

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 8 OF THE ACADEMIC AFFAIRS COMMITTEE**

NOVEMBER 12, 2014

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on September 18, 2014 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Ms Judith Poë, Chair
Professor Angela Lange, Vice-Chair
Professor Deep Saini, Vice-President & Principal
Professor Amy Mullin, Vice-Principal Academic and Dean
Professor Bryan Stewart, Vice-Principal, Research
Ms Farishta Amanullah
Professor Tracey Bowen
Professor Ron Buliung
Ms Diane Crocker, Registrar and Director of Enrolment Management
Mr. Kevin Golding
Ms Paula Hannaford
Professor Kelly Hannah-Moffat, Vice-Dean, Graduate
Dr. Monika Havelka
Ms Shelley Hawrychuk
Dr. Nathan Innocente
Dr. Stuart Kamenetsky
Professor Bernard Katz
Ms Genevieve Lawen
Mr. Sheldon Leiba
Professor Heather Miller
Professor Emmanuel Nikiema
Dr. Christoph Richter
Ms Laura Sedra
Dr. Joan Simalchik
Mr. Kumar Thapliyal
Mr. Ian Whyte, Chief Librarian
Professor Anthony Wensley
Dr. Kathleen Wong
Professor Xiaodong Zhu
Dr. Daniel Zingaro

Non-Voting Assessors:

Ms Yen Du, Program and Curriculum Officer
Prof. Ulli Krull, Vice-Principal, Special Initiatives
Mr. Mark Overton, Dean, Student Affairs

Regrets:

Dr. Kelly Akers
Professor Shyon Baumann
Professor Craig Chambers
Professor Philip Clark
Ms Sara da Silva
Professor Charles Elkabas
Ms Jessica Eylon
Dr. Louis Florence
Professor Claudiu Gradinaru
Professor Yael Karshon
Ms Alice Li
Professor Peter Loewen
Ms Maaham Malik
Professor Kent Moore
Ms Mariam Munawar
Ms Stacey Paiva
Professor Brian Price
Professor Todd Sanders
Professor Ed Schatz
Ms Grayce Slobodian
Professor Sasa Stefanovic
Professor Alison Syme
Professor Holger Syme
Professor David Francis Taylor
Professor Mihkel Tombak
Professor Rebecca Wittman

In Attendance:

Ms Belinda Grayburn, Academic Advisor, CTEP
Professor Paula Maurutto

Secretariat:

Mr. Lee Hamilton, Acting Assistant Secretary of the Governing Council

Ms Cindy Ferencz Hammond, Director of Governance, Assistant Secretary of the Governing Council

Ms Mariam Ali, Committee Secretary

1. Chair's Remarks

The Chair welcomed members to the meeting.

2. Accommodations for Students with Disabilities: Presentation by Professor Amy Mullin, Vice-Principal Academic & Dean, Mr. Mark Overton, Dean of Student Affairs and Ms Nythalah Baker, Equity and Diversity Officer

The Chair invited the presenters to discuss current accommodations for students with disabilities at UTM. Professor Mullin noted that while accommodations were also provided to faculty and staff, this presentation was focused on those made available to students. The presentation included the following key points¹:

- Ms Baker advised that all UofT policies regarding accommodations were in line with provincial legislation, specifically the Ontario Human Rights Code. She noted the commitment to an accessible learning environment that provides reasonable accommodations to enable students with disabilities to meet the essential academic requirements of our courses and programs;
- Each campus has an *AccessAbility* Resource Centre (ARC), designated to provide accommodations, gather and maintain medical documentation and maintain the confidentiality and privacy of students;
- Letters of academic accommodation could be issued throughout the year to accommodate episodic or short term disabilities;
- ARC and the Robert Gillespie Academic Skills Centre (RGASC) promoted universal design and inclusive teaching practices, in order to help decrease the possibility of individualized accommodations;
- Mr. Overton noted there had been a dramatic increase in number of registered students with disabilities, and that the leading disabilities were psychiatric in nature. This was not unique to UTM, but demonstrated the ability of universities to serve and accommodate more effectively, as well as an indication of increased support at the high school level;
- Professor Mullin noted that during an assessment, advisors must determine if the student has a disability or an illness, and if it was a disability, whether it would impact services or academic requirements;
- Ms Baker provided examples of classroom and exam accommodations, as well as available peer resources;
- The responsibilities of faculty members included identification of essential requirements of courses; providing course material in advance and including syllabus statements to assist students with disabilities in connecting with the ARC;

¹ A copy of the presentation is attached as Attachment A.

In response to a member's question, Ms Elizabeth Martin, Director, ARC, clarified that students who were already registered were not required to re-submit a full registration package, but were asked to provide any relevant updated medical documentation.

A member asked how faculty members were to accommodate students who were not willing to register with ARC. Ms Martin and Mr. Overton advised that there were a myriad of services and advice that could be offered to students and faculty in such instances through the ARC.

In response to a member's question, Ms Martin advised members that the ARC could accommodate a new applicant in approximately two weeks, after which the student would undertake an assessment. During the interim two weeks while waiting for an assessment, the psychologist would contact the ARC and advise staff of any short term accommodations.

A member asked for clarification on whether staff or faculty would be responsible for deciding course requirements and where alternatives would be appropriate. Ms Martin noted that this remained at the discretion of the instructor.

There was discussion regarding the myriad of psychiatric disabilities identified and challenges facing staff and students. Professor Mullin noted that such challenges were a good indication that universities were becoming increasingly accommodating students with disabilities.

3. New Combined Degree Programs: Masters of Science in Sustainability Management (MScSM) & Honours Bachelor of Science and Honours Bachelor of Arts, UTM Geography*

The Chair reminded members that major and minor modifications to existing degree programs were considered for approval by the Committee. Professor Mullin advised the proposed combined degree programs were between the Institute for Management and Innovation's (IMI) Master of Science in Sustainability Management (MScSM) program and four Department of Geography undergraduate programs. She noted that the proposed new programs would provide the strongest undergraduate students in Environmental Sciences and Environmental Management the opportunity not only to apply for early admission to the MScSM graduate program but to also experience graduate level courses in their final year of undergraduate study. Professor Mullin noted that while there would be no acceleration in completion time for the combined degree programs, students would benefit from early admission to the MScSM program, early exposure to graduate level courses and a reduced course load while completing the MScSM. She indicated that the Department of Geography and the MScSM program were consulted, and undergraduate students in all four programs were surveyed. All were in strong support of these programs.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the following proposed Combined Degree Programs, as recommended by the Vice-Principal Academic and Dean, Professor Amy Mullin, in the proposal dated October 28, 2014, be approved, effective September 1, 2015:

- Combined Degree Program UTM Honours Bachelor of Arts Specialist in Environmental Management / Master of Science in Sustainability Management; and

- Combined Degree Program UTM Honours Bachelor of Arts Major in Environmental Management / Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Specialist in Environmental Science/ Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Major in Environmental Science/ Master of Science in Sustainability Management.

4. New Minor: Education Studies

The Chair advised members that the proposed new freestanding minor qualified as a major modification, as there was no existing specialist or major. Professor Mullin stated the proposed Education Studies (EDS) minor focused on a global approach to education and training. The program offered students a strong foundation of skills, knowledge and experiential learning that could be applied to a variety of applications in addition to formal teaching such as community and counselling services, training, human resources, and education research. Experiential learning would be heavily emphasized in this program.

Professor Emmanuel Nikiema, Chair, Department of Language Studies spoke in favour of the proposal as it provided opportunities for students and would optimize course offerings. He thanked members of the Office of the Dean, and John Smith and Belinda Grayburn of the CTEP program.

Professor Mullin explained the admissions process in response to a member's question. It was asked whether there were any plans to create a major program. Professor Mullin stated that although not all students applying to the minor would be pursuing teaching; those students who were, would require teachable subjects and would therefore be more likely to pursue a Minor program that left room for them to pursue other programs that would provide sufficient teachable subjects.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed New Minor in Education Studies, offered by the Department of Language Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated November 3, 2014, be approved, effective September 1, 2015.

5. Minor Undergraduate Curriculum Changes: Humanities, Sciences and Social Sciences

The Chair invited Professor Mullin to speak to the item. Professor Mullin first explained the process by which curriculum reports and changes arrive to the Academic Affairs Committee. The Decanal divisional curriculum committees of Humanities, Social Sciences, and Sciences met in September and October. Each curriculum committee was appointed a Committee-Chair by the Vice-Principal Academic and Dean. Each academic unit whose curricular changes were discussed by the committee was represented by the unit's chair or director, or designate, including the unit's undergraduate advisor. Representatives from the Office of the Registrar attended as did the Program and Curriculum Officer from the Office of the Dean. Consultation with students occurred at the level of the academic unit.

Professor Mullin thanked the curriculum committees, specifically the chairs: Professor Paula Maurutto (Social Sciences), Dr. Monika Havelka (Sciences) and Professor Charles Elkabas (Humanities), for their hard work and careful attention to detail in leading the work of the curriculum committees. Professor

Mullin also thanked Yen Du, the Office of the Dean's Program and Curriculum Officer for her many contributions to the process.

Professor Mullin explained that the Curriculum Reports were comprised of Major and Minor curriculum changes. In the context of the University of Toronto Quality Assurance Process (UTQAP), Major changes involved new programs (Minors, Majors, and Specialists), closure of programs, major modifications to existing programs, the creation of transcript notations, and certificates. The remainder of the curricular changes would have significant positive impact on a cumulative basis, but were considered Minor changes in the context of the UTQAP. Professor Mullin referred to the reports, which identified the calendar copy information for Major changes, however the full proposals for these Major changes would be submitted separately to the AAC throughout the governance year.

Professor Mullin indicated that resource implications for various course changes and new course additions were noted in the curriculum reports and were discussed and approved by the Office of the Dean. New courses that did not require resources would be taught by existing or new faculty. All library resources were discussed and approved by the Hazel McCallion Academic Learning Centre (HMALC).

Professor Mullin advised that the Humanities Curriculum Committee reviewed a number of minor programmatic changes, as well as new courses that would capture the interests and strengths of existing faculty and new hires in various departments, as well as student demand for new offerings. She noted that a small number of full year courses in Language Studies were to be deleted, in order to allow for the course content to be presented in two half courses instead. This would provide increased flexibility in course scheduling and assignments. There were a number of course description changes made to provide a more accurate description of course content and goals. Further clarifications were made for the number of contact hours.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Humanities undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Dr. Havelka, Chair of the Science Curriculum Committee noted that the most significant change had been the introduction of the new Forensic Science Minor program, approved by the AAC at its meeting held on September 18, 2014. Another important change was the introduction of a cumulative GPA requirement to the Biology minor program, which would bring the program in line with other minor programs in the Sciences. Dr. Havelka noted that some Departments had also introduced greater emphasis on experiential learning through expansion of course offerings. She stated there were many proposed minor programmatic changes, mostly to increase course options, or to update current course offerings. Six half courses, and one full year course were proposed to be added, and would reflect the expertise of recent faculty hires. Dr. Havelka noted that these courses highlighted the modernization and increased diversity of course offering across the Sciences division. Additional changes included the creation of better learning opportunities for students with the introduction of small group practicals and tutorials, as well as increased number of contact hours. There were a number of course description changes made to provide a more accurate description of course content and goals.

In response to a member's question, Dr. Havelka explained that the CGPA requirement of 2.0 for the Minor in Biology would ensure that students would be well-prepared to succeed in the program and would also assist program students in being able to enrol in required courses, where currently there were waiting lists.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Professor Paula Maurutto, Chair of the Social Sciences Curriculum Committee reported that an extensive array of changes were proposed, including 19 new half courses, and two new full year courses. The majority of new courses were in Management and Sociology and were in response to student demand and reflected the strengths of existing hires. These courses would also assist in reducing scheduling conflicts by providing increased options within their programs. Professor Maurutto noted that deleted courses were primarily a result of the CTEP closure and a re-working of the Management curriculum. She noted that minor programmatic changes were proposed to clarify program requirements to ensure that a strong foundational knowledge is achieved by students before moving on to senior level courses. Professor Maurutto noted that the specialist program in Economics and Political Science increased the minimum course grade required for entry into the program to 70 percent, which would bring the enrolment requirements in line with other cognate programs in Economics at UofT. There was a 0.5 FCE increase in 400-level credits required for the Geography Major to ensure more advanced knowledge of the discipline in graduates of the program. A number of courses in the Social Sciences also saw course description changes. These changes provided a more accurate description of course content and goals.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Social Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

6. Other Business

There was no other business brought forward.

7. Assessors' Report.

Professor Mullin discussed upcoming items in the next two cycles, as stated in the Calendar of Business. She noted that the proposed closures of two programs specializing in the area of human resources were due to the development of a new program, taken through governance last year, that meets requirements of professional bodies, and to a lack of either faculty or student interest in the programs previously available in the area. The two programs have closed their admissions, but students currently enrolled will be enabled to complete their programs. Professor Mullin also advised members that the Committee would hear about external reviews of academic departments in February.

Professor Mullin reported that an additional item for information would be added to the agenda for the next AAC meeting, on Experiential Learning. She noted the identification of experiential learning as an important element of the Academic Plan and President Gertler's educational strategy. The new item will concern a calendar notation for students about courses offering experiential learning and guidelines for departments to identify those courses. Members interested in the topic were invited to contact the dean's office via Ms Yen Du (905-828-5266, yen.du@utoronto.ca) to provide input.

Professor Mullin also asked members for advice on an additional item for the upcoming meeting, which would be to propose the assessment of students at the end of every academic session (with the exception of their first session of study). Currently students are assessed only after they complete 4.0 courses, but recent mechanisms such as late withdrawal without academic penalty and the Credit/NoCredit option have meant that some students are assessed late in their tenure at UTM. This has impacted their ability to receive formal feedback on their academic progress. Professor Mullin advised that the proposed change would allow registrarial staff to identify students at risk and for our campus as a whole to provide academic support earlier. This would also mean students could potentially be on academic probation at an earlier point in their academic careers. Professor Mullin emphasized that feedback from faculty and students would be very welcome, and currently the Registrar and Departmental Chairs were in support. Professor Mullin noted that the draft proposal was also available from the Office of the Dean and asked members to contact Ms Yen Du (905-828-5266, yen.du@utoronto.ca) for a copy.

Members discussed the proposal and provided input, including the following key points:

- Students would be at risk of academic probation with a lower number of completed credits;
- A member of UTM's Academic appeals subcommittee pointed out that students who were on probation were normally advised not to return to their studies in the summer semester, because potentially a very few number of courses could result in them being placed on suspension.;
- Ms Diane Crocker, Registrar, advised that currently students who are at risk of suspension receive an email notification and a phone call from Registrarial staff advising them if they are still registered within summer courses. She noted that staff review midterm marks and monitor progress with students who face potential suspensions;
- An earlier warning could provide students with more clarity on their progress;
- Ms Crocker noted that approximately 300 students were not assessed this academic year as they had not completed the required four credits. Students can stay several years in classes not being assessed by using no-credit/credit and late withdrawals. This would likely increase their financial burden.

The Chair was thankful to the Dean for providing items in advance for consultation, and urged members to consult with the Office of the Dean when appropriate.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 8 - Report of the Previous Meeting, be approved.

8. Report of the Previous Meeting: Report 7 – September 18, 2014

9. Business Arising from the Report of the Previous Meeting

There was no business arising from the report of the previous meeting.

10. Date of Next Meeting – Wednesday, January 7, 2015, 4:10 p.m.

The meeting adjourned at 5:26 p.m.

Secretary
November 14, 2014

Chair

Academic Accommodations for Students with Disabilities

Academic Affairs Committee
November 12, 2014

Nythalah Baker, Equity & Diversity Officer, Office of the Principal
Amy Mullin, Vice Principal Academic and Dean
Mark Overton, Dean of Student Affairs



Focus of Presentation

- University of Toronto's policies and obligations
- Review of UTM's *AccessAbility* Resource Centre
- Faculty member's role in academic accommodations
- Resources and Questions



University of Toronto's Policies and Obligations

- The university has a legal duty to accommodate students with disabilities (Ontario Human Rights Code)
- Our commitment: an accessible learning environment that provides *reasonable accommodations* to enable students with disabilities to meet the *essential academic requirements* of our courses and programs



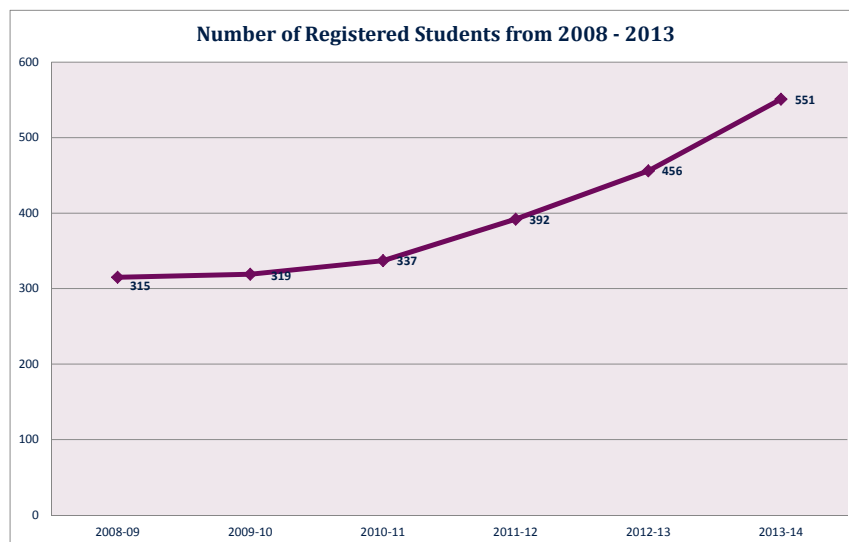
Meeting our Obligations

- Accessibility services offices - the designated offices for us to respond to requests for accommodations
- Departments CANNOT require that they be provided with medical documentation of a disability
- At UTM our *AccessAbility* Resource Centre receives requests, reviews documentation, recommends accommodations
- Letters of Academic Accommodation may be issued at any time during the year

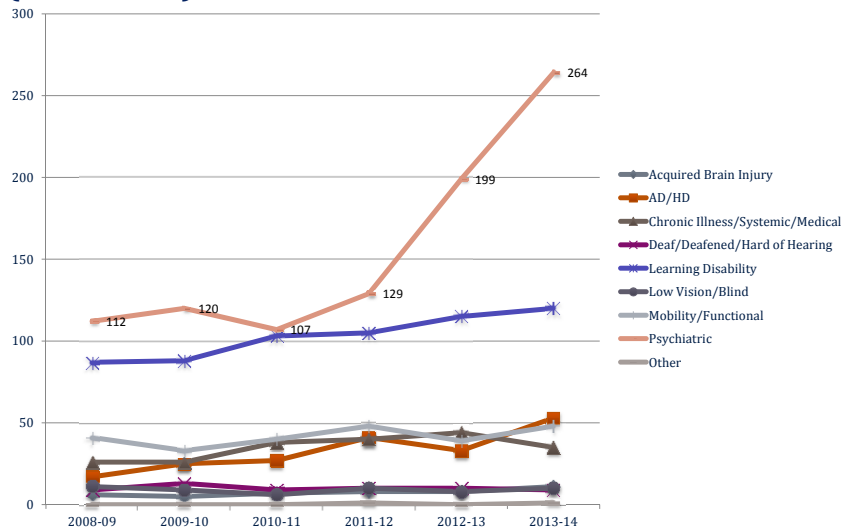


AccessAbility Resource Centre:

- Focuses on individual students' strengths and challenges
- Respects the essential requirements of the academic courses and programs
- Promotes Universal Design and Inclusive Teaching practices
- Seeks community partnerships and collaboration to enhance services



Students Identified According to PRINCIPAL Disability (2008-2013)



AccessAbility Team

Consulting Services

- Consulting with faculty, staff, student groups and academic/ administrative departments (e.g. Facilities, Library) on disability related issues

Accommodations and Services

- Disability Advisors set up individualized academic accommodations and provide services to students (e.g. referrals, learning strategies)

Exam Office

- Coordination of tests/quizzes/final exams written under the supervision of the AccessAbility Resource Centre

Volunteerism and Outreach

- Note-taking services
- Outreach and education initiatives relating to the service and disability issues (internal and external communities)



Registration with UTM *AccessAbility*

- Students complete a 5-page Medical Certificate form
- Students provide medical documentation
- Annual re-registration required



Who Qualifies to Register with *AccessAbility*?

In order to assess if a student qualifies for accommodations *AccessAbility* considers:

1. Does this student have a disability?
2. Does the disability impact services or academic requirements for which the student would need accommodations?
3. Does the student's medical documentation support the accommodation(s) requested?



Classroom Accommodation Examples

- Use of a sign-language interpreter or computerized note-taker
- Permission to obtain copies of overheads
- Peer note-taker
- Alternative assignments to group assignments
 - Group projects can be extremely difficult for students with Asperger's, Schizophrenia, Severe Depression, and Social Anxiety Disorder
- Permission to digitally record lectures



Exam Accommodation Examples

- Writing exams in an alternate location
- Use of assistive devices (e.g., a computer equipped with specialized software)
- Additional time
- Use of a scribe, for students who are blind or have low vision



Other Academic Accommodations

- Alternative format textbooks such as e-text, large print, braille
- Use of an assistant in a lab or lecture
- Assistant/Attendant for field trips including international (e.g. for a student who is blind)



Additional Student Services Offered by *AccessAbility*:

- Peer Mentorship Program for First Year Students with Disabilities
- Autism Spectrum Peer Group
- Learning Strategy Services for students with learning disabilities
- Adaptive Technology Room in HMALC



Verification of Student Illness or Injury Form

- Presented when students seek exceptions due to short-term illness or injury **not disability**
- Form and supporting document should be submitted to designated department contact (such Academic Advisor) to maintain privacy
- Students who present the Verification of Illness form but are seeking long-term accommodations should be directed to *AccessAbility*



Faculty Members and Academic Accommodations

- Maintain students' confidentiality
- Refer students to *AccessAbility*
- Contact *AccessAbility* with questions and to work with Advisor



Faculty Members and Academic Accommodations (con't): Learning Environment

- Identify essential requirements of course (important when alternate assessment of learning is needed)
- Provide handouts and/or presentation slides in advance of class, so interpreters and/or students can be prepared for the class
- Include 'syllabus statement' to assist students with disabilities in connecting with *AccessAbility*



Faculty Members and Academic Accommodations (con't): Tests and Exams

- Be available to answer questions: call in, stop by, or provide number
- If unavailable, assign TA to be available to answer questions
- Be sure to pick up exams and tests from students writing with *AccessAbility*



Resources for Faculty and Staff

AccessAbility Advisors

Room: DV 2047

905-569-4699

access.utm@utoronto.ca

Faculty and Staff Resources:

www.utm.utoronto.ca/accessability/facultystaff-resources



Accessibility and Academic Accommodation

UTM Sociology Department | October 20, 2014

Questions?

Elizabeth Martin

Director, AccessAbility Resource Centre

