

**RYERSON UNIVERSITY**

**AGENDA**

**ACADEMIC COUNCIL MEETING**

**Tuesday, October 7, 2003**

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5:30 p.m. A light dinner will be served in The Commons, Jorgenson Hall, Room JOR-250.

6:00 p.m. Meeting in The Commons.

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|-------------|--|
| Pages 1-3   | <b>1. President's Report</b>   |
|             | 1.1 Ryerson Achievement Report   |
|             | 1.2 Presentation of Brian Segal Award  |
|             | 1.3 Start-up Report  |
| Page 4      | <b>2. Report of the Secretary of Academic Council (#F2003-1)</b>   |
| Pages 5-39  | 2.1 Nomination of Vice Chair of Academic Council   |
|             | 2.2 Attachments: Academic Council Membership; Standing Committees; Schedules (Meetings, Elections, Faculty Course Survey); Academic Council By-Laws; Ryerson Act |
|             | 2.3 Appeals Training update  |
|             | 2.4 <b>Motion on addition to the Student Code of Academic Conduct</b>  |
|             | <b>3. The Good of the University</b>   |
|             | <b>4. Minutes:</b>   |
| Pages 40-48 | 4.1 Minutes of the May 6, 2003 Meeting   |
| Pages 49-56 | 4.2 Minutes of the May 27, 2003 Special Meeting  |
|             | <b>5. Business arising out of the Minutes</b>  |
|             | <b>6. Correspondence</b>   |
|             | <b>7. Reports of Actions and Recommendations of Departmental and Divisional Councils</b>   |
| Page 57     | 7.1 From Arts:<br>- Course changes in Economics  |
| Pages 58-59 | 7.2 From Community Services:<br>- Course changes in Nutrition<br>- Course changes in Occupational & Public Health  |
| Pages 60-64 | 7.3 From School of Graduate Studies:<br>- Course changes in Communication and Culture  |

## **8. Reports of Committees**

- Page 65                    8.1     Report #F2003-1 of the Awards & Ceremonials Committee
- Page 66                    8.2     Report #F2003-1 of the Nominating Committee  
***Motion: That Academic Council approve the nominees as presented in the report of the Nominating Committee***
- Pages 67-68                8.3     Report #F2003-1 of the Research Ethics Board
- Pages 69-101              8.4     Report #F2003-1 of the Academic Standards Committee (2002-2003)
- 8.3.1    ***Motion #1: That Academic Council approve the Periodic Program Review as conducted by the School of Image Arts***
- 8.3.2    ***Motion #2: That Academic Council approve the Periodic Program Review as conducted by the School of Public Administration***
- 8.3.3    ***Motion #3: That Academic Council approve the Periodic Program Review as conducted by the Midwifery Education Program***
- 8.3.4    ***Motion #4: That Academic Council approve the proposed specialization in Engineering Management Science***
- 8.3.5    ***Motion #5: That Academic Council approve the proposed restructuring in Journalism***

## **9. New Business**

## **10. Adjournment**

# **RYERSON UNIVERSITY ACHIEVEMENT REPORT**

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For the October, 2003 meeting of Academic Council

The School of Graphic Communications Management will be presented an Innovation in Higher Education Award in October at the Xplor 2003 conference in Atlanta, Georgia. The Electronic Document Systems Foundation is recognizing GCM for the program's inventive approach to education.

Students from the School of Interior Design won all of the student design awards at the Association of Registered Interior Designers of Ontario Awards of Excellence competition.

**Bob Gardner**, recently retired chair of Radio and Television Arts, was presented the Sierhey Khmara Ziniak Award from the Canadian Ethnic Journalists and Writers Club for distinguished service to journalism in the cause of multiculturalism. Dr. Gardner was recognized for pioneering the development of multicultural understanding and content at Ryerson.

**Michael Doucet** of Geography has been elected president of the Ontario Confederation of University Faculty Associations.

## **Events**

President **Claude Lajeunesse** was a guest speaker at the American Society of Materials summer camp for high school students, held in August. Ravi Ravindran of Mechanical Engineering was chair of the steering committee for the event, which is intended to interest young people in a career in engineering.

The Campus Carnival Sept. 4 attracted thousands of students, staff and faculty to enjoy the refreshments and great weather. More than 7,500 hot dogs, cans of pop, and bags of chips were distributed. Funds were raised for the Community Food Room.

**Yvonne Bobb-Smith** of Sociology launched her book, *I Know Who I Am, A Caribbean Woman's Identity in Canada* at an event at Oakham House. Sept. 5. **Jean Golden**, chair of the steering committee for the Ryerson Caribbean Research Centre, spoke at the event and President **Claude Lajeunesse** provided welcoming remarks. The book is an exploration of the experience of Caribbean women in Ontario and Quebec.

Special receptions for the 10<sup>th</sup>, 25<sup>th</sup>, and 50<sup>th</sup> anniversary classes were part of Homecoming celebrations Sept. 20. Other events included the Wordstock Conference presented by the Journalism Alumni Association, Sports Day presented by the Ryerson Athletics Centre, and the Sports and Recreation Hall of Fame Inductions.

The Office of Research Services presented an orientation for new faculty members in August. Orientation was also held in June for new chairs and directors.

## **Media appearances**

President **Claude Lajeunesse** was interviewed on CBC French radio Aug. 25 about student orientation.

The *Toronto Star* quoted **Kathryn Woodcock** of Occupational and Public Health extensively in a story about amusement park ride safety Aug. 25. Prof. Woodcock is an expert on the subject and studied ride safety at this year's Canadian National Exhibition.

**Brian Lesser**, assistant director, Computing and Communications Services was quoted in two *Toronto Star* stories Aug. 25 about trends and developments in IT use at universities.

**Said Essa**, chair of Civil Engineering, was quoted in the Aug. 13 *Toronto Star* on the effectiveness of highway guardrails following a fatal truck crash on Hwy. 427.

*ComputerWorld Canada* ran a story about the IT mentorship program, created by **Carole Chauncey** of Information Technology Management.

**Mustafa Koc** of Sociology was quoted in newspapers in Ontario, Alberta, British Columbia, Nova Scotia, and Saskatchewan in a Canadian Press story about public reaction to a string of bad news including West Nile, SARS, mad cow disease, and international terrorism.

The Ryerson Chair, created by Interior Design Grad Agata Jaworski, was featured in *Canadian Interiors* and *Azure* magazines.

On June 29, **Tim Sly**, Director of Occupational and Public Health, was quoted in a *Globe and Mail* comment piece by author Linda McQuaig on mad cow disease.

Researcher **Julia Lu** was featured in the July 10 edition of *Sing Tao Daily News* for her studies on mercury contamination in the Arctic.

**Mitchell Kosny** of Urban and Regional Planning commented in the July 26 *Toronto Star* on the effectiveness of community councils in the megacity.

Toronto's fire chief, William Stewart, is a student in the Public Administration program at Ryerson, according to a feature story in the *Toronto Town Crier* July 22.

Donna Smith, **past chair of Retail Management**, commented in the July 14 *National Post* on the **home party method of direct sales**.

A study by the Centre for the study of Commercial Activity on the economic health of the country's downtown cores was covered in the July 14 *National Post*. The study was also covered by WDET radio in Detroit and in newspapers across the country. **Tony Lea**, one of the report's authors, appeared on *ROB TV* Aug. 11 to discuss the report.

**Anver Saloojee** appeared on CBC television's *The National* July 1 discussing his research on the lack of visible minority members of City Council.

**George Kapelos**, chair of Architectural Science, was quoted in the *Toronto Star* and the *National Post* about a conference at Ryerson, "Designing for Shade," which brought together urban planners, landscape architects, architects, dermatologists and others to look at ways to make Toronto shadier, so that skin cancer can be prevented.

**John Turtle** of Justice Studies appeared on Discovery television's *Daily Planet* program to talk about his expertise in the areas of eyewitness testimony and human memory. Dr. Turtle was also quoted in the Aug. 15 *Ottawa Citizen* on the ability of the human brain to recognize faces, in a story about a composite sketch of a murder suspect.

**Myer Siemiatycki**, Politics and Public Administrations, commented on Mayor Mel Lastman's response to the SARS epidemic on CBC national radio's *The House*.

**Michael Dewson**, Vice Provost, Faculty Affairs was quoted in the June 17 *Globe and Mail* on the successful hiring of more than 80 professors to ramp up for the double cohort.

**Tammy Landau** was quoted in the Aug. 9 *Toronto Star* about police-community relations following comments from a cabinet minister about leadership in some minority communities. Prof. Landau was also quoted in the June 7 *Globe and Mail* about her study related to police charging parents who have assaulted their children.

**Report of the Secretary of Academic Council  
#F2003-1  
October 7, 2003**

1. Election of Vice-Chair for the 2003-04 session
2. Attachments
  - a. Academic Council By Laws – October 2002
  - b. Ryerson University Act
  - c. Academic Council Membership List
  - d. Academic Council Standing Committee Membership
  - e. Academic Council Schedule
    - i. Academic Council meetings
    - ii. Academic Council Elections
    - iii. Faculty Course Survey Dates
3. Nominations for Honorary Doctorates Spring 2004 – Deadline October 17, 2003 Forms available at [www.ryerson.ca/acadcouncil](http://www.ryerson.ca/acadcouncil)
4. Appeals Training: Dr. Peter Mercer was the guest speaker at a workshop held on September 18 on the topic of Tribunal/Adjudication Training. As per the Undergraduate Academic Consideration and Appeals policy and the Student Code of Conduct, training is required for all academic decision makers. There were 109 persons in attendance. The session was very well received, and attendees found it very helpful. Dr. Mercer commended Ryerson what he called the most complete and best written policies he had seen. He was also very impressed with the level of enthusiasm and engagement of the workshop participants.
5. **MOTION:** That Academic Council approve the following addition to the Student Code of Academic Conduct:  
  
**Section A5. Violations of Departmental Policies on Professional Behaviour -**  
exhibiting unprofessional behaviour in field placements and practicums as outlined in department/school Student Codes of Professional Conduct (See Academic Council Policy 156 - *Removal of Students from Field Placements/Practicums*)
6. Chairs and Directors should receive the annual calendar submission memo (via email) identifying deadlines and procedural requirements from Curriculum Advising (Office of the Registrar) for the 2004-2005 Full- and Part-Time Undergraduate Calendar by the end of September. It is imperative that the details outlined within this memorandum are reviewed and that this information be made available to all persons involved in putting together the Calendar submission (Departmental Assistants, Secretarial, etc.).

Teaching departments that require the assignment of new course numbers should email this request to Nancy Cavallin ([ncavalli@ryerson.ca](mailto:ncavalli@ryerson.ca)), indicating which semester/year the course is to be offered, and the length of the course (one- or two-terms in length) prior to Council submission.

All questions or concerns regarding calendar submission should be directed to Curriculum Advising as soon as possible, in particular Nancy Cavallin (Calendar Editor) and/or Ann MacKay (Assistant Registrar/Curriculum Advising).

**ACADEMIC COUNCIL MEMBERSHIP  
2003-2004**

**FACULTY MEMBERS**

<u>FACULTY</u>	<u>TERM NUMBER</u>	<u>YEAR IN TERM</u>	<u>DEPARTMENT</u>
<b><u>Arts</u></b>			
John Cook	(2)	(1 <sup>st</sup> )	Chair, English
Michelle Dionne	(1)	(1 <sup>st</sup> )	Psychology
Elizabeth Trott	(1)	(2 <sup>nd</sup> )	Philosophy
Greg Inwood	(2)	(2 <sup>nd</sup> )	Politics
Marie Dowler	(2)	(1 <sup>st</sup> )	English
<b><u>Business</u></b>			
Katherine Penny	(1)	(1 <sup>st</sup> )	Chair, Hospitality & Tourism Management
David Martin	(2)	(2 <sup>nd</sup> )	Hospitality & Tourism Management
Maurice Mazerolle	(2)	(1 <sup>st</sup> )	Business Management
Jane Monro	(2)	(1 <sup>st</sup> )	Business Management
Alex Pevec	(2)	(1 <sup>st</sup> )	ITM
<b><u>Communication &amp; Design</u></b>			
Perry Schneiderman	(1)	(1 <sup>st</sup> )	Director, Theatre
Sheila O'Neill	(1)	(1 <sup>st</sup> )	Business & Technical Communication
Marsha Barber	(2)	(2 <sup>nd</sup> )	Journalism
Bernie Murray	(1)	(1 <sup>st</sup> )	Fashion
Don Snyder	(1)	(2 <sup>nd</sup> )	Image Arts
<b><u>Community Services</u></b>			
Dale Shipley	(1)	(1 <sup>st</sup> )	Director, Early Childhood Education
Gloria Roberts-Fiati	(1)	(2 <sup>nd</sup> )	Early Childhood Education
Purnima George	(1)	(2 <sup>nd</sup> )	Social Work
Nina-Marie Lister	(1)	(1 <sup>st</sup> )	Urban & Regional Planning
Lillie Lum	(2)	(1 <sup>st</sup> )	Nursing & Health Services Management
<b><u>Engineering &amp; Applied Science</u></b>			
Chris Evans	(1)	(1 <sup>st</sup> )	Chair, Chemistry and Biology
Fil Salustri	(2)	(1 <sup>st</sup> )	Mechanical Engineering
David Mason	(1)	(1 <sup>st</sup> )	Math, Physics & Computer Science
Ravi Ravindran	(2)	(2 <sup>nd</sup> )	Mechanical Engineering
Kaamran Raahemifar	(1)	(2 <sup>nd</sup> )	Electrical and Computer Engineering
<b><u>Continuing Education</u></b>			
Doug McKessock	(1)	(2 <sup>nd</sup> )	Business
Ali Lohi	(1)	(2 <sup>nd</sup> )	Engineering & Applied Science
Jim Dianda	(1)	(2 <sup>nd</sup> )	Arts
Kileen Tucker-Scott	(1)	(2 <sup>nd</sup> )	Community Services
Susan Cody	(1)	(2 <sup>nd</sup> )	Communication & Design
<b><u>C.U.P.E.</u></b>			
Don Elder			
<b><u>Ryerson Faculty Association</u></b>			
David Checkland			

**ACADEMIC COUNCIL MEMBERSHIP  
2003-2004**

**STUDENT MEMBERS**

<u>FACULTY</u>	<u>DEPARTMENT</u>	<u>Term</u>
<b><u>Arts</u></b>		
Christopher Livett	Geography	1
Sean Marshall	Geography	2
<b><u>Business</u></b>		
Zaker Khan	ITM	1
Liz Sullivan	Business Management	1
<b><u>Communication &amp; Design</u></b>		
Robin Dutt	Theatre	1
Benjamin Lewis	Image Arts	1
<b><u>Community Services</u></b>		
Rebecca Nazareth	Nutrition	1
Vashti Campbell	Social Work	1
<b><u>Engineering &amp; Applied Science</u></b>		
Ben McClure	Industrial Engineering	1
Moyeed Uddin Ahmed	Electrical & Computer Engineering	1
<b><u>Continuing Education</u></b>		
Ryan Rodrigues		2
Stacey Mirowski		1
<b><u>Grad Student</u></b>		
Mahdi Sabri	Electrical and Computer Engineering	1
Neda Felorzabihi	Chemical Engineering	1
<b><u>Students= Rep.</u></b>		
Andre Cherrie	CESAR	
Carlos Flores	RyeSAC	
<b><u>Alumni</u></b>		
Jacob Gryn		1 (1 <sup>st</sup> )
Valerie O'Brien		1(1 <sup>st</sup> )



**ACADEMIC COUNCIL MEMBERSHIP  
2003-2004  
EX-OFFICIO MEMBERS**

John Craig Eaton	Chancellor
Claude Lajeunesse	President and Vice-Chancellor
Errol Aspevig	Provost and Vice President Academic
Linda Grayson	Vice President, Administration & Student Affairs
Adam Kahan	Vice President, Chief Development Officer
Michael Dewson	Vice Provost, Faculty Affairs
Judith Sandys	Associate Vice President, Academic
Carla Cassidy	Dean, Arts
Tom Knowlton	Dean, Business
Ira Levine	Dean, Communication & Design
Susanne Williams	Dean, Community Services
Marilynn Booth	Dean, Continuing Education
Stalin Boctor	Dean, Engineering & Applied Science
Maurice Yeates	Dean, Graduate Studies
Keith Alnwick	Registrar
Catherine Matthews	Chief Librarian

Diane Schulman, Secretary of Academic Council

*(September 9, 2003)*

<b>ACADEMIC STANDARDS COMMITTEE</b>					
<b>17 MEMBERS</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	VP, Academic	Errol Aspevig			
	Registrar	Keith Alnwick			
	Secretary of Academic Council	Diane Schulman (non-voting)			
	<b>FACULTY</b>				
*	Engineering & Applied Science	Mehmet Zeytinoglu	Electrical Engineering	2005	1
	Arts	Ron Stagg	History	2005	1
*		Bob Murray	Philosophy	2005	1
*	Business	Katherine Penny	Hosp & Tourism Manage.	2005	1
		Daria Sydor	Business Management	2004	2
	Communication & Design	Don Snyder	Image Arts	2004	2
		Annick Mitchell	Interior Design	2004	1
	Community Services	Ron Keeble	Urban & Regional Planning	2005	2
		Kathy Gates	Nursing	2005	2
	Engineering & Applied Science	Zouheir Fawaz,	Mechanical Engineering	2005	1
*		Lynda McCarthy	Chem. Bio. & Chem. Eng.	2005	1
	Librarian	Daniel Phelan	Library	2004	1
	Continuing Education	Des Glynn	CE	2004	1
	<b>STUDENTS</b>				
*		Christopher Livett	Geography	2004	1
		Hillary Moreau	Business Management	2005	1

<b>ADMISSIONS COMMITTEE</b>					
<b>13 MEMBERS</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Registrar (Chair)	Keith Alnwick			
	VP, Academic	Errol Aspevig			
	Coordinator of Mobility Programs	Philip Shea			
	Secretary of Academic Council	Diane Schulman	(non-voting)		
	<b>FACULTY</b>				
	Arts	Arthur Ross	Politics	2005	2
	Business	Daryl Smith	Business Management	2004	2
	Communication & Design	Don Dickinson	Image Arts	2005	2
	Community Services	George Atto	Social Work	2004	1
	Engineering & Applied Science	Ali Lohi	Chemistry & Biological Science	2004	2
	Continuing Education	Amy Casey	CE	2004	2
	<b>STUDENTS</b>				
		Preet Singh	Retail Management	2003	2
		Tasha Williams	International Economics	2003	2
		Issa Guindo	Business Management	2003	2
	<b>ALUMNUS</b>				

<b>ANIMAL CARE COMMITTEE</b>					
<b>12 MEMBERS [9 voting]</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Chair	Tim Sly			
	Director of Research	Robert Dirstein	(non-voting)		
	Veterinarian	Wendy Williams			
	Community Member	Richard Boehnke		2003	1
	Secretary of Academic Council	Diane Schulman	(non-voting)	2003	1
	Assoc. Vice Pres. Academic, designate	Alexander Karabanow	(non-voting)		
	<b>FACULTY</b>				
	Chem, Bio & Chemical Eng.	Lynda McCarthy		2003	1
	Nutrition (Community Services)	Yvonne Yuan		2003	1
	Occupational & Public Health	Marilyn Lee		2003	1
	<b>UNDERGRADUATE SUDENT</b>				
	<b>GRADUATE STUDENT</b>				
	Chem, Bio & Chemical Eng	Morgan Partyka		2003	1
	<b>LAB TECHNICIAN/TECHNOLOGIST</b>				
	<b>POSTDOCTORAL FELLOW</b>				
		Vadim Bostan			

<b>APPEALS COMMITTEE</b>					
<b>26 MEMBERS</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Secretary of Academic Council	Diane Schulman	(non-voting)		
	Director of Student Services (or Designate)	Maxine Laine			
	<b>FACULTY</b>				
*	Arts	Jo Kornegay	Philosophy	2005	3
		James Dianda	Philosophy	2004	1
		Arne Kislenko	History	2004	1
*	Business	George Gekas	Business Management	2005	1
*		Catherine Middleton	ITM	2005	1
		Jane Monro	Business Management	2004	2
	Communication & Design	Gillian Mothersill	GCM	2004	2
*		Lucia Dell'Agnese	Fashion	2005	1
		Jagg Carr-Locke	Journalism	2005	1
*	Community Services	Lillie Lum	Nursing	2005	2
		Robert Rinkoff	ECE	2004	2
		Margaret Malone	Nursing	2004	1
	Engineering & Applied Science	Joon Chung	Mechanical Engineering	2005	1
		Stephen Wylie	Chem & Bio Science	2004	1
		Ali Hussein	Electrical Engineering	2004	1
	Continuing Education	Ali Lohi	Chem & Bio Science	2004	1
*		Susan Laskin	Geography	2005	1
	<b>STUDENTS</b>				
*	Arts	Sean Marshall	Geography	2004	1
*	Business	Latif Merali	ITM	2004	2
*	Communication & Design	Truc Nguyen	Fashion	2004	2
*	Community Services	Vashti Campbell	Social Work	2004	1
*	Engineering & Applied Science	Douglas Pereira	Mechanical Engineering	2004	1
*	Graduate Studies	Neda Felorzabihi	Chemical Engineering	2004	1
*	Continuing Education	Meghan Clarke	CE	2004	1
*	Additional Student	Issa Guindo	Business Management	2004	2
*	Alternate Students:	Naveed Iqbal	Electrical Engineering	2004	1

<b>AWARDS &amp; CEREMONIALS COMMITTEE</b>					
<b>14 MEMBERS</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	President	Claude Lajeunesse			
	Dean of Graduate Studies	Maurice Yeates			
	Registrar	Keith Alnwick	(non-voting)		
	Secretary of Academic Council	Diane Schulman	(non-voting)		
	<b>FACULTY</b>				
	Arts	Marsha Moshe	Psychology/Justice Studies	2004	2
*	Business	Maurice Mazerolle	Business Management	2005	1
*	Communication & Design	Ivor Shapiro,	Journalism	2005	1
*	Community Services	Tim Sly	Occupational & Public Health	2005	1
	Engineering & Applied Science	Ravi Ravindran	Mechanical Engineering	2004	2
	<b>DEANS/CHAIRS/DIRECTORS</b> (At least one Chair/Director)				
	Arts	Ingrid Bryan	Chair, Economics	2004	2
*	Business	Peter Luk	Director, Business Management	2005	1
*	Communication & Design	Perry Schneiderman	Chair, Theatre	2005	1
	Community Services	Melanie Panitch	Director, Disability Studies	2004	2
	Engineering & Applied Science	Stalin Boctor	Dean, Engineering	2004	1
	<b>CONTINUING EDUCATION</b>				
*		Marilynn Booth	Dean, CE	2005	3
*		Desmond Glynn	Arts Program Director	2005	1

<b>COMPOSITION &amp; BY-LAWS COMMITTEE</b>					
<b>8 MEMBERS</b>					
<b>(All members of Academic Council)</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	President	Claude Lajeunesse			
	Secretary of Academic Council	Diane Schulman	(non-voting)		
	<b>FACULTY</b>				
*	Arts	Michelle Dionne	Psychology	2005	1
	Business	David Martin	Hospitality & Tourism	2004	1
*	Communication & Design	Bernie Murray	Fashion	2005	1
	Community Services	Gloria Roberts-Fiati	Early Childhood Education	2004	1
*	Engineering & Applied Science	Kaamran Raahemifar	Elec. & Comp. Engineering	2005	1
	Continuing Education	Ali Lohi	Chem. & Bio. Science	2004	1
	<b>STUDENTS</b>				
*		Benjamin Lewis	Image Arts	2004	1
*		Moyeed Uddin Ahmed	Elec. & Comp. Engineering	2004	1

<b>LEARNING &amp; TEACHING COMMITTEE</b>					
<b>21 MEMBERS</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Learning & Teaching Director (Chair)	Sheila O'Neill**			
	Director of Student Services (designate)	Maxine Laine			
	Librarian	Don Kinder			
	Chair/Delegate GREET	Sheila O'Neill			
	Student Development & Counseling	Rosemary Volpe			
	Student Development & Counseling				
	Digital Media Projects Office	Wendy Freeman			
	Secretary of Academic Council	Diane Schulman	(non-voting)		
	Continuing Education	Kileen Tucker-Scott	Nursing	2004	1
	<b>FACULTY</b>				
	Arts	Carolyn Johns	Politics	2004	2
	Business	David Martin	Hospitality & Tourism	2004	2
*	Communication & Design	Alexandra Bal	Image Arts	2005	2
*	Community Services	Lynda Cooper	Nursing	2005	1
	Engineering & Applied Science	Kaamran Raahemifar	Elec. & Comp. Engineering	2004	1
	<b>STUDENTS</b>				
*	Arts	Christopher Livett	Geography	2004	1
*	Business	Zaker Khan	Business Management	2004	1
*	Communication & Design	Truc Nguyen	Fashion	2004	1
*	Community Services	Rebecca Nazareth	Nutrition	2004	1
*	Engineering & Applied Science	Moyeed Uddin Ahmed,	Elec. & Comp. Engineering	2004	1
*	Graduate Studies				
*	Continuing Education	Stacey Mirowski,		2004	1

\*\* Judy Britnell will be returning to this position in January 2004.

<b>NOMINATING COMMITTEE</b>					
<b>10 MEMBERS</b>					
<b>2003-2004</b>					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Secretary of Academic Council	Diane Schulman	(non-voting)		
	<b>FACULTY</b>				
*	Arts	Michelle Dionne	Psychology	2005	1
	Business	Alex Pevec	ITM	2004	1
*	Communication & Design	Marsha Barber	Journalism	2005	1
*	Community Service	Gloria Roberts-Fiati	Early Childhood Education	2005	1
	Engineering & Applied Science	KaamranRaahemifar	Elect. & Computer Engineering	2004	1
	<b>DEANS</b>				
		Stalin Boctor	Engineering & Applied Science	2004	1
*		Carla Cassidy	Arts	2005	2
	<b>STUDENTS/ALUMNI</b>				
*		Benjamin Lewis	Image Arts	2004	1
*		Christopher Livett	Geography	2004	1
*	Alumnus	Jacob Gryn		2005	1

**RESEARCH ETHICS BOARD**

14 MEMBERS [11 voting] 2003-2004					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Chair (nominated by AVPA)	Robert Rinkoff	Early Childhood Education	2004	2
	Assoc. Vice Pres. Academic, designate	Alexander Karabanow	(non-voting)		
	Director, Office of Research Services	Robert Dirstein	(non-voting)		
	Secretary of Academic Council	Diane Schulman	(non-voting)		
<b>FACULTY</b>					
*	Arts	Alex Wellington	Philosophy	2005	1
	Business	Maurice Mazerolle	Business Management	2004	1
	Communication & Design	Ann Rauhala	Journalism	2004	1
*	Community Services	Susanne Williams	Dean, Community Services	2005	3
	Engineering & Applied Science	Xiao Ping Zhang	Electrical Engineering	2004	1
	School of Graduate Studies	Pat Corson	ECE	2004	1
*	(Legal Expertise)	Doug Clarke	Business Management	2005	1
<b>STUDENTS</b>					
*	Graduate Student	Wasim Ghani	Communication & Culture	2004	1
*	Undergraduate Student	David Golen	Business Management	2004	2
<b>COMMUNITY MEMBERS</b>					
*		Geoff Arnold		2005	2
		Jay Mowat		2004	1

SRC COMMITTEE 16 MEMBERS 2003-2004					
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Assoc. Vice President Academic (Chair)	Judith Sandys			
	Director, Office of Research Services	Robert Dirstein			
	Dean of Graduate Studies	Maurice Yeates			
	Librarian	Diane Granfield			
	Secretary of Academic Council	Diane Schulman	(non-voting)		
<b>MEMBERS SRC REP GROUP</b>					
	Arts	Andrew Hunter	Philosophy		
	Business	Maurice Mazerolle	Business Management		
	Communication & Design	Susan Cody	Business & Tech Comm.		
	Community Services	Sue Wilson	Associate Dean, FCS		
	Engineering & Applied Science	Steven Liss	Chem., Bio & Chem. Eng.		
<b>FACULTY</b>					
	Arts	Maria Gurevich	Psychology	2004	1
	Business	Mary Foster	Business Management	2005	1
	Communication & Design	Don Snyder	Image Arts	2004	1
	Community Services	Heather Beanlands	Nursing	2004	2
	Engineering & Applied Science	Ahmed El-Rabbany	Civil Engineering	2004	2
<b>COMMUNITY MEMBERS</b>					
<b>STUDENTS</b>					
*	Graduate Student	Mahdi Sabri	Elect. & Comp. Eng.	2004	1
*	Undergraduate Student	Vashti Campbell	Social Work	2004	1

## ACADEMIC COUNCIL CALENDAR 2003-2004

### ACADEMIC COUNCIL MEETINGS

*(For Agendas and Minutes, please go to: [www.ryerson.ca/acadcouncil/agenindex.html](http://www.ryerson.ca/acadcouncil/agenindex.html))*

MEETING DATE	AGENDA DEADLINE
Tuesday, October 7, 2003	Tuesday, September 23, 2003
Tuesday, November 4, 2003	Tuesday, October 21, 2003
Tuesday, December 2, 2003	Tuesday, November 18, 2003
Tuesday, January 13, 2004	Friday, December 19, 2003
Tuesday, February 3, 2004	Tuesday, January 20, 2004
Tuesday, March 2, 2004	Tuesday, February 17, 2004
Tuesday, March 30, 2004	Tuesday, March 16, 2004
Tuesday, May 4, 2004	Tuesday, April 20, 2004

**PLEASE NOTE:** Agenda deadlines must be adhered to. All reports and documents must be submitted electronically (with “**Signature on File**” inserted in the signature section of the report/ document) to: [lstewart@ryerson.ca](mailto:lstewart@ryerson.ca), by the agenda deadline. (It is preferred that all electronic documents be submitted in Microsoft Word.) Documents and reports, which contain signatures, should also be submitted in hard copy to the Office of Academic Council, Room A-1221, Jorgenson Hall. Meetings will be held in the Commons Room (Room A-250) and will commence at 6:00 p.m. A light dinner will be available from 5:30 p.m. If you have any questions, please contact the Secretary at ext. 5011.

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### SUBMISSION OF CURRICULUM/PROGRAM CHANGES

*(For guidelines, see: ([www.ryerson.ca/acadcouncil/Other.html/submissionguide.pdf](http://www.ryerson.ca/acadcouncil/Other.html/submissionguide.pdf) )*

<b>SUBMISSION OF CURRICULUM/PROGRAM CHANGES- REVISED</b>	
Submission of proposal to the Provost and Vice-President Academic for consideration by Academic Standards Committee	October 9, 2003
Submission of material for <b>January</b> Academic Council Agenda	<b>December 19, 2003</b>
Final Academic Council meeting to approve degree program changes for 2004/2005	<b>January 13, 2004</b>
Deadline for submission of most CE proposals to the Provost and Vice President Academic for ASC consideration	January 15, 2004
Final Academic Council meeting to approve CE changes for 2004/2005	March 2, 2004

The deadlines for submission of curriculum and program changes for 2004-05 have been revised in order to better accommodate departments, the Academic Standards Committee and Academic Council in the approval process. The deadline for the submission to Academic Council has been extended by one meeting. The deadline for submission to the Academic Standards Committee, however, has not been extended. If an extension of this deadline is necessary for any department, it must be approved through the Vice Chair of the Committee, Mehmet Zeytinoglu.

Departments should be aware, however, that, due to its very large workload, the Standards Committee will not guarantee that curriculum or program changes submitted after the deadline will be discussed in time for approval at the January meeting. Changes submitted by the deadline will be given priority.

The Academic Standards Committee is prepared to provide advice on the preparation of program change proposals. This input may help to avoid unnecessary delays caused by incomplete or inappropriate documentation. Please contact either the Provost and Vice-President Academic, or Mehmet Zeytinoglu (Vice-Chair, ASC).



**ELECTION SCHEDULE & GUIDELINES  
2004-2005**

**ACADEMIC COUNCIL ELECTIONS**

(For Election Guidelines and forms, please access: [www.ryerson.ca/acadcouncil/otherforms.html](http://www.ryerson.ca/acadcouncil/otherforms.html))

E-mail message to Students on Elections	Monday, January 19, 2004
Nominations open	Monday, January 26, 2004
Orientation meeting for student candidates	Monday, February 2, 2004
Nominations close	Wednesday, February 4, 2004
Names of nominees forwarded by Chair to Dean	Thursday, February 5, 2004
Names of nominees forwarded by Dean to Secretary of Academic Council	Friday, February 6, 2004
E-mail message to students announcing candidates	Monday, February 9, 2004
Student Voter Eligibility lists verified by Register's Office	Wednesday, February 11, 2004
On-Line Student voting (8:00 a.m. – 9:00 p.m.)	Monday, February 16, 2004 – Friday, February 20, 2004
Faculty/Chair vote (10:00 a.m. – 3:00 p.m.)	Monday, February 16, 2004
Faculty/Chair results to Secretary of Academic Council	Friday, February 20, 2004
Verification of Student On-Line Votes	Monday, February 23, 2004

**FACULTY COURSE SURVEYS**

(For Survey Guidelines, please access: [www.ryerson.ca/acadcouncil/surveyguidelines.pdf](http://www.ryerson.ca/acadcouncil/surveyguidelines.pdf))

<b>FALL 2003</b>	
FCS Detail lists to Departments	Tuesday, September 16, 2003
FCS Detail lists returned to Secretary of Academic Council by	Tuesday, September 23, 2003
FCS Forms delivered to departments	Wednesday, October 22, 2003
<b>FCS Administered</b>	<b>November 3-21, 2003</b>
FCS Forms returned to Secretary of Academic Council by	Monday, December 1, 2003
Reports to departments	Friday, January 16, 2004
<b>WINTER 2004</b>	
FCS Detail lists to Departments	Monday, January 19, 2004
FCS Detail lists returned to Secretary of Academic Council by	Friday, February 13, 2004
FCS Forms delivered to departments	Friday, March 5, 2004
<b>FCS Administered</b>	<b>March 15- April 2, 2004</b>
FCS Forms returned to Secretary of Academic Council by	Friday, April 9, 2004
Reports to departments	Friday, May 14, 2004

**RYERSON UNIVERSITY  
ACADEMIC COUNCIL  
BY LAWS**

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**7. COMMITTEE OF THE WHOLE**

## 1. **DEFINITION OF TERMS**

- 1.1. **Faculties**: There are five faculties: Arts; Business; Community Service; Communication and Design; Engineering and Applied Science.
- 1.2. **Continuing Education**: The Continuing Education Division
- 1.3. **Graduate Studies**: The School of Graduate Studies
- 1.4. **Member, Graduate Studies**: Approved Faculty member of the School of Graduate Studies.
- 1.5. **Committee Chair**: Chairs of Standing Committees must be a member of Academic Council, whenever possible.
- 1.6. **Committee Member**: Unless otherwise stated, members of a committee, other than the Chair, do not have to be members of Academic Council. Unless otherwise stated, faculty and students are as defined in the Ryerson University Act.
- 1.7. **Student**: The Ryerson Act defines students as “persons registered in a program or course of study at the University that leads to a degree, diploma or certificate of the University.” Only such students are eligible to be members of Academic Council, serve on Council committees and vote in student elections for these positions.
- 1.8. **Faculty**: The Ryerson Act defines “teaching faculty” as the “full-time employees of the University whose principal duty is the performance of the teaching function or the research function of the University, including employees holding the offices of Dean, Chair or Assistant Chair of a department, or Academic Director.”
- 1.9. **Alumni**: The Ryerson Act defines alumni as “persons who have received degrees, diplomas or certificates from Ryerson Institute of Technology, Ryerson Polytechnic Institute, Ryerson Polytechnic University or Ryerson University and who are no longer registered as students.”

## 2. **COMPOSITION OF ACADEMIC COUNCIL**

### 2.1 **EX-OFFICIO REPRESENTATIVES**

The Chancellor, the President (who shall be the Chair of the Council), the Vice-Presidents, the Associate Vice-Presidents, the Deans, the Chief Librarian and the Registrar shall serve as ex-officio voting members of Academic Council.

### 2.2 **FACULTY REPRESENTATIVES**

- 2.2.1 **Chairs/Directors**: There shall be five Chairs/Directors, one elected from each of the five Faculties, by and from the Chairs/Directors in each Faculty.
- 2.2.2 **Faculty**: There shall be twenty faculty members, four elected from each of the five Faculties, by and from the full-time teaching faculty in each Faculty.
- 2.2.3 **Continuing Education Faculty**: There shall be five faculty representatives from Continuing Education, one from each Division, who are full-time teaching faculty and who are teaching at least one course in that Continuing Education Division in the year of their election, or who serve on Continuing Education committees such as the Continuing Education Divisional Council.
- 2.2.4 **Ryerson Faculty Association (RFA)**: There shall be one RFA representative, specifically elected to the position, as determined by the RFA, who is eligible to serve on Academic Council as defined by the Ryerson Act.
- 2.2.5 **Canadian Union of Public Employees (CUPE)**: There shall be one CUPE representative, specifically elected to the position, as determined by CUPE, who is eligible to serve on Academic Council as defined by the Ryerson Act.

### **2.3 STUDENT REPRESENTATIVES**

- 2.3.1 Ten student representatives, two from each of the five Faculties, elected by and from students registered in that Faculty.
- 2.3.2 One representative of the Ryerson Students' Administrative Council (RyeSAC) who is duly elected to the position as specified in the By Laws of RyeSAC.
- 2.3.3 One representative of the Continuing Education Students' Association of Ryerson (CESAR) who is duly elected to the position as specified in the By Laws of CESAR.
- 2.3.4 Two representatives elected by and from those students of the University enrolled in a course of Continuing Education leading to a certificate, diploma or degree, such representative shall be enrolled at the time of election in any course of Continuing Education leading to a certificate, diploma or degree of the University.
- 2.3.5 Two representatives elected by and from those students of the University enrolled in a graduate studies program

### **2.4 ALUMNI REPRESENTATIVES**

Two representatives from alumni of Ryerson elected by and from the members of the Alumni Association for a term of two years; such representatives to be eligible to hold office shall have obtained at least one certificate, diploma or degree offered by the University, and to no longer be registered as students.

### **2.5 AMENDMENT OF BY-LAWS**

- 2.5.1 The President shall be the permanent chair of the Composition & By-Laws Committee, as defined in the section on Standing Committees of Academic Council. Recommendations of this committee shall normally be presented at the first meeting of Academic Council in the new calendar year (January or February) for ratification and enactment in the following academic year. This item shall be taken as notice of amendment of the By-Laws.
- 2.5.2 The recommendations of the Composition and By-Laws Committee shall be in accordance with the provisions of the Ryerson University Act, 1977.

### **2.6 ELECTION OF MEMBERS OF ACADEMIC COUNCIL**

- 2.6.1 Election of members of Academic Council shall be held annually before March 1. Each successful candidate will commence service as a member at the first regular meeting of the following session. Elections will be held by each of the Faculties or constituent groups. Deadline dates for nominations and the date of the Faculty and Student elections will be established and publicized by the Secretary of Academic Council.
- 2.6.2 If a member is unable to attend a meeting of the Academic Council, they must inform the Secretary of Academic Council in advance in order to be officially excused. Notice to the Secretary may be given orally or in writing and shall be recorded in the attendance lists by the notation "regrets".
- 2.6.3 An elected member of Academic Council ceases to be eligible to serve when the member no longer holds the position he or she held at the time of election. The Faculty or constituent they represent must recommend a replacement for such faculty or for any student who no longer meets the definition of a student. In these cases, the Faculty should forward the name of the nominee to the Secretary of Academic Council, who will present the name to the Nominating Committee. If possible the replacement should be the faculty or student who was the first runner-up in the election
- 2.6.4 A member of Academic Council, who fails to attend two consecutive meetings of Council or three

in total for the year, without notice to the Secretary, shall automatically cease to be a Council member. A member who misses four meetings, even with notice, shall cease to be a member. The same rule shall apply to committee service. A vacancy so created will be filled in accordance with the provisions above.

- 2.6.5 Where a vacancy occurs for any reason among elected members of Council or Council committees the vacancy shall be filled by Council on the recommendation of the Nominating Committee.
- 2.6.6 The Secretary of Academic Council will provide a list of Academic Council members at the first meeting, and again whenever changes are made.

## **2.7 TERM OF OFFICE**

- 2.7.1 Ex-officio members hold their positions on Academic Council as long as they are in office. Faculty and Alumni representatives are elected for a two-year term. They may be nominated for a second two-year term. Student representatives are elected for a one-year term, and may be nominated for a second one-year term. All re-nominations are pursuant to the terms of eligibility.
- 2.7.2 Members who fill vacancies in the middle of the term are eligible to serve two full additional terms.
- 2.7.3 Members may be re-nominated after an absence of one year.

## **2.8 OFFICERS OF ACADEMIC COUNCIL**

- 2.8.1 **SECRETARY**: The President of the University shall appoint a permanent Secretary of Academic Council. The duties of the Secretary, in regard to the Academic Council, shall be:
  - 2.8.1.1 To collect information for, and establish, in consultation with the Vice President, Academic, and the President, the agenda of all meetings of Academic Council, which will normally be distributed one week in advance of such meetings.
  - 2.8.1.2 To organize and schedule Academic Council meetings, acting as a resource to the chair at such meetings.
  - 2.8.1.3 To prepare and issue minutes of every meeting of Academic Council to all members.
  - 2.8.1.4 To solicit nominations for the Vice-Chair of Academic Council and coordinate the election for this position at the first Academic Council meeting of the year.
  - 2.8.1.5 To organize and administer the annual election of students and faculty members to Academic Council and assist the Nominating Committee in establishing the membership of the Standing Committees of Academic Council.
  - 2.8.1.6 To conduct correspondence in the name of Academic Council.
  - 2.8.1.7 To create, advise upon and draft academic policies as appropriate, assuring adherence to proper format and procedures, and preparing them for submission to Academic Council.
  - 2.8.1.8 To maintain all books and records of Academic Council and its committees, including a directory of the current policies of Academic Council.
  - 2.8.1.9 To serve as an ex-officio, non-voting, member of all standing committees of Academic Council.
  - 2.8.1.10 To assist committees in research supporting their efforts and to act as a resource.
  - 2.8.1.11 To oversee and provide advice on policies and procedures for curriculum change and development, and to advise the Academic Standards Committee and the Vice President,

Academic on matters submitted for curriculum and course changes.

**2.8.1.12** To record and maintain the records of the Academic Standards Committee.

**2.8.1.13** To oversee the Academic Appeals Policy and the Student Code of Academic Conduct.

**2.8.1.14** To carry out other duties as needed to ensure proper functioning of the Academic Council.

**2.8.2** **CHAIR:** The President of the University shall be ex-officio Chair of Council. The duties of the Chair shall be

**2.8.2.1** To establish, in consultation with the Secretary of Academic Council, and the Vice President, Academic, the agenda of all meetings of Academic Council.

**2.8.2.2** To report to Academic Council on current issues of the University.

**2.8.2.3** To open the meeting.

**2.8.2.4** To decide and announce the business and the order in which it is to be acted upon.

**2.8.2.5** To state and put the question, and to announce the result of the vote.

**2.8.2.6** To enforce rules of order.

**2.8.2.7** To break a tie vote.

**2.8.2.8** To call another member to the Chair when it is necessary to enter Committee of the Whole or for meetings which the President cannot attend.

**2.8.3** **VICE CHAIR**

**2.8.3.1** Nominations for Vice-Chair of Academic Council shall be made to the Secretary of Academic Council by two weeks prior to the first meeting of the session. Only members of the Academic Council may be nominated. Nominees will be asked to confirm their acceptance of their nomination.

**2.8.3.2** At the first regular meeting of each session, the members of Academic Council shall elect by secret ballot including all nominees, a Vice Chair for that session.

**2.8.3.3** The duty of the Vice Chair shall be to act as Chair of Council if called upon by the Chair.

### **3. STANDING COMMITTEES OF ACADEMIC COUNCIL**

#### **3.1 REVIEW OF COMMITTEE COMPOSITION AND TERMS OF REFERENCE**

**3.1.1** The Terms of Reference for these committees and their composition may be reviewed by the Composition and By-Laws Committee and recommendations for change made to Academic Council.

**3.1.2** A Standing Committee may make recommendations to the Composition & By-Laws Committee, which can then make recommendations to Academic Council regarding its Terms of Reference or dissolution.

**3.1.3** The Composition & By-Laws Committee may make recommendations to Academic Council regarding the establishment of a standing committee.

#### **3.2 UNDERGRADUATE DEPARTMENT/SCHOOL COUNCILS – CONTINUING EDUCATION DIVISIONAL COUNCIL**

**3.2.1** Every Undergraduate Department and School will establish a Department/School Council, and the

Division of Continuing Education will establish a Divisional Council, constituted to recommend policies and actions relevant to the academic unit and to provide a forum within which faculty, staff, and students can participate in its academic governance.

**3.2.2** Department/School Councils report to Academic Council.

**3.2.3** The Composition & By Laws Committee shall have responsibility for the overriding Policy on Department/School Councils – Divisional Councils.

**3.3 TERM OF MEMBERSHIP** A faculty member of a standing committee of Academic Council will serve for a two-year term, renewable by nomination of the Nominating Committee for a second term. In special cases, the Nominating Committee may nominate a member for a third term. Student members serve for one one-year term, renewable for a second term by nomination of the Nominating Committee. After a one year break in service, a member can be re-nominated.

**3.4 REPORT OF COMMITTEES** Committees are required to report to Academic Council at least once each year.

**3.5 EX-OFFICIO MEMBERSHIP**

**3.5.1** The Secretary of Academic Council shall serve as an ex-officio, non-voting, member of all standing committees.

**3.5.2** When an ex-officio member is specified on a committee, the term of the member shall cease when that person no longer holds that position.

**3.6 COMPOSITION AND TERMS OF REFERENCE OF STANDING COMMITTEES** .

**3.6.1 Academic Council Appeals Committee**

**Composition:** Twenty-five (25) members: Fifteen (15) faculty representatives, three from each Faculty; two (2) representatives of Continuing Education (defined by the By-Laws as those who are full-time teaching faculty and who are teaching at least one course in Continuing Education in the year of their election, or who serve on Continuing Education committees, such as the Continuing Education Divisional Council); five (5) students, one from each Faculty; one (1) graduate student; one (1) continuing education student; and one (1) additional student. Members of the Committee may not concurrently be serving in any appeals capacity at the department/school or Faculty level.

**Terms of Reference:** Hearing Panels of the Appeals Committee of Academic Council shall consist of at least four (4) members of the Committee, at least one (1) of whom must be a student. A quorum shall consist of at least four (4) members, including the Panel Chair and at least one student. The Panel Chair may vote in case of a tie.

Hearing Panels will hear appeals of decisions made at the Faculty level and the Appeals Committee of the School of Graduate Studies on matters related to both the Policy on Academic Consideration and Appeals, the Student Code of Academic Conduct and the Student Code of Non-Academic Conduct. The grounds for such appeals are stated in those Policies.

Hearing Panels will also be convened when Disciplinary Suspension is automatically assigned for a second violation of the Student Code of Academic Conduct, or when Disciplinary Suspension, Disciplinary Withdrawal or Expulsion is recommended.

All Hearings shall be conducted in accordance with the *Statutory Powers Procedure Act (SPPA)* and the guidelines established by the Policies. Hearings shall follow procedures outlined in the Guide to Appeals Hearings, which is available from the Secretary of Academic Council.

All members of the Appeals Committee of Academic Council will be required to attend training sessions(s) conducted by the Office of the Secretary of Academic Council.

**3.6.2 Academic Standards Committee**

**Composition:** Seventeen (17) members to include: the Vice President, Academic, who shall serve as chair (1); the Registrar (1); ten (10) faculty, two representatives from each faculty (One of these Faculty shall serve as Vice-Chair); one (1) additional faculty member from the Faculty of the Vice

Chair; one (1) representative of Continuing Education; one (1) Librarian; two (2) students.

**Terms of Reference:** The principal responsibility of the Academic Standards Committee (ASC) is to provide advice to Academic Council in respect to undergraduate program/curriculum changes proposed by Schools, Departments, Faculties, and Continuing Education. The ASC fulfils its mandate by conducting in-depth reviews of academic proposals, reporting regularly to Council on the outcomes of such reviews, and recommending appropriate action. The ASC advises Council on matters such as:

- proposals to establish new programs (undergraduate degree, diploma, certificate, and special-purpose programs)
- complex curricular changes
- amendments to program mission and objectives, admission requirements, and degree designation.
- GPA variances
- new or revised Minors
- periodic program reviews
- other matters as requested by Academic Council and/or the Vice President, Academic

Other responsibilities of the Academic Standards Committee are:

- to consult with Schools, Departments, Faculties, and Continuing Education in determining the format and, where appropriate, the content of proposals
- to alert Academic Council to program, curricular, or policy issues arising in the course of its work and to suggest appropriate action
- to provide Academic Council with an annual summary of its work

### 3.6.3 Admissions Committee

**Composition:** Thirteen (13) members to include: the Registrar (1), who shall serve as Chair; the Vice-President, Academic (1); the Coordinator of Mobility Programs (1); five (5) faculty, one from each Faculty; one member from Continuing Education (1); three students (3); and one alumnus (1).

**Terms of Reference:**

- to examine the impact of changes in Ontario High School policies on University admissions
- to examine existing and proposed program admission requirements in light of admission trends.
- to establish policy on academic articulation and partnership agreements with other institutions

### 3.6.4 Animal Care Committee

**Composition:** Eight (8) members to include: the Director of Research Services (1); one (1) chair, who is a faculty member appointed by the Associate Vice-President, Academic, and who is not a researcher with direct or indirect involvement in research involving animals; three (3) faculty from among faculty actually involved in research involving animals; one (1) student; one (1) community member; and a veterinarian (1).

**Terms of Reference:**

- Monitors of all research and teaching protocols involving animals.
- Schedules regular visits to all laboratories in which experimental animals are used and facilities in which animals are housed and cared for.
- Is responsible for ensuring that CCAC and University policies and guidelines involving research with animals are adhered to.]

### 3.6.5 Awards And Ceremonials Committee

**Composition:** Fourteen (14) members to include: the President (1); five (5) faculty (one representative of each Faculty/Division); five (5) Deans/Chairs/Directors (one from each Faculty, at least one must be a Chair/Director); two (2) representatives from Continuing Education; Dean of Graduate Studies or designate (1).

**Terms of Reference:** The committee shall recommend to Council policies and procedures respecting:

- the awarding of certain medals and other marks of academic achievement as required;
- the ceremonies associated with the awarding of certificates and diplomas, and the granting all Bachelors, Masters, and Doctoral degrees; and



- the awarding of Honorary Doctoral degrees

### **3.6.6 Composition and By-Laws Committee**

**Composition:** Eight (8) members to include: the President (who shall serve as Chair) (1); five (5) faculty, one from each Faculty; two (2) students. All must be members of Academic Council.

**Terms of Reference:** The Composition & By-Laws Committee shall be chaired by the President and shall consist of 5 faculty members of Academic Council, one from each Faculty and 2 student members of Academic Council. Recommendations of this committee on changes to the By-Laws of Academic Council shall normally be presented at the first meeting Academic Council in the new calendar year (January or February) for ratification and enactment in the following academic year. The recommendations of the Composition & By-Laws Committee shall be in accordance with the provisions of the Ryerson University Act, 1977 and as amended. This committee shall be responsible for the overriding policy on Undergraduate Department/School Councils – Continuing Education Divisional Council.

### **3.6.7 Council of the School of Graduate Studies**

**Composition:** No more than 20 members to include the following: Dean of Graduate Studies, who shall serve as Chair (1); five faculty (5), one from each Faculty, each of whom shall be a member of the School of Graduate Studies (SGS); three (3) additional SGS members; seven (7) graduate program directors, to rotate annually; two (2) graduate students.

**Terms of Reference:** The Council of School of Graduate Studies (SGS) will act on behalf of SGS to fulfill its mandate. It will report to Academic Council directly (in parallel to the Academic Standards Committee). New programs will require approval by Academic Council and the Board of Governors

The role of the Council of SGS includes the following activities.

- to facilitate the review and evaluation of proposed graduate programs.
- to approve graduate programs and degree designations for final consideration of Academic Council and the Board of Governors.
- to approve policy relevant to graduate programs and students including the following :
  - funding for graduate students;
  - admission and graduation requirements;
  - application, tuition and other fees.
- Establish committees (ad hoc and standing) as required to address specific areas of governance and policy.
- Oversee the philosophy, mission and goals and graduate programs at Ryerson.
- Advocate on behalf of graduate programs.

### **3.6.8 Faculty Course Survey Committee ON HOLD**

### **3.6.9 Information Technology Committee ON HOLD**

### **3.6.10 Intellectual Property Committee ON HOLD.**

### **3.6.11 Learning and Teaching Committee**

**Composition:** Twenty-one (21) members to include: five (5) faculty, one from each Faculty; one (1) faculty representative from graduate studies; one (1) librarian; the Director of Student Services (1); two representatives from Student Development and Counselling (2); one (1) student representative from each Faculty; one (1) student from Graduate Studies; one (1) continuing education student, the Chair or delegate from GREET (1); one (1) representative from Continuing Education; one(1) representative from the Digital Media Projects Office; and the Learning and Teaching Director (1), who shall serve as chair. A member of Academic Council should serve as Vice Chair.

**Terms of Reference:** The mandate of the Learning and Teaching Committee is:

- the identification of existing activities and the encouragement of the development of new initiatives and structures as these relate to student learning, student educational experience, and the comprehensive educational environment at Ryerson. The Committee will implement its mandate by:
  - identifying and considering actions to promote more effective learning and teaching;
  - ensuring its currency with respect to the changing characteristics of students and faculty in relation to the promotion of effective teaching and learning; and

- recommending initiatives to improve the effectiveness of teaching and learning;
- The Committee will implement its responsibilities through:
  - the liaison and consultation with other members of the University in the areas as noted above;
  - discussions within the Learning and Teaching Committee; and
  - the annual presentation of recommendations to Academic Council.

### **3.6.12 Nominating Committee**

**Composition:** Ten (10) members to include: two (2) deans of Faculties; five (5) faculty, one from each Faculty; three (3) students/alumni. All representatives are to be members of Academic Council

#### **Terms of Reference**

- To prepare and present lists of nominees for Standing Committees of Academic Council at the May meeting of each year;
- To recommend candidates to fill vacant positions on Academic Council as needed;
- To prepare lists of nominees for Joint Committees of the Board of Governors and Academic Council.

### **3.6.13 Planning and Priorities Advisory Committee** (Under review)

### **3.6.14 Research Ethics Review**

**Composition:** A Chair (1), who shall be nominated by the Associate Vice President, Academic in consultation with the Research Ethics Board; six (6) faculty members, one from each Faculty and one from the School of Graduate Studies; two (2) community members; two (2) undergraduate students; one (1) graduate student; the Associate Vice President, Academic or designate (ex officio) (1); the Director of the Office of Research Services or designate (ex officio) (1). Additional members will be added as required.

**Terms of Reference:** The Research Ethics Board (REB) approves, rejects, proposes modifications to, or terminates any proposed or ongoing research involving human subjects which is conducted within or by faculty, staff, or students of the University so as to protect research subjects and ensure that research is conducted in an ethical manner. No research on human subjects shall be undertaken without the prior approval of the REB.

The REB:

- Interprets and applies the Tri-Council Policy Statement and relevant legislation;
- Establishes guidelines and procedures consistent with the Tri-Council Policy Statement and relevant legislation;
- Facilitates research by consulting with and assisting researchers.

### **3.6.15 Scholarly, Research and Creative Activity**

**Composition:** Sixteen (16) members to include: Five (5) faculty, one from each Faculty; five faculty (5) who serve as members of the Scholarly Research Representatives Group; one (1) undergraduate student; one (1) graduate student, the Director of the Office of Research Services (1); the Dean of Graduate Studies (1); one (1) Librarian; the Associate Vice President, Academic (1) who shall serve as chair.

**Terms of Reference:** The SRC Committee is concerned with ensuring that Ryerson's academic policies support the University's mission of engaging in Scholarly, Research and Creative activity (SRC). In this regard, the Committee shall:

- Receive reports regarding SRC activity, funding, and accomplishments at Ryerson.
- Provide input into the strategic planning process and recommend to Academic Council those plans requiring the University's approval
- Review issues pertaining to SRC at Ryerson and identify areas where university policy is required.
- Formulate and recommend to Academic Council policies that promote and support SRC at Ryerson.
- Review existing SRC policies periodically and recommend any revisions to Academic Council.

## **3.7 COMMITTEE ELECTION**

- 3.7.1** Committee members shall be nominated by the Nominating Committee at the regular May meeting of each year. Unless otherwise specified in the Terms of Reference, committee membership is not limited to members of Academic Council.

- 3.7.2 All nominations to committees must be made by the Nominating Committee. Submissions of names to the Nominating Committee must be made by one week prior to the published agenda deadline for the May Academic Council meeting.
- 3.7.3 If the number of nominations exceeds the number of members specified herein for any committee an election shall be held.
- 3.7.4 At the first meeting of all standing committees for which ex-officio chairmanship is not provided by these Statutes, an election of a Chair shall be held from among those committee members who are normally also members of Academic Council.

### **3.8 AD HOC COMMITTEES**

- 3.8.1 An Ad Hoc committee may be formed for a limited term by a motion at an Academic Council meeting. Unless reconstituted by Academic Council, the committee is dissolved upon presentation of its report. The motion to establish an ad hoc committee must include:
  - 3.8.1.1 the Terms of Reference of the committee
  - 3.8.1.2 the proposed number of members on the committee
  - 3.8.1.3 details of proposed distribution of members, if any;
  - 3.8.1.4 names of proposed members of the committee, if any
  - 3.8.1.5 the committee report date
- 3.8.2 Committee membership
  - 3.8.2.1 Members may be other than members of Academic Council
  - 3.8.2.2 Nominations for members of the committee may be accepted from the floor and voted upon. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Academic Council, or
  - 3.8.2.3 The Chair may appoint the committee, or
  - 3.8.2.4 The Chair may announce that the members of the committee will be announced at a later date.
- 3.8.3 Committee Chair
  - 3.8.3.1 At the first meeting of all Ad Hoc committees an election of a Chair shall be held, normally from among those members who are also members of Academic Council or
  - 3.8.3.2 The Chair may appoint a Committee Chair.

### **3.9 JOINT COMMITTEES WITH THE BOARD OF GOVERNORS**

Joint Committees may be formed with the Board of Governors. Such committees shall be formed by motion according to the rules for the formation of ad hoc committees.

## **4. MEETINGS & PROCEDURES**

- 4.1 **SESSION** The Academic Council session shall extend from July 1 each year to June 30 of the following year.

### **4.2 REGULAR MEETINGS**

Regular meetings shall be held on the first Tuesday of each month from October to May, inclusive, except where the Secretary, in consultation with the Chair, determines that circumstances warrant a change from the normal schedule. A schedule of dates of these regular meetings and the deadlines for the submission of materials shall normally be published by the Secretary at the May meeting of the previous session.

### **4.3 QUORUM AT START**

A quorum of any meeting from September 1 to May 31 shall be one-half of the members. The quorum for a special meeting from June 1 to August 31 shall be 25 members

### **4.4 SPECIAL MEETINGS**

A special meeting may be called by the Chair, the Vice President, Academic, or by any 20 members writing a requisition to the Secretary. Only such business as is specified in the notice of the meeting may be transacted at the special meeting. A special meeting requires at least seven (7) days notice. A motion for a special meeting, duly seconded and carried, may be enacted at any meeting, regular or special, of Academic Council

**4.5 CALLING QUORUM**

If during any meeting the number should drop below a quorum, business shall not be interrupted nor the passage or rejection of any motion questioned at subsequent meetings, unless a member calls attention to the fact while the meeting is proceeding. At such a call by any member, the Secretary shall call the roll

**4.6 STARTING TIME** Meetings shall normally begin at 6:00 p.m. If after a lapse of 30 minutes the Chair decides there is still not a quorum, the Secretary shall call the roll. If the members present do not constitute a quorum, the Council shall adjourn until the next meeting.

**4.7 STOPPING TIME**

Every meeting of Academic Council shall adjourn no later than 10:00 p.m., except by the affirmative vote of two-thirds of those present and voting to extend for a specific period of time. All outstanding business shall be deferred until the next meeting unless a special meeting is called.

**4.8 VISITOR ADMISSION**

Visitors may attend Academic Council meetings, and should be seated in the section reserved for observers. A visitor may address Academic Council after being recognized by the Chair but may not vote on any matter.

**4.9 PROCEDURES**

The Chair or substitute shall conduct the meeting in conformity with the Statutes and Procedures of Academic Council, and, in all cases not provided for herein, the practice of Robert's Rules of Order shall govern.

**5 AGENDA**

**5.1** Items for the Agenda must normally be submitted to the Secretary of Academic Council two weeks in advance of the meeting.

**5.2** The Agenda of each meeting shall contain, after the time and place of the meeting, in this order:

**5.2.1** President's Report

**5.2.2** The Good of the University

**5.2.3** Report of the Secretary of Academic Council

**5.2.4** Business Carried Forward From Previous Meeting

**5.2.5** Minutes of the Previous Meeting

**5.2.6** Business Arising out of the Minutes

**5.2.7** Correspondence

**5.2.8** Reports of Actions and Recommendations of Departmental and Divisional Councils

**5.2.9** Reports of Committees

**5.2.10** New Business

**5.2.11** Adjournment

**6 DEBATES AND VOTES**

**6.1 Recognition**

A member or visitor who wishes to speak shall raise his or her hand, await recognition by the Chair and then address the Chair.

**6.2 Calls to Order**

If the Chair or any other member calls to order the member or visitor, the member or visitor shall yield the floor. At the discretion of the Chair, the member or visitor may be permitted to make an explanation. The Chair shall decide the point of order, subject to appeal to Academic Council whose decision shall be final and made without debate.

### **6.3 Challenging the Chair**

Any-ruling by the Chair shall be subject to a motion to challenge a ruling of the Chair. If the motion to challenge is seconded, the challenge shall be by a simple majority of members present, and the vote shall be final. When debatable, as defined by Robert's Rules, no member is allowed to speak more than once except the presiding officer, who may at the close of the debate answer the arguments against the decision.

### **6.4 Speaking to the Question**

A speaker shall restrict remarks to the motion or matter in debate except to make such motions as are in order according to Robert's Rules. No member shall speak more than twice during the same meeting to the same motion or matter, nor longer than ten minutes at a time without the approval of Council .

### **6.5 Reading the Question**

Any member may require the question under discussion to be read at any time during its debate. The Secretary shall also read the question immediately before a vote is taken.

### **6.6 Chair=s Vote**

The Chair may vote in the case of a tie vote.

### **6.7 Vote Count**

Questions shall be decided by a show of hands unless any member requests that the yeas and nays be recorded. Any member may make a motion that the issue be decided by ballot. The motion is undebatable and passed by a simple majority.

### **6.8 Majorities**

Questions shall be decided by a simple majority of those present and voting, except those specified in these By Laws as requiring a two-thirds majority. Motions which shall require a two-thirds majority of the members present, whether voting or abstaining, are:

**6.8.1**A motion to extend sitting beyond 10:00 p.m.

**6.8.2**A motion to revise or augment the Agenda for the meeting.

**6.8.3**Any matter a simple majority designates as a major question. The motion to designate a major question shall be decided without debate.

**6.8.4**A motion to amend Academic Council By Laws.

## **7 COMMITTEE OF THE WHOLE**

A Committee of the Whole can be established in order to give Academic Council the freedom of detailed discussion or a matter as if in a committee.

**7.1** When Academic Council resolves to go into Committee of the Whole, the Chair shall appoint a Chair of the Committee who shall preside over its deliberations, decide points of order subject to an appeal to the Chair and report its proceedings to him/her when he/she resumes the Chair.

**7.2** Limits of time and discussion of the Committee of the Whole can only be made at the time of the motion to establish.

**7.3** A member may speak for ten minutes as often as he or she can get the floor, but may not speak if someone who has not spoken is seeking the floor.

**7.4** The only motions allowed in the Committee of the Whole are motions to adopt, amend or "rise and report." The text of a resolution referred to the Committee can not be altered by the Committee, but amendments

can be presented to the Academic Council.

- 7.5** The rules of Academic Council shall be observed in Committee of the Whole. A motion to "rise and report" returns the question to Academic Council, and the question shall be decided without seconding and without debate.

**Note: This document is a consolidation of texts**

Ryerson University Act, 1977 (*amended*)

**INTERPRETATION**

1.--(1) In this Act,

(a) "Academic Council" means the Academic Council of Ryerson University; (*amended*)

Interpretation

(b) "administrative staff" means the full-time employees of the University who are not members of the teaching faculty;

(c) "alumni" means the persons who have received degrees, diplomas or certificates from Ryerson Institute of Technology, Ryerson Polytechnical Institute, Ryerson Polytechnic University or Ryerson University and who are no longer registered as students; (*amended*)

(d) "Board" means The Board of Governors of Ryerson University; (*amended*)

(e) "Chancellor" means the Chancellor of Ryerson University; (*amended*)

(f) "Minister" means the Minister of Training Colleges and Universities; (*amended*)

(g) "President" means the President of Ryerson University; (*amended*)

(h) "property" means real and personal property;

(i) "student" means a person who is registered as such in a program or course of study at the University that leads to a degree, diploma or certificate of the University;

(j) "teaching faculty" means the full-time employees of the University whose principal duty is the performance of the teaching function or research function of the University, including the employees holding the offices of Dean, Chair or Assistant Chair of a department, or Academic Director;

(j.1) "University" means Ryerson University; (*amended*)

(k) "year" means the membership year of the Board or the Academic Council, as the case may be, and shall be any twelve-month period established by the Board or the Academic Council, respectively, from time to time;

Conflict  
R.S.O. 1970, c. 89

(2) In the event of conflict between any provision of this Act and any provision of *The Corporations Act*, the provision of this Act prevails.

## **GENERAL**

University

**2.--(1)** Ryerson Polytechnic University and the Board of Governors of Ryerson Polytechnic University are continued under the name Ryerson University.  
(*amended*)

Corporation

(2) The University is a corporation without share capital composed of the members of the Board of Governors of the University.

Objects

**3.** The objects of the University are:

(1) The advancement of learning, and the intellectual, social, moral, cultural, spiritual, and physical development of the University's students and employees, and the betterment of society.

(2) The advancement of applied knowledge and research in response to existing and emerging societal needs and in support of the cultural, economic, social, and technological development of Ontario.

(3) The provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

## **BOARD OF GOVERNORS**

Board of  
Governors

**4.--(1)** The Board of Governors of Ryerson University shall be composed of (*amended*)



(a) the Chancellor, who shall be a member of the Board by virtue of his or her office;

(a.1) the President, who shall be a member of the Board by virtue of his or her office;

(b) nine members, none of whom is a student or an employee of the University, appointed by the Lieutenant Governor in Council for a term of three years;

(c) three members, none of whom is an employee of the University, elected by the alumni from among themselves for a term of three years;

(d) three members elected by the teaching faculty from among themselves for a term of two years;

(e) two members elected by the administrative staff from among themselves for a term of two years;

(f) three members elected by the students from among themselves for a term of one year; and

(g) two members, neither of whom is a student or an employee of the University, appointed by the Board for a term of three years.

(2) The Board shall by by-law determine the manner and procedure of election of its members and shall conduct such elections and determine any dispute as to eligibility to hold office or to vote, and such elections shall be by secret ballot.

Manner of election

(3) No person shall serve as a member of the Board unless he or she is a Canadian citizen or a permanent resident of Canada.

Canadian citizenship

(4) Subject to subsection 5, a member of the Board is eligible for reappointment or re-election, as the case may be, except that no member shall serve for more than two consecutive terms, but on the expiration of one year after having served the second of two consecutive terms, such person may again be eligible for membership on the Board.

Eligibility for reappointment or re-election

Exception

(5) The limit of two consecutive terms referred to in subsection (4) does not include service on the Board for the balance of an unexpired term for a person who becomes a member of the Board under subsection (8).

- Membership vacated (6) A member of the Board ceases to hold office where he or she ceases to be eligible pursuant to,
- (a) subsection 3; or
  - (b) clauses *b* to *g* of subsection 1 under which he or she was appointed or elected, as the case may be, except that a student member who graduates during his or her term of office may serve for the remainder of such term.
- Absence from meetings (7) Where, within any year, a member of the Board, not having been granted leave of absence by the Board, attends less than 50 per cent of the regular meetings of such body, the Board may by resolution declare his or her membership vacant.
- Filling vacancies (8) Where a vacancy on the Board occurs before the term of office for which a person was appointed or elected has expired,
- (a) if the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed the person whose membership is vacant; and
  - (b) if the vacancy is that of an elected member, the Board in its sole discretion shall determine if the vacancy is to be filled and, if so and notwithstanding any other provision of this Act, the manner and procedure for so doing,
- and the person filling such vacancy shall hold office for the remainder of the term of the person whose membership is vacant.
- Quorum (9) A quorum of the Board shall consist of ten members or such greater number as the Board by by-law may determine, and at least one-half of the quorum shall consist of members of the Board appointed or elected under clauses *b*, *c* and *g* of subsection 1.
- Chair and Vice-Chair (10) The Board shall elect a Chair and a Vice-Chair from among the members appointed or elected under clauses *b*, *c* and *g* of subsection 1 and in the event of the absence or inability to act of the Chair or of there being a vacancy in that office, the Vice-Chair shall act as and have all the powers of the Chair.

(11) In the absence or inability to act of the Chair and Vice-Chair, the Board may appoint one of its members appointed or elected under clauses <i>b</i> , <i>c</i> and <i>g</i> of subsection 1 to act as Chair for the time being and the member so appointed shall act as and have all the powers of the Chair.	Absence
(12) The term of office of the Chair and the Vice-Chair shall be as determined by the Board.	Term of office
<b>5.--(1)</b> The Board may establish committees and appoint persons thereto and, subject to subsection 5, confer upon any such committee authority to act for the Board with respect to any matter or class of matters.	Committees
(2) A majority of the members of a committee shall be members of the Board.	Majority to be board members
(3) The President shall be an <i>ex officio</i> member of every committee established under subsection 1 unless excluded therefrom by a by-law or a resolution of the Board.	President ex officio member
(4) The President, if not excluded under subsection 3 as a member of a committee, may nominate an officer of the University to represent him or her on a committee established under subsection 1, and such nominee shall act in the place and stead of the President on such committee.	Nominee
(5) No decision of a committee that includes in its membership persons who are not members of the Board is effective until approved and ratified by the Board.	Decision of committee
(6) For the purposes of subsections 2 and 5, an officer of the University nominated by the President under subsection 4 to represent him or her on a committee shall be deemed to be a member of the Board.	Nominee deemed member of the Board
<b>6.--(1)</b> The government, conduct, management and control of the University and its property, revenues, expenditures, business and affairs, except with respect to such matters as are assigned by this Act to the Academic Council, are vested in the Board, and the Board has all powers necessary or convenient to perform its duties and achieve the objects and purposes of the University including, without limiting the generality of the foregoing, the power,  (a) to enact by-laws for the conduct of its affairs;  (b) to appoint the President and define his or her duties and responsibilities;	Powers of the Board

(c) to appoint, classify, promote, suspend, transfer, reclassify or remove the members of the teaching faculty and administrative staff and such other employees as it considers necessary or advisable for the proper conduct of the affairs of the University, but no member of the teaching faculty or administrative staff except the President shall be appointed, classified, promoted, suspended, transferred, reclassified or removed unless recommended by the President or such other officer or employee of the University delegated under subsection 4;

(d) to fix the number, duties and salaries and other remuneration of the officers and employees of the University;

(e) to delegate such of its powers under clauses *c* and *d* as it considers proper to the President or other officer or employee of the University as may be recommended by the President;

(f) to provide for the retirement and superannuation of persons referred to in clauses *b* and *c*;

(g) to provide for payments by way of gratuities, retirement allowances, sick leave allowances, superannuation allowances, pensions, annuities or life insurance, or any combination thereof, payable to any representative of or for the benefit of the persons mentioned in clauses *b* and *c*, or any class or classes thereof, out of a fund or funds comprising contributions made by such persons, or any class or classes thereof, or by the University, or both, or otherwise;

(h) to expend such sums as may be required for the purposes of funds that are established for the payment of gratuities, retirement allowances, pensions, life insurance, or health insurance, for the benefit of the persons mentioned in clauses *b* and *c*;

(i) to expend such sums as the Board considers necessary for the support and maintenance of the University and for the betterment of existing buildings and the erection of such new buildings as the Board may consider necessary for the use and purposes of the University and for the furnishings and equipment of such existing and newly-erected buildings;

(j) to expend such sums as the Board considers necessary for the erection, equipment, furnishings and maintenance of residences and dining halls for the use of the students;

(k) to acquire, hold and maintain such real property as the Board considers necessary for the use of the students of the University for athletic purposes and to erect and maintain such buildings and structures thereon as it considers necessary;

(l) to provide such health services, health examinations and physical training for the students of the University as the Board considers necessary;

(m) to appoint by resolution a member or members of the Board, or any other person or persons, to execute on behalf of the University either documents and other instruments in writing generally or specific documents and other instruments in writing and to affix the corporate seal of the University thereto;

(n) to borrow money for its purposes upon its credit, and to give such security against the assets of the University by way of mortgage, debenture or otherwise, as it determines;

(o) to invest all money that comes into its hands that is not required to be expended for any purpose to which it lawfully may be applied, subject always to any express limitations or restrictions on investment powers imposed by the terms of the instruments creating any trust as to the same, in such manner as it considers proper and, except where a trust instrument otherwise directs, combine trust moneys belonging to various trusts in its care into a common trust fund;

(p) to establish and collect fees and charges for tuition and for services of any kind offered by the University and collect fees and charges on behalf of any entity, organization or element of the University.

Recommendations  
by President as to  
staff

(2) The President shall make recommendations to the Board as to the appointment, classification, promotion, suspension, transfer, reclassification and removal of the members of the teaching faculty and administrative staff.

Recommendation

(3) The President may recommend an officer or employee of the University for the purpose of a delegation by the Board under clause e of subsection 1 of certain of its powers.

Delegation by  
President

(4) The President, subject to the approval of the Board, may delegate his duties under subsection 2 to any other officer or employee of the University.

Audit of accounts  
R.S.O. 1979.  
c.373

7. The Board shall appoint one or more public accountants licensed under *The Public Accountancy Act* to audit the accounts and transactions of the University at least annually.

Annual report to  
Minister

8.--(1) The Board shall make a financial report annually to the Minister in such form and containing such information as the Minister may require.

Tabling

(2) The Minister shall submit the report to the Lieutenant Governor in Council and shall then lay the report before the Assembly if it is in session or, if not, at the next ensuing session.

Other reports

(2.1) The Board shall submit to the Minister such other reports, as the Minister may require.

Annual public report

(3) The Board shall make available to the public an annual report including an annual financial report in such form and manner as the Board may determine.

### ACADEMIC COUNCIL

Academic Council

9.--(1) There shall be an Academic Council of the University composed of,

(a) the Chancellor, the President, the Vice Presidents, the Deans, the Chief Librarian and the Registrar, each of whom shall be a member of the Academic Council by virtue of his or her office; and

(b) such other members, not exceeding fifty in number, composed of persons elected by secret ballot,

(i) by the teaching faculty from among themselves,

(ii) by the students from among themselves, and

(iii) by the alumni from among themselves.

(2) The Academic Council shall by by-law determine,

By-laws

- (a) the number of members to be elected to the Academic Council by the teaching faculty, the students and the alumni, respectively;
- (b) constituencies for each of the groups referred to in clause *b* of subsection 1 and assign persons or classes of persons thereto;
- (c) the term of office of one, two, or three years, as the case may be, for the members elected by each of the groups referred to in clause *b* of subsection 1; and
- (d) the procedures to be followed in the election of members of the Academic Council.

(3) The Academic Council shall conduct the election of its members and shall determine any dispute as to the eligibility of a candidate at such election or of a person to vote thereat. Elections

(4) Where for any reason a by-law of the Academic Council has not been enacted under clause *c* of subsection 2, the term of office of an elected member of the Academic Council is one year. Term of office

(5) Subject to subsection 6, a member of the Academic Council is eligible for re-election except that no member shall serve for more than two consecutive terms, but on the expiration of one year after having served the second of two consecutive terms, such person may again be eligible for membership on the Academic Council. Eligibility for re-election

Exception

(6) The limit of two consecutive terms referred to in subsection (5) does not include service on the Academic Council for the balance of an unexpired term for a person who becomes a member of the Academic Council under subsection (8). Idem

Membership vacated

(7) An elected member of the Academic Council ceases to hold office where he or she ceases to be eligible pursuant to clause *b* of subsection 1 under which he or she was elected, except that a student member who graduates during his or her term of office may serve for the remainder of the current year.

Filling vacancy

(8) Where a vacancy occurs for any reason among the elected members of the Academic Council before the term for which a person was elected has expired, the Academic Council in its sole discretion shall determine whether the vacancy is to be filled and, if so and notwithstanding any other provision of this Act, the manner and procedure for so doing, and the person filling such

vacancy shall hold office for the remainder of the term of the person whose membership is vacant.

Chair and Vice-Chair

(9) The President shall be the Chair of the Academic Council and a Vice-Chair shall be elected from among its members in such manner as the Academic Council may determine.

Powers of Academic Council

**10.** The Academic Council has, subject to the approval of the Board with respect to the expenditure of funds, the power to regulate the educational policy of the University and without limiting the generality of the foregoing has the power,

- (a) to enact by-laws for the conduct of its affairs;
- (b) to enact by-laws for the purposes of subsection 2 of section 9 in order to conduct the election of its members;
- (c) to make recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, divisions and departments;
- (d) to determine the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas and certificates of the University;
- (e) to conduct examinations, appoint examiners and decide all matters relating thereto;
- (f) to award fellowships, scholarships, bursaries, medals, prizes and other marks of academic achievement;
- (g) to award diplomas and certificates;
- (h) to grant bachelor's degrees, master's degrees, doctoral degrees and honorary degrees consistent with the University's objects;
- (i) to create councils and committees to exercise its powers.



## THE BOARD OF GOVERNORS AND ACADEMIC COUNCIL

11.--(1) Subject to subsection 2 and 3, a meeting of the Board or of the Academic Council shall be open to the public and prior notice of the meeting shall be given to the members of the Board or the Academic Council, as the case may be, and to the public in such manner as the Board and the Academic Council by by-law shall respectively determine, and no person shall be excluded from a meeting except for improper conduct as determined by the Board or the Academic Council, as the case may be.

Meetings open to public

(2) Where matters confidential to the University are to be considered, the part of the meeting concerning such matters may be held *in camera*.

Proviso

(3) Where a matter of a personal nature concerning an individual may be considered at a meeting, the part of the meeting concerning such individual shall be held *in camera* unless such individual requests that that part of the meeting be open to the public.

Idem

12. Every student is eligible for election to the Board or the Academic Council whether or not he/she has attained the age of eighteen years.

Age of student members

13.--(1) The by-laws of the Board and of the Academic Council shall be open to examination by the public during normal business hours.

Examination of by-laws

(2) The Board and the Academic Council shall publish their by-laws from time to time in such manner as they may, respectively, consider proper.

Publication of by-laws

### CHANCELLOR

Chancellor

13.1--(1) There shall be a Chancellor of the University.

Role

(2) The Chancellor is the titular head of the University and shall confer all degrees, honorary degrees, diplomas and certificates.

- Appointment (3) The Chancellor shall be appointed by the Board on the recommendation of a committee consisting of,
- (a) the President, who shall chair the committee;
  - (b) three members of the Board, appointed by the Board; and
  - (c) three members of the Academic Council, appointed by the Academic Council.
- Term of office (4) The Chancellor shall be appointed for a term of three years and until his or her successor is appointed.
- Vice-Chancellor (5) The President is, by virtue of his or her office, the Vice-Chancellor of the University and, in the absence of the Chancellor or when that office is vacant, the Vice-Chancellor shall act in the Chancellor's place.

## PROPERTY

- Property vested in the University **14.** All property heretofore or hereafter, by statute or otherwise, granted, conveyed, devised or bequeathed to the Board, the University or to any person in trust for or for the benefit of the Board, the University or any of its divisions or departments, subject to any trust affecting the property, is vested in the University.
- Power to deal with property **15.** The University has power to purchase or otherwise acquire, take or receive, by deed, gift, bequest or devise, and to hold and enjoy without licence in mortmain and without limitation as to the period of holding any estate or property whatsoever, whether real or personal, and to sell, grant, convey, mortgage, lease or otherwise dispose of the same or any part thereof from time to time and as occasion may require, and to acquire other estate or property in addition thereto or in place thereof.
- Expropriation R.S.O. 1970, c. 154 **16.--(1)** Subject to the provisions of *The Expropriations Act*, the University may, without the consent of the owner or any person interested therein, other than a municipality or a distinct, regional or metropolitan municipality, enter upon, take, use and expropriate all such land as defined in section 1 of *The Expropriations Act* as it considers necessary for the purposes of the University.
- Land vested in the University not liable to expropriation (2) Real property vested in the University and used by the University for its purposes shall not be liable to be entered upon, used or taken by any corporation, except a municipal corporation, or by any person possessing the right of taking real property compulsorily for any purpose and no power to expropriate real property hereafter conferred shall extend to such real property unless in the Act conferring the power it is made in express terms to apply thereto.

- Tax exemption      **16.1** The real property vested in the University and any lands and premises leased to and occupied by the University shall be exempt from taxes for provincial, municipal and school purposes so long as they are actually used and occupied for the purposes of the University.
- Limitation periods      **16.2--(1)** For the purposes of *The Limitations Act*, all real property vested in the University shall be deemed to have been and to be real property of the Crown.

**UNIVERSITY FOUNDATIONS ACT, 1992**

- (1) The Schedule to the University Foundations Act, 1992, is amended by striking out “Ryerson Polytechnic University” and substituting “Ryerson University”. (*amended*)

**COMMENCEMENT**

- Commencement      This Act comes into force on Thursday, *June 27, 2002*

Note: This document is a consolidation of texts.

(September 12, 2002)

**MINUTES OF ACADEMIC COUNCIL MEETING**  
**Tuesday, May 6, 2003**

**Members Present:**

C. Lajeunesse  
K. Alnwick  
C. Cassidy  
T. Knowlton  
C. Matthews  
D. McKessock  
T. Nguyen  
M. Dowler  
J. Monro  
J. Welsh  
J. Dianda  
D. Martin  
P. George  
K. Tucker Scott

S. Boctor  
M. Booth  
M. Dewson  
I. Levine  
M. Yeates  
A. Cross  
C. DeSouza  
E. Trott  
D. Smith  
D. Heyd  
D. Elder  
G. Inwood  
G. Roberts-Fiati  
S. Williams

F. Salustri  
E. Aspevig  
L. Grayson  
J. Cook  
S. Cody  
V. Berkeley  
G. Meti  
M. Mazerolle  
A. Lohi  
K. Raahemifar  
M. Koc  
M. McCrae  
G. Turcotte

**Regrets:**

J. Sandys  
R. Ravindran  
D. Snyder  
L. Lum  
A. Pevec  
K. Marciniac

L. Merali  
R. Rodrigues  
S. Marshall  
A. Tam  
M. Barber

**Members Absent:**

R. Kup  
M. Verticchio  
B. Yoon  
R. Dutt  
R. Walshaw

S. Sutherland  
A. Furman  
S. Kumar  
M. Potter

1. **President's Report** The President welcomed members to the last scheduled meeting for 2002-03. He introduced Adam Kahan, the new Vice President, University Advancement.

The Ontario government has announced SuperBuild funding of \$12.5M toward the construction of a new Business building to replace the facility on Victoria Street. That building will be refurbished for the Faculty of Arts.

Ryerson hosted a town hall meeting for MP Bill Graham, which attracted a capacity crowd in L72. It was the last of a series of meetings on foreign policy.

The President reviewed the schedule of convocations in June. He stressed that students and parents appreciate the presence of faculty at convocations.

The President offered congratulations on behalf of Academic Council to: John Cook who was named the Ryersonian of the Year; Tom Barcsay, who was named Professor of the Year; and Michael Doucet, who received the Distinguished Service Award.

The Ryerson Faculty conference will be held on May 14-15. The conference has grown in attendance from a few dozen to 200 attendees last year. This year there is an outstanding program, which is available on the website. He thanked Sheila O'Neill and her team for their planning

Matthew Fraser, an exceptional journalist who is on the RTA faculty, has been appointed Editor-in-Chief of the National Post.

Congratulations were offered to those who dealt with the SARS situation, especially in the School of Nursing. There was a great deal of work done to make the community safe. Linda Grayson thanked the following people for their efforts: Larry Lemieux, CCS; Keith Alnwick, Registrar; Philip Shea, International Affairs; Marion Creery and Maxine Laine, Student Services; Philip Lim, Health Centre; Liza Nassim, Student Housing; Alison Burnett, Health Promotion; and Ian Marlatt, Communications.

A message was read concerning the use of a bell, supplied by a regular member of the visitor's section, to indicate that people are not using the microphone. The President did not bring the bell with him, but said he would do so in the future if people failed to use the microphones.

**Student Surveys** – Paul Stenton and Stephen Onyskay reported. The First-Year Student Survey – 2001 and the Comprehensive Student Survey - 2002 were distributed and presented. Ryerson is part of the Canadian Undergraduate Survey Consortium, which does surveys on a three year cycle. Last year the Graduating Student Survey of 2000 was presented. The Graduating Student Survey of 2003 will be processed over the summer.

The First-Year Student Survey looks at:

- reasons for attending University;
- reasons for attending Ryerson;
- orientation activities;
- transition to university;
- perceptions of Ryerson;
- satisfaction with services and university experience.

The comprehensive student survey looks at:

- perceptions of Ryerson;
- satisfaction with services and university experience;
- aspects needing improvement;
- participation in activities;
- Ryerson's contribution to development skills and personal traits;
- Student debt.

Surveys are now at a point in the cycle where there is a sufficiently stable set of norms and questions to allow longitudinal studies,

Highlights of the surveys:

- Most results are positive.
- There is a high degree of consistency with peer institutions.

- The top reasons for choosing Ryerson are: career oriented programs (statistically this is the same for other institutions); academic quality; reputation.
- Improvement is needed in financial aid and work study opportunities, parking and the library. In the first year the library does quite well, but student opinion declines over the following years.
- The mean debt is consistent with the graduating survey of 2000.

There will be a more detailed presentation on all surveys in the Fall that will include other surveys which are forthcoming. There is a survey instrument on student satisfaction at the department level which has been developed for program review.

Discussion:

It was asked how these surveys will be used. P. Stenton replied that the graduating student survey has already been used a number of ways, including providing information to the programs and departments. Surveys are also an influence on the planning process, informing academic and budgetary decisions. The President commented that the information is helpful in reinforcing actions taken to make the university more welcoming, noting that the majority of students believe that the university treats them fairly. The university would need to be concerned if that were not the case.

2. **Report of the Secretary of Academic Council** – The schedule of the 2003-04 Academic Council meetings and elections, the timeline for Faculty Course Surveys was distributed.

The *Undergraduate Academic Consideration and Appeals Policy* was passed at the April meeting, with a provision that wording concerning the timing of appeal responses to students be amended. These changes in wording were presented for information. There was no discussion.

There was discussion at the April 1 meeting concerning the proposed change in section F2 of the *Student Code of Non-Academic Conduct* of the phrase “frivolous, vexatious or trivial” allegations to “false” allegations. It was decided to leave the phrase as “frivolous, vexatious or trivial”. The entire policy will be reviewed at a later date.

There will be a Special Meeting of Academic Council on Tuesday, May 27, from 12:00 p.m. – 2:00 p.m. in A-250, to consider approval of the Academic Plan. Lunch will be served.

3. **The Good of the University**

M. Dowler announced that the Oakham House Choir had a successful concert.

She is concerned about ticketing of cars, with people in them, waiting for students coming out of classes at night. Linda Grayson said she would address the issue.

J. Cook expressed gratitude for those who worked during the SARS crisis and asked that there be a plan to deal with this sort of situation in the future. The President responded that the University had learned a great deal from the situation, and that he agreed about the need to communicate effectively.

4. **Minutes**

**Motion to approve** - M. Dowler moved, C Matthews seconded.

The Secretary noted that Truc Nguyen had been in attendance at the meeting.

**Minutes approved.**

5. **Business Arising out of the Minutes** - Academic Plan

The Vice President, Academic reported that he was bringing the plan to Council for preliminary discussion prior to approval. There will be a special meeting on May 27 to vote on approval. There have been about 300 participants involved in consultations on the development of the plan. There have been changes made to the plan throughout the consultation process.

The plan outlines interdependent systems and processes centred on the Learning Community, and relating to Ryerson's present, past and future. The plan addresses how Ryerson can move forward as a young university, full of potential, while retaining its identity as institution of applied learning augmented by the responsibility of university status with SRC and graduate programs.

The meeting with Academic Council is one of the last consultations before approval. He invited anyone to submit any final comments to him by e-mail.

Discussion:

D. Elder commented that on page 9-10 there is implied recognition of sessional and part-time instructors, but there is nothing specific. He believes that more explicit mention of CUPE instructors would be in order.

J. Cook stated that he finds the document very interesting, and he welcomes the strong commitment to teaching, the willingness to address the constrictive language of the RFA contract and the consideration of new kinds of positions in the university. He also welcomes the flexibility being expressed about the curriculum, with a more fluid conception of curriculum envisioned to replace the "silo". Silos have not addressed the larger issues and opening of possibilities is welcome. The proof will be in the way the planning process will be viewed and works itself out.

C. Matthews thanked the Vice President for the recognition of the library staff and their commitment. The data in the surveys shows the need to build the library. The staff works hard to be integral to the university.

E. Trott asked for clarification of niche areas and sharpening focus mentioned on page 8. The Vice President replied that there are some areas of research which are not particularly applied, but that work to build a frame of the discipline in which they are housed. It is essential that those who pursue such research continue.

## 6. Correspondence

- A memo to the Secretary of Academic Council from Dr. Ali Lohi, Director of the Chemical Engineering Graduate Program, corrected an error made on a course change form submitted at the March 4, 2003 meeting. EN8912 should read EN8910. A revised course change form was submitted.
- Ben Miu, a student elected as an Academic Council representative from Business for 2003-04 submitted his resignation from Academic Council.
- President Lajeunesse received a note of thanks from Marc Garneau, of the Canadian Space Agency, for his expression of sympathy for the Challenger disaster.

## 7. Reports of Actions and Recommendations of Departmental and Divisional–

The VP, Academic presented course addition and deletions in Electrical and Computer Engineering, and presented an additional course change form, distributed at the meeting, for CE courses that reflected changes in day school classes.

### Organizational restructuring in the Faculty of Engineering and Applied Science

The Vice President, Academic made the following two motions:

**Motion 1** – That Academic Council approve the restructuring of the Mechanical, Industrial and Aerospace Engineering Department to form two separate departments. (1) "The Department of Mechanical and Industrial Engineering"; and (2) The Department of Aerospace Engineering".

Seconded by S. Boctor

Discussion: S. Boctor reported that the Mechanical, Industrial and Aerospace Engineering Department offers three separate accredited programs which now have close to 1000 students. The department has decided that the separation would be more efficient and that goals will be easier to reach if they can work independently. Aerospace is one of only two such programs in Ontario and it would benefit Ryerson to have a separate department. The restructuring has been discussed for the past year and was approved by the Departmental Council in February.

**Motion approved.**

**Motion 2:** That Academic Council approve the restructuring of the Department of Chemistry Biology and Chemical Engineering, to form two separate departments. (1) The Department of Chemistry and Biology; and (2) The Department of Chemical Engineering.

Second by K. Raahemifar.

Discussion: S. Boctor reported that there are two very different disciplines, each with a different vision. The nucleus in Chemistry and Biology can provide a wider academic offering in science. The department has been discussing separation for some time, and ultimately Departmental Council voted to approve the change in February.

In response to a question on joint faculty appointments, Dean Boctor responded that the departments will be separate with separate DACs. All of the faculty will be provided with the opportunity to select which department they will be part of.

**Motion approved.**

Ginette Turcotte and Sanjeev Bhole were thanked for serving as Chairs of the combined departments.

## 8. Reports of Committees

**8.1 Report of Composition and By Laws Committee** – D. Heyd reported.

The committee met with J. Cook to discuss a previous motion that the issue of a voting position for a librarian on Council be reviewed.. The committee stands by its original recommendation, presented in a report last year, that under the definition of “teaching faculty” there could not be a librarian other than the Chief Librarian on Council. It was reported that there are librarians on committees of the university. The Committee recommends that there be a Library Committee which can bring issues to Council, just as other committees do.. This is one way the library could make a substantial contribution. The Committee would be pleased to review Terms of Reference submitted by the librarians.

Discussion:

J. Cook reported that, while he did meet with the Committee, he still believes that a flexible position on the definition of teaching faculty is called for. Librarians are members of the standing committees and the library runs throughout the academic plan. He does not accept that the Chief Librarian represents the librarians.

C. Matthews thanked J. Cook. She stated that the outcome was not unexpected, and the librarians will provide support through the committee structure. She had done a report on the library committee issue two years ago. The concern is that there would be a committee of Council where there are no voting members. The advice of the Committee will be taken under advisement. Librarians are both partners and servants, using the budget appropriately to support the work of the University. She will meet with the VP, Academic on the issue.

**Motion:** That Academic Council approve the By Laws of the School of Hospitality and Tourism Management.

Moved by D. Heyd, seconded by T. Knowlton.

**Motion approved.**

The President commended Darrick Heyd on his term as Vice Chair.

**8.2 Report of the Nominating Committee** A. Cross reported and moved.

**Motion:** That Academic Council approve the nominations for standing committee membership as presented in this report.

Seconded by C. Cassidy

**Motion approved.**

**8.3 Report of Learning and Teaching Committee** - Sheila O'Neill presented the report.

**Motion:** That Academic Council approve the revised Policy 135, Examination Policy, as attached.

Moved by E. Aspevig, seconded by K. Tucker Scott

Discussion: S. O'Neill reported that the discussion in the L&T committee centred on cheating in exams and fire alarms



It was noted that the policy is easy to follow.

There was a question about the procedure on page 34 regarding the disruption of an exam. The Secretary explained that this section refers to procedures in place in Continuing Education. The member was further concerned that items listed as Department/School responsibilities should be assigned to a specific person, not an entity. The Secretary commented that there were different structures in different schools and departments and that it was difficult to be too prescriptive.

The President stated that unless there is an official amendment, the policy is for approval as it stands. There was no motion to amend.

A student member raised the issue of allowing only one student to use the washroom at a time. S. O'Neill replied that the use of the washroom has become an issue with student cheating.

A member was glad to see section IB.1 which states that, where possible, the University will provide space that ensures respect for the academic integrity of the exam by avoiding overcrowding. He also requested a change to section IB.5 regarding the posting of quiet signs. He would like to have it added that every effort will be made to ensure that students move away from the exam rooms when they are finished.

K. Alnwick responded that there are space constraints on scheduling rooms for exams. He also stated that there will be no way for security to address moving students away from rooms. He also pointed out that putting such a statement in the policy would not change this behaviour. S. O'Neill stated that there is a need for education of the community including the need to move away from exam rooms.

There was a friendly amendment to include a statement to this effect in section IB.5.

A comment was made that there should be an effort to look at the desks in the gym since they are not level.

A member believes that there could be appeals based on the examination environment as stated in section IIIA.5. There is a lot of street noise in East Kerr Hall. The Secretary commented that the street was not an environment which Ryerson created, and that the policy stated that every effort would be made to provide appropriate environments. Another member commented that students writing in East Kerr Hall could be informed that it will be noisy and they should bring earplugs.

A member noted that the washrooms near an exam room had been locked and students had to be walked to a distant washroom.

**Motion approved with amendment.**

#### **8.4 Standards Committee Report**

**Motion:** That Academic Council approve the periodic program review as conducted by the School of Business Management.

Moved by E. Aspevig, seconded by J. Monro

Ron Goldsmith reported. Academic Council has two roles in program review: ensuring the transparency and efficacy of the review and reflecting on the program which is being reviewed. Business Management has 7 majors, 10 minors, and deals with foreign exchange with about a dozen countries. Because of the complexity of the School, the review is really a family of reviews, with a great deal of internal variation. Standards Committee found the review complex. The school seems poised to enter a period of very significant transformation. It is hard to predict how far and fast this will occur. The School is seeking accreditation from AACSB, which would demand major change. It is moving into an SRC mode and is undergoing faculty renewal. The committee questioned whether the review brought together all of the aspects. There was some discomfort with the variation between the different areas, but there was no hesitation to approve the review.

**Motion approved.**

Ron Goldsmith was commended by the VP Academic for his extraordinary work on Standards Committee. The reports are a model of clarity and elegance. Ron's ability to work with the committee and the people who bring things to the committee, has been extraordinary. He is fair and very wise. He has been involved in the making of policy for many years. There is very little that has come out of the Office of the VP, Academic, over the past years which has not seen the hand of Ron Goldsmith. Ron received a standing ovation.

**9. New Business**

C. Matthews reported that in keeping with the branding of the University, the library should not be referred to as the LRC. Where possible, there should be consistent reference to the Library.

**10. Adjournment**

The meeting adjourned at 7:40 p.m.

Respectfully submitted,

*Original signed by:*

Diane R. Schulman, Ph.D.  
Secretary of Academic Council

**MINUTES OF ACADEMIC COUNCIL MEETING**  
**Tuesday, May 27, 2003**

**Members Present:**

C. Lajeunesse  
K. Alnwick  
M. Dewson  
T. Knowlton  
C. Matthews  
D. McKessock  
T. Nguyen  
M. Dowler  
J. Monro  
J. Welsh  
J. Dianda  
D. Martin  
G. Roberts-Fiati  
K. Tucker Scott  
M. Creery  
N. Felorzabihi  
R. Rodrigues

S. Boctor  
E. Aspevig  
L. Grayson  
I. Levine  
M. Yeates  
A. Cross  
G. Meti  
E. Trott  
D. Smith  
D. Heyd  
D. Elder  
G. Inwood  
G. Turcotte  
J. Sandys  
M. Barber  
A. Pevec  
R. Kup

F. Salustri  
C. Cassidy  
S. Williams  
J. Cook  
S. Cody  
R. Ravindran  
A. Kahan  
M. Mazerolle  
A. Lohi  
K. Raahemifar  
M. Koc  
M. McCrae  
B. Jackson  
C. Flores  
A. Furman  
L. Lum

**Regrets:**

D. Snyder  
L. Merali  
B. Yoon  
R. Walshaw  
V. Berkeley

C. DeSouza  
S. Marshall  
A. Tam  
S. Sutherland

**Members Absent:**

M. Booth  
R. Dutt  
M. Verticchio  
P. George  
M. Potter

**A special meeting of Academic Council was held with the approval of *Learning Together: An Academic Plan for Ryerson University – 2003-2008* as the sole agenda item.**

**Motion:** That Academic Council approve “Learning Together: An Academic Plan for Ryerson University – 2003-2008”, as presented.

Moved by E. Aspevig, seconded by J. Welsh

Vice President, Academic Errol Aspevig presented the following overview of the proposed academic plan:

The document begins with an overview of Ryerson as an institution of applied learning from its beginning in 1948. The overview identifies the theme of deepening and broadening the conception of applied learning from then to today, as we deepen and broaden it to incorporate our university mandate as it relates to SRC and graduate studies.

In the plan, we look ahead to about 2015 to see how we would like Ryerson to be characterized then: as a comprehensive university which continues to be distinctive with its program mix; its focus on societal need as a guiding principle; its purpose-driven curriculum; its leadership in continuing education; and its attentiveness to the career and life aspirations of its students. As we say in the document: “The future for Ryerson will be one in which we bring our traditions and our imagination together in creative new ways, not one in which we force ourselves to choose one or the other”.

Ryerson is a university in a cosmopolitan\urban setting, and draws on that advantage as an entry point for the development of a larger national and international role. It will grow as a vibrant learning community whose core values are intellectual engagement in the continuing pursuit of learning, academic freedom, service; mutual respect and support: a university “sought by students, faculty, and staff because it is known to be intellectually stimulating, professionally rewarding, and personally supportive and caring”. It will further evolve as a university recognized and supported by the larger community for the quality of its programs, graduates, and SRC activity.

The Academic Plan centres on the concept of “the learning community” and the implications of both “learning” and “community”. It addresses key objectives in the context of these concepts and the steps for meeting them. We think that this is really important: we have tried to avoid in the development of this Plan what you sometimes see in others - a sort of elaborate “to do” list, covering the next five years. What we’ve tried to see is an institution which is an organic unity, which has a history and principles of evolution implicit in it – an organic community which will continue to be an organic community as it continues its development into the future. We’ve used the language of ecology, of learning ecology - an ecology of knowledge, of system. The priorities are highly inter-related and we hope that in the Plan, we’ve been able to express that notion of the inter-relatedness of the priorities at the same time as we identify specific elements of them. So as we work out of the conception of the learning community, both in terms of its objectives and steps in meeting those objectives, we focus explicitly on: programming (both graduate and undergraduate); scholarly, research, and creative activity; teaching; faculty; students; staff; administration; infrastructure and environment including space, the library and IT. The Plan asserts and explains the ways these are interconnected and puts emphasis on synergies and the interdependence among them.

The Plan goes into the mechanics of the ongoing planning process, including review and iteration between the University, in general, and the Faculties and the Departments. It’s been our view from the beginning, that we cannot write a plan right now which is going to simply unfold in detail over the next five or ten years. To do that would be to assume a level of knowledge and central control which I think is unacceptable at a university. Instead we have produced a plan for five years, which will be reviewed every year. A plan that will give direction to Faculties and Departments at the same time as it incorporates input from Faculties and Departments. So it is an ongoing, rolling process over several years, which is intended to take advantage of the expertise where it exists. Finally, the plan addresses budget and resource implications.

Discussion:

- M. Barber, School of Journalism, asked for clarification of the statement on page 6 – “Trade-offs may be required”. She stated that the teaching format should be left to individual faculty and schools

rather than be prescribed. The Vice President, Academic replied that this issue had been discussed at length. It is recognized that studio instruction is very important in some areas and that that is recognized at other institutions as well. It is also known that studio based education, as well as practicums and placements, are often instructor intensive and therefore expensive. It cannot be left solely to individual units to determine how much of this type of instruction should be offered. In some units there have been changes where theoretical lecture courses have been introduced prior to studio courses. This has enhanced the studio experience. There is an expectation that programs will demonstrate to the university that they are being as efficient as possible in their use of studio approaches. In a number of programs studio, clinical and lab forms of instruction are essential. It is not intended that these should be replaced, but there does need to be the best possible mix to ensure both program quality and efficiency.

- D. Checkland, speaking for the RFA, stated that the plan articulates the potential conflicts which will be at play in an institution of this size. There is, however, a tendency for the value of efficiency to be most important. The document could be clearer that the fundamental goal is always educational excellence. Efficiency should not be the first concern. This document will have a life past that of the current administration, whose intent is not in question. The document should also discuss, when it is revisited, the way in which the goal of efficiency might make departments and Faculties competitive with each other. There should be a clear statement that the education priority is first. The trade-offs need to be evaluated. Aside from that, he believes there is much to like about the document and he fundamentally supports it.
- D. Elder, speaking for CUPE, noted that his previous concern had been addressed by the inclusion of instructors in the learning community. He believes it would have been a small matter to mention “part-time and sessional instructors” specifically and made the following motion:

**Motion :** That “part-time and sessional instructors” be added to the list in section 4.3.  
Seconded by E. Trott.

Discussion:

E. Aspevig expressed concern about “unraveling” the document one word at a time. The term “instructors” was intended to include all instructors. Types of faculty were not specifically listed either. The document is trying to be inclusive without being too specific. He requested that the wording be left as is.

Motion defeated.

- T. Nguyen, student in Fashion, commented on the issue of space utilization (Section 4.4.1). The space audit which was done showed that there were many empty classes. E. Aspevig responded that there will be ways of using the space more efficiently. P. Stenton, Director of University Planning, confirmed that Ryerson is at 68% of the COU standard, and that there is a mismatch of space between what we have and future space needs.
- J. Cook, Chair of the Department of English, asked a question on section 4.2.1, Academic Programs. Several student surveys have indicated that students believe that the issues of the individual student are not well addressed at Ryerson. He further commented that on page 6 it is stated that Ryerson will assure “an appropriate balance between theory and practice” and will review the tripartite curriculum “in this context”. This gives the appearance that the tripartite curriculum creates the balance of theory and practice, and that Ryerson will review this. In a further bullet, he notes that schools and departments will review “universal skills and perspectives” and that the tripartite curriculum is not being explored in this context. The effect may be to internalize a critical element of the curriculum to the schools and departments. Ryerson has historically had a more universal concern about these issues, not dependent on an individual department or school. The Vice President, Academic responded that in the past this kind of curriculum issue has been reviewed by the Academic Standards Committee, or sub-committee. This is what is assumed when it is stated the “Ryerson” will review the tripartite curriculum. Each school and department will be asked by Ryerson to address the issues. There will be templates developed to help departments in their review of the quality of their programs as part of the annual review process. Central authority will be exercised through the Academic Standards Committee and the Planning and Priorities Advisory Committee. Central authority and local responsibility will not be disjunctive. There needs to be a centralized academic authority with decentralized academic wisdom. It is not intended to push Ryerson programs toward internalization. J. Cook welcomed the reassurance, but maintained that the language is important in view of a changing of administration. Schools and departments have

not included service departments in their curriculum discussions. He requests that the language be rewritten so that the University and its programs, as well as service departments, are involved in the development of universal skills. E. Aspevig again stated that he believes the wording is appropriate and that the language need not be changed. J. Cook replied that it is important that a record of this dialogue be maintained so that the document be interpreted in this light in the future.

- J. Welsh, Director of the School of Nutrition, noted that on page 6 there is a paragraph that protects against programs taking isolated action. All parts of the university will be depended upon. This document allows looking at the tripartite curriculum while looking at the skills. The move is applauded. As a program director, she feels honoured to have the responsibility to ensure the inclusion of the universal elements at the level of the school. It is not the tripartite curriculum that guarantees the credibility of the program. She is in favour of the way this is stated.
- I. Levine, Dean of Communication and Design, added that he believes this section is balanced, recognizing both a central role and the responsibility of individual professional programs. Sometimes there is a tendency of one department to claim responsibility for one part of the curriculum. Often the core areas fall within a professional discipline. This confirms that the issues need to be considered within a discipline.
- S. Cody, Director, School of Business and Technical Communication, agreed that the wording allows the interposing of "Ryerson" as an entity which allows the process of curriculum review to proceed.
- J. Mars, Director, School of Urban and Regional Planning, addressed Academic Council from the floor. Looking at the tripartite curriculum is not looking at the relationship between service and program departments and the relationship between programs. The silo structure should be looked at to review professionally related courses. He believes there should be some reorganization of programs and departments, as some might be better moved to other Faculties. Professional electives and professionally related electives would be better accommodated. He also questioned whether there can be an accommodation for faculty who are practitioners. Many of these are part-time and sessional. There should be a way to easily implement utilization of such professional expertise in the faculty. This may be a negotiable item.
- E. Trott, Department of Philosophy, questioned the meaning of the word "we" on page 8 of the plan. She also asked for clarification of the phrases "articulate more precise targets" and "sharpen the focus of Certain SRC niche areas". E. Aspevig commented that the "we" is the University. The sharpening focus and precise targets are in response to the requirements of funding councils who are having an enormous impact on the allocation of funds, particularly in the NSERC area. He reiterated that it is understood that not all research or creative activity is done explicitly in relation to strategic objectives. There is a whole discourse intrinsic to the disciplines that are part of all universities. Philosophy, for example, continues debates begun 2000 years ago. The document takes the SRC legitimacy of such discourse for granted.
- J. Sandys, Associate Vice President, reported that the government is investing heavily in research, and they need to track the impact of their investments. It is hard to collect that information. The plan continues to support the SRC endeavour. There is a need to go beyond peer reviewed articles, and put mechanisms in place for the review of SRC.
- L. Lum, School of Nursing, stated that in a university there needs to be a balance of SRC activities. There is a statement in section 4.3.1 about doubling of SRC. There are associated workload issues. If there are a lot of faculty who are new or finishing degrees, the workload falls to established faculty. Workload patterns need to be balanced.
- R. Ravindran, Department of Mechanical Engineering, commented on item 4.3.2 and the attraction of highly qualified, motivated students. For this to be possible Ryerson needs to be better known. There should be a reference to the publicizing of Ryerson. There should be notice of high-profile visiting faculty. This will help in future funding and attraction of high quality students. He believes the document is lucid, transparent, and commends the Vice President and the President.
- J. Dianda, Department of Philosophy, commented on section 4.2.1 where it is noted that students are getting younger, which will require a wider range of advising. This concept has been seen in other documents. It is hoped that there will be a clear statement as to what is expected to be provided to students. In section 4.3.2, last paragraph, there needs to be sensitivity to the fact that all students are not traditional. This cannot be left to individual faculty. This needs to be a more general institutional sensitivity. He asked for clarification on section 3, which addresses the "diversity" of students and faculty. E. Aspevig responded that there will be more diversity of faculty. M. Dewson, Associate Vice President, Faculty Affairs responded that there is a new equity plan with new personnel developing new voluntary targets tied into new data from Stats Canada. Deans and

Chairs have already committed to expanding diversity. This year there have been a broad range of hires.

- K. Tucker-Scott, Director, School of Nursing, commented on section 4.2.1 concerning the counselling for the younger student body. She asked that this not be at the expense of the mature students. She further noted that, related to section 4.3.4 concerning academic administrators, there are more than Chairs, Directors and Deans. There are Associate Directors and Associate Chairs as well. She is concerned about the balance of the workload and that there is no understanding or appreciation of academic leadership. These positions appear to be career limiting and not enhancing. She suggested that academic administrators are involved in a form of SRC activity.
- M. McCrae, Director, School of Fashion, commented that it is good that the area of succession planning will be addressed. She noted that there is nothing stated on the role of advisory committees. E. Aspevig responded that there is work going on concerning advisory committees which will be reported in the next 6 months or so. These are committees used to get advice on the present state of professions and practices. They are not committees to which departments report as boards. He further commented that the positions of Chair, Director and Dean do not refer exclusively to those positions. The concern is that given budget constraints there has been centralization to allow for quick effective decisions. There is a need to reassess the balance between local autonomy and central decision making. There may need to be more authority at the Faculty and department level to make department life and the job of leadership better and make the positions more attractive. The issue of attracting faculty to administrative leadership positions is being faced over the entire university system. M. McCrae asked that the university look at organizational structures of the schools and departments in the review of the roles. E. Aspevig stated that the Academic Administrators meetings had been very valuable and this group will meet more often to discuss these issues.
- J. Welsh suggested that viewing academic leadership as an SRC activity as opposed to service might create more opportunities. E. Aspevig reported that this issue has been raised at national meetings. While administrative work does have a scholarly component, the preponderance of opinion is that the community is not served well by blurring these two areas. Administration is distinct from SRC. There should be opportunities for administrators to engage in research. The amount of research that gets done will not be the same, but here should be involvement.
- S. Williams, Dean of Community Services, stated that the issue is that of valuing academic administration. Excellent leaders choose not to do it because the actual work does not fit any existing category. There needs to be a way to value this activity.
- E. Trott stated that it should not be the point of a university to have outstanding administrators.
- J. Cook expressed concern about section 5.1, which appears to say that plans which contribute to a unit's improvement will be given "enhanced support" while those which do not will have "reduced support". He questioned what the authority of the Chair will be in this area.
- E. Aspevig stated that there will be a revitalization of the Planning and Priorities Advisory Committee of Academic Council (PPAC). It will have a new mandate and a new composition. In the past, this committee responded to the planning and priorities document. It will become a committee that will have a major role on behalf of Academic Council in evaluating the university plan.

**Motion approved.** The passage of the motion was applauded.

The Vice President thanked Ron Goldsmith, Diane Schulman, Michael Dewson, Laura Selleck, Paul Stenton, Judith Sandys, the Deans, members of the Academic Administrator's Group, members of the PPAC and other participating groups.

The President thanked the Vice President, Academic.

Meeting adjourned at 1:40 p.m.

Respectfully submitted,

*Original signed by:*

Diane R. Schulman, Ph.D.  
Secretary of Academic Council

Initiating School/Department: Economics (International Economics) Date of Submission: April 28, 2003

Is this the Teaching School/Department, Program School/Department, or both? Both

Please add extra rows as needed if multiple courses are involved.

Implementation Date: F2004

Original signed by:

September 24, 2003

Provost & Vice President, Academic

Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s) Affected	Purpose of Change	Minors Affected
		Hours and Mode	New Course (Y/N)	Re-position (R) Addition (A) Deletion (D)	Required (R) Elective (E)			
ECN 120	Evolution of the Global Economy I	3 hours lecture	N	D	R	International Economics	Students and faculty felt it unnecessary to have a full year course in economic history. It is sufficient to have ECN 220 (Evolution of the Global Economy II) in the second semester of the program.	
ECN 230	Mathematics for Economics	3 hours lecture	Y	A	R	International Economics	Students need a review and expansion of high school calculus and an introduction to linear algebra. The latter is not currently covered in QMS 702. (2 <sup>nd</sup> semester)	
ECN129	Statistics for Economics I	3 hours lecture	y	A	R	International Economics	Students and faculty felt that Statistics should be taught in the first semester	
ECN329	Statistics for Economics II	3 hours lecture	Y	A	R	International Economics	Students and faculty felt that without an additional statistics course, the students were not sufficiently prepared to handle the more demanding statistics courses (Econometrics I and Econometrics II) (3 <sup>rd</sup> semester)	



ECN 420	Statistics for Economics	3 hours lecture	N	D	R	International Economics	An equivalent to this course will be offered in the first semester.	
QMS 702	Calculus for Business	3 hours lecture	N	D	R	International Economics	Course does not cover high school calculus and introduction to linear algebra	

RYERSON UNIVERSITY COURSE CHANGE FORM

Initiating School / Department: Department of Chemistry and Biology; School of Nutrition

Date of Submission: 13 May, 2003

Is this the Teaching School / Department, Program School / Department, or both? Both

Please add extra rows as needed if multiple courses are involved

Original signed by: \_\_\_\_\_

September, 2003

Provost & Vice President, Academic

Date

Course Code/Number	Course Title	Nature of Change (Use letters to indicate where provided)				Programs(s) School(s) Departments(s) Continuing Ed. Affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Re-position (R) Addition (A) Deletion (D)	Required (R) Elective (E)  Professional- Elective (PE)  Professionall y-Related Elective (PRE)				
CHY 200	Organic Chemistry	Change lab. from 3hrs. to 1.5 hrs.	N		R	School of Nutrition	<i>The School of Nutrition and The Department of Chemistry, Biology and Chemical Engineering have reviewed and discussed the requirement for and the appropriateness of organic chemistry laboratory experience for students in the Food and Nutrition program. We agree that a 3-hour laboratory experience every second week, consisting of labs which provide an introduction to organic experiments as well as preparation for biochemistry labs is the model best suited to these students. Therefore, we recommend that the course description be revised to include a 3-hrou. lab every second week, and that this change be effective starting in the winter of 2004. The printed calendar change would take effect in fall 2004.</i>		W04




*(Revised July 23/03)*

**Ryerson University**  
**School of Graduate Studies**

**REPORT TO ACADEMIC COUNCIL, FOR October 7, 2003**

1. The School of Graduate Studies submits the attached graduate course change forms from the graduate program in Communication and Culture.
2. The School of Graduate Studies submits to Academic Council for information that the change in the Communication and Culture PhD degree requirements to consist of a minimum of six half courses from eight half courses, to be taken from the approved courses in the PhD Curriculum, as stipulated by SGS Council in its conditional approval of the PhD Curriculum on February 13, 2003, was approved by SGS Council at its June 19, 2003, meeting.
3. The School of Graduate Studies submits to Academic Council for information that the changes to the Communication and Culture grading scheme for the MA project and MA Major Research Paper have been approved by SGS Council at its June 19, 2003 meeting, with the changes including: removing the letter grade and rendering the grading practice consistent by providing for the standard grades of "Passed" and "Failed" for the MA Thesis, Project, and Major Research Paper.

*Original signed by:*

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Dr. Maurice Yeates  
Chair  
School of Graduate Studies Council

**COURSE CHANGE FORM - 2**

**School of Graduate Studies**

**Graduate Program:** Joint Graduate Program in Communication and Culture

**Initiating School/Department:** Joint Graduate Program in Communication and Culture

**Approval of Provost & VP Academic:** *Original signed by:*  
Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required/ Elective	Credits	Programs Affected	Implement Date	Purpose of Change
		Amended	Deleted	Added					
CC8xxx	The Culture of the Avant-garde Modernity's Discontents			X	Elective in Media and Culture	One	GCAC, GCAP, GCDC	Jan 2004	The addition of this course to the Media and Culture area of concentration will provide for an examination of the relation of vanguard movements in the arts to political radicalism between 1900 and 1970, a period during which many of these movements valorized the artistic imagination and attacked the authority that modern culture had granted to reason. These issues are central to communication and culture.
CC8xxx	The Body and the Culture of Modernity			X	Elective in Media and Culture	One	GCAC, GCAP, GCDC	May 2004	The addition of this course to the Media and Culture area of concentration will provide for an examination of the atomization of radical vanguard aspirations of 1900 to 1970 into numerous different practices, particularly from the 1960s onward when the focus was largely on the body. The body has always been the site of artistic concentration in the realms of the self, gender, sexuality, power and control in society, and this concentration is central to the understanding of culture and communication.

**COURSE CHANGE FORM - 2**

**School of Graduate Studies**

**Graduate Program:** Joint Graduate Program in Communication and Culture

**Initiating School/Department:** Joint Graduate Program in Communication and Culture

**Approval of Provost & VP Academic:** *Original signed by:*  
Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required/ Elective	Credits	Programs Affected	Implement Date	Purpose of Change
		Amended	Deleted	Added					
CC8xxx	The Cultural Conditions of Authorship: Wherefore the Author?			X	Elective in Media and Culture	One	GCAC, GCAP, GCDC	January 2004	The focus of this course on the author and the cultural conditions of authorship will provide important theoretical and historical background for any analysis of media and culture, in particular popular culture, in the twenty-first century in the area of subjectivity and identity.







**Awards & Ceremonials Committee**  
**October 7, 2003**  
**Report #F2003-1**

There were 2814 degree candidates approved for June graduation, as compared to 2645 degree and 6 Diploma candidates in 2002. Of these 394 graduated with honours, as compared to 359 for 2002.

The Governor General's Academic Silver Medal was awarded to Mabel Lim, Occupational and Public Health.

Gold Medal Awards and Howard Kerr Memorial Scholarship were awarded to:

Faculty of Arts: Carola Perez, Geographic Analysis

Faculty of Business: Jennifer MacArthur, Business Management

Faculty of Communication & Design: Meghan Telpner, Fashion

Faculty of Community Service: John-Paul Tzountzouris, Health Services Management

Faculty of Continuing Education: Pamela Matthews, Film Studies Certificate

Faculty of Engineering & Applied Science: Hans Hamm, Aerospace Engineering

The Brian Segal Award was given to Truc Nguyen (Fashion) and Peter Cave (Aerospace Engineering).

Honorary Doctorate:

Arts & Community Services:

Roberta Jamieson

Bonnie Sherr Klein

Business:

Isadore Sharp

Joey & Toby Tanenbaum

Communication & Design:

Glenn Pushelberg & George Yabu

Richard Wright

Engineering & Applied Science:

Fraser Mustard

Linda Hasenfratz

Respectfully submitted,

*Original signed by:*

Claude Lajeunesse, Chair  
for the Committee:

K. Alnwick, S. Boctor, M. Booth, I. Bryan, D. Glynn, P. Luk, M. Mazerolle, M. Moshe,  
M. Panitch, R. Ravindran, I. Shapiro, P. Schneiderman, T. Sly, M. Yeates

**Report #F2003-01 to Academic Council  
from the Research Ethics Board  
7 October 2003**

The academic year 2002-2003 was another busy and productive one for the Research Ethics Board (REB). The Board met eleven times during the year. Our main activities consisted of reviewing ethics protocols and discussing issues related to policies and procedures.

The REB received 57 ethics protocols over the year. Of these submissions, 53 were approved, one was directed elsewhere, and three are pending. Submissions were approved from all five Faculties and the School of Graduate Studies. They potentially involved more than 10,200 subjects (up from 7300 subjects last year). In addition, the REB processed a number of renewals and consulted with researchers on numerous occasions.

Operating under the Tri-Council Policy Statement: Ethical Conduct For Research Involving Humans for the fourth year, the REB has continued its work on interpreting the policy and developing processes and procedures for implementation that result from that policy. Towards that end, the REB devoted a considerable amount of time this year to issues dealing with student research.

The REB has developed a document entitled "Students' Rights as Research Subjects," which describes what students can expect regarding their rights should they be asked to participate in a research study. It sets out information that must be included in a Consent Form, describes the student's right to be free from any coercion or bias that might result if the researcher is the student's instructor, describes how a researcher may and may not obtain subjects' names in keeping with the University's privacy policy, and addresses the issues of deception and conducting research during class time. (To view the document, please see the ORS Website. Click on "Ethics - Humans" > "Student Research" > "Students as Subjects.")

The REB has almost completed work on a set of ethical review procedures that will apply to undergraduate student research projects. Over the next few months, Alex Karabanow, from ORS, and the Chair of the REB will be meeting with each of the Deans and Directors to obtain feedback on the draft proposal prior to putting the procedures in place.

The REB has begun discussion of the issue of course credit for participation in research. Discussion has focused on the use of subject pools, the educational value of the participation, the type of incentives offered, and the issues of coercion and confidentiality.

As well, REB discussions have dealt with other topics, including data storage and compensation/incentives for subjects.

Issues for discussion in the current year include completing the work dealing with the procedures for the ethical review of undergraduate student research projects, clarifying the procedures for the ethical review of graduate student research projects, developing a set of guidelines that deal with course credit for participation in research, determining when a research project no longer requires REB oversight, developing review procedures for research begun elsewhere, and establishing procedures for handling research projects where data collection was begun before ethics approval was obtained. Finally, the REB will also be discussing two issues that are currently under discussion at the national level as well, namely developing guidelines related to art and ethics and clarifying the definition of research involving human subjects.

Report submitted by

Original signed by:  
Robert Rinkoff, Ph.D., Chair of the REB

REB Members: Geoff Arnold, Community Member; Doug Clarke, Legal Representative; Pat Corson, Graduate Studies; David Golen, Undergraduate Student Member; Richard Kup, Undergraduate Student Member; Maurice Mazerolle, Business; Jay Mowat, Community Member; Bob Murray, Arts; Valerie O'Brien, Graduate Student Member; Ann Rauhala, Communication and Design; Robert Rinkoff, Community Services (Chair); Sue Williams, Community Services; and Xiao-Ping Zhang, Engineering and Applied Science. Ex-officio Members: Robert Dirstein, ORS; Alex Karabanow, ORS; and Diane Schulman, Secretary of Academic Council.

## REPORT OF THE ACADEMIC STANDARDS COMMITTEE

### Report #F2003 -1 October 7, 2003

Further documentation on the items addressed in this and all other ASC reports is available for review from the Secretary of Academic Council.

Sections A and B of this report presents recommendations from the Academic Standards Committee of 2002/03 on items considered after the May, 2003 Academic Council meeting.

### SECTION A. PERIODIC PROGRAM REVIEWS

The following reviews have been completed in accordance with Academic Council Policy #126, *The Periodic Review and Evaluation of Undergraduate Programs at Ryerson*. By this policy and its associated procedures, all programs are reviewed on a cyclical basis with respect to academic quality, societal need, and financial sustainability. The reviews were undertaken under the guidelines in effect as of May, 2001. In varying degrees they have been adjusted while in progress to conform to the current policy approved by Academic Council in May, 2002. The current policy will pertain to all reviews undertaken in 2002/03 and thereafter.

#### 1. Periodic Program Review: *Image Arts*

##### Program Description

The School of Image Arts has existed in some form for as long as Ryerson itself, tracing its origins to the Photographic Arts Department founded in 1948. The School has been consistently at or near the leading edge of Ryerson's academic evolution, being one of the first to introduce an integrated four year curriculum (1969), to eliminate its diploma programs in favour of four year degrees (1974), and to introduce the Bachelor of Fine Arts degree designation (2001).

The School's mission highlights its undergraduate program, graduate studies, and SRC activity. Of these, the principal focus of this review is the undergraduate program which builds on “a balance of theory and practice, fine art and commercial production, while nourishing critical thinking and freedom of expression”. The program recognizes “the vital contribution of art, design, and cultural studies” which are interwoven through each year of the curriculum.

Students entering the school choose one of three options. *Film Studies* educates filmmakers in the creative and scholarly exploration of the film medium. *Photography Studies* provides a comprehensive academic framework for studies in both traditional and electronic photographic image making. *New Media Studies* explores new media within a balanced theoretical and applied environment consisting of a community of creators and inquirers. Taken as a whole, the program's primary objective is to “graduate students with the theoretical knowledge, technical skills and intellectual flexibility to significantly contribute to the increasingly complex fields of culture, communications, and media production on national and international levels”.

During the course of the program review, curriculum revisions were undertaken by the School. At present, the curriculum consists of 36–42 one-semester course equivalents depending on the

option<sup>1</sup> (Ryerson calendar, 2002/03, pp. 295–301). Between 24 and 32 one-semester equivalents are required foundational and option-specific courses. Six are liberal studies electives and the remainder professional and professionally-related electives. The majority of professionally-related electives are offered by Image Arts with a smaller number available from English, History, Music, and Psychology. In first year, students take a common foundation curriculum comprising art history, design, theory, and liberal studies courses as well as two option-specific courses. Years 2–4 focus increasingly on courses particular to the student's option.

Each option registers approximately 50 students per year, selected from a total applicant pool of nearly 3,000 students. The number of applicants has increased annually in each of the options over the past five years. Not surprisingly, the average grades of entering students have also increased consistently with the program aggregate in 2002 being approximately 86%, well above the mean average for both Ryerson and the Faculty of Communication and Design. The admission of secondary school graduates is based on overall averages, the presentation of an English/Anglais U-level course, and a portfolio review.

The School is integrally involved in a planned graduate program in Communications and Culture and is partnering with George Eastman House to offer a masters program in photographic preservation and collections management. The School's SRC activity is extensive, increasing, and well integrated into the undergraduate program.

### **The Program Review: Introduction**

The review is extremely thorough, informed by surveys of current students, recent graduates, and alumni employers, as well as by input from the Advisory Committee and analysis by faculty in each of the three options. Indeed, this is one of the most thorough reviews the Standards Committee has evaluated. Its supporting documentation, including course outlines and curriculum vitae, is exemplary.

### **Program Strengths and Weaknesses**

Assessments were conducted by and for each of the option areas as part of the self-study. The following table presents results in an abbreviated, illustrative form.

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<sup>1</sup> In the New Media option, which requires 36 one-semester course equivalents, production courses are scheduled for 9 hours per week and have a weighting of 3.0.

<i>Option Area</i>	<i>Strengths</i>	<i>Weaknesses</i>
<b>Film Studies</b>	<ul style="list-style-type: none"> <li>• faculty capable of integrating theory and practice</li> <li>• supportive and inspirational learning environment</li> <li>• small class sizes and low teacher / student ratio</li> <li>• international exchange opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• greater contact needed with external artists, practitioners, and academics</li> <li>• need for more communication of research activities between faculty and students</li> <li>• improved critical thinking required</li> <li>• more advanced elective courses needed</li> </ul>
<b>New Media</b>	<ul style="list-style-type: none"> <li>• technological proficiency, with a wide range of expertise available to students</li> <li>• international exchange opportunities</li> <li>• international research collaborations</li> <li>• students highly regarded by employers</li> </ul>	<ul style="list-style-type: none"> <li>• insufficient teaching support and lack of dedicated teaching facilities</li> <li>• limited New Media electives</li> <li>• goals and directions of the option require clearer definition</li> <li>• not enough faculty</li> </ul>
<b>Photography Studies</b>	<ul style="list-style-type: none"> <li>• faculty capable of integrating theory and practice</li> <li>• interdisciplinary studies encouraged through elective options</li> <li>• student participation in faculty research</li> <li>• international exchange</li> </ul>	<ul style="list-style-type: none"> <li>• greater contact needed with external artists, practitioners, and academics</li> <li>• production costs for students</li> <li>• improved critical thinking required</li> <li>• lacking professionally-related electives in early years opportunities</li> </ul>

Student surveys provide important additional perspective on a program's strengths and weaknesses. In the case of Image Arts, survey results indicate a variety of concerns in relation to each of the options, perhaps most notably New Media. Weak satisfaction scores are evident in respect to the organization of course content and the program's role in improving communication skills, leadership, entrepreneurship, and understanding people from different cultures, among others.

A peer review was conducted by a team comprising William McDonald (PRT Chair; Professor, UCLA), Jean Gagnon (Director of Programs, the Daniel Langlois Foundation) and Geoffrey James (independent photographer). PRT members provided a broadly-based analysis of each option and of the program as a whole. Some of the team's suggestions were:

- to maintain the fundamental orientation towards studio-based learning.
- to develop media studies courses to be offered to students across the University.

- to provide greater assistance to students in preparing for their transition to professional practice.
- to ensure that students work with numerous faculty members during their four years of study.
- to develop a faculty renewal plan in each option and to cultivate leadership from within the faculty ranks.
- to enhance development (fund-raising) capacity.

### **Responses to Identified Weaknesses**

The School has initiated a number of responses to observed strengths and weaknesses and has developmental plans in place to address several others. Responses to date include:

- curriculum revisions, approved by Academic Council in Winter, 2001.
- allocation of dedicated teaching space to the New Media option, effective Fall, 2003.
- enhanced academic advising.

### **ASC Evaluation**

Taken as a whole, this is an excellent program review. It provides a great deal of information and analytical content for the School to build upon, and reveals much about elements of the program that need to be either preserved or changed.

In the context of this favourable response, the committee does have certain concerns. One has to do with the student survey results, which we think deserve further consideration. The surveys suggest a degree of dissatisfaction in some areas that cannot be explained adequately by references to “not enough faculty” or “inadequate support for teaching”, for example. Two other concerns are more general, related, but not exclusive, to the Image Arts review. One has to do with employer surveys. The other has to do with programs with multiple options. In respect to the latter, it is reasonable—desirable, in fact—for each option area to conduct a focussed analysis of strengths and weaknesses of its own area. However, it is worrisome when the self-study provides no over-arching analysis and developmental plan for the program/school as a whole. An academic program is not simply the sum of its parts. It is also the interplay among those elements and the texture that emerges from the intellectual engagement among them.

### **Summary Comments and Suggestions**

The committee suggests that the follow-up report from the School of Image Arts address the following along with the broader array of strengths and weaknesses raised in the self-study and in the developmental plans.

- Student survey results should be analysed more comprehensively. The School should consider conducting the survey again in 2004/05 to ascertain whether the patterns are consistent.
- The School should provide an assessment of strengths and weaknesses and a developmental plan for the program as a whole. (This will synchronize quite well with the time lines associated with the University's academic planning process.)



## **Follow-up Report**

In keeping with usual procedure, a follow-up report is to be submitted to the Dean and Vice President, Academic by the end of June, 2004.

### **Recommendation:**

Having determined that the Image Arts program review satisfies the relevant policy and procedural requirements, the Academic Standards Committee recommends:

That Academic Council approve the periodic program review as conducted by the School of Image Arts.

## **2. Periodic Program Review: *Public Administration***

### **Program Description**

The program in Public Administration was introduced in September, 1984 to “meet the specialized education needs of public sector employees and administrators”. Administered by the School of Public Administration, a component of the Department of Politics, it continues to be the only part-time undergraduate Public Administration program in Ontario. The program's mandate has broadened to respond to the educational needs of individuals working in the “public sector, para-public sector, and not-for-profit and voluntary sectors”.

The School has established a number of objectives related to students, faculty, and curriculum. These include:

- to provide flexible lifelong learning opportunities to those employed in the public and other related sectors.
- to provide a supportive, participatory, flexible learning environment.
- to offer guidance and support through a mentoring system, a newsletter, resource materials and orientation nights.
- to provide a theoretical framework and the critical analytical skills necessary to understand the political and public environment in which Public Administration is practised and to develop students' ability to apply and integrate these ... into their career experience.
- to develop the capacity to think critically and communicate effectively in writing and orally.
- to foster a sense of professional and public responsibility.

In support of its objectives, the School offers a curriculum of 40 one-semester course equivalents offered at three levels.<sup>2</sup> (See Ryerson Part-Time Program Calendar, 2002/03, pp. 222–226) Levels 1 and 2 require 8 courses each, and successful completion results in the award of a certificate and advanced certificate, respectively. Level 3 comprises 24 courses and, upon completion, results in the award of a B.A. Taken as a whole, the curriculum includes 19 required

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<sup>2</sup> In part-time programs it is common for courses to be organized by level rather than by program year.

professional courses, 4 professional electives, 6 liberal studies electives, and 11 professionally-related electives. Professionally-related courses are drawn from a wide range of disciplines including Business, Information Technology Management, Occupational and Public Health, Economics, and Interdisciplinary Studies. Through their professionally-related courses, students have access to virtually every Minor offered at Ryerson.

The program is offered via several delivery modes (conventional, intensive workshops, and distance education) and at several locations. In addition to on-campus delivery, courses are offered periodically at government offices. Through a partnership with the Ontario Fire Marshall's Office and the Ontario Fire College, the program is offered to a special cohort in Gravenhurst. Through a partnership with the First Nations Technical Institute, it is offered in various First Nations including Tyendenaga, Whitefish, and Rama.

Admission to the program is based on either the OSSD with a minimum average of 70% in six U/M courses or mature student status. Given the nature and objectives of the program, it is perhaps not surprising that a high percentage of the student body is of the mature category (60% in 2000/01). Over a four year period, admission to the program has averaged about 100 annually. As in a number of part-time programs, retention rates are of concern. Public Administration students are able to leave with certificates after either of the first two program levels, and the evidence suggests that many do. In recent years, the number of degree graduates per year has varied from a high of nearly 30 to a low of less than 10.

In addition to offering its undergraduate program, the School of Public Administration and Governance is a participant in the graduate Communications and Culture program, the certificate in Voluntary and Non-Profit Sector Management, the Centre for Excellence in Research in Immigration and Settlement, and a variety of other initiatives of a cross-disciplinary nature.

### **The Program Review: Introduction**

The review, conducted over portions of the 2000/01 and 2001/02 academic years, provides a comprehensive base of information about the program and school. This includes student data, student and graduate surveys, and a comparator review. The self-study initially submitted was deficient in certain analytical elements, and one or two items called for by Ryerson's program review policy were omitted. A follow-up report was provided by the School at the request of the ASC, and went a considerable way towards filling these gaps.

### **Assessment of Strengths and Weaknesses**

The follow-up report from the School, in conjunction with the PRT report and information presented in the initial self-study documents, provides valuable insight into both strengths and weaknesses.

#### *Strengths*

The School's most evident strength lies in its faculty who are committed to the program and its students and who are deeply engaged with their academic field(s). The curriculum is impressive in its blend of flexibility and structure, and the array of delivery modes maximizes learning

opportunities for students. These strengths are emphasized by the PRT<sup>3</sup>, who also point favourably to the potential inherent in the recent incorporation of the School of Justice Studies into the Department of Politics.

### *Weaknesses*

There can be little doubt that the program's greatest weaknesses lie in the areas of student demand and a changing student body. The "Ryerson cohort" is experiencing especially worrisome application and enrolment trends, and an increasing percentage of students do not fit the traditional profile of mid-level public service employees. Laudable though the objectives, format, and delivery mechanisms may be in their own right, there are concerns as to whether they respond optimally to current student demand. The School and the PRT have both raised the question of whether the part-time program should be replaced by a newly-configured full-time program.

The wide-ranging activity pattern of faculty is seen as a strength but also, in a different light, as a weakness. The PRT points with concern to the degree to which faculty members are "stretched" in keeping the School's agenda moving forward.

Student and graduate surveys generally range from positive to extremely positive. Dimensions of the program that are rated less favourably include the enhancement of leadership capacity and development of an international perspective.

### **Responses to Strengths and Weaknesses**

The School's developmental plan addresses, or sets out a commitment to address, several key issues: the future of the part-time program and, correspondingly, the possibility of introducing a full-time program; the integration of Justice Studies into the School and its program activities; the development of internship options; and the enhancement of communication skills and critical thinking. As well, some 24 long-term goals are identified, ranging in scale from the development of a graduate program to the revision of the School's home page.

### **ASC Evaluation**

The School's conclusion that the future of the part-time program is in some doubt is presented compellingly. Student demand is fragile, certainly in respect to the Ryerson cohort, and it appears time to seek other means to serve the educational requirements associated with public sector management. The Standards Committee is inclined to accept this as a central outcome of the Public Administration program review and, in this light, to place proportionately less weight on the fact that other components of the review are somewhat limited analytically.

The committee has some misgivings about the developmental plan, particularly in light of repeated mentions of heavy faculty workloads. Eight central action items and 24 "long-term goals" reflect an abundant and thoroughly admirable level of commitment, but seem to the committee to represent an accumulation of additional burdens rather than a plan. We would like to see the School establish clear priorities within this menu of actions, and to develop associated time lines and methods for achieving the goals. The future of the part-time program and/or its replacement by some other configuration obviously has to be a high priority.

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<sup>3</sup> Drs. Frances Abele (Carleton University) and Barbara Wake Carroll (McMaster University).

The School has undertaken to do an employer survey to replace the one included in its initial self-study. (The initial survey was of very limited value for reasons largely beyond the control of the School.) This survey could yield valuable information as the School plans its further program initiatives.

### **Summary Comments and Suggestions**

We strongly encourage the School to give priority to further assessment of the viability of the part-time program and to a consideration of alternative program formats. We also encourage a reformulation of the developmental plan to create a clear framework and achievable timetable for meeting the goals and objectives that have been identified.

### **Follow-up Report**

In keeping with usual procedure, a follow-up report is to be submitted to the Dean and Vice President, Academic by the end of June, 2004.

### **Recommendation**

Having determined that the Public Administration program review satisfies the relevant policy and procedural requirements, the Academic Standards Committee recommends:

That Academic Council approve the periodic program review as conducted by the School of Public Administration.

## **3. Periodic Program Review: *Midwifery Education***

### **Program Description**

In Ontario, Midwifery has existed as a regulated, publically funded profession for only about a decade. Entry to Midwifery practice requires graduation from a Bachelor of Health Sciences (Midwifery) program offered exclusively by a consortium comprising Ryerson, McMaster, and Laurentian Universities. The consortium was established in 1992 and enrolment commenced at all three institutions in 1993. Ryerson's special contribution to the consortium lies in the area of flexible, part-time programming. Additionally, Ryerson's Midwifery Education Program (MEP) co-ordinates all clinical placements for the three universities.

The program is framed by a well articulated statement of beliefs and values, guiding principles, program goals, and outcome expectations for students. Collectively, these provide the basis for students to understand clearly their roles as health service providers, contributors to a young (in the regulatory sense) and growing profession, and lifelong learners. By way of example, the outcome expectations assert that students shall be able to:

- provide safe, competent and ethical midwifery care that includes counselling, teaching and support for women and their families within varied cultural, ethnic and socio-economic populations.

- promote childbirth as a normal part of women's health with an understanding of its cultural and social meanings.
- collaborate effectively with other health care providers; consult and refer appropriately. contribute to the development of the midwifery profession.

The curriculum offered by MEP differs significantly from the Ryerson norm because of the need to achieve complete equivalency among the three consortium partners. Students are required to take 25 one-semester course equivalents, structured at four different levels. (See part-time calendar, pp. 202–204.) Approximately half the program hours are devoted to clinical training. Seventeen courses fall into the required professional category, covering areas such as life sciences, the socio-cultural context, and clinical training. Four courses are professional/professionally-related electives drawn from Midwifery, Sociology, Politics and English. Two semesters of Biology are required, and two open electives complete the curriculum. Levels three and four are heavily weighted towards clinical placement, a logistically complex component of the program given that it can require students to move some distance from their home communities for extended periods of time.

Ryerson offers the program entirely on a part-time basis, though students are increasingly inclined to construct their learning plans on a full-time or nearly full-time basis.

The minimum requirement for admission to the program is the OSSD with Grade 12 U English, Chemistry or Biology, and a U or M level Social Science or Humanity. Non-academic criteria are also considered. In practice, students admitted to the program bring significant additional qualifications. More than half the students admitted since 1993 have been university graduates including several who have possessed graduate degrees. The remainder have had some university education or a college diploma. The number of qualified applicants has been in decline following an initial period during which previously unsatisfied demand resulted in extraordinarily high application numbers. The ratio of qualified applicants to spaces available is approximately 5 to 1, and with 20 students admitted each year many highly qualified applicants are unable to gain admission.

### **The Program Review: Introduction**

The MEP has undergone two major reviews in the past two years, the first done as part of a comprehensive consortium review and the second in conformity with Ryerson's program review procedures. This review is informed by student, graduate, staff and preceptor surveys and a far-ranging self-study.

### **Assessment of Strengths and Weaknesses**

Major strengths identified in the review include the program's academic rigour, small class sizes, intensive clinical experience, and supportive, highly capable faculty. Access to expertise across the consortium is considered to be a major asset, as is the inherent flexibility of a part-time program.

Many of the program's weaknesses have to do with the structural limitations of a young profession. For example, there is a shortage of clinical placements and of qualified preceptors.

This presents a challenge in program planning and for students who wish to accelerate their pace of study. While the part-time program mode is in many respects a strength, it clearly does not serve the needs of students who wish to study full time. The dual role of midwifery faculty as teachers and clinicians means that they are not in the department full time, which can have negative consequences for students and departmental administration. The lack of adequate on-campus space for clinical intensives is a distinct weakness, as is the lack of cultural diversity within the student body.

The peer review team (PRT)<sup>4</sup> affirmed the range of strengths and weaknesses and offered numerous recommendations pertinent to the curriculum. (E.g., the designation of “clinical associates”, a reduction of student workload in selected courses, and a strengthening of social science strength in the program.)

Survey responses indicate a high degree of overall satisfaction, particularly with faculty and the level of preparation for practice in the field. One of the few relatively negative responses comes in regard to the extent to which the program helps students cope with change and stress.

### **Responses to Strengths and Weaknesses**

The MEP has provided a very thoughtful and constructive response to the PRT report. Indeed, the response is among the most constructive of all such responses that have come before the Standards Committee.

The developmental plan is exceptionally and commendably student-centred. A range of initiatives are underway to enrich curriculum, enhance the flexibility of course delivery, improve access to University services and supports, and improve academic advising.

### **ASC Evaluation**

This is an excellent program review. It is thoughtful, open, and thorough, and its outcomes are obviously being taken very seriously by the MEP. If the Academic Standards Committee has a general complaint, it is ironically that the program has under-emphasized some of its own strengths. For example, our reading of the various surveys indicates a high level of satisfaction with many aspects of the program and its delivery that do not find their way into the self-study. In areas where weaknesses have been identified, the MEP has been very explicit about the nature of the difficulty and have set out well considered responses.

The MEP has been unable to complete an “employer survey” of the sort called for by Ryerson policy. This is a function of the pattern of self-employment in the profession.

The ASC is impressed not only by the program review but also by the quality of the MEP, both as an organizational unit and as the deliverer of the curriculum.

### **Summary Comments and Suggestions**

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<sup>4</sup> Susanne Houde (Director, Copenhagen School of Midwifery, Denmark) and Sally Pairman (Head of School, Otago Polytechnic School of Midwifery; Dunedin, New Zealand).

We have only two suggestions to put forward, each by way of reinforcing the School's own assessments.

- The lack of cultural diversity in the student body is worrisome, and we encourage the MEP to continue and intensify its efforts to connect with a broader student audience.
- We also encourage the MEP to explore the potential academic costs and benefits of moving to full-time program status.

### **Follow-up Report**

In keeping with usual procedure, a follow-up report is to be submitted to the Dean and Vice President, Academic by the end of June, 2004.

### **Recommendation**

Having determined that the Midwifery Education program review satisfies the relevant policy and procedural requirements, the Academic Standards Committee recommends:

That Academic Council approve the periodic program review as conducted by the Midwifery Education Program.

## **4. Periodic Program Review in *Health Services Management***

The ASC has received and evaluated the program review conducted by the School of Health Services Management (HSM). The review is substantially complete in relation to its initial reference year of 2000/01. However, for a variety of reasons the review could not be submitted until Fall 2002. In the intervening period a number of circumstances changed, most notably the development and approval of a companion program stream in Health Information Management to be housed in and administered by the School of Health Services Management. As well, new programs in the field have been, or are about to be, introduced at other universities in Ontario.

In response to these and other factors, the School has engaged in a work plan that approximates a second round of program review. The focal points are:

- the updating and clarification of the School's mission and objectives, especially in relation to the new Health Information Management program.
- an updated and expanded comparator review that will address related programs at York, the Michener Institute, and the University of Toronto at Scarborough, among others.
- a wide-ranging curriculum review.
- a revised developmental plan that will address the preceding matters as well as others.

In light of this work plan, to be completed by June, 2004, the ASC is of the view that it would be premature for us to bring formal recommendations to Council on the HSM program review. We propose to await completion of the current work plan and to report to Council based on the review in its entirety. This is not indicative of a failure on the part of the School to meet its program review obligations. Rather, it is a case of events overtaking the review, necessitating

that the School revisit some key elements called for by Ryerson's program review policy and procedures.

An interim report on the initial program review is on file with the Secretary of Academic Council and with the Vice President, Academic. This will be submitted to Council as part of our formal report on this matter or earlier if Council so wishes.

## **SECTION B: PROGRAM/CURRICULUM CHANGES**

In this section of our report we bring recommendations on two items: a proposed specialization in *Engineering Management Science* and curriculum restructuring in *Journalism*.

### ***1. Engineering Management Science***

Many Canadian engineering schools provide their students with opportunities to pursue studies in engineering management science. While the specific configuration and extent of such studies vary, they are for the most part offered over and above the core requirements of the program(s) in question. Ryerson's Faculty of Engineering and Applied Science (FEAS) proposes to offer a similar course of study to students in the Aerospace, Chemical, Civil, Computer, Electrical, and Mechanical engineering programs and in Applied Chemistry and Biology. (After the implementation phase, consideration may be given to extending the course sequence to students from other programs.)

The motivation for this initiative lies in the fact that a large percentage of engineering graduates move into management positions either immediately after graduation or later in their careers. The proposed "option specialization" introduces qualified students to four areas: strategic engineering management, operations management/research, financial sciences, and organizational sciences.

To enter the course sequence, students will be required to present CLEAR academic standing in their program at the end of first year. Students may also request entry at the end of their second year. To continue in the "option specialization", CLEAR standing will have to be maintained both in the core program and in the engineering management science courses. Courses will be taken over and above the regular program, and students will be responsible for any additional course fees. Upon application to graduate, students who have successfully completed the requisite courses will be awarded the special versions of the FEAS degrees created which include the reference "*Optional Specialization in Management Science*".

Faculty expertise is resident in Industrial Engineering, other engineering and science departments, and the School of Business Management (the latter in reference specifically to courses in accounting, finance, and entrepreneurship), and teaching faculty will be drawn from these areas. The program will be administered from the Office of the Dean of FEAS. Upon implementation, a curriculum committee will be struck. The Director of the School of Business Management will be invited to appoint a representative to the curriculum committee. The specialization requires students to successfully complete six courses, four of which are required and two of which are electives drawn from a list of five. (As noted above, a CGPA of 2.0 or higher is required.)



The following course codes are used for explanatory purposes only. Upon approval course number will be assigned by the Registrar. All courses are 3 hours lecture per week.

**Required:**

EMGS 201: Entrepreneurship and Innovation Management

EMGS 202: Operations Management

EMGS 203: Investment Analysis for Engineers and Applied Scientists (prerequisites ECN 801, IND 302, or CHE 411)

EMGS 204: Organization Design and Dynamics

**Electives:**

2 of the following:

EMGS 301: Management Information Systems (prerequisite EMGS 201)

EMGS 302: Operations Research (prerequisite EMGS 202)

EMGS 303: Managerial Accounting for Engineers and Applied Scientists (prereq. EMGS 203)

EMGS 304: Project Management (prerequisite EMGS 204; exclusions IND 713, CVL 742)

EMGS 305: Construction Management (prerequisite EMGS 204)

**ASC Evaluation:**

This is a departure from Ryerson's conventional program structure in that it does not fall comfortably into any of our existing designations: program, major, minor, certificate, or option—none is really suitable to the purpose. It is also somewhat unconventional in that it is a unit of study existing purely over and above the student's core program. This having been said, the committee judges the initiative to have considerable academic and career benefit to students. It also opens a door to cooperation between FEAS and the School of Business Management, albeit on a defined and limited basis. This crossover of expertise and experience is an important one that could perhaps act as a springboard to further cooperation. Finally, we are fully aware of comparable program initiatives in other engineering schools and would not wish Ryerson students to be disadvantaged because of the lack of a good fit with our current practices.

**Recommendation:**

Having satisfied itself of the academic merit of this proposal, the Academic Standards Committee recommends:

That Academic Council approve the proposed specialization in *Engineering Management Science*.

## 2. Program Restructuring in Journalism<sup>5</sup>

The proposed restructuring in Journalism is intended to meet three objectives: to bring greater coherence to the program, to introduce an Online stream, and to reduce program hours. These objectives are to be met in such a way that the current emphasis “on craft, on context, and on the critical” is maintained. The proposal follows a major curriculum review that has been in progress for approximately two years. The review included extensive surveys of students and employers.

The proposed changes are multifaceted, comprising adjustments to program structure, course content and delivery, and the balance between required and elective courses. The major alterations can be summarized as follows. The complete curriculum, both current and proposed, is presented as an appendix.

- An Online Journalism stream will be offered to complement current Majors in Broadcasting, Magazine, and Newspaper Journalism. (The Online stream is not identical in structure to the current Majors, as it will involve a one-year specialization in fourth year rather than a two-year specialization. Students from all three Majors will be eligible to apply for the Online stream after year 3.)
- Professional content in years one and two will be more consistently devoted to core skills—research, writing, interviewing, and basic reporting. New writing and interviewing modules will be added to existing content. Additional professionally-related electives will be offered from disciplines including Economics, Sociology, Politics, Geography, and Philosophy. In the proposed curriculum students will be eligible to earn Minors, initially in Economics, Public Administration, and Sociology. At the same time, there is a reduction in the number of professionally-related required courses including the elimination of required courses in History, French, and Politics.
- The program is streamlined in important ways. Average program hours drop from 20.5 per week to 17 per week. The number of courses is reduced in both professional and professionally-related categories, and hours are reduced in some existing professional courses.
- Several specific course changes are introduced. For example, JRN 243: Media Law, a required course in second year, is replaced by PHL XXX: Media Ethics and the Law, a required course in fourth year. A senior reporting course is added in fourth year, required for students in the Newspaper Major and optional for others. (Please see appendix for further details.)
- A self-directed, pass/fail grammar course is introduced in first year.
- A GPA variation is introduced. Students receiving a grade of less than C in first year JRN 010 News Reporting course will be placed on Probation. As a condition of the probationary program they will be required to repeat the course. They will not be permitted to take second year JRN courses until a grade of C is obtained. Additionally, students who fail the grammar courses JRN XXX will be unable to proceed to second year Journalism courses until a passing performance is achieved. (Examinations will be set at various times during the annual academic cycle.)

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<sup>5</sup> This proposal primarily affects the four-year degree program. The two-year post-degree program will be affected minimally, as outlined later in this report.

## **ASC Evaluation**

This is a complex proposal that was brought before the committee initially in late November, 2002. In the committee's judgment there are several positive aspects of the proposal. The program, at least in respect to its professional content, becomes more coherent. In respect to Journalism courses, delivery, content, focus, and the interrelations among courses are all improved. The Online Journalism stream is a significant benefit. In the professionally-related component, our assessment is less straightforward. We think there is a significant academic cost involved in the deletion of required courses such as History and Politics. The proposal initially submitted to the ASC left us unconvinced that these costs were adequately balanced by gains derived through other elements of the restructuring. However, a revised proposal was submitted at the committee's request and this, we believe, promises more positive outcomes. In this proposal, the program retains important strengths in its professionally-related requirements in English and Philosophy and adds breadth of opportunity for students through an enriched professionally-related elective category. The provision of access to Minors is a positive step in its own right, though we note that it will not be particularly easy for students to actually earn Minors because of the distribution of elective courses through the first three years of the program. The structure provided in the proposed curriculum will provide opportunities for the School of Journalism to further enrich and refine its professionally-related elective category over time.

The ASC has concluded that the proposed restructuring will result in worthwhile academic benefits to students.

## **A Comment on Implementation**

If approved, it would be possible for years 1 and 2 of the revised curriculum to be introduced simultaneously in 2004/05. This would enable students admitted into the current curriculum in Fall 2003 to migrate into second year of the revised program in 2004/05, thereby gaining access to the Online Journalism stream and other academically beneficial aspects of the restructured program. However, it would not be possible for this cohort of students to earn Minors without taking additional courses. In order to correspond with a simultaneous introduction, the two-year program changes would begin in 2005/06, and these students would also be able to take advantage of the Online Journalism stream.

## **Recommendation:**

Having satisfied itself of the academic merit of this proposal, the Academic Standards Committee recommends:

That Academic Council approve the proposed restructuring in *Journalism*.

Respectfully submitted by

*Original signed by*

Errol Aspevig,

for the 2002/03 Standards Committee :

- K. Alnwick (Registrar)
- C. De Souza (student, Food and Nutrition)
- I. Engel (Psychology)
- Z. Fawaz (Aerospace)
- K. Gates (Nursing)
- A. Gillis (Mathematics, Physics, and Computer Science)
- D. Glynn (Continuing Education)
- R. Goldsmith (Geography)
- R. Keeble (Urban and Regional Planning)
- J. Logan (Information Technology Management)
- A. Mitchell (Interior Design)
- D. Phelan (Library)
- D. Schulman (Academic Council Secretary; ex-officio)
- D. Snyder (Image Arts)
- R. Stagg (History)
- D. Sydor (Business Management)

## APPENDIX Journalism Curriculum: Current and Proposed

### PROGRAM: Journalism (4-year) Year One

Program Year/Semester JLMD1 – Year One  
Implementation Date 2004/2005  
Option (if applicable) n/a

#### EXISTING

	Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>			
ENG 050 Culture of the Modern	2	3	0
FRE XXX A French course	2	3	0
JRN 014 Reporting	2	3	4.5
JRN 101 Intro to Broadcasting (Radio)	1	1	3
JRN 113 Info Resources	1	2	0

#### Professional Electives:

n/a

#### Professionally-Related Electives:

##### Group B: Select two courses.

ECN 104 Intro Microeconomics	1	3	0
ECN 204 Intro Macroeconomics	1	3	0
PSY 102 Science of Psychology	1	3	0
SOC 104 Understanding Society	1	3	0

#### Liberal Studies:

The equivalent of one two-term course required from Table A.

#### PROPOSED

	Terms	Lec Hours	Lab Hours
ENG 050 Culture of the Modern	2	3	0
JRN 010 News Reporting	2	2	4
JRN 100 Info and Visual Resources	1	2	2
JRN XXX Grammar*	X	X	X

n/a

**Table 1:** Select one two-term course or two one-term courses. Note that minors are available in Public Administration, Economics and Sociology. Courses with asterisks denote choices from among the minors. First-year students should be careful to note pre-requisites when making their choices.

One two-term course or two one-term courses are required from Table A.

\* JRN XXX is a pass/fail, non-credit course, which students must successfully complete in order to register for JRN 020, JRN 112, JRN 200

**PROGRAM: Journalism (4-year) Year Two**

**Program** JLMD2 – Year Two  
**Year/Semester**  
**Implementation** 2005/2006  
**Date**  
**Option (if applicable)** n/a

**EXISTING**

	Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>			
HST 020 Themes & Issues in Cdn History	2	3	0
JRN 058 Intro to Magazines	2	3	0
JRN 112 Intro to Online Journalism	1	2	0
JRN 240 Intro to Broadcasting (TV)	1	0	4
JRN 243 Media Law	1	2	0
<b>Select one of:</b>			
ENG 060 Modern Women's Writing	2	3	0
ENG 061 19th Century Studies	2	3	0
<b>Professional Electives:</b>			
n/a			
<b>Professionally-Related Electives:</b>			
<b>Group B: Select two courses.</b>			
MGT 025 Business Administration	2	1	2
POL 015 City Politics in Canada	2	3	0
SOC 025 Media and Society	2	3	0
SWP 022 Social Welfare Pol. and Programs	2	3	0
<b>Liberal Studies:</b>			
The equivalent of one two-term course required from Table B.			

**PROPOSED**

	Terms	Lec Hours	Lab Hours
JRN 020 Feature Writing	2	3.5	0
JRN 112 Intro to Online Journalism	1	1.5	2
JRN 200 Intro to Broadcast Journalism	1	2	3
<b>Select one of:</b>			
ENG 060 Modern Women's Writing	2	3	0
ENG 061 19th Century Studies	2	3	0
n/a			
<b>Table 1:</b> Select one two-term course or two one-term courses from appended list. Note that minors are available in Public Administration, Economics and Sociology. Courses with asterisks denote choices from among the minors.			
One two-term course or two one-term courses are required from Table B.			

**PROGRAM: Journalism (4-year) Third-Year Options**

**Program** JLMB3 – Year Three  
**Year/Semester**  
**Implementation** 2006/2007  
**Date**  
**Option (if applicable)** **Broadcast**

**EXISTING**

	Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>			
JRN 050 Broadcast Reporting	2	0	7
JRN 300 Covering Diversity	1	1	2
JRN 310 TV Production	1	0	3
JRN 312 Research and Story Editing	1	0	3
POL 032 State and Public Policy	2	3	0
SOC 300 Sociology of Diversity	1	1	2
<b>Select one of:</b>			
ENG 070 Roots of Modernity	2	3	0
ENG 071 Mod Cdn Literature	2	3	0
ENG 072 Popular Literature	2	3	0

**Professional Electives:**

n/a

**Professionally-Related Electives:**

n/a

**Liberal Studies:**

The equivalent of one two-term course required from Table B.

**PROPOSED**

	Terms	Lec Hours	Lab Hours
JRN 050 Broadcast Reporting	2	0	6
JRN 301 Critical Issues	1	2	1
JRN 310 TV Production	1	0	3
JRN 312 Research and Story Editing	1	0	3
One, one-term English course.			

n/a

**Table 1:** Select one two-term course or two one-term courses from appended list. Note that minors are available in Public Administration, Economics and Sociology. Courses with asterisks denote choices from among the minors.

One two-term course or two one-term courses are required from Table B.

**PROGRAM: Journalism (4-year) Third-Year Options**

**Program** JLMM3 – Year Three  
**Year/Semester**  
**Implementation** 2006/2007  
**Date**  
**Option (if applicable)** **Magazine**

**EXISTING**

**Required Courses:**

	Terms	Lec Hours	Lab Hours
JRN 056 Magazine Reporting	2	3	4
JRN 057 Magazine Fundamentals	2	3	0
JRN 300 Covering Diversity	1	1	2
POL 032 State and Public Policy	2	3	0
SOC 300 Sociology of Diversity	1	1	2
<b>Select one of:</b>			
ENG 070 Roots of Modernity	2	3	0
ENG 071 Mod Cdn Literature	2	3	0
ENG 072 Popular Literature	2	3	0

**Professional Electives:**

n/a

**Professionally-Related Electives:**

n/a

**Liberal Studies:**

The equivalent of one two-term course required from Table B.

**PROPOSED**

	Terms	Lec Hours	Lab Hours
JRN 056 Magazine Reporting	2	3	3
JRN 057 Magazine Fundamentals	2	3	0
JRN 301 Critical Issues	1	2	1
One, one-term English course.			

n/a

**Table 1:** Select one two-term course or two one-term courses from appended list. Note that minors are available in Public Administration, Economics and Sociology. Courses with asterisks denote choices from among the minors.

One two-term course or two one-term courses are required from Table B.



**PROGRAM: Journalism (4-year) Third-Year Options**

**Program** JLMN3 – Year Three  
**Year/Semester Implementation Date** 2006/2007  
**Option (if applicable)** **Newspaper**

**EXISTING**

	Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>			
JRN 051 Copy Editing	2	0	3
JRN 053 Print Reporting	2	3	4
JRN 300 Covering Diversity	1	1	2
POL 032 State and Public Policy	2	3	0
SOC 300 Sociology of Diversity	1	1	2
<b>Select one of:</b>			
ENG 070 Roots of Modernity	2	3	0
ENG 071 Mod Cdn Literature	2	3	0
ENG 072 Popular Literature	2	3	0

**Professional Electives:**

n/a

**Professionally-Related Electives:**

n/a

**Liberal Studies:**

The equivalent of one two-term course required from Table B.

**PROPOSED**

	Terms	Lec Hours	Lab Hours
JRN 051 Copy Editing	2	1	2
JRN 053 Print Reporting	2	2	4
JRN 301 Critical Issues	1	2	1
One, one-term English course.			

n/a

**Table 1:** Select one two-term course or two one-term courses from appended list. Note that minors are available in Public Administration, Economics and Sociology. Courses with asterisks denote choices from among the minors.

One two-term course or two one-term courses are required from Table B.

**PROGRAM: Journalism (4-year) Fourth-Year Options**

**Program** JLMB4 – Year Four  
**Year/Semester**  
**Implementation** 2007/2008  
**Date**  
**Option (if applicable)** **Broadcast**

**EXISTING**

	Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>			
JRN 410 Broadcasting Internship	1	0	8
JRN 412 Documentary Survey	1	4	0
PHL 530 Media Ethics	1	3	0
<b>Select one of:</b>			
JRN 901 Radio Masthead <sup>†</sup>	1	0	9
JRN 902 TV Masthead <sup>†</sup>	1	0	9
<b>Professional Electives:</b>			
<b>Group B: Select two of:</b>			
BRD 800 Public Relations	1	6	0
ENG 700 Great Journalism	1	6	0
JRN 800 TV Documentary *	1	0	6
JRN 801 Radio Documentary *	1	0	6
JRN 802 Investigative Techniques	1	3	3
JRN 803 Freelance Writing	1	3	3
<b>Professionally-Related Electives:</b>			
n/a			
<b>Liberal Studies:</b>			
n/a			

**PROPOSED**

	Terms	Lec Hours	Lab Hours
JRN 410 Broadcasting Internship	1	0	8
JRN 412 Documentary Survey	1	4	0
JRN 902 TV Masthead	1	0	9
PHL XXX Media Ethics and the Law	1	3	0
<b>Group B: Select one of:</b>			
ENG 700 Great Journalism	1	6	0
JRN 800 TV Documentary	1	0	6
JRN 801 Radio Documentary	1	0	6
JRN 802 Investigative Techniques	1	3	3
JRN 803 Freelance Writing	1	3	3
JRN 805 Senior Reporting	1	0	6
n/a			
n/a			

**PROGRAM: Journalism (4-year) Fourth-Year Options**

<sup>†</sup> Four days per week for six weeks

\* Only one may be selected

**Program** JLMM4 – Year Four  
**Year/Semester**  
**Implementation** 2007/2008  
**Date**  
**Option (if applicable)** **Magazine**

**EXISTING**

**PROPOSED**

	Terms	Lec Hours	Lab Hours		Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>							
JRN 054 Advanced Magazine Writing	2	3	5	JRN 054 Advanced Magazine Writing	2	3	4
JRN 055 Advanced Magazine Editing	2	3	0	JRN 055 Advanced Magazine Editing	2	3	0
JRN 090 Magazine Masthead	2	0	4.5	JRN 090 Magazine Masthead	2	0	4.5
PHL 530 Media Ethics	1	3	0	PHL XXX Media Ethics and the Law	1	3	0
<b>Professional Electives:</b>							
<b>Group B: Select one of:</b>				<b>Group B: Select one of:</b>			
BRD 800 Public Relations	1	6	0	ENG 700 Great Journalism	1	6	0
ENG 700 Great Journalism	1	6	0	JRN 802 Investigative Techniques	1	3	3
JRN 802 Investigative Techniques	1	3	3	JRN 805 Senior Reporting	1	0	6
<b>Professionally-Related Electives:</b>							
n/a				n/a			
<b>Liberal Studies:</b>							
n/a				n/a			

**PROGRAM: Journalism (4-year) Fourth-Year Options**

**Program Year/Semester** JLMN4 – Year Four  
**Implementation Date** 2007/2008  
**Option (if applicable)** Newspaper

**EXISTING**

	Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>			
ENG 700 Great Journalism	1	6	0
JRN 413 Newspaper Internship	1	0	8
JRN 903 Newspaper Masthead	1	0	9
PHL 530 Media Ethics	1	3	0
<b>Professional Electives:</b>			
<b>Group B: Select two of:</b>			
BRD 800 Public Relations	1	6	0
JRN 801 Radio Documentary	1	0	6
JRN 802 Investigative Techniques	1	3	3
JRN 803 Freelance Writing	1	3	3
JRN 804 Newsroom Leadership	1	3	3
<b>Professionally-Related Electives:</b>			
n/a			
<b>Liberal Studies:</b>			
n/a			

**PROPOSED**

	Terms	Lec Hours	Lab Hours
JRN 413 Newspaper Internship	1	0	8
JRN 903 Newspaper Masthead	1	0	9
JRN 805 Senior Reporting	1	0	6
PHL XXX Media Ethics and the Law	1	3	0
<b>Group B: Select one of:</b>			
ENG 700 Great Journalism	1	6	0
JRN 801 Radio Documentary	1	0	6
JRN 802 Investigative Techniques	1	3	3
JRN 803 Freelance Writing	1	3	3
n/a			
n/a			

**PROGRAM: Journalism (4-year) Fourth-Year Options**

**Program Year/Semester** JLMO4 – Year Four  
**Implementation Date** 2007/2008  
**Option (if applicable)** Online

**EXISTING**

Terms Lec Hours Lab Hours

**Required Courses:**

**Professional Electives:**

**Professionally-Related Electives:**

**Liberal Studies:**

**PROPOSED**

Terms Lec Hours Lab Hours

JRN 414 Online Internship 1 0 8  
JRN 905 Online masthead 1 0 9  
JRN 906 Online Reporting 1 0 6  
PHL XXX Media Ethics and the Law 1 3 0

**Group B: Select one of:**

ENG 700 Great Journalism 1 6 0  
JRN 801 Radio Documentary 1 0 6  
JRN 802 Investigative Techniques 1 3 3  
JRN 803 Freelance Writing 1 3 3

n/a

n/a

**PROGRAM: Journalism (2-year) Year One**

**Program Year/Semester** JOUD1 – Year One  
**Implementation Date** 2006/2007  
**Option (if applicable)** n/a

**EXISTING**

**PROPOSED**

	Terms	Lec Hours	Lab Hours		Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>							
JRN 015 Intro to Broadcasting	2	0	6	JRN 015 Intro to Broadcasting	2	0	6
JRN 016 Print Reporting	2	3	5	JRN 016 Print Reporting	2	2	4
JRN 017 Copy Editing	2	1	1	JRN 017 Copy Editing	2	1	1
JRN 018 Intro to Magazine Writing	2	3	0	JRN 018 Feature Writing	2	3	0
JRN 112 Intro to Online Journalism	1	2	0	JRN 112 Intro to Online Journalism	1	1.5	2
JRN 243 Media Law	1	2	0	JRN 100 Info and Visual Resources	1	2	2
<b>Professional Electives:</b>							
n/a				n/a			
<b>Professionally-Related Electives:</b>							
n/a				n/a			
<b>Liberal Studies:</b>							
n/a				n/a			

**PROGRAM: Journalism (2-year) Year Two Options**

**Program** JOUC2 – Year Two  
**Year/Semester**  
**Implementation** 2007/2008  
**Date**  
**Option (if applicable)** **Broadcast**

**EXISTING**

**PROPOSED**

	Terms	Lec Hours	Lab Hours		Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>							
JRN 340 Media Ethics	1	3	0	JRN 340 Media Ethics and the Law	1	3	0
JRN 341 Broadcast Technology	1	1	1	JRN 410 Broadcast Internship	1	0	8
JRN 410 Broadcast Internship	1	0	8	JRN 412 Documentary Survey	1	4	0
JRN 412 Documentary Survey	1	4	0	JRN 902 TV Masthead	1	0	9
<b>Select one of:</b>							
JRN 901 Radio Masthead †	1	0	9				
JRN 902 TV Masthead †	1	0	9				
<b>Professional Electives:</b>							
<b>Group B: Select two of:</b>				<b>Group B: Select one of:</b>			
BRD 800 Public Relations	1	6	0	ENG 700 Great Journalism	1	6	0
ENG 700 Great Journalism	1	6	0	JRN 800 TV Documentary	1	0	6
JRN 800 TV Documentary *	1	0	6	JRN 801 Radio Documentary	1	0	6
JRN 801 Radio Documentary *	1	0	6	JRN 803 Freelance Writing	1	3	3
JRN 802 Investigative Techniques	1	3	3	JRN 805 Senior Reporting	1	0	6
JRN 803 Freelance Writing	1	3	3				
<b>Professionally-Related Electives:</b>							
n/a				n/a			
<b>Liberal Studies:</b>							
n/a				n/a			

† Four days per week for six weeks

\* Only one may be selected.

**PROGRAM: Journalism (2-year) Year Two Options**

**Program** JOUZ2 – Year Two  
**Year/Semester**  
**Implementation** 2007/2008  
**Date**  
**Option (if applicable)** **Magazine**

**EXISTING**

**PROPOSED**

	Terms	Lec Hours	Lab Hours		Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>							
JRN 054 Advanced Magazine Writing	2	3	5	JRN 054 Advanced Magazine Writing	2	3	4
JRN 055 Advanced Magazine Editing	2	3	0	JRN 055 Advanced Magazine Editing	2	3	0
JRN 090 Magazine Masthead	2	0	4.5	JRN 090 Magazine Masthead	2	0	4.5
JRN 340 Media Ethics	1	3	0	JRN 340 Media Ethics and the Law	1	3	0
<b>Professional Electives:</b>							
<b>Group B: Select two of:</b>				<b>Group B: Select one of:</b>			
BRD 800 Public Relations	1	6	0	ENG 700 Great Journalism	1	6	0
ENG 700 Great Journalism	1	6	0	JRN 802 Investigative Techniques	1	3	3
JRN 802 Investigative Techniques	1	3	3	JRN 805 Senior Reporting	1	0	6
<b>Professionally-Related Electives:</b>							
n/a				n/a			
<b>Liberal Studies:</b>							
n/a				n/a			



**PROGRAM: Journalism (2-year) Year Two Options**

**Program** JOUW2 – Year Two  
**Year/Semester**  
**Implementation** 2007/2008  
**Date**  
**Option (if applicable)** **Newspaper**

**EXISTING**

	Terms	Lec Hours	Lab Hours
<b>Required Courses:</b>			
ENG 700 Great Journalism	1	6	0
JRN 340 Media Ethics	1	3	0
JRN 413 Newspaper Reporting	1	0	8
JRN 903 Newspaper Masthead	1	0	9
<b>Professional Electives:</b>			
<b>Group B: Select two of:</b>			
BRD 800 Public Relations	1	6	0
JRN 801 Radio Documentary	1	0	6
JRN 802 Investigative Techniques	1	3	3
JRN 803 Freelance Writing	1	3	3
JRN 804 Newsroom Leadership	1	3	3

**Professionally-Related Electives:**

n/a

**Liberal Studies:**

n/a

**PROPOSED**

	Terms	Lec Hours	Lab Hours
JRN 340 Media Ethics and the Law	1	3	0
JRN 413 Newspaper Internship	1	0	8
JRN 805 Senior Reporting	1	0	6
JRN 903 Newspaper Masthead	1	0	9
<b>Group B: Select one of:</b>			
ENG 700 Great Journalism	1	6	0
JRN 801 Radio Documentary	1	0	6
JRN 802 Investigative Techniques	1	3	3
JRN 803 Freelance Writing	1	3	3

n/a

n/a

**PROGRAM: Journalism (2-year) Year Two Options**

**Program** Joux2 – Year Two  
**Year/Semester**  
**Implementation** 2007/2008  
**Date**  
**Option (if** Online  
**applicable)**

**EXISTING**

Terms Lec Hours Lab Hours

**Required Courses:**

**Professional Electives:**

**Professionally-Related Electives:**

**Liberal Studies:**

**PROPOSED**

Terms Lec Hours Lab Hours

JRN 340 Media Ethics and the Law 1 3 0  
JRN 414 Online Internship 1 0 8  
JRN 905 Online Masthead 1 0 9  
JRN 906 Online Reporting 1 0 6

**Group B: Select one of:**  
ENG 700 Great Journalism 1 6 0  
JRN 801 Radio Documentary 1 0 6  
JRN 802 Investigative Techniques 1 3 3  
JRN 803 Freelance Writing 1 3 3

n/a

n/a

**Table 1: Professionally-Related Electives**

**Note:** Courses appearing with asterisks are included in one of the available Minor programs (Economics, Public Administration, Sociology). Other courses may need to be taken in order to satisfy pre-requisites (for example, ECN 104 is a pre-requisite for courses in the Economics minor), and students are advised to check the requirements of each program before choosing. First-year students should be careful to note pre-requisites when making their choices, and may want to check with the Journalism school's administrative assistant first.

Course Code and Title	Term	Lec Hours	Lab Hours	Pre-Requisites
ECN 104 Introductory Microeconomics	1	3	0	
ECN 120 Evolution of the Global Economy I	1	3	0	
ECN 204 Introductory Macroeconomics	1	3	0	
ECN 220 Evolution of the Global Economy II	1	3	0	
ECN 301* Intermediate Macroeconomics I	1	3	0	ECN 104 and ECN 204 or equivalent
ECN 321* Introduction to Law & Economics	1	3	0	ECN 104 or equivalent
ECN 501* Industrial Organization	1	3	0	ECN 504
ECN 502* Economics of Natural Resources	1	3	0	ECN 104 and ECN 204 or equivalent
ECN 504* Intermediate Microeconomics I	1	3	0	ECN 104 and ECN 204 or equivalent
ECN 506* Money and Banking	1	3	0	ECN 104 and ECN 204 or equivalent
ECN 510* Environmental Economics	1	3	0	ECN 104 or equivalent
ECN 600* Intermediate Macroeconomics II	1	3	0	ECN 301
ECN 605* Labour Economics	1	3	0	ECN 104 and ECN 204 or equivalent
ECN 606* International Monetary Economics	1	3	0	ECN 301
ECN 614* An Introduction to Game Theory	1	3	0	ECN 504, ECN 420 or QMS 202 or equivalent
ECN 627* Econometrics I	1	3	0	ECN 301, QMS 702, ECN 420 or QMS 442
ECN 700* Intermediate Microeconomics II	1	3	0	ECN 504
ECN 702* Econometrics II	1	3	0	ECN 627 or GEO 304
ECN 703* Public Finance I	1	3	0	ECN 104 and ECN 204 or equivalent
ECN 707* Economics of International Trade	1	3	0	ECN 504
ECN 710* Transportation Economics	1	3	0	ECN 104 or IND 302
ECN 715* Advanced Microeconomics	1	3	0	ECN 504 and ECN 700

<b>Course Code and Title</b>	<b>Term</b>	<b>Lec Hours</b>	<b>Lab Hours</b>	<b>Pre-Requisites</b>
ECN 801* Principles of Engineering Economics	1	3	0	
ECN 803* Public Finance II	1	3	0	ECN 104 and ECN 204 or equivalent
ECN 808* Economics of Technological Change	1	3	0	ECN 104 and ECN 204
ECN 815* Advanced Macroeconomics	1	3	0	ECN 301 and ECN 600
ENG 018 The Nature of Narrative	2	3	0	
ENG 080 Reading Television	2	3	0	
FRE 041 (or 701 and 801) French for Today	2	0	3	FRE 031 or placement test
GEO 703 Perspectives on Environmental Management	1	3	0	
GEO 714 GIS for the Municipal Professional I	1	0	3	
GEO 719 GIS in Business: Strategic Management Decisions	1	0	3	
GEO 803 Recreation and Tourism Analysis	1	3	0	
HST 020 Themes and Issues in Canadian History	2	3	0	
MGT 402* Introduction to Managerial Economics	1	3	0	MGT 121 or MGT 200 and QMS 102 and QMS 202
PHL 400 Human Rights and Justice	1	3	0	
PHL 449 Philosophy of Punishment (Distance Education)	1	X	X	
POL 027* (or POL 302 and POL 402) Authority, Influence and Power in Canadian Politics	2	3	0	
POL 122* Local Politics and Government in Canada	1	3	0	
POL 220* Politics and Social Policy in Canada	1	3	0	
POL 222* Urban Policy in Canadian Cities	1	3	0	
POL 302* Power and Influence in Canadian Politics	1	3	0	
POL 402* Political Conflict in Canada	1	3	0	
POL 506* Issues in the Politics of Early Childhood Education	1	3	0	
PPA 022* (or PPA 322 and PPA 422) Theory and Practice of Public Administration	2	3	0	
PPA 521* Issues in Equity and Human Rights	1	3	0	
PPA 522* Provincial Government and Politics in Ontario	1	3	0	
PPA 533* Labour, the State and the Politics of Work	1	3	0	

<b>Course Code and Title</b>	<b>Term</b>	<b>Lec Hours</b>	<b>Lab Hours</b>	<b>Pre-Requisites</b>
PPA 600* Financial Planning, Mgt & Accountability	1	3	0	
PPA 601* Private/Public Partnerships	1	3	0	
PPA 623* Public Policy	1	3	0	PPA 422
PPA 624* Theories of Bureaucracy and Organization	1	3	0	PPA 422
PPA 629* Administrative Law and Government	1	3	0	
PPA 633* Public Sector Restructuring	1	3	0	PPA 533
PSY 102 The Science of Psychology	1	3	0	
PSY 108 Applied Problem Solving	1	3	0	
SOC 021* Canadian Families in a Changing World	2	3	0	SOC 011 or SOC 104
SOC 025* Media and Society	2	3	0	SOC 011 or SOC 104 or permission
SOC 028* Women, Power and Change	2	3	0	SOC 011 or SOC 104
SOC 031* Sociology of Health	2	3	0	SOC 011 or SOC 104 or permission
SOC 104* Understanding Society	1	3	0	
SOC 300* The Sociology of Diversity	1	3	0	
SOC 302* The City and Society	1	3	0	SOC 011 or SOC 104
SOC 319* Sociological Perspectives on Crime	1	3	0	
SOC 402* The City and Social Problems	1	3	0	SOC 011 or SOC 104
SOC 500* Youth and Society	1	3	0	
SOC 502* Violence and the Family	1	3	0	SOC 011 or SOC 104
SOC 504* Children and Society	1	3	0	SOC 011 or SOC 104
SOC 525* Media and Images of Inequality	1	3	0	
SOC 600* Globalization and Health	1	3	0	SOC 104 or any other lower-level SOC
SOC 606* Work and Families in the 21 <sup>st</sup> Century	1	3	0	SOC 104 or any other lower-level SOC
SOC 700* Men and Masculinities in the 21 <sup>st</sup> Century	1	3	0	SOC 104 or any other lower-level SOC
SOC 706 Sociology of the Global Economy	1	3	0	SOC 011 or SOC 104