate discontinuation is approved, cessation of registrations in the four-course Certificate in Energy Management and Conservation program will take place.

There is only one active student for this certificate and they have completed only 1 of the 4 required courses. The student will be informed of the discontinuation.

Discontinuation of the certificate would commence Winter 2022, with the last admit term in the certificate being Fall 2021.

Certificate Structure

Required Courses

CTEC 241　　Energy Innovation
CTEC 264　　Trends in Smart Grid
CTEC 269　　Trends in Energy Conservation
CTEC 282　　Public Policy in Energy

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends*: That Senate approve the discontinued certificate in Energy Management and Conservation – Chang School.*

E. CHANG SCHOOL – Certificate Discontinuation for Image Arts (with specializations in Film Studies or Photography Studies)
The Certificate in Image Arts, with various specializations, has existed for over twenty years. Its central purpose is to present students with an accessible "laddering" pathway into the various undergraduate degree programs offered by Ryerson University's School of Image Arts.

Unfortunately, as summarized below, the Certificate in Image Arts no longer effectively serves that purpose; neither specialization has attracted a significant number of continuing education students and, overall, the program is not financially viable.

- **Enrollment**: In the past five years, eight (8) unique certificate students have enrolled in courses for the Photography Studies specialization and five (5) unique certificate students have enrolled in courses for the Film Studies specialization.
- **Student Status**: In the past five years, Student Status data in the Certificate's two specializations are as follows:
    - The Specialization in Film Studies attracted 47 new students and graduated 3 students. In that same time period, 31 students were discontinued from the program and 12 cancelled.
    - The Specialization in Photography Studies attracted 54 new students and graduated 1 student. In that same time period, 17 students were discontinued from the program and 9 cancelled.
- **Financial Viability**: Over the past five years, the certificate generated a total of $26,603 in tuition revenue; this total is split between the two specializations as follows: $14,848 (Photography Studies) and $11,755 (Film Studies).
- **Certificate Ranking**: Based on the number of enrollments in the past five academic years, this certificate is ranked as 72nd (Photography Studies specialization) and 76th (Film Studies specialization) of the 84 Chang School certificates.

Transition Plan
With the exception of CMPC 201 Visual Art: Concepts and Theories, all of the courses in the Certificate in Image Arts are offered on a regular basis through other Chang School certificate programs offered in collaboration with The School of Image Arts: Digital Art Production, Film Studies and Photography Studies.
To provide students with the opportunity to complete CMPC 201, The Chang School will (at minimum) offer the course once in the academic year after certificate discontinuation. It should be noted that adding CMPC 201 to the Certificate in Digital Art Production is also under consideration; if this path is pursued, then students wanting to complete the Certificate in Image Arts will have a longer time horizon to do so.
Overall, the discontinuation of the Certificate in Image Arts does not present current students with any barriers to program completion. Each student will be provided with personalized academic advising to ensure those interested in the certificate's "laddering" function can still complete the degree-credit courses necessary for a successful transition into a Bachelor of Fine Arts program, should they apply and be accepted.

Implementation: Winter 2022
The last admit term for the Certificate will be Fall 2021.

<u>**Appendix A**</u>
Certificate in Image Arts
Do you want to enter into an exciting career in the film, photography, design, communications, or cultural industries? This certificate program can provide you with the knowledge and skills to perform responsibly in these industries as a professional in creative or managerial positions. Whether your interest lies in the highly commercial, artistic, or experimental, the curriculum can provide you with the necessary grounding to move on to advanced study in a variety of media-related academic and artistic disciplines.
Many students take this certificate program before applying or re-applying to undergraduate programs at Ryerson University's School of Image Arts.

Admission Criteria
It is recommended that applicants have the following:
OSSD with six Grade 12 U or M credits (English recommended) with a minimum average grade of 60 percent, or equivalent, or mature student status with relevant work experience.

Certificate Requirements
The successful completion of 312 hours of instruction. Both specializations require four (4) required courses (39 hours each). The specialization in Film Studies includes three (3) electives, of which one is a 78 hour course and two are 39 hour courses. The specialization in Photography Studies includes four (4) 39 hour elective courses.
A cumulative grade point average of 1.67 or higher, is required to graduate from the certificate program.

Required Courses
CMPC 101 Visual Studies I
CMPC 103 Art and the Classical Tradition
CMPC 201 Visual Art: Concepts and Theories
CMPC 203 Art in the Modern World

Elective Courses
Specialization in Film Studies
CDMP 129 Motion Picture Production I
CMPF 107 Film Technology I
CMPF 290 Introduction to Film Studies

Specialization in Photography Studies
CDFP 328 Photography Production I
CDFP 329 Photography Production II
CDFP 333 Photography and Digital Imaging
CDFP 358 Photography and the Screen

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends*: That Senate approve the discontinued certificate in Image Arts (with specializations in Film Studies or Photography Studies) – Chang School.*

F. CHANG SCHOOL – Certificate Discontinuation for Sustainability Management and Enterprise Process Excellence
The recommendation is to cancel the Certificate in Sustainability Management and Enterprise Process Excellence due to low course enrolment.

The Certificate in Sustainability Management and Enterprise Process Excellence
The Certificate in Sustainability Management and Enterprise Process Excellence is comprised of six courses and has been fully delivered for over twelve years through The Chang School's Engineering, Architecture & Science unit. The Academic Home, the Department of Chemistry and Biology, and the certificate's curriculum committee have approved that this certificate be discontinued due to low enrollment performance. Enrollments have ranged from 48 to 79 over the past five years, but mostly in the 50 range per year.

This certificate has shown no growth potential and is dependent on the Green Economy project for enrollments as open enrollment has shown no growth potential. There are 108 active certificate candidates currently in the certificate. There have been 50 graduates from 2015-2020. Accordingly, once this certificate discontinuation is approved, cessation of registrations in the six-course Certificate in Sustainability Management and Enterprise Process Excellence program will take place.

Table: Enrollments over the past five financial years in the Certificate in Sustainability Management and Enterprise Process Excellence's required courses.

Course	Enrollments				
	2020–21	2019–20	2018–19	2017–18	2016–17
CKSS100 Fndmntls in Sustnblty I	15	8	13	14	12
CKSS101 Fndmntls in Sustnbly II	9	17	7	3	7
CKSS210 Lean Six Sigma Contin Impr	10	9	13	10	11
CKSS211 Lean Six Sigma Sust Bus Enterp	9	5	8	12	4
Totals	43	39	41	39	34

Those certificate candidates who wish to complete this six-course certificate will be informed of course offerings and timelines to complete their certificate. The usual accommodations, if required, shall be made to facilitate completion of certificate graduation requirements, including course substitutions and course directives.

A review of 61 active student records revealed which required courses student have yet to complete. For example, in order to complete this certificate:
- Eight students must complete the required course CKSS100 and two electives of their choosing.
- Twenty-nine students must complete the required course CKSS101 and two electives of their choosing.
- Twenty-three students must complete the required course CKSS210 and two electives of their choosing.
- One student must complete the required course CKSS210 and one elective of their choosing. Thirty-eight students must complete the required course CKSS211 and two electives of their choosing.

Discontinuation of the certificate would commence Winter 2022, with the last admit term in the certificate being Fall 2021.

Appendix

Certificate Structure
Required Courses
CKSS 100   Fundamentals in Sustainability I
CKSS 101   Fundamentals in Sustainability II
CKSS 210   Lean Six Sigma Contin Improvement

CKSS 211   Lean Six Sigma Sust Bus Enterprise

Electives (select two)
CECN 502   Economics of Energy and Natural Resources
CECN 510   Environmental Economics
CFNY 404   Food Policy and Programs for Food Security
CFNY 407   Community Development and Food Security
CHTT 510   Sustainable Tourism: the Golden Goose?
CKAR 500   Sustainable Buildings
CKAR 601   Building Science for Architectural Preservation and Conservation
CKLA 400   Ecology and Sustainable Landscapes
CKLA 450   Landscape Restoration
CKSS 102   Designing a Sust-Enterprise
CKSS 201   Sustainability Topics and Trends
CKSS 212   Lean Six Sigma Quality Assurance
CTEC 210   Fundamentals of Project Management
CTEC 241   Energy Innovation
CTEC 264   Trends in Smart Grid
CTEC 269   Trends in Energy Conservation
CTEC 282   Public Policy in Energy
CVFN 410   Understanding Urban Agriculture
CVFN 411   Dimensions of Urban Agriculture
CVFN 412   Practicing Urban Agriculture
CVFN 413   Urban Agriculture Policy-Making
CZMN 200   Corporate Responsibility & Sustainability

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends*: **That Senate approve the discontinued certificate in Sustainability Management and Enterprise Process Excellence – Chang School.***

G. TRSM – School of Accounting and Finance – Curriculum modifications
Introduction and Rationale – The SAF would like to propose that the number of required intermediate Accounting courses for Finance Majors be reduced from three courses to one course, a reduction of two courses. At the same time, the number of Finance courses for Finance Majors will increase by two. The Accounting Department, with the contribution of the Finance department, has developed and will deliver a new Accounting course (AFA350) – "Accounting for Finance Professionals" that will be the one intermediate Accounting course for Finance students. The SAF would like to propose that the Accounting Major remained unchanged, in terms of the courses taken.

Several other timing changes have been incorporated into the curriculum calendar in order to accommodate these changes for all SAF students and both Accounting and Finance Majors. These timing changes do not involve changing the timing of any required courses offered by SBM or other service departments.   Only AFA, AFF, and open elective courses have timing changes recommended in this proposal.

It is also recommended that students be encouraged to choose their Major by or before the end of third semester.

For some number of years, it has been apparent that Finance Majors take more required Accounting courses (five in total; two introductory and three intermediate) than necessary to satisfactorily conclude their Finance education at TRSM.

It was determined that one intermediate Accounting course, specifically tailored to the needs of Finance Professionals, would fully serve the needs of undergraduate Finance students, recognizing that Finance Majors could choose to take more Accounting courses, if desired. With this in mind, the SAF has developed an Accounting Course for Finance Professionals that borrows heavily on Accounting course material as recommended by the CFA Institute for Finance Professionals. While not all Finance Majors will pursue a CFA or even enter the Investments industry (for which the CFA is particularly suited), we have developed a course that we think will satisfy the needs of any of Finance Majors, regardless of their path after graduation, as most of the subject matter recommended by the CFA Institute is highly applicable to Finance Professionals, regardless of their particular sub-specialty.

The decision that Finance Majors do not need three intermediate Accounting courses and would be benefited by having one subject specific intermediate Accounting course, we have been motivated by several factors:

- SAF Periodic Program Review (PPR) self-study report recommends the change (Recommendation #6)
- SAF Peer review Team (PRT) similarly argued for reducing the Intermediate Accounting requirement for Finance Majors
- Anecdotal evidence from employers and Finance alumni suggests that the extra Accounting courses are not particularly valued

Details

For Accounting Majors

1. We recommend that the curriculum for Accounting Majors will have significant changes. The timing of the three intermediate accounting courses will be changed. More specifically, the timing changes (with respect to semesters) would be as follows:

	Current schedule	Proposed schedule
3rd	AFA300 and AFA200	AFA200 and LL Studies
4th	AFA400 and LL Studies	AFA300 and 1 open elective course
5th	AFA500	AFA400
6th	2 open elective courses	AFA500 and 1 open elective course

2. The calendar changes presented here have been based on the full-time, four year program.   They can also be adapted to the full-time, five year Co-Op program.

3. We recommend that students be encouraged to select their Major by or before the end of their third semester in the program (normally the end of December of their second year).   This is in contrast to the current approach where students are encouraged to select their Major by or before the end of their fourth semester in the program.

For Finance Majors

1. We recommend that the three intermediate Accounting courses currently required by Finance Majors (AFA300, AFA400, and AFA500) be replaced by one intermediate Accounting course to be delivered by the Accounting Department (AFA350).

2. We recommend that the reduction of two intermediate Accounting courses be replaced by requiring our Finance Majors to choose two more Finance Core electives.   This will reduce the number of required courses in the Major by two, increase the number of Finance Core electives by two, and not change the number of liberal studies or Open Elective courses. This plan will also not change any of the current curriculum for SAF students with respect to any required SBM or other service courses outside of Accounting and Finance, and it will not change the timing of those courses.

3. We recommend that the available Finance Core elective courses available to Finance students stay the same. There currently are 9 such courses available to students.   The changes in item 1 above mean that students will have to take 6 of these 9 courses, instead of the 4 that they are currently required to take. There are currently 6 FIN courses that are listed as Open Elective courses.   At this time, we recommend to keep them as Open Elective courses and not to make any of them Finance Core electives.

4. We recommend that the current requirement of two Finance Core electives in each of the third and fourth years be replaced with a requirement of three Finance Core electives in each of the third and fourth years.   More specifically, the timing, with respect to semesters, would be as follows:

	Current schedule	Proposed schedule
5th	1 Finance Core elective	2 Finance Core electives
6th	1 Finance Core elective	1 Finance Core electives
7th	1 Finance Core elective	1 Finance Core elective
8th	1 Finance Core elective	2 Finance Core electives

5. We recommend that the scheduling of various courses will stay the same with the following changes:
   - The current scheduling of AFA300 in the 3rd semester will be replaced with an Open elective course that is currently scheduled in the 8th semester.
   - The current scheduling of AFA400 in the 4th semester will be replaced with the new Intermediate Accounting course (AFA350) in the 4th semester.
   - The current scheduling of AFA500 in the 5th semester will be replaced with an extra Finance Core elective in the 5th semester (going from 1 to 2 Finance Core electives in that semester)
   - The current scheduling of an Open elective in the 8th semester will be replaced with an extra Finance Core elective in the 8th semester.

6. We recommend the following changes to the Finance elective student selection requirement.   Currently students choose their two Finance Core electives in 5th and 6th semester from a list (called Table II). Under the new plan, students will choose their three Finance Core electives in 5th and 6th semesters from the same list (Table II). Currently students choose their two Finance Core electives in 7th and 8th

semester from a list (called Table III).   Under the new plan, students will choose their three Finance Core electives in 7th and 8th semesters from the same list (Table III).

7. The calendar changes presented here have been based on the full-time, four year program.   They can also be adapted to the full-time, five year Co-Op program.

8. We recommend that students be encouraged to select their Major by or before the end of their third semester in the program (normally the end of December of their second year).   This is in contrast to the current approach where students are encouraged to select their Major by or before the end of their fourth semester in the program.

Possible Interactions and needed Consultations
1. Co-op scheduling for either the Accounting or Finance Co-op should not be affected.   Provision will be made as necessary.
2. Since there are no course requirement changes or timing changes for any required courses outside of SAF, there should be no interactions or needed consultations in advance with other Departments or Schools, in terms of the effect on those Departments or Schools.

The Registrar's Office, Scheduling, and Calendar Planning have been consulted in planning for this proposal.   In addition, the Dean's office has been consulted during this process also. The UCC has been consulted and has approved this proposal.

SAF Proposed Curriculum Starting in September 2022, and the Current Curriculum (Side by Side)
Items with a yellow background represent either courses to be deleted or changed (from the current curriculum) or added or changed to the proposed curriculum. Please note that prerequisites of affected courses are in brackets, i.e. AFA400 has a prerequisite of AFA300, it would look like this: AFA400(AFA300).

LL Liberal Studies = Lower Level Liberal Studies; UL Liberal Studies = Upper Level Liberal Studies; OE = Open Elective; CE = Core Elective.

Current Curriculum for Accounting Students | **Proposed Curriculum for Accounting Students for the 2022 Cohort**

Current Curriculum for Accounting Students		Proposed Curriculum for Accounting Students for the 2022 Cohort	
1st Semester		**1st Semester**	
BUS 221**	Business Decision-Making	BUS 221**	Business Decision-Making
CAF 199‡	Communication Skills	CAF 199‡	Communication Skills
GMS 200	Introduction to Global Management	GMS 200	Introduction to Global Management
MHR 405	Organizational Behaviour	MHR 405	Organizational Behaviour
QMS 130*	Quantitative Business Analysis	QMS 130*	Quantitative Business Analysis
One LL Liberal Studies		One LL Liberal Studies	
2nd Semester		**2nd Semester**	
AFA 100*	Introductory Financial Accounting	AFA 100*	Introductory Financial Accounting
AFF 210* (QMS130)	Principles of Finance I	AFF 210* (QMS 130)	Principles of Finance I
CMN 279**	Introduction to Professional Communication	CMN 279**	Introduction to Professional Communication
QMS 230	Statistics for Accounting and Finance	QMS 230	Statistics for Accounting and Finance
One LL Liberal Studies		One LL Liberal Studies	
3rd & 4th Semester		**3rd Semester**	
AFA 200*	Management Accounting	AFA 200* (AFA 100)	Management Accounting
AFA 300	Intermediate Accounting I	AFF 310* (AFF210)	Principles of Finance II
AFA 400	Intermediate Accounting II	ECN 104	Introductory Microeconomics
AFF 310* (AFF210)	Principles of Finance II	LAW 122	Business Law
AFF 420 (AFF 310)	Principles of Finance III	One LL Liberal Studies	
ECN 104	Introductory Microeconomics	**4th Semester**	
ECN 204	Introductory Macroeconomics	AFA 300 (AFA 100)	Intermediate Accounting I
LAW 122	Business Law		
MKT 100	Principles of Marketing	AFF 420 (AFF 310)	Principles of Finance III
One LL Liberal Studies		ECN 204	Introductory Macroeconomics
		MKT 100	Principles of Marketing
		One OE course	
5th Semester		**5th Semester**	
AFA 500 (AFA 300)	Intermediate Accounting III	AFA 400 (AFA 300)	Intermediate Accounting II
AFA 511 (AFA 300)	Ethics in Accounting	AFA 511 (AFA 300)	Ethics in Accounting
AFA 708 (AFA 300)	Forensic Accounting and Internal Audit	AFA 708 (AFA 300)	Forensic Accounting and Internal Audit
AFF 713 (AFF310)	Advanced Corporate Finance	AFF 713 (AFF310)	Advanced Corporate Finance
One UL Liberal Studies		One UL Liberal Studies	
6th Semester		**6th Semester**	
AFA 615 (AFA 300)	Public Sector and nonprofit accounting	AFA 500 (AFA 400)	Intermediate Accounting III
AFA 619 (AFA 200)	Intermediate Management Accounting	AFA 615 (AFA 300)	Public Sector and nonprofit accounting
One UL Liberal Studies		AFA 619 (AFA 200)	Intermediate Management Accounting
Two PR courses		One OE course	
		One UL Liberal Studies	
7th Semester		**7th Semester**	
AFA 518 (AFA 500)	Auditing	AFA 518 (AFA 500)	Auditing
AFA 717 (AFA 500)	Canadian Business Taxation I	AFA 717 (AFA 500)	Canadian Business Taxation I
AFA 706 (AFA 500)	Accounting Theory	AFA 706 (AFA 500)	Accounting Theory
BUS 800	Strategic Management	BUS 800	Strategic Management
One PR course		One OE course	
8th Semester		**8th Semester**	
AFA 716 (AFA 500)	Advanced Financial Accounting	AFA 716 (AFA 500)	Advanced Financial Accounting
AFA 817 (AFA 717)	Canadian Business Taxation II	AFA 817 (AFA 717)	Canadian Business Taxation II
AFA 819 (AFA 619)	Advanced Management Accounting	AFA 819 (AFA 619)	Advanced Management Accounting
One UL Liberal Studies		One UL Liberal Studies	
One PR course		One OE course	

Current Curriculum for Finance Students | **Proposed Curriculum for Finance Students for the 2022 Cohort**

Current Curriculum for Finance Students		Table II / Table III	Proposed Curriculum for Finance Students for the 2022 Cohort	
1st Semester			**1st Semester**	
BUS 221**	Business Decision-Making		BUS 221**	Business Decision-Making
CAF 199‡	Communication Skills		CAF 199‡	Communication Skills
GMS 200	Introduction to Global Management		GMS 200	Introduction to Global Management
MHR 405	Organizational Behaviour		MHR 405	Organizational Behaviour
QMS 130*	Quantitative Business Analysis		QMS 130*	Quantitative Business Analysis
One LL Liberal Studies			One LL Liberal Studies	
2nd Semester			**2nd Semester**	
AFA 100*	Introductory Financial Accounting		AFA 100*	Introductory Financial Accounting
AFF 210* (QMS130)	Principles of Finance I		AFF 210* (QMS 130)	Principles of Finance I
CMN 279**	Introduction to Professional Communication		CMN 279**	Introduction to Professional Communication
QMS 230	Statistics for Accounting and Finance		QMS 230	Statistics for Accounting and Finance
One LL Liberal Studies			One LL Liberal Studies	
3rd & 4th Semester			**3rd Semester**	
AFA 200*	Management Accounting		AFA 200*	Management Accounting
AFA 300	Intermediate Accounting I		AFF 310* (AFF210)	Principles of Finance II
AFA 400	Intermediate Accounting II		ECN 104	Introductory Microeconomics
AFF 310* (AFF210)	Principles of Finance II		LAW 122	Business Law
AFF 420 (AFF 310)	Principles of Finance III		One LL Liberal Studies	
ECN 104	Introductory Microeconomics		**4th Semester**	
ECN 204	Introductory Macroeconomics		AFA 350	Accounting for Finance Professionals
LAW 122	Business Law			
MKT 100	Principles of Marketing		AFF 420 (AFF 310)	Principles of Finance III
One LL Liberal Studies			ECN 204	Introductory Macroeconomics
			MKT 100	Principles of Marketing
			One OE course	
5th Semester		**Table II**	**5th Semester**	
AFA 500	Intermediate Accounting III	AFF 502 (AFF 210)	AFF 501 (AFF 310)	Investment Analysis
AFF 501 (AFF 310)	Investment Analysis	Personal Financial Planning	AFF 514 (AFF 210)	Financial Modeling I
AFF 514 (AFF 210)	Financial Modeling I	AFF 505 (AFF 310)	Two CE courses from Table II	
One professional course from Table II		Islamic Finance	One UL Liberal Studies	
One UL Liberal Studies		AFF 611 (AFF 501)		
		Fixed Income Securities		
6th Semester		AFF 621 (AFF 501)	**6th Semester**	
AFF 410 (AFF310 and QMS230)	Derivative Securities	Market Microstructure, Algorithm Trading	AFF 410 (AFF310 and QMS230)	Derivative Securities
AFF 604 (AFF 210)	Ethics in Finance	AFF 624 (AFF310)	AFF 604 (AFF 210)	Ethics in Finance
One professional course from Table II		International Finance	One CE course from Table II	
Two PR courses			Two OE courses	
7th Semester		**Table III**	**7th Semester**	
AFF 704 (AFF 310)	Financial Intermediation	AFF 711 (AFF 501)	AFF 704 (AFF 310)	Financial Intermediation
CMN 314	Professional Presentations	Advanced Portfolio Management	CMN 314	Professional Presentations
One professional course from Table III		AFF 713 (AFF 310)	One CE course from Table III	
One PR course		Advanced Corporate Finance	One OE course	
One UL Liberal Studies		AFF 714 (AFF 501 & AFF 514)	One UL Liberal Studies	
8th Semester		Financial Modeling II	**8th Semester**	
BUS 800	Strategic Management	AFF 811 (AFF 410)	BUS 800	Strategic Management
One professional course from Table III		Financial Risk Management	Two CE courses from Table III	
Two PR courses		AFF 813 (AFF 310)	One OE course	
One UL Liberal Studies		Corporate Financial Analysis	One UL Liberal Studies	

* To maintain a CLEAR standing, a 'C+' or above is required in each of AFA 100, AFA 200, AFF 210 , AFF 310 and QMS 130. Other conditions also apply. See Academic Standing Variations.

** May be timetabled in either the fall or winter terms.

† This course is graded on a pass/fail basis.

‡ This test is graded on a pass/fail basis. A PASS in CAF 199 Communication Skills is required to enrol in all third-year AFA and AFF courses.

Phase-In Charts – Accounting UGRD and COOP

4-Year Undergraduate Phase-In Model

	2019-2020 Calendar		2020-2021 Calendar		2021-2022 Calendar		2022-2023 Calendar		2023-2024 Calendar		2024-2025 Calendar		2025-2026 Calendar		2026-2027 Calendar		2027-2028 Calendar		2028-2029 Calendar	
Fall 2019 Admission Cohort	Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Semester 3/4 AFA 200 ECN 104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Semester 5 AFA 500 AFA 511 AFA 708 AFF 713 ULLS	Semester 6 AFA 615 AFA 619 PR TI PRTI ULLS	Semester 7 AFA 518 AFA 706 AFA 717 BUS 800 PRTI	Semester 8 AFA 716 AFA 817 AFA 819 PR TI ULLS												
Fall 2020 Admission Cohort			Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Semester 3/4 AFA 200 ECN104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Semester 5 AFA 500 AFA 511 AFA 708 AFF 713 ULLLS	Semester 6 AFA 615 AFA 619 PR TI PRTI ULLS	Semester 7 AFA 518 AFA 706 AFA 717 BUS 800 PR TI	Semester 8 AFA 716 AFA 817 AFA 819 PR TI ULLS										
Fall 2021 Admission Cohort					Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Semester 3/4 AFA 200 ECN 104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Semester 5 AFA 500 AFA 511 AFA 708 AFF 713 ULLS	Semester 6 AFA 615 AFA 619 PR TI PRTI ULLS	Semester 7 AFA 518 AFA 706 AFA 717 BUS 800 PR TI	Semester 8 AFA 716 AFA 817 AFA 819 PR TI ULLS								
Fall 2022 Admission Cohort							Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Semester 3/4 AFA 200 ECN104 AFA 300 ECN204 OE LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Semester 5 AFA 400 AFA 511 AFA 708 AFF 713 ULLS	Semester 6 AFA 615 AFA 619 AFA500 OE ULLS	Semester 7 AFA 518 AFA 706 AFA 717 BUS 800 OE	Semester 8 AFA 716 AFA 817 AFA 819 OE ULLS						
Fall 2023 Admission Cohort									Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Semester 3/4 AFA 200 ECN104 AFA 300 ECN204 OE LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Semester 5 AFA 400 AFA 511 AFA 708 AFF 713 ULLLS	Semester 6 AFA 615 AFA 619 AFA500 OE ULLS	Semester 7 AFA 518 AFA 706 AFA 717 BUS 800 OE	Semester 8 AFA 716 AFA 817 AFA 819 OE ULLS				
Fall 2024 Admission Cohort											Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Semester 3/4 AFA 200 ECN104 AFA 300 ECN204 OE LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Semester 5 AFA 400 AFA 511 AFA 708 AFF 713 ULLLS	Semester 6 AFA 615 AFA 619 AFA500 OE ULLS	Semester 7 AFA 518 AFA 706 AFA 717 BUS 800 OE	Semester 8 AFA 716 AFA 817 AFA 819 OE ULLS		
Fall 2025 Admission Cohort													Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Semester 3/4 AFA 200 ECN104 AFA 300 ECN204 OE LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Semester 5 AFA 400 AFA 511 AFA 708 AFF 713 ULLLS	Semester 6 AFA 615 AFA 619 AFA500 OE ULLS	Semester 7 AFA 518 AFA 706 AFA 717 BUS 800 OE	Semester 8 AFA 716 AFA 817 AFA 819 OE ULLS

5-Year Co-op Phase-In Model

In this example, 5 and 6 Semester are split across two years.

Cohort										
Fall 2025 Admission Cohort							GMS 200, MHR 405, QMS 130, CAF 199, LLLS	AFF 210, CMN279, QMS 230, LLLS	OE, AFF 310, AFF 420, ECN 104, MKT 100, LAW 122, ULLS	AFA 300, AFF 420, ECN 206, OE	AFA 511, AFA 708, AFF 713, OE	AFA 615, AFA 619, AFA 500, OE	AFA 706, AFA 717, BUS 800, OE	Work term	AFA 817, AFA 819, OE, ULLS
Fall 2026 Admission Cohort							Sem1: BUS 221, GMS 200, MHR 405, QMS 130, CAF 199, LLLS	Sem2: AFA 100, AFF 210, CMN279, QMS 230, LLLS	Sem3: AFA 200, OE, AFF 310, ECN 104, MKT 100, LAW 122, ULLS	Sem4 (1/1 term): AFA 400, AFA 300, AFF 420, ECN 206, OE, ULLS	Sem5: AFA 511, AFA 708, AFF 713, OE	Sem6 (1/1 term): AFA 615, AFA 619, AFA 500, OE	Sem7: AFA 706, AFA 717, BUS 800, OE	Work term	Sem8: AFA 817, AFA 819, OE, ULLS

Phase-In Charts – Finance UGRD and COOP

4-Year Undergraduate Phase-In Model

	2019-2020 Calendar	2020-2021 Calendar	2021-2022 Calendar	2022-2023 Calendar	2023-2024 Calendar	2024-2025 Calendar	2025-2026 Calendar	2026-2027 Calendar	2027-2028 Calendar	2028-2029 Calendar
Fall 2019 Admission Cohort	**Semester 1**: BUS 221, GMS 200, MHR 405, QMS 130, LLLS, CAF 199* *writing skills test / **Semester 2**: AFA 100, AFF 210, CMN279, QMS 230, LLLS	**Semester 3/4**: AFA 200 ECN 104, AFA 300 ECN 204, AFA 400 LAW 122, AFF 310 MKT 100, AFF 420 LLLS	**Semester 5**: AFA 500, AFF 501, AFF 514, PROF TII, ULLS / **Semester 6**: AFF 410, AFF 604, PROF TII, PRTI, PTTI	**Semester 7**: AFF 704, CMN314, PROF TIIPR TI, ULLS / **Semester 8**: BUS 800, PRTIII, PRTI, PRTI, ULLS						
Fall 2020 Admission Cohort		**Semester 1**: BUS 221, GMS 200, MHR 405, QMS 130, LLLS, CAF 199* *writing skills test / **Semester 2**: AFA 100, AFF 210, CMN279, QMS 230, LLLS	**Semester 3/4**: AFA 200 ECN 104, AFA 300 ECN 204, AFA 400 LAW 122, AFF 310 MKT 100, AFF 420 LLLS	**Semester 5**: AFA 500, AFF 501, AFF 514, PROF TII ULLS / **Semester 6**: AFF 410, AFF 604, PROF TII, PRTI, PT TI	**Semester 7**: AFF 704, CMN314, PROF TIII, PRTI, ULLS / **Semester 8**: BUS 800, PRTIII, PRTI, PRTI, ULLS					
Fall 2021 Admission Cohort			**Semester 1**: BUS 221, GMS 200, MHR 405, QMS 130, LLLS, CAF 199* *writing skills test / **Semester 2**: AFA 100, AFF 210, CMN279, QMS 230, LLLS	**Semester 3/4**: AFA 200 ECN 104, AFA 300 ECN 204, AFA 400 LAW 122, AFF 310 MKT 100, AFF 420 LLLS	**Semester 5**: AFA 500, AFF 501, AFF 514, PROF TII, ULLS / **Semester 6**: AFF 410, AFF 604, PROF TII, PRTI, PT TI	**Semester 7**: AFF 704, CMN314, PROF TIIPR TI, ULLS / **Semester 8**: BUS 800, PRTIII, PRTI, PRTI, ULLS				
Fall 2022 Admission Cohort				**Semester 1**: BUS 221, GMS 200, MHR 405, QMS 130, LLLS, CAF 199* *writing skills test / **Semester 2**: AFA 100, AFF 210, CMN279, QMS 230, LLLS	**Semester 3/4**: AFA 200 AFA 350, AFF 310 AFF 420, ECN 104 ECN 204, LAW 122 MKT 100LLS, OE	**Semester 5**: AFF 501, AFF 514, CE TII CE TII, ULLS / **Semester 6**: AFF 410, AFF 604, CE TII OE, OE	**Semester 7**: AFF 704, CMN314, CE TIII OE, ULLS / **Semester 8**: BUS 800, CE TIII, CE TIII, OE, ULLS			
Fall 2023 Admission Cohort					**Semester 1**: BUS 221, GMS 200, MHR405, QMS 130, LLLS, CAF 199* *writing skills test / **Semester 2**: AFA 100, AFF 210, CMN279, QMS 230, LLLS	**Semester 3/4**: AFA 200 AFA 350, AFF 310 AFF 420, ECN 104 ECN 204, LAW 122 MKT 100LLS, OE	**Semester 5**: AFF 501, AFF 514, CE TII CE TII, ULLS / **Semester 6**: AFF 410, AFF 604, CE TII OE, OE	**Semester 7**: AFF 704, CMN314, CE TIII OE, ULLS / **Semester 8**: BUS 800, CE TIII, CE TIII, OE, ULLS		
Fall 2024 Admission Cohort						**Semester 1**: BUS 221, GMS 200, MHR405, QMS 130, LLLS, CAF 199* *writing skills test / **Semester 2**: AFA 100, AFF 210, CMN279, QMS 230, LLLS	**Semester 3/4**: AFA 200 AFA 350, AFF 310 AFF 420, ECN 104 ECN 204, LAW 122 MKT 100LLS, OE	**Semester 5**: AFF 501, AFF 514, CE TII CE TII, ULLS / **Semester 6**: AFF 410, AFF 604, CE TII OE, OE	**Semester 7**: AFF 704, CMN314, CE TIII OE, ULLS / **Semester 8**: BUS 800, CE TIII, CE TIII, OE, ULLS	
Fall 2025 Admission Cohort							**Semester 1**: BUS 221, GMS 200, MHR405, QMS 130, LLLS, CAF 199* *writing skills test / **Semester 2**: AFA 100, AFF 210, CMN279, QMS 230, LLLS	**Semester 3/4**: AFA 200 AFA 350, AFF 310 AFF 420, ECN 104 ECN 204, LAW 122 MKT 100LLS, OE	**Semester 5**: AFF 501, AFF 514, CE TII CE TII, ULLS / **Semester 6**: AFF 410, AFF 604, CE TII OE, OE	**Semester 7**: AFF 704, CMN314, CE TIII OE, ULLS / **Semester 8**: BUS 800, CE TIII, CE TIII, OE, ULLS

5-Year Co-op Phase-In Model

In this example, 5ᵗʰ and 6ᵗʰ Semester are split across two y Program/Plan: AF001 – AFFINANCEC (CO-OP)

	2018-2019 Calendar		2019-2020 Calendar		2020-2021 Calendar		2021-2022 Calendar		2022-2023 Calendar		2023-2024 Calendar		2024-2025 Calendar		2025-2026 Calendar		2026-2027 Calendar		2027-2028 Calendar		2028-2029 Calendar		2029-2030 Calendar	
Fall 2018 Admission Cohort	Sem 1 BUS 100 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 300 AFA 400 AFF 310 AFF 420	ECN 104 ECN 204 LAW 122 MKT 100 LLLS	Sem 5 AFA 500 AFF 501 AFF 514 PROF TI ULLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TII PR TI PR TI	Work Term	Sem 7 AFF 704 CMN 314 PROF TIII PR TI ULLS	Sem 8 BUS 800 PROF TII PR TI PR TI ULLS															
Fall 2019 Admission Cohort			Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 300 AFA 400 AFF 310 AFF 420	ECN 104 ECN 204 LAW 122 MKT 100 LLLS	Sem 5 AFA 500 AFF 501 AFF 514 PROF TI ULLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TII PR TI PR TI	Work Term	Sem 7 AFF 704 CMN 314 PROF TIII PR TI ULLS	Sem 8 BUS 800 PROF TII PR TI ULLS													
Fall 2020 Admission Cohort					Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 300 AFA 400 AFF 310 AFF 420	ECN 104 ECN 204 LAW 122 MKT 100 LLLS	Sem 5 AFA 500 AFF 501 AFF 514 PROF TI ULLS	Sem 6 AFF 410 AFF 604 PROF TII PR TI PR TI	Work Term	Sem 7 AFF 704 CMN 314 PROF TIII PR TI ULLS	Sem 8 BUS 800 PROF TII												
Fall 2021 Admission Cohort							Sem 1 BUS 221 GMS200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 300 AFA 400 AFF 310 AFF 420	ECN 104 ECN 204 LAW 122 MKT 100 LLLS	Sem 5 AFA 500 AFF 501 AFF 514 PROF TI ULLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TII PR TI PR TI	Work Term	Sem 7 AFF 704 CMN 314 PROF TIII PR TI ULLS	Sem 8 BUS 800 PROF TIII PR TI PR TI ULLS											
Fall 2022 Admission Cohort									Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200　AFA 350 AFF 310　AFF 420 ECN 104　ECN 204 LAW 122　MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TII CE TII ULLS	Sem 6 (S/Sterm) AFF410 AFF 604 PROF TII PT TI	Work term	Sem 7 AFF 704 CMN 314 PROF TIIIPR TI ULLS	Sem 8 BUS 800 PRTIII PR TI PR TI ULLS									
Fall 2023 Admission Cohort											Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200　AFA 350 AFF 310　AFF 420 ECN 104　ECN 204 LAW 122 MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TII CE TII ULLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TII PR TI PT TI	Work term	Sem 7 AFF 704 CMN 314 PROF TIIIPR TI ULLS	Sem 8 BUS 800 PR TIII PR TI PR TI ULLS						
Fall 2024 Admission Cohort													Sem 1 BUS 221 GMS200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200　AFA 350 AFF 310　AFF 420 ECN 104　ECN 204 LAW 122 MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TII CE TII ULLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TIIPR TI PT TI	Work term	Sem 7 AFF 704 CMN 314 PROF TIIIPR TI ULLS	Sem 8 BUS 800 PR TIII PR TI PR TI ULLS				
Fall 2025 Admission Cohort															Sem 1 BUS 221 GMS200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200　AFA 350 AFF 310　AFF 420 ECN 104　ECN 204 LAW 122 MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TII CE TII ULLS	Sem 6 (S/Sterm) AFF410 AFF 604 PROF TII PR TI PT TI	Work term	Sem 7 AFF 704 CMN 314 PROF TIIIPR TI ULLS	Sem 8 BUS 800 PR TIII PR TI PR TI ULLS

AFA 350 Proposed Course Outline

AFA350: Accounting for Finance Professionals

PREREQUISITES: AFA100

INSTRUCTOR INFORMATION:

Instructor:
Office:
Office hours:
E-mail:

METHOD OF POSTING GRADES:

All grades (project, midterm and final) will be posted at my.ryerson.ca. However, as there may be other considerations in the determination of final course grades, students will receive their official letter grades in the course only from the Registrar's Office. See Ryerson **Senate Policy 166** for more details.

E-MAIL USAGE & LIMITS:

Students are required to activate and maintain a Ryerson e-mail account. This shall be the official means by which you will receive university communications. See Ryerson Senate Policy 157 for more details. Students must use their Ryerson email account for course-related communication and include in the subject line of your e-mail message the following: **AFA350: [subject]**. The instructor will try to respond to student email messages within two business days of receipt. Students should keep this timeframe in mind, as it may not be possible for the instructor to respond to messages asking for information or clarification that are sent less than two days prior to an exam or an assignment due date.

CALENDAR COURSE DESCRIPTION:

This course builds on the basic foundations provided in AFA100 Introductory Financial Accounting. It is an intermediate-level course that is specially designed for finance students to read, analyze, interpret, and evaluate financial statement information. This course will take an international perspective and focus on both International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles in the United States (US GAAP).

COURSE OBJECTIVES:

Upon completion of the course, students will be able to:
- Understand financial reporting mechanics and standards and interpret the role of financial reporting in corporate decision-making;
- Draw on and integrate theory and practice to analyze and evaluate specific financial reporting

issues relating to revenues, assets, liabilities, and taxes;
- Apply fundamental concepts and principles of financial reporting to analyze and inspect complex business transactions, events, and decisions;
- Critically evaluate valuation problems by applying financial statement analysis and techniques;
- Contribute, collaborate and work effectively with team members to accomplish goals.

TEXTS & READING LISTS:

International Financial Statement Analysis, Fourth Edition (CFA Institute Investment Series), Thomas R. Robinson, et al., John Wiley & Sons, 2020.

EVALUATION:

Pop-up Quizzes (best 2 out of 3)	10% (5% x 2)
Term Project	25%
Midterm Test	30%
Final Exam	35%

Pop-up Quizzes:
There are three pop-up quizzes throughout the term. Each quiz is open-book, not previously announced, and lasts 10 to 15 minutes. It will be run at the end of a lecture and test the material covered in that lecture. Each student's best two quizzes will be used for grading purposes. If a student misses one quiz, no documentation is required. His/her other two quizzes will be counted. If a student misses two quizzes, he or she must present a valid documentation so that the missing 5% will be added to the weight of the Final Exam. If a student misses all three quizzes, he or she must present two sets of documentation to be able to add all 10% to the weight of the Final Exam. If the required documentation cannot be provided within three business days, the student will receive a zero for the missing quiz/quizzes.

Term Project:
The Term Project is designed to apply the concepts and techniques learned in class to real world companies. Students will work in groups with three to four students in each group. Each student in the group will pick a different company from the list provided by the instructor. The group report will integrate analysis of all companies covered by the group. Please note: this is a group project, not an individual project. Each student must work in a group. Students can pick their own team. If someone has troubles getting picked, the instructor will assign him/her to a random group. All group work will be self-policed, except in extreme circumstances. There will be one grade per group.
Each group is required to submit an electronic copy of their deliverables to Turnitin via D2L by the deadlines. Students must submit their group work on time. A late penalty of 20% per day will be applied. For example, if the due date was Monday and the group submitted their work to D2L on Tuesday, the highest possible mark of their project would be 80% of the assigned mark.

Midterm Test and Final Exam:
The Midterm Test will be two hours long and cover material from Weeks 1 through 6. The Final Exam will be three hours long. It is comprehensive and covers all material from the entire course. Both the Midterm Test and the Final Exam will contain problems, short questions, and multiple-choice questions. They are both closed book. Students will only be allowed to use one assistance sheet

(doubled-sided, A4-sized) during the midterm or the final exam. Students are responsible for their own assistance sheet and it must be hand-written. No printed or scanned patches are allowed on the assistance sheet. Regulations concerning conduct during the test and exams are contained in the Code of Student Conduct and the Ryerson Calendar.

Any and all material covered in class will be examinable, as will any and all material assigned from the reading materials that are not covered in class. Please note that there will be lots of reading material assigned that cannot be covered in class, due to time constraints, and conversely, that some of the material covered in class will not be covered in the assigned readings.

If a student does not attend the regularly scheduled Midterm Test and produces the necessary documentation within three business days, and if they contact the instructor by e-mail prior to or at the time of the term test to notify the instructor of their absence, then the weight of the missed Midterm Test will be transferred to Final Exam. Otherwise, students missing the term test will be given a grade of zero for the missed test. If a student does not attend the regularly scheduled Final Exam and produces the necessary documentation within three business days, and if they contact the instructor by e-mail prior to or at the time of the exam to notify the instructor of their absence, then the student will be given a make-up exam. Please see the following sections titled "Academic Consideration" and "Academic Consideration Request Procedure" for the formal procedures to be followed.

TEACHING METHODS:

This course is taught using a combination of lectures and problem solving. The goal is to encourage you to think, analyze, evaluate, and problem-solve, not memorize. The instructor makes extensive use of slides. Please download these from the D2L site before class.

Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised and alterations will be discussed prior to implementation. Students will be informed of any alterations by email and/or announcements on D2L.

TOPICS – SEQUENCE & SCHEDULE:

Class	Chapter	Topic to Covered
1	1, 2	Introduction to Financial Reporting and Analysis
2	3	Understanding Income Statements
3	4	Understanding Balance Sheets
4	5	Understanding Cash Flow Statements
5	6	Financial Analysis Techniques
6	7	Inventories
		MIDTERM TEST
7	8	Long-lived Assets
8	10	Non-Current (Long-Term) Liabilities
9	9	Income Taxes
10	11	Financial Reporting Quality
11	12	Applications of Financial Statement Analysis

12		Selected Topics and Final Review
		FINAL EXAM

ACADEMIC CONSIDERATION:

There will be no penalty for work missed for a justifiable reason. Students need to inform their instructor of any situation that arises during the semester as soon as they become aware of the situation that may have an adverse effect on their academic performance, and request any necessary considerations according to the following policies. Failure to do so will jeopardize any academic appeals.

In those instances, when students wish to ask for accommodation due to medical, compassionate, or religious circumstances, and except in cases of accommodations for disabilities where documentation is handled directly by Academic Accommodation Support, students must follow the steps below.

- You can submit an **Academic Consideration Request** when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

  Please note that the Interim Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 2020/Winter 2021 related to academic consideration. This statement has been built into the Online Academic Consideration System and is also on the Senate website (www.ryerson.ca/senate):
  Policy 167: Academic Consideration for Fall 2020/Winter 2021 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.
- Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate Policy 167: Academic Consideration.

RYERSON UNIVERSITY MENTAL HEALTH STATEMENT:

At Ryerson, we recognize that things can come up throughout the term that may interfere with a student'sability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable.

https://www.ryerson.ca/mental-health-wellbeing

If support is needed immediately, you can access these outside resources at anytime:

Distress Line — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone:416–408–4357)

Good2Talk- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

ACADEMIC INTEGRITY:

Students are required to adhere to all relevant University policies, such as the Student Code of Academic Conduct. University regulations concerning unacceptable academic conduct (cheating, plagiarism, impersonation, etc.) will be followed.

Forms of academic misconduct include plagiarism, cheating, supplying false information to the University, and other acts. The most common form of academic misconduct is plagiarism. Plagiarism is a serious academic offence and penalties can be severe. In any academic exercise, plagiarism occurs when one offers as one's own work the words, data, ideas, arguments, calculations, designs or productions of another without appropriate attribution or when one allows one's work to be copied.

All academic work must be submitted using the citation style approved by the instructor. The most common citation style is APA. Students may refer to the Ryerson Library for APA style guide references: http://library.ryerson.ca/guides/toolbox/style/

It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of group projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructor approval, is also considered a form of plagiarism.

Students are advised that suspicions of academic misconduct may be referred to the Academic Integrity Office (AIO). Students who are charged with academic misconduct will have a Disciplinary Notation (DN) placed on their academic record (not on their transcript) and will be assigned one or more of the following penalties:

- A grade reduction for the plagiarized work
- A zero for the plagiarized work
- An F in the course
- More serious penalties up to and including expulsion from the University

For more detailed information on these issues, please refer to the full online text for the Student Code of Academic Conduct at https://www.ryerson.ca/student-care/students/student-code-of-conduct/ and the Academic Integrity Website at www.ryerson.ca/ai.

Turnitin or another originality detection software: Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

ACCOMMODATION OF STUDENTS WITH DISABILITIES:

In order to facilitate the academic success and access of students with disabilities, these students should register with Academic Accommodation Support www.ryerson.ca/accommodations (formerly called the Access Centre). Before the first graded work is due, students should also inform their instructor through an "Accommodation Form for Professors" that they are registered with Academic Accommodation Support and what accommodations are required.

STUDENT RESPONSIBILITIES IN ACADEMIC APPEALS:

Students should read the Academic Consideration policy at https://www.ryerson.ca/content/dam/senate/policies/pol167.pdf

It is the student's responsibility to notify and consult with either the instructor, or the Chair/Director of the teaching department/school, depending on the situation, as soon as circumstances arise that are likely to affect academic performance. It is also the student's responsibility to attempt to resolve all course related issues with the instructor and then, if necessary, with the Chair/Director of the teaching department/school as soon as they arise. An appeal may be filed only if the issue cannot be resolved appropriately. Failure to deal with a situation as soon as it arises will jeopardize any appeal.

Students who believe that an assignment, test, or exam has not been appropriately graded must review their concerns with their instructor within 10 working days of the date when the graded work is returned to the class.

IMPORTANT RESOURCES:

Use the services of the University when you are having problems writing, editing or researching papers, or when you need help with course material:

- **The Library** provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to Workshops.
- **The Academic Success Centre** offers group-based and individual help with writing, math, study skills, and transition support https://www.ryerson.ca/tedrogersschool/success/

MAINTAINING A PROFESSIONAL LEARNING ENVIRONMENT:

You may use laptop computers to take class notes. If you are found to do anything other than that or your use of laptop computers disturbs other students, you will not be allowed to use laptops in class

anymore. Cell phones, MP3, and other electronic devices should not be used in the classroom as they are distracting to other students, speakers and your instructor. Otherwise, the student will be asked to leave the class.

ACADEMIC GRADING POLICY:

Evaluation of student performance will follow established academic grading policy outlined in the Ryerson GPA Policy at http://www.ryerson.ca/senate/policies/pol46.pdf. The grading system is summarized below:

Definition	Letter Grade	Grade Point	Conversion Range
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the curriculum modification.*

H. *For Information:* **CHANG SCHOOL CERTIFICATES – Revisions (September 2021)**
    i)   Certificate in Graphic Communications: Course additions/deletions (elective)
    ii)   Certificate in Publishing: Course description change, deletions/additions (elective)
    iii) ~~Certificate in Project Management: Course Deletion (elective)~~
    iv)   Transition Foundations Program: Proposed changes

I. *For Information:* **1-year follow-up reports for Periodic Program Reviews: Aerospace Engineering; Chemical Engineering; English; International Economics and Finance; Retail Management**

i. AEROSPACE ENGINEERING One-Year PPR Follow-up Report
This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Engineering degree program in the Department of Aerospace Engineering, approved by Senate in April 2020.

IMPLEMENTATION PLAN UPDATE

Priority Recommendation #1: *Working closely with the First-year Engineering Office to cap class sizes for 1st year at somewhere around 150 students if possible.*
Rationale: *The program agrees that large classes are detrimental to student learning. Reducing class sizes can be helpful in improving the first year students learning.*
Implementation Actions: • *The program will work through the Faculty to reduce class sizes, especially in first year to below 150.*
Timeline: *Department will send the request to the Associate Dean in Fall 2020*

Responsibility for
  a) leading initiative: *Associate Chair Undergraduate*
  b) approving recommendation, providing resources, and overall monitoring: *Faculty Dean*

Status for 1-year Follow-up Report: *The Faculty of Engineering is now well aware of the first year class sizes issue, and the Department Associate Chair continue to work through the Faculty trying to reduce the class sizes.*

Priority Recommendation #2: *Working with the Dean of FEAS to investigate new ways to generate appropriate study space for the program students.*
Rationale: Study space dedicated to program students would alleviate student study space concerns.
Implementation Actions: • *The program will continue to work through the Dean of FEAS to have more study space made available to program students.*
Timeline: *Long term due to the campus space limitation*

Responsibility for
  a) leading initiative: *Department Chair*
  b) approving recommendation, providing resources, and overall monitoring: *Faculty Dean*

Status for 1-year Follow-up Report: *This is a long term planning due to the campus space limitation.*

Priority Recommendation #3: *IT support for aerospace computing needs to be carefully examined in consultation with the Faculty level support staff.*
Rationale: *IT support is the one function of the Department that is under the most pressure. As artificial intelligence, big data analysis, and integrated engineering software platforms become the norm, pressure on IT capability will only increase.*
Implementation Actions: • *The program will request a new IT position that can support the undergraduate program and research needs of the Department of Aerospace Engineering*
Timeline: *Request will go to the Dean in Fall 2020*

Responsibility for
 a) leading initiative: *Chair*
 b) approving recommendation, providing resources, and overall monitoring: *Faculty Dean*

Status for 1-year Follow-up Report:
The program has requested additional IT support from the Dean, and as a short term solution, the Department has employed internship students to help the IT staff. The Chair will follow up with the request.

Priority Recommendation #4: *Developing a method to ensure the student feedback is taken seriously by all faculty within the department.*

Rationale: *The faculty course surveys done at the end of each course do not provide direct feedback on student experience. The program needs to develop its own survey and develop guidelines to improve the program using student surveys.*

Implementation Actions: *e.g.*
- *The program will develop its own survey with a free form written section for students to supply feedback.*
- *The results of the survey will be compiled at the end of each winter term and supplied to the ACC along with results from the CEAB GA survey and IAC review.*
- *ACC recommendations must be approved by the Department Council which has representation from the student body.*

Timeline: *2021-22 academic year*

Responsibility for
 a) leading initiative: *ACC*
 b) approving recommendation, providing resources, and overall monitoring: *Department Council*

Status for 1-year Follow-up Report:
This initiative was planned for 2021-22 academic year.
Recently, a committee of six faculty members has been formed in the Department for the strategic planning of the undergraduate program. The committee is reviewing the previous students' surveys and will develop more constructive survey questions and format.

Priority Recommendation #5: *Exploring new ways to address gender diversity within the faculty and student body.*

Rationale: *Though the percentage of female students are increased during the past decade, the program still need to do more to attract female students. Progress is being made but it is slow.*

Implementation Actions:
- *The program along with FEAS will visit high schools to make student aware of Aerospace as a career option.*
- *The program will run competitions such as rocketry and radio-controlled aircraft to attract female students.*
- *The Chair and DHC will make every effort to actively encourage qualified female candidates to apply for existing faculty positions for any new faculty position.*

Timeline: *Ongoing*

Responsibility for
 a) leading initiative: *Department Chair, DHC, FEAS*
 b) approving recommendation, providing resources, and overall monitoring: *Faculty Dean*

Status for 1-year Follow-up Report:

Please see the attached document for a summary of FEAS's EDI initiatives. The Department continue working with the FEAS on the EDI initiatives and more specifically the gender diversity issue.

The Department also submitted a request to the Dean for a new faculty position designated for gender diversity in February 2020. The Department will follow up on this request.

Priority Recommendation #6: *Incorporating emerging aerospace fields in the curriculum.*

Rationale: *The engineering environment in aerospace is rapidly changing. The program must incorporate the emerging fields to maintain its advantage as a leading edge engineering program.*

Implementation Actions:
- *The ACC will create a subcommittee to investigate how the new subjects can be merged with the program.*
- *The ACC will prepare the recommendation to the Department Council for approval.*
- *The Department gradually implements the approved changes to the program.*

Timeline: *Process will be initiated in 2020-2021 academic year*

Responsibility for
 a) leading initiative: *ACC and Associate Chair*
 b) approving recommendation, providing resources, and overall monitoring: *The Department Council*

Status for 1-year Follow-up Report:

A committee of six faculty members (including the Chair, former Chair, Associate Chair Undergraduate and former Associate Chair Undergraduate) has been formed in the Department for the strategic planning of the undergraduate program. This committee will review and improve the undergrad curriculum with consideration to: CEAB GAs, RU values and priorities, and the All-in approach. One of the priorities of this committee is "to incorporate emerging aerospace fields in the curriculum".

The committee has suggested the introduction of a new course in Machine Learning to the program. This technical elective course will familiarize the aerospace students with the fundamental concepts of artificial intelligence (AI) with a particular emphasis on the AI applications in aerospace engineering. This proposal has been approved by the Department Council.

Priority Recommendation #7: *Exploring ways to increase the multi-disciplinary nature of the program.*

Rationale: *Improving multi-disciplinary form of education will enhance productivity and innovation.*

Implementation Actions:
- *The capstone course coordinators will explore possibility of reconfiguring the projects to utilize students from other disciplines.*

Timeline: *Academic year 2020-2021*

Responsibility for
 a) leading initiative: *Capstone Course Coordinators*
 b) approving recommendation, providing resources, and overall monitoring: *Department Associate Chair*

Status for 1-year Follow-up Report:

Under COVID-19 pandemic, this activity is on-going. The Capstone Course Coordinators of the Aerospace Engineering Department will attempt to enhance the multi-disciplinary nature by reconfiguring the projects such that aerospace students from the Aircraft, Space and Avionics Streams will be utilized initially. These multi-disciplinary projects will be further developed to include students from other engineering departments.

Priority Recommendation #8: *Creating opportunities for community outreach and student engagement.*
Rationale: *To enhance community engagement and program visibility*
Implementation Actions: *The program along with FEAS will visit high schools to make student aware of Aerospace as a career option.*   *The program will run competitions such as rocketry and radio-controlled aircraft to attract young students.*   *The Department will give greater attention and support to extra-curricular student teams and encourage them to enter into national and internationally sponsored design competitions.*   *The Department will create a liberal-studies course focusing on the impact of aviation and space exploration.*
Timeline: *Ongoing*
Responsibility for **a)** leading initiative: *Department Chair* **b)** approving recommendation, providing resources, and overall monitoring: *FEAS*
Status for 1-year Follow-up Report: *The Department has developed and proposed a new liberal-studies course (AER150) focusing on the aerospace history and the social and economic impact of flight upon modern civilization. The course is being reviewed by the Liberal Studies Curriculum Committee.* *The Department has worked with the FEAS Associate Dean Teaching and Outreach to enhance the community engagement.* *The Department has supported the students' design teams financially and by academic advising.*

Priority Recommendation #9: *Seeking higher visibility on campus and engaging more members of the Ryerson community.*
Rationale: *This will enhance program visibility on campus and improve the multidisciplinary nature of the program.*
Implementation Actions: *The program will have higher participation in Ryerson Engineering Day*   *The Department will place around campus artifacts created by the student competition teams to publicize the program capability.*
Timeline: Ongoing
Responsibility for **a)** leading initiative: *Department Associate Chair* **b)** approving recommendation, providing resources, and overall monitoring: *Department Chair*

Status for 1-year Follow-up Report:
For the last three years, the Aerospace Capstone Design course groups have substantially increased their participation in the Ryerson Engineering Day. Previously, these student groups were not participating in this event.

A liberal studies course in aerospace history is introduced. This course, which is open to all non-engineering students, is expected to give more visibility to the program.

A 55" TV monitor is purchased to be installed in the hallway near the entrance of the engineering building to show case the department facilities, activities, exciting projects, etc.

A committee of five faculty members, a graduate student and a FEAS representative has been formed in the Department for the strategic planning of the graduate program. This committee is planning to "enhance the visibility of our graduate program and impact of our Graduate Students' accomplishments.". The committee has met several times and has developed a few strategic doing proposals to enhance the program visibility using the social media.

Priority Recommendation #10: *Growing the CIP and RIADI programs.*
Rationale: *This will enhance students experiential learning through internships.*
Implementation Actions:
• *The program will make a greater effort to use its existing links with industry to create more internship opportunities through RIADI and CIP.*
Timeline: Ongoing
Responsibility for
a) leading initiative: *CIP and RIADI Directors*
b) approving recommendation, providing resources, and overall monitoring: *FEAS Dean*
Status for 1-year Follow-up Report:
It should be first mentioned that both RIADI and CIP programs have been hit hard by the pandemic and the aerospace industry decline.
A committee of five members is formed for the strategic planning of the Department industrial partnership. The CIP Coordinator, RIADI Director and the Director of DAIR (Downsview Aerospace Innovation & Research) are members of this committee. This committee is planning to "Enhance the Department's strategic partnerships with professional, academic, and industrial organizations". The committee has met a few times and discussed suggestions for the strategic doing.
The RIADI Director has met with major aerospace industries to keep the RIADI program active with a number of project for this year, and he proposed to the industry partners a few ways of leveraging the industry support through government funded research-based projects to improve the program.
The CIP Director has used pitch sessions with aerospace industry (organized by DAIR) to promote CIP program to the industry partners of DAIR.
FEAS is also becoming much more active on the internship programs, and Mr. Husam Olabi in the Dean's office is developing new CIP internships.

ii. CHEMICAL ENGINEERING One-Year PPR Follow-up Report
This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Engineering degree program in Chemical Engineering Co-op, approved by Senate in March 2020.

In accordance with the Institutional Quality Assurance Process (IQAP), *this one-year follow-up reportprovides:*

1. An update on the progress with the Implementation Plan section of the PPR report for the undergraduate Chemical Engineering Co-op Program.
2. An update as requested by the Academic Standards Committee (ASC) on, "Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice."
3. An update as requested by the Academic Standards Committee (ASC) on, "Revisit the co-op employer survey to elicit feedback from more employers."
4. An update as requested by the Academic Standards Committee (ASC) on, "Review and ensurecourse outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations."

Update on: Implementation Plan

Recommendation #1: The Department should look at the reasons behind the relatively low retention and graduation rates.
Objective: To have the program's Curriculum Committee investigate for plausible reasons behind the relatively low retention and graduation rates.
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
One-year follow-up/Update: *The program's Curriculum Committee has investigated these twoissues and determined that the low retention and graduation rates are due to students transferring out of the chemical engineering program to go into other engineering programs at Ryerson or elsewhere after first year. This phenomenon has been observed recently in all chemical engineering programs across Canada. Presentation and discussion about the diverse chemical engineering career paths will be emphasized in the first year CEN 100 course by department representative in CEN 100.*

Recommendation #2: The curriculum review committee should investigate practical ways to increase the number of professional elective courses offering.
Objective: To have the program's Curriculum Committee look into possible ways to increase the number of professional elective courses offered annually.
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

One-year follow-up/Update: *The program's Curriculum Committee has investigated this issued and concluded two practical ways to increase the number of professional elective courses offered annually: (1) Increase the number of professional elective courses in the seventh and eight semesters from which the students can select, and (2) Offer at least one professional elective course in the Engineering Transition Program in the spring. The program is now offering eleven professional elective courses annually out of 19 possible professional elective courses in the program, while students only require five to graduate. The program will endeavour to increase the number of professional elective course offerings depending on budgetary resources.*

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

One-year follow-up/Update: *The program's Curriculum Committee has reviewed the prerequisites for all chemical engineering courses and has removed any unnecessary ones.*

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

One-year follow-up/Update: *The TAGA is now required to meet with the course instructor to discuss and agree on the job requirements, responsibilities and time commitment prior to taking on the TAGA appointment. As required by the CUPE 3 collective agreement, the instructor and TAGA are to meet mid-appointment and towards the end of the appointment to discuss the TAGA's performance.*

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

One-year follow-up/Update: *The department chair has discussed with all faculty and staff the importance of establishing a culture where students are the priority, and that communications with students are vital. All faculty and staff were reminded about: (1) Ryerson's Workplace Civility and Respect Policy, and (2) Ryerson's Guide to Civility. Faculty and staff attended a civility workshop led by Dr. Kelly McShane (Strategic Lead, Organizational Development, Human Resources, Ryerson) held within the department on February 27, 2020.*

Furthermore, the department has implemented a town hall meeting each semester where student leaders from the many student groups in the program (Course Union, CSChE, AIChE) are invited to meet and discuss any issues they may have with the department chair, associate chair for undergraduate studies and administrative staff. The department has and will continue to support the initiatives in the FEAS "All-In Approach" to 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.

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

One-year follow-up/Update: *The associate chair for undergraduate studies has begun and will continue to review all the mid-term and term project dates for chemical engineering courses before the start of each semester to ensure there is a good schedule distribution for these course deliverables for each cohort of chemical engineering students.*

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

One-year follow-up/Update: The capstone project coordinator has included in the course a workshop led by a library staff member on literature review techniques and database searches.

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
One-year follow-up/Update: *The position became permanent on August 1, 2019. No action wasnecessary for the one-year follow-up.*

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
One-year follow-up/Update: *The department chair, technical staff and lab course instructors have reviewed all the undergraduate lab set ups in the process measurement and unit operations labs. Funding was received from the FEAS dean to upgrade and purchase necessary lab set ups which will be completed this summer.*

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
One-year follow-up/Update: *Funding has been obtained from the FEAS dean and university for a wheelchair lift and ramp to make the unit operations lab KHN002/004 wheelchair accessible. Facilities Management & Development, with Stephen Pumple as the project manager, is currently working on the renovation/construction project.*

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

One-year follow-up/Update: *Since the needs of computer programming is different for the various engineering programs in FEAS, the first-year computer programming course has been structured into two streams: (1) CPS 125 for chemical, aerospace, and civil engineering programs, and*
(2) CPS 188 for biomedical, computer, electrical, industrial, and mechanical engineering programs, with CPS 188 as a more advanced programming course.

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 inother programs.

Objective: 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.

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

One-year follow-up/Update: *The FEAS dean and associate dean has been providing support to thedepartment chair to have the Ryerson Career and Co-op Centre (RCCC) strengthen its support for the chemical engineering co-op program. The RCCC has hired additional staff to search for new employers ready to hire Ryerson chemical engineering students for co-op employment. The FEAS dean and associate dean also provided support to the department's proposal on co-op requirements and sequence changes, which was approved by Senate on June 1, 2021.*

Recommendation #13: Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice.

Objective: To work with one of Ryerson's curriculum consultants on the language and wording of the learning outcomes.

Timeline: Short term

Responsibility for leading initiative: CEAB Coordinator

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

One-year follow-up/Update: *The department's CEAB coordinator has been working with Paola Borin (Curriculum Development Consultant, Curriculum Quality, OVPA) on this issue. Additional information is provided below.*

Recommendation #14: Revisit the co-op employer survey to elicit feedback from more employers.

Objective: To improve on the number of employer feedback.

Timeline: Short term

Responsibility for leading initiative: Co-op Faculty Advisor

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

One-year follow-up/Update: *The department's co-op faculty advisor worked with Ryerson's co-op specialists to create a survey to elicit feedback from employers. Additional information is provided below.*

Recommendation #15: Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.

Objective: To review and ensure course outlines follow the university template each semester.

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

One-year follow-up/Update: *All instructors of chemical engineering courses are required to have their course outlines reviewed and approved by the department chair/associate chair for undergraduate studies to ensure that their course outlines follow the university template and provide necessary information on Senate policies on academic and religious accommodations before distribution to their students. Additional information is provided below.*

Recommendation #16: Consider the additional recommendations outlined in the self-study and take action as required.

Objective: 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

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

One-year follow-up/Update: *All faculty and staff were reminded about: (1) Ryerson's Workplace Civility and Respect Policy, and (2) Ryerson's Guide to Civility. Faculty and staff attended a civility workshop led by Dr. Kelly McShane (Strategic Lead, Organizational Development, Human Resources, Ryerson) held within the department on February 27, 2020. The department normally has two retreats annually for department planning and team building between faculty and staff members. These retreats will resume once the university reopens after the pandemic.*

The Curriculum Committee continually reviews the chemical engineering curriculum to look for areas of improvement. This past year, the mandatory co-op component of the program went through significant changes. Senate approved a reduction in the number of required work terms from four to three, and the sequence of the co-op to four continuous terms after third-year of studies. The Curriculum Committee has reviewed all course prerequisites. The resultant prerequisites review will allow students to flow through the curriculum with unnecessary prerequisite hurdles to allow for timely program completion.

The department has been and will continue to support all extra-curricular activities with funding, space and/or participation by the department chair/associate chair. These activities include attending the annual Canadian Chemical Engineering Conferences, AIChE conferences and Chem-E Car competitions in the USA, and Cracking the Glass Ceiling: Women in Engineering networking event.

Please find below the measures the department has taken to work on ASC's recommendations:

Update on: Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice.

We have started working with Dr. Paola Borin (Curriculum Development Consultant, Office of the Vice Provost Academic) to revise the learning outcomes accordingly.

At the Department level, we organized a meeting between our faculty members and Dr. Borin to review and consolidate the following:
- teaching and assessment methods used in all courses
- list of courses taught in the last 3 years
- list of program instructors
- mapping of the courses to the learning outcomes utilizing the online mapping program

Since learning outcomes are common to all engineering programs, Dr. Borin recommended to review the wording of learning outcomes at the level of the Faculty of Engineering and Architectural Science (FEAS). Accordingly, this directive was discussed last April with the FEAS Quality Assurance Committee. An ad hoc committee comprising Dr. Borin, Dr. Fei Yuan (FEAS Quality Assurance Director), and Dr. Simant Upreti (Associate Chair, Undergraduate Chemical Engineering Program) was formed to initiate the review of learning outcomes and ensure their alignment with current practice. The review is in progress and expected to be finalized by the FEAS Quality Assurance Committee in the next academic year.

Update on: Revisit the co-op employer survey to elicit feedback from more employers.

We have further enhanced and expanded the co-op employer survey form after carrying out discussions with Ryerson Career and Co-op Centre, and the program's Curriculum Committee. The survey (shownbelow) is now included with each student's co-op evaluation form submitted by the employer. These measures will help us immensely to receive feedback from all employers.

As we look to continuously improve our Chemical Engineering program, we would appreciate getting your answers to the following questions:

1. Including the student on this evaluation, how many Ryerson Chemical Engineering co-op students have you hired in the last 2 years? _____

2. In your experience and based on the academic level of the Chemical Engineering student you hired, how satisfied are you with how the program has prepared the students for your role(s) in Chemical Engineering?

☐ Very satisfied   ☐ Somewhat satisfied   ☐ Neither satisfied nor dissatisfied   ☐ Somewhat satisfied ☐ Very dissatisfied

3. What knowledge / technical skills do you feel that the academic program should be providing that students do not currently have, including those specific to your needs?

_____

_____

4. In what way can your company help the program (technically or economically) to be more effective in better training and educating students?

_____

_____

5. Would you be willing to hire more students from the program?   ☐ Yes   ☐ No

_____   _____
Supervisor's Signature   **Evaluator's Signature**

Thank you for completing the Employer Evaluation form. For questions about Co-op or to hire a co-op student for an upcoming term, please contact our office at:
350 Victoria Street, Toronto, Ontario M5B 2K3 Tel: 416-979-5068
coop@ryerson.ca | www.ryerson.ca/career-coop

Page **7** of **7**

Update on: Review and ensure course outlines follow the university template, with particularattention to communication regarding policies for academic and religious or other accommodations. Starting Fall 2020, the department ensures that all course outlines follow Course Management Policy 166. The latest template from the university is provided to all faculty members and instructors toprepare their course outlines, which include references to the university's course outline policies covering academic, religious, or other accommodations. Before their distribution to students, the course outlines are reviewed and approved by the department chair/associate chair, undergraduate studies.

iii. ENGLISH One-Year PPR Follow-up Report
This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Arts degree program in the Department of English, approved by Senate in January 2020.

This one-year follow-up reports on the status of initiatives in our BA program and provides a report on students outside the program who sought minors in English along with minors pursued by English BA students. Data in tables 1 and 2 were provided by the UPO in June 2021 for the years 2015-2019.

Part 1. Status of the initiatives outlined in the Developmental Plan

Recommendation #1: Provide innovative and academically challenging experiences for our students – develop Internship program (Priority – High) **Implementation Actions and Timeline:** The Curriculum Committee will begin investigations into the feasibility of an Internship Program in the 2018 – 2019 academic year. These investigations will take into consideration student preference for an internship model in which both students and the Department find Internship opportunities. The Curriculum Committee will bring a progress report, as well as plans for next steps, to the Year End Faculty Retreat at the end of term 2019. The Department aims to have an Internship program in place by the 2020-2021 academic year.

English is taking part in a pilot program in the Faculty of Arts with University Co-op. Planning began in 2019 when English, Sociology, History, and Politics and Governance were selected for the Arts pilot, with other Arts programs projected to join Co-op in 2022. Our students were invited to apply for Co-op in spring 2021 and the first cohort will begin the program in fall 2021. This spring, English had eight student applications, the second highest submission rate in the Faculty of Arts (there were 34 applications total from across all units). While these numbers are somewhat lower than Co-op expected, pandemic conditions probably dampened some enthusiasm among students. We anticipate higher uptake for Co-op as we return to campus and continue to support the experiential opportunities of our students. Prof. Irene Gammel has volunteered to act as the faculty Co-op coordinator and is involved directly with the Co-op office and with students who seek this opportunity.

Recommendation #2: Provide innovative and academically challenging experiences for our students - Better integrate career-ready skills across the curriculum (Priority – High) **Implementation Actions:** a.) Encourage instructors to include an assignment, such as a reflection piece, that encourages students to make connections between course material and career-ready skills; b.) Make better use of the services offered by the Career Centre to help train students in how to make these connections within our courses; and c.) Explore the possibility of introducing more explicit industry-related courses in the curriculum.

In addition to partnering with the Faculty of Arts Co-op, we have begun increasing awareness in our courses of career-ready skills by showing students how disciplinary knowledge in the classroom translates into career-ready competence in the workplace. One way of doing this has been to invite the Career Office to speak consistently in individual classes and by incorporating career-based skill information directly into our course outlines. Nearly half of our faculty have regularly invited Nikki Waheed, previous Career Education Specialist in the Faculty of Arts, and current career advisor Laura MacKinnon, to speak to students in their courses about the ways skills in the discipline of English translate into myriad career opportunities. Such skills include those traditionally associated with English like communication, writing, and editing; other skills in project management and corporate branding and storytelling are highlighted for students in hour-long presentations from the career office. While not all faculty members make use of Arts career specialists, those who teach second-year and fourth-year required courses do incorporate career presentations into their syllabi, thus ensuring that students in our program are addressed by career specialists at some point in their program

trajectory. The main course where students encounter career specialists is ENG 810, a required second-year offering in English research methodologies. Career Specialists are also regularly invited to speak to fourth-year students in another required course, ENG 910, where graduating students are able to reflect on what they've learned in our program and how it potentially prepares them for positions in a variety of fields. Waheed and MacKinnon tailor presentations to these students, introducing career advice in the second year and reinforcing that information in fourth-year contexts (some faculty in ENG 400, a required third-year course, also invite career specialists to speak with their students). We continually stress to students that unlike more specialized degrees, a BA in Arts is preparatory for a diverse range of career opportunities. Critical skills and creative ingenuity prepare our students to work flexibly and competitively in today's job markets.

Additionally, the department, with the English Course Union (ECU), planned a March 2020 careers event to draw awareness to the relationship of the academic program with larger job skills. We invited our Program Advisory Council (PAC) and alumni to join us, and we looked forward to showcasing student work at this luncheon. The closing of the university that month due to Covid-19, however, forced us to cancel the event. We will re-stage this opportunity when we're all back on campus. We did, however, support the ECU in a fall 2020 Zoom event that focused on career opportunities for students, though it was conceived by the ECU on a much smaller scale than the 2020 planned luncheon.

In anticipation of future career events, the department replaced our PAC with new members in winter 2021, including two alumni and others with diverse industry connections to the GTA and beyond. The department looks forward to working with the PAC, the ECU, and our students to expand conversations regarding university education and career readiness.

Recommendation #3: Provide innovative and academically challenging experiences for our students - Develop Concentrations (Priority – Medium) **Implementation Actions:** The Department (whenever possible, in conjunction with other faculties and programs across the University) will prioritize developing Concentrations in areas such as: Creative Writing and Publishing; Literature and Social Justice; Digital Humanities and New Media; and, Drama and Performance Studies.

Despite disruptions to curriculum development due to the ongoing pandemic crisis, we have begun discussing the feasibility of creating concentrations in the areas outlined above. At the moment, we do not have sufficient faculty to meet the demands of concentrations in most of the suggested areas. The department met with the Dean in April 2021 to discuss the implementation of a concentration in Creative Writing, and we productively discussed strategies for shaping a creative writing curriculum with introductory, intermediate, and advanced courses. To this end, we have created one new introductory-level course, ENG 230: Creativity, Writing, and Everyday Life, that was first taught in fall 2020. New intermediate level creative writing courses were passed by Department Council in April 2021. The Dean is aware of the department's hiring needs in creative writing, and we have been thinking strategically about how to make use of existing faculty and contract instructors. Our first goal is to begin incorporating the intermediary courses into our curriculum to determine student uptake and faculty support. While we have a map for a concentration in creative writing, we will only officially submit it once some of these tactical difficulties are worked out. Similarly, our limited faculty in Digital Humanities prevents a robust development of a concentration in that area. We currently have no faculty who specialize in drama. Of note, however, is the development of an interdisciplinary minor in Black Studies that will be housed in English. It has been spearheaded by Melanie Knight and Anne-Marie Lee-Loy. Faculty will vote to approve the proposal in a special summer department council meeting.

Recommendation #4: Provide innovative and academically challenging experiences for our students - Expand creative writing offerings (Priority – High) **Implementation Actions:** The Department will create two Creative

Writing Practicum courses, one for fiction and one for poetry. The Department will also explore the possibility of adding scriptwriting and playwriting to its course offerings.

In 2018, the department created two new courses, ENG 306: Poetry and ENG 307: Fiction, both creative writing practicum courses. Originally, ENG 306 was a creative writing practicum that introduced students to both fiction and poetry. By more explicitly determining the function of these courses, students receive greater specialization in creative writing studies. In winter 2021, faculty voted to approve four new creative writing courses, two of which are intermediary, ENG 406 (a course in poetry) and ENG 407 (fiction). Two other newly-approved courses give students industry-specific skills, including a course in publishing and another that focuses on editing.

Recommendation #5: Strengthen SRC excellence in the Department - Review Research Courses in Curriculum (Priority – High) **Implementation Actions:** This evaluation will consider whether ENG 810 should be returned to Year 3 of the Program and whether ENG 810 should be preceded by an Introductory Research Course. The Department will change the mode of delivery for ENG 810 from a "lecture" to a "lab" to better describe the work that is conducted in that course. As more than half the students found that they used the skills in SSH 301 "very little" or "not at all" during their time in the Program, and 25% of respondents who gave suggestions of a course that could be removed from the curriculum identified SSH 301 as such a course, the Department will support any efforts to make SSH 301 an elective course in the curriculum.

In 2019, the department voted to retain ENG 810's placement in the second year. This decision was based on meetings where faculty discussed the value and role of English research methods in our curriculum. It was determined that students benefit from the course earlier in their academic career since it provides specific skills needed to complete the degree successfully. In addition to ENG 810, a course in literary theory, ENG 400, provides challenges to students. The overall consensus was that it's best to spread these courses out over second and third year rather than requiring them both in a single year. ENG 400 is more advanced and therefore makes most sense to maintain in the third year.

The department met with the Associate Dean and Chair of Sociology in January 2021 to discuss removing the SSH 301 requirement from our curriculum. Arts understands our position on this second-year course and its complex relation to our department insofar as it does not serve our students' needs, actively discouraging them. We would like to see it become an Open Elective for our students rather than a requirement in the second year, and we look forward to guidance on this issue from the Dean's office.

Recommendation #6: Strengthen SRC excellence in the Department – Request for hires (Priority – High) **Timeline:** The DHC will request three hires, one in Indigenous Literatures, one in Gender Studies, and the other in Victorian in the 2018 -2019 academic year with an aim to have at least one new faculty member in place for the 2019-2020 academic year. The DHC will continue to request hires in these areas each academic year until the positions are filled.

The department hired two Indigenous scholars who joined our faculty as acting assistant professors in fall 2020. A Black Studies scholar joins our department at the level of assistant professor in fall 2021. Assistant professors were hired in 2018-2019 in Gender Studies and Victorian literature. We have requested new hires in creative writing and digital humanities for 2021-2022.

Recommendation #7: Better prepare students for future graduate and career opportunities - Integrate the Program Advisory Council more Directly into Student Life and Learning (Priority – High) **Implementation Actions:** The Student Life Committee will identify appropriate alumni and invite them to become members of the PAC beginning in the summer of 2020 with an aim to have a new PAC on board by the 2020 – 2021 academic year. Student Life will host a "brainstorming" session in August or September 2018 with the PAC to determine

the direction of the PAC for the year. The Student Life Committee will report on progress in this area at the 2019 Year End Faculty Retreat.

Action on this item has been slowed down due to the Covid-19 pandemic. The Student Life committee met in fall 2020 to discuss new members for the PAC and to develop new guidelines for their contributions to the department. The Dean's office issued invitations to the nominees in winter 2021 and five new members, including two alumni, will compose the PAC beginning fall 2021. We developed new guidelines for our PAC members, asking them to attend one student-focused event each year and to provide career guidance and advice on curriculum development through biannual meetings.

Recommendation #8: Better prepare students for future graduate and career opportunities - Integrate Career Consultant Services into Coursework (Priority – High) **Implementation Actions:** The Department will invite Nikki Waheed, Career Consultant to a Department Meeting to describe the services that she provides in Fall 2018. Individual instructors, along with the Student Life Committee and the Curriculum Committee, will work with Nikki Waheed to develop and deliver appropriate training to students throughout the academic year. Instructors and the Student Life and Curriculum Committees will report on their progress in these areas and develop next steps at the End of Year Faculty retreat 2019.

Nikki Waheed spoke to our department in fall 2018, advising faculty on ways to incorporate Career Consultant Services into coursework. Nikki has addressed students at various events throughout the years since then, and she has helped develop a culture of awareness for career skills and opportunities among faculty and students. Currently, Laura MacKinnon works as our main contact in Career Consultant Services and has participated in the 2020 fall Orientation and other events. Please see the response to recommendation 2 above.

Priority Recommendation #9: Attract and retain high-quality students (national and international) - Work with Admissions and Recruitment to Develop High-Quality Marketing Materials and Events and Social Media Connections (Priority – Medium) **Implementation Actions and Timeline:** The Department will hire a Social Media Coordinator to maintain and expand its social media outreach. The Social Media Coordinator will review the Department's social media use and make recommendations for improvement in the summer of 2019 to the Web Committee. The Student Life Committee will explore and work on opportunities for marketing with Admissions and Recruitment on an ongoing basis. The Student Life Committee will develop a new pamphlet for the Program to be available by for Winter 2019.

The department hired a Social Media Coordinator for each term since 2018. This role provides support and content for the department website and for its social media interactions. Additionally, a second media specialist was hired to develop Youtube content for the department beginning in spring 2021. A new creative writing brochure, printed in fall 2019, gives potential students a strong sense of the program's creative writing opportunities and its unique profile among other similar offerings at schools across the country.

Priority Recommendation #10: Attract and retain high-quality students (national and international) - Rebuild the Department Website (Priority – Medium) **Timeline:** The Website Committee will conduct a review of the website and identify areas of improvement during the summer 2018. The Department will submit required changes to the website builder or hire a new website creator in Fall 2019. A new Department website will be ready by winter 2020.

A new department website was implemented in fall 2020.

Priority Recommendation #11: Attract and retain high-quality students (national and international) - Create an English (or Humanities) Annual End-of-Year Student Showcase (Priority – High) **Implementation Actions and Timeline:** The Student Life Committee will work with the Career Centre and, if possible, other programs in the Arts, to deliver the first annual showcase in spring 2020. The annual showcase will be an ongoing event. Additionally, the department voted to establish a new Indigenous scholarship award as a way to attract high quality students.

A showcase event was planned for March 2020 that included students, the ECU, and our PAC. Unfortunately, the event was cancelled due to Covid-19. In winter 2021, Department Council voted to update our student awards structure, notably approving department funding of a scholarship for Indigenous student beginning in fall 2021.

Priority Recommendation #12: Contribute to Ryerson's priority of city-building and community contributor - Support the Development of an Alumni Association (Priority – High) **Implementation Actions and Timeline:** The Student Life Committee will identify and contact alumni who may be good leaders of an alumni association, gauge their interest in establishing an alumni association, and host their initial meeting (with representatives from University Advancement) in Summer/Fall 2019. The Student Life Committee will plan an alumni event for Homecoming weekend, October 2019. The Department will utilize new alumni pages on the revitalized website to promote events that will be of interest to the alumni and to foster an online alumni community. The Student Life Committee will support University Advancements efforts to encourage the creation of an Alumni Association on an ongoing basis.

An alumni association was created in 2019. We invited alumni to serve on our PAC and we are making efforts, slowed due to Covid-19, to work more closely with former students. Since 2021-2022 is the 10-year anniversary of the program, we have planned a number of events that are being fleshed out by the steering committee. These events will include functions with alumni. The 2019 event mentioned above was pushed back to March 2020 and then cancelled due to the pandemic. We are planning a live luncheon in winter 2022 that brings students, faculty, and alumni together.

Part 2. Report on number and programs of students completing English minors and number and program of minors completed by English majors:

From 2015-2019, there were 724 students from six different faculties graduating with a minor in English (see UPO table below 1). The highest number of students with English minors came from the Faculty of Communication and from within the Faculty of Arts. Students in Media Studies made up the majority of those seeking a minor in our program. Not surprisingly, a robust number of students in Journalism also pursued a minor in English. Storytelling, communication, and critical analysis of cultural texts are elements shared by our program and Media Studies and Journalism. Development of a new minor in Storytelling could have widespread cross-disciplinary appeal to students. The data also suggests that the department should increase Liberal Studies offerings that meet the interests of students in other faculties.

In our own program and in BA double major programs with English and Philosophy and English and History, students completed 333 minors in 23 different Ryerson programs (see UPO table 2 below). Those programs with the largest uptake for our students are Sociology (35), History (28), Philosophy (18), Psychology (24), News Studies (13) and French (9). Six students obtained minors in Business Communications while others pursued Geography, Film, Law, and other fields. The data suggests that English should pursue a double major with Sociology to complement current joint majors with History and Philosophy. The data also indicates that our

students are less interested in courses outside the Faculty of Arts, and that we should consider new pathways and relationships of learning in connection to other Arts offerings.

Table 1: Counts of graduates with Minor in English, June 2015 - October 2019

Count of ID	Column Labels						
Completion Term and Program	Faculty of Arts	Faculty of Communication and Design	Faculty of Community Services	Faculty of Engineering and Architectural Science	Faculty of Science	Ted Rogers School of Management	Grand Total
1151	**14**	**154**	**1**				**169**
AC001	11						11
BA001	3						3
EC001			1				1
JO001		16					16
RT001		136					136
TH002		1					1
TH003		1					1
1155	**2**	**16**	**1**		**1**		**20**
AC001	2						2
BS001					1		1
EC001			1				1
IM003		1					1
RT001		15					15
1161	**13**	**163**	**3**	**1**	**1**	**1**	**182**
AC001	5						5
BA001	8						8
BE001				1			1
BM001						1	1
CS001					1		1
EC001			3				3
GC001		1					1
IM003		2					2
JO001		10					10
RT001		148					148

TH002		1					1
TH003		1					1
1165	**4**	**22**					**26**
AC001	3						3
BA001	1						1
RT001		22					22
1171	**17**	**177**					**194**
AC001	9						9
BA001	8						8
CR001		1					1
IM003		1					1
JO001		19					19
PR001		1					1
RT001		155					155
1175	**2**	**8**	**1**				**11**
BA001	2						2
EC001			1				1
RT001		8					8
1181	**13**	**45**	**4**	**1**	**1**		**64**
AC001	5						5
BA001	8						8
BE001				1			1
BO001					1		1
EC001			3				3
IM001		1					1
IM003		2					2
JO001		24					24
PR001		1					1
RT001		16					16
RT003		1					1
SW001			1				1
1185	**2**	**3**					**5**
AC001	1						1
BA001	1						1

RT001		2					2
RT003		1					1
1191	**14**	**28**	**2**	**1**	**1**	**1**	**47**
AC001	2						2
BA001	12						12
BE001				1			1
BS001					1		1
CR001		1					1
CY002			1				1
EC003			1				1
GC001		1					1
IM001		1					1
JO001		13					13
PR001		2					2
RL001						1	1
RT001		9					9
TH001		1					1
1195	**2**	**4**					**6**
AC001	1						1
BA001	1						1
IM001		1					1
RT001		3					3
Grand Total	**83**	**620**	**12**	**3**	**4**	**2**	**724**

Table 2: Count of English Graduates by Minor
(Blank = no minor)

(Note: totals don't match Major as 9 BAENGLISH students completed 2 minors each)

Count of ID	Column Labels										
Row Labels	1151	1155	1161	1165	1171	1175	1181	1185	1191	1195	Grand Total
BAENGLHIS									1	3	4
MINFRENCH										1	1

MINPHILOS										1		1
(blank)								1		1		2
BAENGLISH	**51**		**3**	**52**	**2**	**67**	**6**	**71**	**1**	**63**	**9**	**325**
MINACCOUNT	1											1
MINACTDNCE								1				1
MINBIOLOGY								1				1
MINBUSCOMM	1			2		1		1		1		6
MINCHILDYS	1											1
MINCURATOR								1				1
MINETHICS				1								1
MINFILMST										1		1
MINFRENCH				3				2		4		9
MINGEOGRHY				2				1				3
MINGLBPOLD											1	1
MINHISTORY	8			3		3	1	3		9	1	28
MINHUMRES						1		1		1		3
MINJUSTICE				2	1			1				4
MINLAW								3				3
MINMUSCULT						1						1
MINNEWSTUD	4			4		1		3		1		13
MINPHILOS						6	1	3		7	1	18
MINPOLITIC			1					1				2
MINPSYCH	3			7	1	2	1	7		3		24
MINPUBRELS										1		1

MINRETSERV	1								1	
MINSOCIOL	5		2		7	1	10		9	1	35
(blank)	27	2	26		45	2	32	1	26	5	166
BAENGLPHIL							1		3		**4**
MINACTDNCE									1		1
MINSOCIOL									1		1
(blank)							1		1		2
Grand Total	**51**		**3**	**52**	**2**	**67**	**6**	**73**	**1**	**69**	**9**	**333**

iv. INTERNATIONAL ECONOMICS AND FINANCE One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Arts degree program in the Department of International Economics and Finance, approved by Senate in April 2020.

In accordance with Ryerson Senate Policy 126, section 12, the Economics Department has prepared this One-year Follow-up Report to the PPR for the Bachelor of Arts, International Economics and Finance. The report addresses the department's progress on the three issues specified by the Academic Standards Committee in their Evaluation of the program's PPR Final Assessment Report presented at the April 7, 2020 Senate meeting.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE INTERNATIONAL ECONOMICS AND FINANCE PROGRAM

The International Economics and Finance program submitted a self-study report to the Vice-Provost Academic on January 17, 2020. Three arm's-length external reviewers, Dr. Alok Johri, Department of Economics, McMaster University, Dr. Miquel Faig, Department of Economics, University of Toronto Mississauga, and Dr. Yuanshun Li, School of Accounting and Finance, Ted Rogers School of Management, Ryerson University, were appointed by the Dean of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on April 8 and 9, 2019.
In their report, dated May 24, 2019, the Peer Review Team (PRT) provided feedback that describes how the International Economics and Finance program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The Chair of the International Economics and Finance program submitted a response to the PRT Report on September 18, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Arts on January 15, 2020.
The Academic Standards Committee completed its assessment of the International Economics and Finance Program Review on February 27, 2020**.** The Academic Standards Committee recommended that the program continue, as well as provide a one-year follow-up report by June 30, 2021**,** as follows:
1. Update on 2nd year student retention numbers;
2. Update progress on incorporation of cultural relevance and EDI in course content;
3. Report on the status of the initiatives outlined in the Implementation Plan.

The next section in this report provides a follow-up on each of these three areas.

ONE-YEAR FOLLOW-UP REPORT TO THE PPR

1. Update on 2nd year student retention numbers
Table 1 provides updated data on second year student retention numbers published by the University Planning Office (UPO) in the January 2021 Progress Indicators and Related Statistics, available at https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf. The data reports numbers for the International Economics and Finance program, the Faculty of Arts and Ryerson as a whole.

Table 1: Second year student retention rates

	Percentage of students retained in any year level of same program after TWO years of study									
Cohort:	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Retained in:	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
International Economics and Finance	**59.0**	**50.0**	**55.6**	**55.3**	**55.2**	**52.5**	**57.5**	**50.0**	**54.8**	**62.9**
Faculty of Arts	64.8	67.4	66.1	66.0	65.7	63.9	64.6	63.1	62.0	63.4
Ryerson	72.9	75.9	74.3	76.2	77.3	76.5	76.9	77.5	76.3	77.0

Source: Indicator 5e, Progress Indicators and Related Statistics, January 2021, University Planning Office, Ryerson University
https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf

The table shows a substantial improvement in the second year retention rate for the cohort that entered the program in Fall 2017, relative to previous years. The retention rate for this cohort was 62.9 percent, 8 percentage points higher than the previous year's cohort, and close to the average in the Faculty of Arts (63.4 percent). This increase occurred despite the fact that the first year retention rate for the Fall 2017 cohort was not significantly higher than in previous years (please, see table 2). The department believes that this higher retention rate is the direct result of curriculum adjustments introduced in Fall 2017. In particular, the department reduced the number of compulsory courses in the second year from nine to seven, by moving ECN600 (Intermediate Macroeconomics II) and ECN700 (Intermediate Microeconomics II) to the third year of the program.

Table 2: First year student retention rates

	Percentage of students retained in any year level of same program after ONE year of study									
Cohort:	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Retained in:	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
International Economics and Finance	**54.8**	**82.7**	**77.6**	**80.2**	**77.2**	**84.9**	**75.0**	**61.5**	**77.5**	**78.1**
Faculty of Arts	74.9	80.4	77.3	77.0	74.1	76.2	74.6	70.2	73.3	71.1
Ryerson	81.0	82.3	82.1	83.3	83.2	83.5	84.1	82.9	83.5	81.9

Source: Indicator 5d, Progress Indicators and Related Statistics, January 2021, University Planning Office, Ryerson University
https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf

To further analyze retention patterns and to attempt to identify characteristics among the newly admitted students that could lead to higher retention rates, the department obtained microdata from the University Planning Office for newly admitted students who had enrolled in the program from 2015-2019. The data included the students' high school entry averages, student type (high school, mature, international) as well as their CGPAs, academic standing and program of study for each year that they remained at Ryerson. The main findings from this analysis are listed below:
Finding 1: There is no overall pattern in the difference in retention rates based on entry averages.

Finding 2: Mature and international students tend to have higher retention rates than high school students.

Finding 3: Most students who leave the program in the first two years leave Ryerson University altogether (only about one quarter of these are Required to Withdraw) and only a few transfer to another Ryerson program.

The department is considering several strategies to further improve retention rates, based on these findings. These strategies include: (i) take steps to identify struggling students early on in the program, and act to keep them engaged; (ii) better market the program to prospective students so that they have a better understanding of its technical nature and requirements , (iii) increase the cutoff grade for both Mathematics and English to 70 percent (at par with the requirements of the Business Management program at TRSM), but keep the minimum entry average unchanged, and (iv) advise University Admissions to allow and accept a greater percentage of mature and international students into the program.

2. Incorporation of cultural relevance and EDI in course content
The department has taken several initiatives to identify and incorporate cultural relevance and EDI in course content:
2.1 Explicitly list EDI-relevant course content in course outlines.
Economics course outlines tend to list only general topics, and relevant EDI content covered in case studies and/or class examples often does not explicitly appear in the outline. To illustrate this point, we provide below some examples of EDI-related content included in some of our courses that may not be explicitly specified in their outlines. Instructors have also committed to identify additional EDI-relevant applications to be included in their courses.
ECN 101 (Principles of Microeconomics) and ECN 104 (Introductory Microeconomics)
- Topic on labour markets: discusses gender-based labour market discrimination
- Topic on resource allocation: discusses important tradeoffs between economic efficiency and equity (applied to people with disabilities)
- Topic on income distribution and the welfare state: issues related to poverty and inequality of opportunities and policies/programs to address these inequities
ECN201 (Principles of Macroeconomics) and ECN 204 (Introductory Macroeconomics)
- Topic of economic growth: includes discussions of the economic importance immigration of the increase in women's labour force participation after WWII
- Topic of unemployment: discusses how unemployment rates differ across different social groups and how these differences accentuate income inequality.
ECN507 (Ethics and Justice in Economics)
- The course covers the critical issue of the widening wealth gap between the rich and the poor and how issues related to race, gender and ethnicity contribute to this gap.
ECN 620 (Applied Economic Analysis)—Capstone course
- The course has a project that applies the economic theory of discrimination to the gender wage gap. Students review legislation on equal pay and economic policies introduced to promote gender equality in the labour force.
- The course has a research component where the students investigate a current issue related to an important public policy topic and present it in class. Students often choose EDI relevant issues like indigenous policy, health and welfare of low income households, access to postsecondary education and food security.
ECN 722 (Economic Issues of Professional Sports) and ECN 729 (Sports Economics)
- The courses cover issues related to women in professional sports and gender and racial discrimination in sports practice and management
ECN 702 (Econometrics II)

- Topic on Regression analysis with a binary dependent variable. As an application to the theory, the course discusses the role of racial discrimination in mortgage lending.

2.2 Offer new courses with strong EDI components or refocus existing ones
Two courses with strong EDI components will be offered starting Fall 2022:
ECN 640 (Economics of Immigration)
In the academic year 2021-2022, the department will be offering a new course on the Economics of Immigration (ECN 640) [the course was in the books but had not been offered for many years] with a focus on inclusionary immigration policy. For examples, topics related economic assimilation and human capital loss of newcomers; gender race inequality; and underrepresentation of immigrants in senior positions at workplaces. We do not have an outline for the course yet, as it will be redeveloped and taught by a new instructor.

ECN 503 (Economic Development)
In 2021, the department hired a new faculty member (Dr. Nicholas Li) with expertise in economic development and the economics of poverty. Dr. Li is redesigning our Economic Development course (ECN 503) to focus it on the economics of poverty and how they affect the developed world. The course will be offered in Fall 2021 and, even though Dr. Li has not completely finalized the curriculum for the course, he shared his plans so that they could be included in this report.
The course will cover standard topics in the economics of developing countries - nutrition, health, education, fertility and intra-household decision-making, risk, access to capital, labor markets and entrepreneurship and political economy – and it will show how these same issues are relevant in studying poverty in North America and, in particular, Canada and the GTA. The main objectives are to de-otherize and de-colonize the way in which these topics are conventionally taught (as something foreign that affects only developing nations) and to increase the relevance of the material by showing that it can be applied to their own community.
Topics that will be covered in the course:
- Challenges faced by remote/rural communities with limited access to markets and the relevance of these issues for aboriginal peoples of Canada.
- Discrimination in labor markets and affirmative action policies (linking discussions of caste and gender based discrimination and policies in India with studies on discrimination faced by Canadian immigrants and racialized minorities in North America).
- Interactions between gender and poverty: discrimination against girls, relationship between gender norms and labor markets.
- Importance of neighborhood peer effects and the influence of culture through the study of housing and re-location policies with applications to the Regent Park project housing in Toronto, the US moving-to-opportunities program and slum clearance programs in India.

Dr. Li is planning to add a Canadian Indigenous perspective to the course by incorporating readings from the book "Indigenomics" by Caron Anne Hilton. The book is particularly relevant to provide an indigenous perspective to the units on entrepreneurship and environmental issues that will be part of the course.
Dr. Li also plans to add a unit on colonialism that will cover the legacies of colonialism in both developing countries and the North American context, including recent work on the legacy of residential schools in Canada and the slaughter of the plains bison in the 19th century.

2.3 Increase diversity and acquire expertise in EDI-related topics through new faculty hires
The department has hired two new faculty members in 2021 with expertise in economic development and the economics of immigration and who research in EDI related topics.
For 2022, the department has proposed to search for an EDI hire, with expertise in the areas of Indigenous Economics, Economics of Racism or the Economics of Inequality, Gender and Discrimination.

3. Report on the status of the initiatives outlined in the Implementation Plan
The department of economics has made some progress towards implemented the initiatives outlined in our Implementation Plan. Due to the pandemic, the department concentrated most of its energies in the planning and delivery of the curriculum virtually and decided to postpone major changes in the curriculum until after our return to campus. Nevertheless, we have had some discussions related to the recommendations in the Implementation Plan and we have formed committees that have drafted some proposals. The status of each of the initiatives for the 1-year Follow-up Report are listed below, under each of the priority recommendations.

IMPLEMENTATION PLAN

Priority Recommendation #1: *Investigate incorporating concentrations within the current program.*
Rationale: *Following the global financial crisis, there has been increased demand for expertise in financial economics. This observation was reinforced with feedback from some employers in our internship program and from discussions with our Program Advisory Council. In addition, the feedback from our students over the years was that some of our students would like to take more financial economics courses in their upper year and other students prefer more international economics courses. To acquire the necessary expertise in any of these economics fields and to distinguish themselves from general economics majors, students should take nine to ten field-specific courses in financial economics or in international economics. Currently, our curriculum has twenty-four required courses and thus it is difficult for students to take extra field-specific courses. To meet this demand the Department had initially proposed that we split the Bachelor of Arts (International Economics and Finance) program into two programs, namely, Bachelors in International Economics and Bachelors in Financial Economics. However, following the reports from the PRT and Faculty of Arts, the Department has reconsidered splitting the Bachelor of Arts (International Economics and Finance) program into two programs and, as a first step, we will investigate incorporating concentrations within the current program.*
Implementation Actions: • *Develop concentrations within the Curriculum Committee*   • *Review with faculty*   • *Implement assessment/approvals process for integration of concentrations into curriculum*   • *Clearly communicate availability of concentrations and registration process to students.*   • *Develop any core elective courses required for the concentration, if any*   • *Monitor course availability*   • *Monitor student enrolments in concentrations*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for   **a) leading initiative:** *Program Chair/Director*   **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, ASC*
Status for 1-year Follow-up Report   *The department has had several discussions on the issue of adding concentrations to the program. Following an in-depth analysis of microdata on student retention and the feedback from students, the department has concluded that it would like to attract a wider variety of students with interests that go beyond business. To this effect, the department is now discussing the possibility of adding **Concentrations** to the curriculum. Under this proposal, after two (or maybe three) semesters in the program, students would choose a Concentration, depending on their interests (policy, theory or a mixture). The department has formed a committee that will prepare a proposal for a curriculum with Concentrations and that will be discussed in the next departmental meeting in September 2021.*

Priority Recommendation #2: *As a result of* **Priority Recommendation #1** *we would investigate renaming our program from Bachelor of Arts (International Economics and Finance) to Bachelor of Economics and Finance.*
Rationale: *In the early 2000's the Bachelor of Arts (International Economics and Finance) program had 15 required courses whose content was international or finance in nature, in addition to 12 required economic theory and quantitative courses. Over the years we made 8 of these required international or finance courses electives. This was due to the recommendations made by the Peer Review Team for the 2006-2007 Periodic Program Review and as a result of harmonizing with the 1st Arts common platform in 2012. Thus, the international economics and finance nature of the initial Bachelor of Arts (International Economics and Finance) program has been watered down over the years. In addition, if we wish to include concentrations and have a required curriculum suitable for having double majors we would need to make a number of these required international or finance courses, electives. Thus, the program name would not be reflective of the new curriculum. Therefore, the Department would investigate renaming our program from Bachelor of Arts (International Economics and Finance) to Bachelor of Economics and Finance.*
Implementation Actions: *Review with faculty*   *Implement approvals process for changing the program name*   *Work with Admissions on marketing*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for   **a) leading initiative:** *Program Chair/Director*   **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, Registrar, ASC*
Status for 1-year Follow-up Report   *The department had several discussions regarding the change in the program's name. There was an agreement to drop "International" from the title, but the department decided to wait until we had a firm proposal for the curriculum change with Concentrations before setting on a change in the program's name.*

Priority Recommendation #3: *Change the admission requirements to the Bachelor of Arts (International Economics and Finance) program by raising the entering average from 70 percent to 75 percent.*
Rationale: *For almost two decades the high school entering average has always being around 77 percent (the second lowest in Ryerson). This average would have increased if we had kept our first-year intake to about 90 students as in 2009-2011. Instead, the registrar's office increased admissions to our program over the years and it is now 175 students for Fall 2021. This low entering average has resulted in poor student retention after two years in the program which is later reflected in poor graduation rates. From Fall 2012 to Fall 2016 there was always a much higher correlation between our first-year students' Winter CGPA and their entering average grade than with the grade on any high school math course. The Department has co-responsibility with TRSM for the Economics and Management Science major in the Bachelor of Commerce in Business Management. The students in this major take the same core economics courses as those in the Bachelor of Arts (International Economics and Finance). Yet there is no problem with retention or graduation rates with Economics and Management Science students as their high school entering average is at least 84 percent. Therefore, the Department would like to change the admission requirements to the Bachelor of Arts (International Economics and Finance) program by raising the entering average from 70 percent to 75 percent and collaborate with Admissions in implementing an aggressive promotional campaign to attract students with higher high school averages to the program.*
Implementation Actions:

• *Review with faculty*
• *Consult with the Registrar's Office*
• *Work with Admissions on designing appropriate marketing for the program*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for **a) leading initiative:** *Program Chair/Director* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, Registrar, ASC*
Status for 1-year Follow-up Report *The department performed an in-depth analysis on student retention using microdata provided by the University Planning Office. As discussed in point 1 in this report, the analysis did not find any patterns relating students' high school entry averages with their likelihood of being retained in the program or their Academic Standing after one or two years in our program. As a result, the department has decided not to ask for a change in the minimum entering average to be admitted to the program. Through a focus group with students prior to the pandemic, the department did learn, though, that the programs low cutoff grade for both Mathematics and English of 65 percent gave prospective students the false impression that the program was "easy" and not technically challenging. The Department has recently consulted with Admissions on this issue, and it has been determined that the minimum grade 12 Mathematics grade can be increased from 65 percent to 70 percent, which will result in incoming students having better mathematics preparation, although perhaps lower overall averages (since the admissions target number is not being reduced to compensate for this). This should help to avoid giving prospective students the (false) impression that the program is less mathematically-challenging than other programs such as Business Management. Nonetheless, with the absolute number of students admitted continuing to increase year after year, there is little reason to be optimistic that the program will admit a larger proportion of well-qualified students going forward.*

Priority Recommendation #4: *The remaining reviewer's recommendations involve obtaining extra resources that are critical for maintaining the high standard in all of our programs.*
Rationale: *A number of program weaknesses identified in the self-study involved resources in general, faculty size and offices. Since September 2008, we had a net increase of six tenure-stream faculty. Three new faculty were needed for the PhD in Economics program launched in September 2010, as it has twelve required PhD level courses like many other comparator programs. The remaining three new faculty were required to teach an extra 5,792 students (this enrollment growth was mostly due to the growth in the number of students in the Economics and Management Science major that we are co-responsible for with TRSM). Since three tenure-stream faculty cannot teach 5,792 students, it led to many CUPE 1 or 2 sections and very large class sizes.*
Implementation Actions: • *Review with faculty* • *Consult with the Dean of Arts and Vice-Provost Planning* • *Work with Admissions on marketing*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for **a) leading initiative:** *Program Chair/Director* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, Vice-Provost Planning, Provost*
Status for 1-year Follow-up Report

The department hired one new faculty member in 2020 but lost another one that year, and then hired two new faculty members in 2021 (the total faculty count is now 25). There will be no new faculty members hired for 2022. However, the number of program students and students taking courses in economics has continued to increase at a fast rate. For example, the number of students admitted to the Bachelor of Arts (International Economics and Finance) program grew from 154 in Fall 2020 to 175 in Fall 2021. It is unlikely that the net growth of 2 new faculty members since 2019 has even offset the growth in enrolment numbers during that period, and most certainly has not addressed the shortage that already existed. As a result, the number of CUPE sections continues to increase dramatically. For the 2021-2022 academic year, there are a total of 57 CUPE sections, plus another 6 taught by a LTF, <u>leaving less than 50% of all undergraduate sections taught by tenure-stream faculty</u>. There is, unfortunately, no reason to think that the faculty-student ratio will improve in the near future.

v. RETAIL MANAGEMENT One-Year PPR Follow-up Report
This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Commerce degree program in the Department of Retail Management, approved by Senate in June 2020.

In June 2020, the Academic Standards Committee recommended that the program continue, as well as provide a one-year follow-up report by June 30, 2021**.** This report updates the status of the initiatives outlined in the Implementation Plan with a notable focus on the approval to transition the degree program to 40 credits.

The School of Retail Management has made significant progress and continues to work toward the implementation plan objectives as outlined below:

Recommendation #1: To include the "Honours" designation in the degree title.
Rationale: As a four year B.Comm, the degree in Retail Management has been mapped to the OCAV table of UDLES for an Honours degree at the Bachelor's level.
Objective: The Honours designation typically helps to differentiate Bachelor's degree programs that incorporate a higher level of achievement through the completion of a 4-year academic program rather than non-honours degrees that may only require 3 years of study. While the B.Comm degree in Retail Management has always been a 4-year program, it has not included this designation. The addition of the honours designation will help position graduates from the RM program on equal footing to their peers who have completed 4-year degrees at other post secondary institutions and as a point of differentiation from shorter college diploma programs.
Implementation Actions: ● Upon approval of this Program Review, the School will propose this change be made to the Ryerson Undergraduate Program Calendar for the 2021/2022 academic year.
Timeline: ● Submission of proposal memo to Academic Standards Committee, May 2020 ● Submission of calendar changes to the Registrar office by October 2020.
Responsibility for leading initiative: ● Program Director
Responsibility for approving recommendation, providing resources and overall monitoring: ● Office of the Registrar

Status for 1-yr follow up report:
- Completed/passed by Senate in June 2020

Recommendation #2: To Discontinue the Part-time degree program offering.

Rationale:
- Part-time program admissions have averaged less than 8 students annually over 7 years.
- Retention rates for this group are only 25% after 4 years in the program.
- It is sometimes viewed as a "back door" entry point for prospective students who were deemed underqualified for the full-time RM program.
- Timing and nature of several core courses, including 4th year capstone classes prove challenging for part-time students to attend in the day yet limited interest/ability to offer evening, online or tied sections through continuing education for these senior level courses.
- As a result of the above, the use of course substitutions for core retail courses had become a norm to assist part-time students complete their requirements for graduation.
- Students completing the more established part-time degree in Business Management now have access to the Minor in Retail Management that wasn't available prior to the previous PPR and these Retail courses are available as online offerings.

Objective:
- Having already suspended new registrations in the part-time degree in Retail Management as of Fall 2017 and pending the outcome of this review, the formal discontinuation of this offering for new students is proposed to take effect in Fall 2021. Current students will continue to be supported on an individual basis toward the successful completion of their degree as they have been to date.

Actions:
- Approval of proposal to discontinue Part-Time degree offering in Summer 2020.
- Amendment to Ryerson Undergraduate Course Calendar to be submitted by October 2020 to become effective in Fall 2021.
- Update all online (Ryerson, TRSM, Chang School) references to the Part-Time degree with directions to the Part-time degree in business management and minor in retail.

Timeline:
- Approval of proposal in Summer 2020; commences Fall 2021

Responsibility for leading initiative:
- Program Director

Responsibility for approving recommendation, providing resources and overall monitoring:
- Faculty Dean

Status for 1-yr follow up report:
- This proposal was approved by the Retail School Council (March 10) and Retail Program Advisory Council (March 23) and will be presented to the TRSM UCC (May 4) and Faculty Council (May 12) for final consideration by Academic Standards Committee in 2021

Recommendation #3: To focus RM program marketing messages on opportunities for internships, co-op, retail as a career (leveraging alumni, category management and sales professional certifications, advisory council, location, etc.) in relation to the RM curriculum.

Rationale:
- Student feedback suggests that internship/co-op opportunities and the unique nature of a degree specialized in retail are the most important factors for prospective applicants.
- While more active promotion of program scholarships was recommended in the previous program review, opportunities for financial aid appear to be a secondary concern for prospective students in attempting to identify the right program and may be more effectively highlighted later in the process of converting applicants to enrollments.

Objective:
- Overcoming misperceptions about retail careers have proven challenging for the industry as a whole and thus remains a priority for the RM degree program.
- The relevance of the degree and interest in specific retail careers once individuals are made aware of the opportunities (e.g., buying and merchandising, digital retailing, etc.) is illustrated in part through a high percentage of students who enroll in the RM program via direct entry (transfers from college programs) or working for a short period following high school.
- By developing consistent messaging that highlights the diversity of career possibilities and skills required for innovative retail initiatives, the school may better position the RM degree to improve conversion rates among new applicants and those considering a transfer from other university programs while also strengthening internal retention.

Actions:
- Develop a plan to highlight new retail alumni each year that match the interests stated by students and employer partners in annual surveys.
- Include focus on unique paths within the retail curriculum (i.e., buying, digital) and certifications (e.g., Professional Category Manager, Sales Professional).
- Explore the value of targeted marketing of a degree in retail beyond Ontario and opportunity to reach students considering a change in universities / programs.
- Increase focus on college diploma graduates for "direct entry" paths to the degree.
- Measure popularity of specific career roles/employer brands on social media/website.
- Survey students about top reasons for selecting the RM program and top forms of engagement they experienced prior to accepting their admission offer.

Timeline:
- Develop an initial plan in Summer 2020
- Content creation in July/August
- Begin activating content through online / print channels September through March
- Conduct new student and employer surveys in October
- Review annually in April the effectiveness of all content and plan for new examples to highlight in the following year.

Responsibility for leading initiative:
- Manager, Program Design in consultation with TRSM Marketing & Communications team.

Responsibility for approving recommendation, providing resources and overall monitoring:
- Program Director

Status for 1-yr follow up report:
This objective is underway and remains in progress.

- In coordination with faculty member Dr. Frances Gunn, the Manager of Program Design, student staff, and in consultation with the TRSM MarCom team, the program is undertaking several branding and outreach initiatives to further our exposure in the retail community.
- To date, students in second and third year of the program have shared TikTok style videos on the School's Instagram channel with their ideas on the themes of, "why a degree in retail just makes sense" and "why a career in retail just makes sense".
- Similarly, the School is launching a "Ryerson Retail Talks" video series to host on YouTube with four themes that will continue to outline the value of a degree and careers in retail. These themes include: "Talks with Students", "Talks with Faculty", "Talks with Alumni" and "Talks with Researchers". To date, 5 videos have been recorded with one featuring the winner of the Shopify Challenge in a 4th year Retail class who designed an ecommerce store for his family business.
- In the annual Retail Program Planning meeting this May, a deeper discussion about branding the school will continue from initial conversations in earlier faculty meetings during the year.

Recommendation #4: Propose curriculum change from 45 to 40 credits while presenting suggested paths of study that align with career fields, special topics, or future graduate studies.

Rationale:
- Updating the curriculum to 40 total credits will better align with requirements by other programs in TRSM, increasing flexibility and choice for RM students.
- Informal pathways that may be mapped to the curriculum (examples include Buying & Merchandising, Digital Retail, and Sales Leadership as identified by students and employers).
  a) Many prospective students consider the RM program due to career aspirations in buying;
  b) Digital innovation is an area that may be of interest yet often overlooked by prospective students as being part of a retail degree;
  c) Sales leadership is a growing area within TRSM, and can be a great way to enhance interdisciplinary orientation within this field.
- Within an ever-changing industry, retail job functions, titles and terminology evolve and must be monitored to ensure currency and alignment with curriculum.
- Current students may benefit from clearer suggestions about how courses relate to each other and to prospective career paths or Masters programs.
- The potential to explore and identify one formal area of concentration (e.g., digital retail, sales leadership) that complements the school's reputation for buying and merchandising may better serve prospective, current and graduating students alike.

Objective:
- Propose a revised curriculum plan that reduces total credits from 45 to 40.
- Outline paths through the RM curriculum that relate to specific career interests. This may include special notation in the Undergraduate Course Calendar to show clusters of courses (e.g. RMG302, RMG400, RMG452, RMG806, RMG909, RMG916 for Buyers and Merchants)
- Explore the opportunity to develop pathways in a field of retail with growing student interest and employer demand.

Actions:
- Submit curriculum change proposal to TRSM Undergraduate Curriculum Committee.
- Review curriculum clusters and alignment to career paths during faculty meeting.
- Conduct iterative research with students, alumni, employers about these paths.
- Actively monitor course enrolments, student interests, and industry needs.
- In addition to the informal paths, identify the potential for one specific area of concentration within the retail degree.

Timeline:
- Review curriculum with Faculty in Spring 2020
- Present revised curriculum plan to UCC in Summer then TRSM Faculty Council in Fall 2020
- Prepare proposal for course calendar submission in October that includes informal paths.
- Further explore potential for one formal concentration in Winter 2021
- Present follow up report to ASC by June 30, 2021.

Responsibility for leading initiative:
- Program Director & Manager, Program Design & Academic Advisor

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

Status for 1-yr follow up report:

A motion was passed during a meeting of the Ryerson Senate on November 3, 2020 as follows:
- *"That Senate approve the reduction from 45 to 40, in the total number of courses required for the Bachelor of Commerce in Retail Management degree program."*
- *All 5 courses that were removed from the core requirements have been shifted to elective tables, allowing for potential future access to these topics on an optional basis.*

With this change becoming effective for students entering the degree program during the Fall 2021 academic term, and new branding initiatives related to item 3 above, the School will continue to present and develop potential paths of study through the curriculum in select classes (e.g. RMG100, RMG799) and online through the School website. (See Appendix – Curriculum Changes)

Recommendation #5: Explore opportunities for funding to support and sustain the ongoing integration of retail undergraduate students in faculty research projects on an annual basis.

Rationale:
- Faculty in the RM program have proven adept at guiding MScM students to successful completion of a research-based degree.
- The RM Academic Plan and NSSE survey suggests opportunities for integrating more undergraduate students in the research process.
- With select examples of grants being used to hire retail research assistants, this could be expanded if more consistent funding were available.

Objective:
- To identify internal funding within the RM program to support the ongoing integration of undergraduate students in research projects.
- Support Faculty in their pursuit for grants to open opportunities for Undergraduate-based research assistants.

Actions:
- Conduct needs assessment among faculty of the type of research support that is most needed.
- Align needs with potential for undergraduate students to provide relevant support.
- Explore potential for internal funding of student research positions.
- Develop process for faculty to apply / implement retail research projects.
- Identify or create space/process for student researchers and research assistants to work on an on-going basis.
- Invite select undergraduate students to the annual Retail Research Colloquium.

Timeline:
- Needs assessment in faculty meetings Fall 2020.
- Review internal accounts, potential sources of funding – Fall 2020.
- Develop pilot project & process for undergraduate research initiatives.

Responsibility for leading initiative:
- Program Director

Responsibility for approving recommendation, providing resources and overall monitoring:
- Faculty Dean

Status for 1-yr follow up report:

This objective remains in progress. While securing space and funding for undergraduate students to participate in research has been paused due to the impact of COVID-19 and virtual work environments, individual retail faculty have found success in mentoring undergraduate research.

Examples include:
- Dr. Mark Lee mentored a 4th year undergraduate student (Lara Hamdan) whose paper was published with her as the **primary author** in an "A-ranked journal" – the International Journal of Retail & Distribution Management in February 2021. He has also worked with another 4th year student who has also presented his work at an academic conference.
- Dr. Janice Rudkowski mentored a 3rd year student (Alex Duesing) in a Research Assistant Co-op position with funding through the Student Work Placement Program. She and Alex co-presented their work at the Triennial AMA/ACRA conference in March 2021. Dr. Rudkowski has also been successful in acquiring a MITACs Grant providing research opportunity for a student in Hong Kong.
- Dr. Mark Lee, in coordination with the UCC, has created a TRSM-wide Business Research Methods course that provides exposure and opportunity for undergraduate students. The course (to be BUS777 pending approval) will be offered to TRSM students in an intensive format (i.e., 2-weeks in Spring/Summer Semester). The intended benefit of the course is to recruit enthusiastic, high-performing students to get them interested in the graduate programs at TRSM/Ryerson.

Start date of next Periodic Program Review: 2024-25

Appendix – Curriculum Changes

(Effective Fall 2021)

Current Curriculum - 1st Year

Fall	Semester One	Winter	Semester Two
RMG100	Issues and Innovations in Retailing 1	**RMG200**	Intro to Retail and Services Management
CMN279	Introduction to Professional Communication	**ACC100**	Introductory Financial Accounting
GMS200	Introduction to Global Management	**ITM102**	Business Information Systems I
QMS110	Applied Mathematics for Business	**MKT100**	Principles of Marketing
MHR405	Organizational Behaviour	**QMS210**	Applied Statistics for Business
ECN104	Introductory Microeconomics		

Approved New Curriculum - 1st Year

Fall	Semester One	Winter	Semester Two
RMG100	Issues and Innovations in Retailing 1	**RMG200**	Intro to Retail and Services Management
CMN279	Introduction to Professional Communication	**ACC100**	Introductory Financial Accounting
GMS200	Introduction to Global Management	**ITM102**	Business Information Systems I
QMS110	Applied Mathematics for Business	**MKT100**	Principles of Marketing
MHR523	Human Resources Management	**QMS210**	Applied Statistics for Business

Changes to get from 11 to 10 courses in first year include:
 - moved ECN104 out of Semester 1 to Semester 4
 - replaced MHR405 with MHR523

Current Curriculum - 2nd Year

Fall	Semester Three	Winter	Semester Four
RMG301	Retail Operations Management	**RMG300**	Retail Information Management
RMG400	Merchandise Buying and Planning 1	**RMG303**	Managing the Retail Workplace

ACC406	Introductory Management Accounting	RMG700	Applied Retail Research
ENT500	New Venture Start-up	ECN204	Introductory Macroeconomics
Liberal Studies	One Table A Lower Liberal Studies	LAW122	Business Law
		Liberal Studies	One Table A Lower Liberal Studies

Approved New Curriculum - 2ⁿᵈ Year

Fall	Semester Three	Winter	Semester Four
RMG301	Retail Operations Management	RMG300	Retail Information Management
RMG400	Merchandise Buying and Planning 1	RMG303	Managing the Retail Workplace
ACC406	Introductory Management Accounting	RMG700	Applied Retail Research
LAW122	Business Law	ECN104	Introductory Microeconomics
Liberal Studies	One Table A Lower Liberal Studies	Liberal Studies	One Table A Lower Liberal Studies

Changes to get from 11 to 10 courses in second year include
- Removed ENT500 from Semester 3 and adding to the P.R. / Open Elective table II
- Moved LAW122 from Semester 4 to Semester 3
- Moved ECN104 from Semester 1 into Semester 4
- Moved ECN204 from Semester 4 to Semester 5

Current Curriculum - 3ʳᵈ Year

Fall	Semester Five	Winter	Semester Six
RMG434	Intro to Logistics & Supply Chain Management	RMG302	Retail Consumer Insights
RMG910	Omni-Channel Retailing	RMG452	Visual Merchandising and Space Planning
GEO419	Retailing GIS and Geo-demographics	FIN300	Managerial Finance I
Professional Elective	One course from Table I	Professional Elective	One course from Table I
Professionally Related / Open Elective	One course from Table II	RM799*	Internship Placement & Prep
Liberal Studies	One Table A Lower Liberal Studies	Liberal Studies	One Table B Upper Liberal Studies

Approved New Curriculum - 3rd Year

Fall	Semester Five	Winter	Semester Six
RMG434	Intro to Logistics & Supply Chain Management	RMG302	Retail Consumer Insights
ECN204	Introductory Macroeconomics	RMG452	Visual Merchandising and Space Planning
FIN300	Managerial Finance I	Professionally Related / Open Elective	One course from Table II
Professional Elective	One course from Table I	Liberal Studies	One Table B Upper Liberal Studies
Liberal Studies	One Table A Lower Liberal Studies		
4 year Program with Internship:		RM799*	Internship Placement & Prep
5 year Program with Co-op:		Professional Elective	One course from Table I

Changes to get from 12 to 10 courses in third year include
  - Removed RMG910 from Semester 5 and added to the Professional Elective table I.
  - Removed GEO419 from Semester 5 and added to the P.R. / Open Elective table II.
  - Moved ECN204 from Semester 4 (current) to Semester 5 (proposed)
  - Moved FIN300 from Semester 6 to Semester 5
  - Moved one P.R. / Open Elective Table II from Semester 5 to Semester 6
  - Moved one Professional Elective Table I from Semester 6 to Semester 7 for students in the 4-year program
  - Substituted RMG799 in Semester 6 with a Professional Elective only for students in the 5 year co-op program.

Current Curriculum - 4th Year

Fall	Semester Seven	Winter	Semester Eight
RMG500	Retail Strategy	RMG908	Issues and Innovations in Retailing II
RMG801	Retail Career Strategies	RMG925	Leading in Retail Service Organizations
Professional Elective	One courses from Table I	Professional Elective	One course from Table I
Professionally Related / Open Elective	TWO courses from Table II	Professionally Related / Open Elective	One course from Table II
Liberal Studies	One Table B Upper Liberal Studies	Liberal Studies	One Table B Upper Liberal Studies

Approved New Curriculum - 4th Year

Fall	Semester Seven	Winter	Semester Eight
RMG500	Retail Strategy	**RMG908**	Issues and Innovations in Retailing II
Professional Elective	TWO courses from Table I	**Professional Elective**	One course from Table I
Professionally Related / Open Elective	One course from Table II	**Professionally Related / Open Elective**	TWO course from Table II
Liberal Studies	One Table B Upper Liberal Studies	**Liberal Studies**	One Table B Upper Liberal Studies

Changes to get from 11 to 10 courses in fourth year include
- Removed RMG801 from Semester 7 and add it to the Professional Elective Table I
- Removed RMG925 from Semester 8 and add it to Professional Elective Table I
- Moved one P.R. / Open Elective Table II from Semester 7 to Semester 8
- Moved one Professional Elective Table I into Semester 7 from Semester 6 in place of RMG801 for students in the 4 year program (or a 5th Professional Elective for those in co-op).

Implementation Plan - Phased-In Summary of Curriculum Changes

Year 1 – 2021-2022:
- ECN104 moved out of fall semester in 1st year
- MHR405 replaced with MHR523 in fall semester of 1st year

Year 2 – 2022-2023:
- ECN104 moved into Winter semester of 2nd year
- ENT500 removed from Fall semester of 2nd year
- LAW122 moves from Winter to Fall semester of 2nd year
- ECN204 removed from Winter semester of 2nd year

Year 3 – 2023-2024:
- RMG910 removed from Fall semester of 3rd year.
- GEO419 removed from Fall semester of 3rd year.
- FIN300 move from Winter to Fall semester of 3rd year.
- One P.R. / Open Elective Table II moved from Fall to Winter semester of 3rd year.
- For students in 4-year program only: one Professional Elective Table I removed from Winter

Year 4 – 2024-2025:
- One P.R. / Open Elective Table II moved from Fall to Winter semester of 4th year.
- Move one Professional Elective Table I into Fall semester and remove RMG801 from 4th year.
- Move RMG801 from Fall Semester of 4th year to Professional Elective Table 1
- Move RMG925 from Winter Semester of 4th year.

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:
Robyn Parr, Interim Registrar
Donna Bell, Secretary of Senate
Kelly MacKay, Chair and Vice-Provost Academic
Marcia Glasgow, Office of the Vice President Equity and Community Inclusion
Jason Lisi, Director, Curriculum Quality Assurance
Andrea Migone, Faculty of Arts, Politics and Public Administration
Andrew Hunter, Faculty of Arts, Philosophy
Christopher Gibbs, The Creative School, Creative Industries
Abhay Sharma, The Creative School, Graphic Communications Management
Eric Liberda, Faculty of Community Services, Occupational & Public Health
Diane Pirner, Faculty of Community Services, Nursing
Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science
Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering
Hilary Evans Cameron, Lincoln Alexander School of Law, Law
Vadim Bostan, Faculty of Science, Chemistry and Biology
Gagan Gupta, Faculty of Science, Chemistry and Biology
Farid Shirazi, Ted Rogers School of Management, Information Technology Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
John Papadopoulos, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Zaima Aurony, Student
Kavin Nguyen, Student