RYERSON UNIVERSITY

AGENDA

ACADEMIC COUNCIL MEETING

Tuesday, January 13, 2004

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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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1. **President's Report**

Pages 1-6 **2.** **Report of the Secretary of Academic Council (#W2004-1)**
Election guidelines

3. **The Good of the University**

Pages 7-15 **4.** **Minutes:**
4.1 Minutes of the December 2, 2003 Meeting

5. **Business arising out of the Minutes**

Pages 16-21 5.1 New members of Academic Council

5.2 Revision of Summary of Discussion Form

5.3 Response to concerns about course change forms

5.4 Amendment to Student Code of Conduct
Motion: *That Academic Council amend the Student Code of Academic Conduct by the addition of the following clause to section A1.a: Plagiarism: iv. presenting another's substantial or compositional changes to an assignment as your own.*

5.5 Revision to Suspension motion – Amendment of Policy #46
Motion: *That Academic Council approve the amendment of Section 2.4.4 of the policy on Grading, Promotion and Academic Standing as outlined in this report.*

6. **Correspondence**
Pages 22-24 6.1 Letter from the Board re Presidential Search Committee

7. **Reports of Actions and Recommendations of Departmental and Divisional Councils**
Pages 25-31 7.1 From Arts:
- Course additions in Arts & Contemporary Studies
- Course changes in Psychology
- Course deletion in Public Administration and Governance
- Course changes in Sociology *(form distributed at the meeting)* *[Withdrawn]*

8.   **Reports of Committees**

            Motion #1: *That Academic Council approve the periodic program review as conducted by the School of Social Work.*

            Motion #2: *That Academic Council approve the periodic Program review as conducted by the Department of Geography.*

            Motion #3: *That Academic Council approve the proposed curriculum restructuring in Geographic Analysis.*

            Motion #4: *That Academic Council approve the proposed change to the admission requirements to the Post RN degree program.*

            Motion #5: *That Academic Council approve the certificate program in Advanced Safety Management.*

            Motion #6: *That Academic Council approve the certificate program in Fundraising Management.*

9.   **New Business**

10.   **Adjournment**

ACADEMIC COUNCIL ELECTIONS

(For Election Guidelines and forms, please access: 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

TO: Deans, Chairs and Directors, Departmental and Administrative Assistants

CC.   C. Lajeunesse, E. Aspevig, L. Grayson, M. Dewson, J. Sandys, A. Sarsfield, K. Alnwick, K. Marcienic, A. Cherrie, A. Noble, D. Glynn, *Ryersonian, Eyeopener*

FROM: Dr. Diane R. Schulman, Secretary of Academic Council

DATE: January 6, 2004

RE: **ACADEMIC COUNCIL ELECTIONS**

Attached are the revised *Guidelines for Academic Council Elections* including standard nomination forms. **Elections to Academic Council will be held in February**. Please consult the timeline for the exact dates for nominations and elections (attached).

NOTE: STUDENT ELECTIONS (EXCEPT FOR THE RyeSAC, CESAR AND CONTINUING EDUCATION REPRESENTATIVES) WILL NOW BE HELD ON-LINE.   IT IS ESSENTIAL THAT STUDENT NOMINATION FORMS BE SENT TO MY OFFICE BY FEBRUARY 6 SO THAT ELECTRONIC BALLOTS CAN BE CREATED.

FACULTY/CHAIR ELECTIONS WILL BE HELD IN DEPARTMENTS.

The composition of Academic Council is as follows:
- **Chair/Director representatives (5)**: One from each Faculty, elected by and from the Chairs/Directors in that Faculty
- **Faculty representatives (20):** Four from each Faculty, elected by and from the full-time members of that Faculty.
- **Continuing Education faculty representatives (5):** 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. The election of Continuing Education representatives will be coordinated by the Division of Continuing Education, but the actual voting will take place along with the regular Faculty elections. Please see the guidelines for the election details.
- **Ryerson Faculty Association (RFA) (1):** 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.
- **Canadian Union of Public Employees (CUPE) (1):** 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.
- **Student representatives (10):** Two from each of the five Faculties, elected by and from students registered in that Faculty. (see eligibility)
- **Continuing Education Student representatives (2):** Two elected by and from those students enroled in a Continuing Education course creditable to a degree, diploma or certificate program, and not enroled in an undergraduate or graduate program.
- **Graduate student representatives (2):** Two representatives elected by and from those students of the University enrolled in a graduate studies program
- **Ryerson Students' Administrative Council (RyeSAC) representative (1):** One representative who is duly elected to the position as specified in the By Laws of RyeSAC.
- **Continuing Education Students' Association of Ryerson (CESAR) representative (1):** one representative who is duly elected to the position as specified in the By Laws of CESAR.

Each Dean will receive a list of current members of Academic Council and their statuses. Faculty members who are in the middle of the two-year term shall be assumed to be completing that term. Faculty members who

are completing their first two-year term may be nominated for a second two-year term. Students who are completing their first one-year term may be nominated for a second one-year term.

GUIDELINES FOR ACADEMIC COUNCIL ELECTIONS 2004

For the purposes of this document "Chair" means "Chair or Director" and "Department" means "Department or School".

1. TIMELINE

E-Mail message to Students on Elections:	Monday, January 19, 2004
Nominations Open:	Monday, January 26, 2004
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Nominations Close:	Wednesday, February 4, 2004
Names of nominees forwarded by Chair to Dean	Thursday, February 5, 2004
Copies of nomination forms 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 Registrar's Office	Wednesday, February 11, 2004
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2. **ELECTORAL RESPONSIBILITIES**
   a. The **Secretary of Academic Council** shall, as Chief Electoral Officer:
      i. set the timeline for Academic Council elections;
      ii. provide all Deans and Chairs with instructions on the conduct of elections, as well as copies of standard student and faculty nomination forms;
      iii. provide standard nomination forms to both the RyeSAC and CESAR offices;
      iv. coordinate the central dissemination of information about the election, primarily through an e-mail notice to all students and an e-mail notice on the A-Update listserv. Election proclamation posters will be displayed on campus and advertisements will be placed in student newspapers;
      v. provide copies of a basic information sheet for students about Academic Council;
      vi. convene an orientation session for student candidates;
      vii. coordinate the posting of ballots on the Ryerson website;
      viii. verify the results of on-line student voting;
      ix. receive results of faculty/chair elections; and
      x. report election results to Academic Council.

   b. Each of the **Deans of the Five Faculties** will be responsible for the election of:
      i. two student representatives of the Faculty and shall **(see timelines for dates)**
         a. collect verified nomination forms from the departments;
         b. forward nomination forms to the Secretary of Academic Council within 2 days of the close of nominations;
         c. announce student candidates by means of an e-mail memorandum and poster at least one week prior to elections;
      ii. one Chair/Director and four faculty representatives from the Faculty, and shall:
         a. establish guidelines for the allocation of the five Academic Council positions and report them to the Secretary of Academic Council;
         b. monitor and conduct the election of the Chair/Director representative;
         c. ensure that all faculty are informed of the election, including nomination procedures and voting arrangements;
         d. announce the candidates for the faculty representative positions, including constituencies, if any;
         e. announce arrangements for all-candidate student and faculty meetings, if required by the candidates;
         f. prepare and distribute sufficient copies of ballots for each faculty position to appropriate departments;
         g. review procedures for administration of elections with the chairs;
         h. in cases where the constituency includes more than one department, collate final tallies of votes;
         i. collate and report the election results to the Secretary of Academic Council.

   c. Each **Chair** shall:
      i. process student and faculty nomination forms, verifying eligibility to run for office;
      ii. determine voting eligibility of faculty;
      iii. provide one central departmental polling facility for faculty voting, and administer the elections in accordance with the rules set out below;
      iv. select persons to staff polling place for the designated time, assuring constant coverage

<ol type="v" start="5">
review election procedures with polling place staff;
assure that appropriate ballots have been received from the Dean;
assure that a list of eligible faculty and a ballot have been received from the Dean of Continuing Education;
forward the completed Continuing Education ballots to the Dean of Continuing Education;
tally the other ballots as established in the rules below;
report the results of the vote to the Dean.

<ol type="a" start="4">
The Dean of Continuing Education shall be responsible for the election of:
<ol type="i">
<u>two student representatives</u> and shall:
<ol type="a">
collect verified nomination forms from students;
forward the names of student nominees to CESAR and to the Secretary of Academic Council;
ensure that elections for student representatives are conducted by CESAR at the same time as the CESAR elections

<u>five C.E. faculty representatives</u> and shall

<ol type="i">
prepare lists of eligible faculty voters and candidates from each department;
solicit nominations from the eligible candidates for the positions from each of the Faculties;
prepare a ballot for each Faculty, listing all of the nominees from that Faculty;
forward the list of eligible voters and the appropriate ballot to each department by the deadline set in the timeline, so that election for Continuing Education representative can be held concurrently with the election of the Faculty representatives;
collect the completed ballots from the departments and tally the votes as established in the rules below;
report the results to the Secretary of Academic Council.

<ol type="a" start="5">
The Dean of the School of Graduate Studies shall be responsible for the election of two graduate students and shall (see timelines for dates):
<ol type="i">
collect verified nomination forms from the departments;
forward the names of student nominees to the Secretary of Academic Council;
announce student candidates by means of an e-mail memorandum and poster at least one week prior to elections;

RFA, CUPE, RyeSAC and CESAR shall each conduct elections for their representative by and from their eligible constituencies and report the results to the Secretary of Academic Council immediately following their elections.
The Alumni Director shall solicit nominations for two alumni representatives, eligible as defined below, and shall hold elections in a manner agreed upon with the Secretary of Academic Council.

<ol start="3">
VOTER AND CANDIDATE ELIGIBILITY
<ol type="a">
Chair and Faculty candidate and voter eligibility:
Faculty representatives: According to the Ryerson Act representatives must be "full-time employees of the University whose principal duty is the performance of the teaching function or research function of the University". Continuing Education representatives must meet these criteria and be deemed eligible by the Dean of Continuing Education.

b. **Student** candidate and voter eligibility:
   i. Students registered in an undergraduate program or course of study in a Faculty, leading to a degree or diploma of the University, are eligible to be candidates or nominators and voters in that Faculty. Students registered in a graduate program are similarly eligible in the School of Graduate Studies. Students who have not registered in any courses for the past three semesters are not eligible.
   ii. Students enroled in a Continuing Education course creditable to a degree, diploma or certificate program, and not enroled in an undergraduate or graduate program, are eligible to be candidates or nominators and voters in the School of Continuing Education.

c. **Alumni** candidate and voter eligibility:
   "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."

4   RULES FOR THE CONDUCT OF ELECTIONS OF STUDENTS TO COUNCIL
   a. Pre-election activities
   i. The information sheet for students about Academic Council should be provided to students to assist in answering any questions they have about the position..
   ii. A memorandum should be issued to students via the official Ryerson e-mail system prior to the opening of nominations. It should contain the dates of Academic Council elections, the date for the opening of nominations, the date nominations close, and where further information and nomination forms can be obtained. Campaigning should also be addressed.
   iii. Interested students (or faculty) should discuss election matters with their Chair or Dean. If they have further questions they may be referred to the Secretary of Academic Council. They should also be informed of the Nominee Orientation meeting as scheduled in the timeline.
   iv. The Secretary of Academic Council must receive a copy of all nomination forms, which have been date-stamped upon receipt in the department offices.
   v. A second memorandum will be issued via the official Ryerson e-mail system immediately after the close of nominations. It will identify the candidates; list the dates of the elections and the on-line voting procedure.

   b. Campaigning
   i. All candidates are to be given equal opportunity to campaign. No candidate may allow or condone any actions to destroy, deface, move, cover or remove signs, banners, or any form of publicity installed by other candidates or supporters.
   ii. Campaigning or canvassing may not commence until nominations have closed, and must cease at midnight preceding the day of the elections.
   iii. E-mail, voicemail or other electronic solicitations or promptings are prohibited at all times.

   c. Student On-Line Voting
   i. Computer and Communications Services (CCS) shall coordinate the process of putting student ballots on the Ryerson website (ROWS).
   ii. Students will be notified of the dates and times of the vote, as well as the candidates, through their Ryerson official e-mail account.
   iii. Only students certified as eligible by the Office of the Registrar on the Wednesday of the

week preceding the election shall be eligible to vote.

iv. Students will log onto the election site using their official student number and PAC, and they shall be presented with a ballot for their Faculty only.

v. Once a student has posted a vote, they will not be permitted to post another vote.

vi. Voting shall be from Monday through Friday, from 8:00 a.m. to 9:00 p.m.

h. Election Results

i. The results of the election will be established electronically in the Office of the Secretary of Academic Council, with the assistance of a representative of CCS. If a candidate wishes to have one examiner present to witness the validation, the Secretary of Academic Council must be notified at least three (3) working days in advance. Examiners must have written authorization from the candidate they represent. Candidates may not act as examiners.

ii. The Deans shall be notified immediately of the results of the student elections.

iii. Once all candidates have been notified, the results shall be posted on the Academic Council website, and all students shall be notified via e-mail.

iv. In the event that two or more candidates receive the same number of votes, the winner will be determined by means of either a coin toss (for two candidates) or a dice toss (for more than two candidates). The toss will be administered by the Secretary of Academic Council and the results shall be final.

i. Appeals

i. The Secretary of Academic Council shall hear any grievances which may arise in the electoral process.

ii. If the Secretary of Academic Council deems it necessary, a committee will be convened to deal with any grievances.

MINUTES OF ACADEMIC COUNCIL MEETING
Tuesday, December 2, 2003

Members Present:

Ex.officio:
K. Alnwick
E. Aspevig
S. Boctor
C. Cassidy
M. Dewson
L. Grayson
A. Kahan
T. Knowlton
I. Levine
S. Williams
M. Yeates

Faculty:
D. Checkland
S. Cody
J. Cook
J. Dianda
M. Dionne
M. Dowler
D. Elder
C. Evans
P. George
A. Lohi
D. Martin
D. Mason

M. Mazerolle
D. McKessock
B. Murray
S. O'Neill
K. Penny
A. Pevec
K. Raahemifar
G. Roberts-Fiati
F. Salustri
P. Schneiderman
D. Shipley
E. Trott

Students:
V. Campbell
A. Cherrie
N. Felorzabihi
B. Lewis
C. Livett
S. Marshall
S. Mirowski
E. Sullivan

Alumni:
J. Gryn
V. O'Brien

Regrets:
M. Ahmed
M. Barber
M. Booth
G. Diamantakos
C. Lajeunesse
N. Lister
L. Lum
C. Matthews
J. Monro
R. Rodrigues
J. Sandys
D. Snyder
P. Stenton
K. Tucker Scott

Members Absent:
R. Dutt
G. Inwood
C. Flores
Z. Khan
R Nazareth
R. Ravindran
M. Sabri

1. President's Report – Katherine Penny, Vice Chair, chaired the meeting. Errol Aspevig reported that the President sent his regrets as he was meeting, along with other Ontario University presidents, with the Provincial Liberal Caucus. The new government is in the process of setting its priorities, and is moving ahead on a tuition freeze. Universities are discussing compensating revenue to make up for the freeze, and the Minister is aware of the unfunded BIUs, referring to them as "stranded students".

He was also pleased to announce that G. Raymond Chang has donated $5M to Ryerson for Continuing Education. Continuing Education will now be known as the G. Raymond Chang School of Continuing Education.

The President's holiday celebration is on December 10, and all are invited.

Dr. Aspevig also announced that the Ryerson Institute for Aerospace Design and Innovation was launched last week. The Institute is a partnership between the Aerospace Engineering Department and several aerospace companies. The design facility will be used for graduate and undergraduate student research. Projects will be generated by industry partners and will be jointly supervised by faculty and industry engineers. Stipends will be paid to students by the industry. RIADI will help to establish Ryerson's position in Aerospace Engineering. Current partners are Pratt and Whitney, Messler-Dowty, Bombardier and Honeywell, and other major partners will be confirmed shortly. Each partner contributes $50-75,000 in project funding, for a total of $1-1.5M in support over five years. There is seed funding for equipment. This will be of great benefit to the Aerospace Engineering department and for the University. University Advancement was commended for its role in obtaining this partnership.

Paula Curtis, the new Executive Director, Development was introduced.

2. Report of the Secretary of Academic Council
D. Schulman reported that the schedule for election to Academic Council was in the agenda and that student elections would be held online for the first time. Members were reminded that faculty serve two-year terms and students serve one-year terms and that both could be nominated for a second term.

3. Good of the University
Ombudsperson's Report 2002-2003 - The Ombudsperson, Nora Farrell reported. A separate document containing the report, the University response and an update on University actions on recommendations from the previous year was distributed with the agenda.

The role of the Ombudsperson Office was reviewed as outlined in her report.

Ms. Farrell made note of her statistics on the number of complaints and stated that the numbers are similar to those at other universities.   She summarized her recommendations concerning attention to key aspects of application of the Academic Consideration and Appeals Policy as outlined in her report, and summarized her recommendations. The high level of support of the Ombudsperson's committee was acknowledged, and all those with whom she worked to resolve issues and all who brought forward complaints were thanked.

Discussion: V. Campbell asked if students were informed about their right to not sign a summary of discussion form when being interviewed about suspected academic misconduct, and their ability to note that they have been treated disrespectfully. D. Schulman responded that this was conveyed to faculty who asked, and that the policy would be made more specific when it was updated. Specific notation would be put on the form.

E. Trott noted that the new ECE playground is a significant improvement, and it is a creative "return to nature" design. D. Shipley and the School were commended.

E. Trott also read two pieces of work from the same student (with permission), one written outside of class and one written in class. She noted that the discrepancy between the writing in the two pieces of work were obvious. There was discussion in the class in question centered on what types of rewriting are considered acceptable. It was observed that in one program, a professor will not read work that is not clearly written and edited, while in her class they are instructed to submit unedited papers. Students in the class thought it was acceptable to have a family member edit a paper. One student said it was not fair for someone who cannot write to get the same degree as she.

4. Minutes
D. Schulman noted the following corrections to the minutes:
On page 6, IRH010 should read ISH010.
In the members present, it should be noted that K. Penny was present and D. Elder was not.

J. Gryn requested that alumni not be listed as students.

Motion to approve the minutes as amended.
Moved by D. Mason, seconded D. Martin
Motion approved

5. Business Arising out of the Minutes

Motion: That Academic Council add the following fourth clause to the Student Code of Conduct Section 1, A1, a: Plagiarism: "iv) paying someone to edit or proofread your work, without the knowledge and written permission of your instructor or supervisor."

Moved by M. Dowler, seconded by S. O'Neill.

M. Dowler read a flyer taken off a university bulletin board, advertising an editing service. She stated that unless students contribute significantly to the editing of their work, they have learned nothing.

S. Williams related a discussion held by the Community Services Directors about whether it was acceptable to have someone voluntarily edit something, as the motion stressed that the editing was paid. She noted that some journals require paid editing for submissions. She sees the difference, but wishes to have that situation clarified.

K. Alnwick commented that he supports the motion, but finds the wording necessary but insufficient. The existing code already includes statements on what is considered plagiarism.

There needs to be a statement on editing, but the act of payment is not the issue. The issue is that the work is not the work of the individual. There needs to be a clear definition of where the line exists. The motion does not go far enough. As mentioned in the "Good of the University", voluntary proofreading and editing need to be addressed.

G. Roberts-Fiati commented that she recognizes the intent, but disagreed with the focus on paid editing. It is primarily ESL students who need help proofreading and editing. These students may not have access to friends or relatives who can help them, as their friends may likely be ESL students as well. The clause should be expanded to include students who need to use editing services, and require that students also submit an original draft so that it can be determined that the work has not been substantially changed.

E. Trott asked if there should be a uniform policy which applies to all faculty as the policy is inconsistently applied, with some requiring edited papers and some not.

D. MeKessock commented on the need to be very careful about the wording of the policy.

D. Mason commented that proofreading or editing is not necessarily plagiarism. Coaching may be desirable, and there may be many sources of help for students. Proofreading might be ok, but editing may not. He argued that the premature motion should not be passed.

J. Gryn suggested that it should be ensured that the work is the student's own, and proofreading should be distinguished from substantial editing.

V. Campbell stated that students in the Access Center and others have tutors making recommendations on how to improve a paper. She agreed that editing and proofreading are not the same.

E. Aspevig spoke against the motion, not because he was opposed to it, but because the discussion raised a variety of complex questions. It would be useful to establish a working group to explore the issue further.

K. Penny asked if M. Dowler wished to withdraw the motion in favor of the establishment of a committee to address the issue. M. Dowler declined to withdraw the motion as she was concerned that the committee would take too long to get a policy in place. Although the motion is imperfect, she believed the motion would be useful in the meantime.

B. Lewis commented that, if the motion were passed, students might be placed in a position where they are unaware that the policy was changed. D. Schulman replied that because of the new policy requiring students to have Ryerson e-mail accounts, the information could be disseminated very easily.

T. Lewis, Director of the Access Centre, stated that there is a bursary system through the Access Centre to provide students with assistance. She was concerned about students needing to get permission for editing of papers. She reported that A. Whiteside, Discrimination and Harassment Prevention Office, has also expressed concern with the wording, and had asked that the wording be examined.

E. Trott expressed concern about the inaction and that she would report to her students that Academic Council had taken no action.

Motion to table the motion.
Moved by D. Mason, seconded by K. Alnwick.

Motion approved

Motion to form an *ad hoc* work group to discuss the wording of the above amendment.
Moved by K. Alnwick, seconded by D. Mason.

Discussion:
The committee should include student representation. It was suggested that ESL and students from the Access Centre be included. Since establishing such a broad reaching committee would be very time consuming, it was suggested that Academic Council students represent these concerns. D. Schulman will establish an ad hoc committee to discuss the motion and will report back in January.

J. Cook commented that such small steps undermine the overall concept of what constitutes learning in the process of writing essays. The system puts extraordinary demands on students. There needs to be a better way of dealing with student's learning and writing.

D. Mason echoed the comments but disagreed with the conclusion to vote against the motion. He agreed there is a problem, and is not sure of the solution.

Motion approved.

D. Schulman asked that those interested in serving on the *ad hoc* committee email her on Wednesday to be included. She noted that the Learning and Teaching Committee will be addressing Academic Integrity as a key issue beginning in January.

6. Correspondence
D. Schulman reported that M. Sabri, Graduate Student representative, had submitted his resignation from Academic Council and that Dean Yeates had been asked to appoint a replacement. She also reported that, as per the By Laws, C. Flores, RyeSAC student representative had been informed that, since he had missed three meetings of Council he was removed from his seat. He reported that he had a class conflict. RyeSAC has been asked to appoint a replacement.

7. Reports of Actions and Recommendations of Department and Divisional Councils
E. Aspevig outlined course changes as presented in the agenda.
From Arts:
Course changes in Liberal Studies
Course Additions in Public Administration
Course changes in Sociology – It was asserted that the course code was incorrect. A. MacKay clarified that the code is correct for part-time programs.
Information on SOC 021, 605, and 606 will be checked and will be reported back at the next meeting.

From Business:
Course Changes in Hospitality and Tourism
CAAT Advanced standings in ITM – changes are consistent with other advanced standing admissions in Business

From Communication & Design
Course Changes in Fashion

From Community Services
Course Changes in Midwifery

From Engineering & Applied Science
Course Changes in Aerospace Engineering - It was confirmed that changes in AER 420 and AER 520 were correct.
Course Changes in Architectural Science
Course Changes in Chemistry and Biology – It was noted that CHY200 is moving from NCFS 02 instead of NCFS 03.
Course changes in Lower Level Liberal Studies in Chemistry and Biology

Revisions in Electrical and Computer Engineering were withdrawn.

Course changes in Graduate studies were distributed separately and outlined by M. Yeates.

8. Reports of Committees

<u>Report of the Composition and By Laws Committee</u> – presented and moved by A. Lohi
Motion 1: That Academic Council approve the By-Laws of the School Council of the School of Child and Youth Care.
Seconded by D. Martin

Motion approved.

Motion 2: That Academic Council approve the By-Laws of the Departmental Council of the Department of Chemistry and Biology.
Seconded by D. Martin

D. Schulman confirmed that the number of student representatives met the policy.

Motion approved.

Motion 3: That Academic Council approve the By-Laws of the Departmental Council of the Department of Chemical Engineering
Seconded D. Martin

Motion approved.

<u>Report of the Academic Standards Committee</u> – E. Aspevig moved and turned the discussion over to M. Zeytinoglu, Vice Chair of the Committee.

Motion 1: That Academic Council approve the designation of *Bachelor of Design (Fashion Design)* and *Bachelor of Design (Fashion Communication)* for students graduating respectively from the Fashion Design and Fashion Communication program options offered by the School of Fashion.
Seconded by I. Levine.
M. Zeytinoglu outlined the report as presented in the agenda.

Motion approved.

Motion 2: That Academic Council approve the designation of *Bachelor of Arts (Radio and Television)* for students graduating from the School Radio and Television Arts.
Seconded I. Levine
M. Zeytinoglu outlined the report as presented in the agenda.

Motion approved

Motion 3: That Academic Council approve the proposed curriculum restructuring in Radio and Television Arts.
Seconded by I. Levine.
M. Zeytinoglu outlined the report as presented in the agenda.

J. Cook commented that he supported the changes in the program, but that he was concerned about the move to semesterizing all programs at Ryerson. He sees a connection between this semesterization and the problems of plagiarism and purchased essays.

Motion approved.

9. New Business
Motion: That Academic Council approve the amendment of section 2.4.3 of the *Policy on Grading Promotion and Academic Standing* as outlined in the report.
K. Alnwick moved, S. Williams seconded

The proposal is an attempt to update Policy 46 with respect to suspension.

B. Lewis commented that he had distributed an amendment to Academic Council, but realized that the amendment needed to be properly worded. The issue addressed by his amendment to the proposed change to the policy concerned the transfer of students under suspension. The concern was that students who are suspended after the winter term who find that they have selected the wrong program, should be given an option to enter a different program in the Fall should the department agree to admit them. This would allow students to switch programs. Otherwise they may have to wait more than a year to get into a new program.

In the first sentence in the last paragraph on page 87, it will be clarified that two courses be specified rather that suggested.

K. Alnwick withdrew the motion and will bring the motion back to Academic Council in January.

J. Dianda suggested that the change did not go far enough and that the courses students take while under suspension should be counted in the student's GPA. K. Alnwick responded that not incorporating such grades in the GPA is consistent with other university's polices. Students would receive credit which would replace the F originally received. J. Dianda argued that counting the grade might make it possible for a student to get off probation sooner, but that he would defer to the decision of the Registrar. He agrees that the change in policy is commendable. He further asked if there is still a suggestion of a minimum period of suspension. K. Alnwick commented that the departments would be given some autonomy on the issue. It was clarified that the policy signals that suspension is a serious matter and that "time-out" is a good idea.

J. Gryn asked that in paragraph one on page 88, it be clarified that the courses referred to are the same courses mentioned in the previous paragraph, and that credits are pending achieving the marks stipulated by the department.

Motion: That Academic Council approve Policy 158: *Program Advisory Councils*
E. Apevig moved and S. Williams seconded.

Ryerson has had Advisory Councils (sometimes called committees or boards) for many years to ensure currency and relevance in programs. These have operated in a variety of ways. They have existed implicitly as part of other policies such as the old PREP process. There is no issue about the existence and desirability of these entities. However, a review of the current practice was undertaken and it was found that the practice was inconsistent. Some councils are active, some not. After reviewing the literature, a policy was developed to reinvigorate Advisory Councils.

The Policy outlines the role of Advisory Councils, establishing that they are advisory and do not have the authority of Academic Council or the Board and do not have decision making powers. All schools which offer programs are required to have one. The Deans are responsible to report on the dates the Councils met in order to insure that they are meeting regularly. Membership of the Councils is outlined, including the constituencies, who chairs, how they are identified and appointed, the length of term, the number of meetings and procedures of minutes and agenda.

D. Mason enquired whether the guidelines should specify that the chair of the department should not be the chair of the Council. He moved that the Policy be amended to say that the Chair could not be the Chair of the Council. V. Campbell seconded.
Discussion:
I. Levine spoke against the amendment. He thought there should be more flexibility as some council's would be relieved to have the department chair be the Council chair.

V. Campbell spoke for the amendment, citing potential conflict of interest.

It was clarified that the proposed amendment was that the Council Chair should be elected by the members of the Council, but would normally not be the Department/ School Chair/Director.

S. Boctor spoke for flexibility in the policy.

P. Schneiderman spoke as a department chair stating that the amendment was very restrictive

C. Cassidy spoke against the motion. The Advisory Council should not be turned over to an outside group. Symbolically the university should be clear that the university has control over its own program.

T. Knowlton spoke against the amendment. He stated that in the first year or two, no one would be comfortable being the chair of a Council, and the amendment is too restrictive,

D. Mason asked if the inclusion of the word "normally" addressed this issue. T. Knowlton responded that that was the intent all along and that the discussion was simply "splitting hairs".

V. Campbell commented that if the intention is that the department chair be precluded from chairing the Council, it should be made clear.

The Motion to amend the policy was defeated.

The Motion to approve Policy 158 was passed.

10. Adjournment
The meeting was adjourned at 8:02 p.m.

Respectfully submitted,

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

Report on Business Arising From Meeting of December 2, 2003

5.1   New members:
       We submit below the names of two new members to Academic Council.

       Angelune Deslauriers (Grad Studies, Environmental Applied Science and Management)
       replaces Mahdi Sabri

       Ken Marciniec replaces Carlos Flores as RyeSAC representative.

5.2   Revision of Summary of Discussion Form – Student Code of Academic Conduct:
       The form has been amended to read as follows:
       "*By signing this document, I am agreeing that the above summary, written by
       _____, accurately reflects the discussion held on the above date. (If not signing,
       you must state why and sign on the reverse of this form. Any additional comments or
       concerns by those other than the recorder may also be made on the reverse).*"

5.3   Response to concerns about course changes:
       Refer to page 15 of the December 2, 2003 Academic Council agenda:
       1.) Comment made referred to SOC021, 605 and 606 as being 'professionally related
       electives' and not just an 'elective'

       Remedy: for the program noted, SWRP, they are in fact, 'Required - R'

       2.) Comment made to SOC021, 605 and 606 as not being offered in the SWRP
       program; also that SWRP was not a correct program code.

       Remedy: NONE; SWRP is a correct code for the part-time Social Work
       program and they will be offered SOC605 and 606 as of Fall 2004

       (Academic Council members must remember that these are often changes for the future (ie.
       implementation date, Fall 2004) therefore, they won't find a calendar with these courses in
       that program...it hasn't happened yet)

       3) Comment that Midwifery should also be offered these changes re. SOC021, 605 and
       606.

       Remedy: NONE; MIDP Midwifery Program was added manually to the November
       Agenda, so there is no problem there. These particular calendar changes were also in the
       November agenda and in December they were mentioned again as they were adding
       programs like SWRP who were missed the first time around.

       4.) Comment that SOC028, 608 and 609 are 'professionally related electives' and not
       just an 'electives'.

       Remedy: for the programs noted, ECHP, VIOP, HSMP, SWRP, VITL, they are

in fact, 'professionally related electives - PRE'
Refer to page 16 of the AC agenda:
5.) Comment that SOC 104, 300, 302, 319, 402, 500, 504, 525, 600, 700 are 'professionally related electives' and not just an 'electives'.

Remedy: for the program noted, PAPD, they are in fact, 'professionally related electives - PRE'

5.4   Amendment to Student Code of Conduct (attached)

5.5   Revision to Suspension Motion – Amendment of Policy #46 (attached)

MEMO

To: Academic Council

From: Dr. Diane R. Schulman, Secretary of Academic Council

Date: December 12, 2003

RE: Report of the *ad hoc* Committee to Revise the Student Code of Academic Conduct
             with Respect to Editing

At the December 2, 2003 meeting of Academic Council, I was charged with formulating a
committee to address Council's concern with student submission of work that was the result of the
substantial editing by others. A motion had been presented to revise the Student Code of
Academic Conduct, but this motion was defeated. It was believed that the motion, which had
specifically targeted paid editing, was necessary but insufficient.

In all, eight members of Academic Council volunteered to address the issue and bring a motion
forward to the January meeting. The members of the *ad hoc* committee, which met today, were:
V. Campbell, J. Dianda, M. Dowler, N. Felorzabihi, S. O'Neill, F. Salustri, E. Sullivan, and E.
Trott. In addition, T. Lewis, the Director of the Access Centre, joined the group.

The discussion of the issue at hand was very lively and, I believe, productive. In addition to
presenting the following motion, the committee would like to stress the need for:
  • consistent application of both the letter and the spirit of the Student Code of Academic
    Conduct, including the proposed item;
  • the education of the faculty, as well as students, about what constitutes plagiarism; and
  • providing students with the means to obtain written English communication skills.

These items will be referred to the Learning & Teaching Committee, which will be addressing
issues of Academic Integrity in the coming year.

**MOTION: That Academic Council amend the Student Code of Academic Conduct by the
addition of the following clause to section *A1.a: Plagiarism:*
*iv. presenting another's substantial or compositional changes to an assignment as your own.***

TO: Academic Council

FROM: Keith C. Alnwick , Registrar

RE: Amendment of Policy 46: *Policy on Grading, Promotion and Academic Standing (The "GPA" Policy)* - In regards to the Academic Standing of *Suspended* (Section 2.4.3)

DATE: December 8, 2003

BACKGROUND

Ryerson=s policy on suspension was introduced in 1987 as part of the larger GPA policy (#46). The key issue for current discussion is the treatment of courses which suspended students successfully complete during a period of suspension. As outlined below, current policy stipulates that suspended students must serve a minimum period of suspension before any reinstatement to their original program is possible. In addition, policy stipulates that any courses completed during this period of suspension will NOT be credited towards a student=s degree requirements if they are subsequently readmitted to their original program.

The rationale behind this prohibition on credit for courses completed during the period of suspension was that suspended students were best served by a complete break from their program. Students were to use this period to consider whether their programs were appropriate for them and to resolve issues (academic or otherwise) which may have led to suspension.

Since this policy was conceived, the world and post-secondary education have changed dramatically. Students now pay over $5,000 per year in tuition. A majority of full-time students work a considerable number of hours each week during the school year to pay their university costs. In addition, post-secondary education has never been more accessible. Students want to maximize the impact of time spent on their post-secondary studies.

Ryerson academic programs often rely on successful completion of relevant course work as a basis for the reinstatement of suspended students. Many programs advise suspended students to complete one our more courses (as a Special student or a CE student) to show their improved ability to meet academic expectations.

EXISTING POLICY - Section 2.4.4
Suspended B a cumulative grade point average of less than 1.00; OR three or more failed grades; OR failing to achieve the study plan established following a Aprobationary@ standing; OR failing to complete the program within its maximum time limit.

Students with Asuspended@ standing may not continue their program studies unless written application for reinstatement has been made and permission granted by their program School or Department. Such reinstatement normally would be granted only after a period of at least one

term of suspension and with reasonable evidence of the prospect of academic success in the program. The School or Department will advise students as to what would constitute reasonable evidence. Reinstatement, when granted, will be with Aprobationary@ standing and its requirements for defined limited studies. There is no guarantee that a student will be readmitted following a suspension.

Students with Asuspended@ standing may apply to register as SPECIAL STUDENTS in Ryerson courses other than their program courses and similarly, may register in non-program courses through Continuing Education. However coursework taken at Ryerson or elsewhere during terms of Asuspension@ will not be credited towards GPA calculations, academic standing within the student=s program, or graduation requirements.

PROPOSED POLICY - Section 2.4.4

Suspended B a cumulative grade point average of less than 1.00; OR three or more failed grades; OR failing to achieve the study plan established following a Aprobationary@ standing; OR failing to complete the program within its maximum time limit.

Students with a Asuspended@ standing may not continue their program studies. Students who have been suspended from a Ryerson program may apply in writing for reinstatement back into their original program only after a minimum period of suspension has been served. This minimum period of suspension may be one semester or a full academic year depending on the program.

At the time of suspension, students who are interested in the possibility of reinstatement will be provided, upon request, with an opportunity to meet with a designated Program representative to discuss their situation. Depending on the circumstances, the student may be advised that there is minimal chance for future reinstatement. In other situations, the student will be advised that reinstatement is a possibility, particularly if the student is able to meet the program=s minimum conditions for the reinstatement of suspended students. The nature of such conditions may be academic, non-academic, or a combination of the two, at the discretion of the Program department/school. If requested, the Program representative may outline these conditions in writing.

Meeting the minimum conditions for reinstatement does not guarantee reinstatement to the Program. Space limitations and Ryerson commitments to new and continuing students (who are in good academic standing) may mean that suspended students have only modest chances for reinstatement to their original program, regardless of what they may achieve after suspension.

The Program representative may suggest that the student complete (at Ryerson or another university) up to two courses in order to provide evidence of improved prospects for academic success. These may be two specified courses or two courses from a list suggested by the Program representative. In such situations the suspended student may choose to enrol in the designated courses at Ryerson either as a Special Student or in appropriate Ryerson Continuing Education

courses. Advice will also be given on an expected level of performance in these courses. Unsatisfactory performance will normally mean no opportunity for reinstatement.
Normally the designated courses will be taken after a minimum period of suspension has been served. However, students who complete these courses during their period of suspension and who are subsequently reinstated to their program, may have up to two one semester courses credited towards their program graduation requirements. The grades in these courses will not be included in program GPA calculations.

Normally, suspended students will not be considered for transfer to any other Ryerson program until their minimum period of suspension has been served. Exceptions to this provision are at the discretion of the school/program to which the student is applying for transfer. In such cases , the rationale for an immediate transfer will be provided in writing to the Dean of the receiving program and the Registrar.

Students who have been placed on Disciplinary Suspension (DS) for Student Code of Conduct violations will not be permitted to register in any course at the University during their period of Disciplinary Suspension.

MOTION: That Academic Council approve the amendment of section 2.4.4 of the *Policy on Grading, Promotion and Academic Standing* as outlined in this report.

December 3, 2003

Claude Lajeunesse, President
and Chair, Academic Council
Ryerson University
350 Victoria Street
Toronto, Ontario   M5B 2K3

Re: Presidential Search Committee

Dear President Lajeunesse:

I am writing to you in your capacity as Chair of Ryerson University's Academic Council.

The Board of Governors of the University has begun discussions on the important process of identifying candidates for, and ultimately selecting, the new President of Ryerson. As you are aware, the General By Laws of the University stipulate that the Chair of the Board must strike a Presidential Search Committee to identify individuals who might serve as President upon the completion of your term of office, and recommend to the Board the appointment of one or more individuals for this position. The Search Committee will have 13 members, four of whom must be members of the Academic Council.

On behalf of the Board, I am requesting that the Academic Council nominate its four appointees to the Search Committee. Since it is my hope that the Committee's membership can be finalized early in the new year, I would greatly appreciate receiving the names of the nominees by the end of February 2004, at the latest. In keeping with the General By-laws, the four nominees must be active members of the Academic Council throughout the process. For purposes of continuity, I would request that these nominees be members who would retain Council status through 2004-05.

Furthermore, I would request of Academic Council some time to consult with the entire Council before commencing the search. In particular, I would like to get their views on the ideal attributes of our next President and the content of the mandate to be given to the chosen candidate by the Board. Vice Chair Ramesh Zacharias and I would attend from the Board. We would appreciate any time the Council can spare, either as part of a regularly scheduled meeting or as a special meeting devoted to the issue. We will make ourselves available for whatever arrangement suits Council best.

Thank you for your attention to this matter.

Sincerely,

Dr. Michael Guerriere
Chair, Board of Governors

Cc: Dr. Ramesh Zacharias, Board of Governors, Academic Council, Dr. Joann Trypuc

Article 13.3 of The Board=s By-Laws

13.3   **Procedure to Appoint President at End of Term**

In the event that an individual holding the office of President is not re-appointed for a further term of office on or before that date which is eighteen months prior to the last day of his or her term as President (because such individual does not wish to, or is not eligible to serve a further term or for any other reason), the Chair shall strike a Presidential Search Committee with a mandate to identify individuals to serve as President upon the completion of the existing President=s term of office and to recommend to the Board the appointment of one or more of such individuals. Each Presidential Search Committee will be comprised of:

(a)   the Chair, who shall chair such Committee;

(b)   the Vice Chair;

(c)   seven other members of the Board, appointed by the Board; and

(d)   four members of the Academic Council, appointed by the Academic Council,

it being the intention that each Presidential Search Committee once formed will be comprised of one or more members of the Administrative Staff, Alumni, Teaching Faculty and Students. For greater certainty, in the event that an individual appointed pursuant to Section 13.3(c) or (d) to a Presidential Search Committee resigns or ceases to be a member of the Board or the Academic Council, such individual shall be replaced by another member of the Board or Academic Council appointed pursuant to Section 13.3(c) or (d), as the case may be.

Initiating School/Department: **ARTS AND CONTEMPORARY STUDIES**   Date of Submission: **DECEMBER 19, 2003**

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

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

_____   _____

Provost and Vice President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
ACS105	Informal Logic and Rational Discourse	3 Hr Lecture	N	R – BACS02	R	BACS	Academic advantage to students	N/A	F2004
ACS205	Writing as a Cultural Act	3 Hr Lecture	N	R – BACS01	R	BACS	Academic advantage to students	N/A	F2004

Initiating School/Department: **ARTS AND CONTEMPORARY STUDIES**　　　Date of Submission: **DECEMBER 19, 2003**

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

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

_____　　　_____

Provost and Vice President, Academic　　　　　　　　　　　Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
ACS302	Introduction to Culture and Entertainment	3 Hr Lecture	N	A – BACS04	PE (BACS03 and BACS04)	BACS	Provides more options to students	N/A	W2005
ACS403	Introduction to Equity and Diversity	3 Hr Lecture	N	A – BACS03	PE (BACS03 and BACS04)	BACS	Provides more options to students	N/A	F2004

Initiating School/Department: **ARTS AND CONTEMPORARY STUDIES**   Date of Submission: **DECEMBER 19, 2003**

Is this the Teaching School/Department, Program School/Department, or both? **PROGRAM DEPARTMENT**

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

_____   _____

Provost and Vice President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally- Related Elective (PRE)				
LAW122	Business Law	3 Hr Lecture	N	A	PRE	BACS, BUS	Addition of Law Minor	LAW	F2004
LAW603	Advanced Business Law	3 Hr Lecture	N	A	PRE	BACS, BUS	Addition of Law Minor	LAW	F2004
LAW525	Law of the Marketplace	3 Hr Lecture	N	A	PRE	BACS, BUS	Addition of Law Minor	LAW	F2004

IBS800	Legal Aspects of International Business	3 Hr Lecture	N	A	PRE	BACS, BUS	Addition of Law Minor	LAW	F2004

Initiating School/Department: **ARTS AND CONTEMPORARY STUDIES**   Date of Submission: **DECEMBER 19, 2003**

Is this the Teaching School/Department, Program School/Department, or both?   **PROGRAM DEPARTMENT**

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

_____   _____

Provost and Vice President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
ENH121	Environmental Health Law	3 Hr Lecture	N	A	PRE	BACS, OCCUP. HEALTH	Addition of Law Minor	LAW	F2004

Initiating School/Department: **ARTS AND CONTEMPORARY STUDIES**   Date of Submission: DECEMBER 19, 2003

Is this the Teaching School/Department, Program School/Department, or both? **PROGRAM DEPARTMENT**

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

_____   _____
Provost and Vice President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
PPA629	Administrative Law and Government	3 Hr Lecture	N	A	PRE	BACS, POLITICS	Addition of Law Minor	LAW	F2004

Initiating School/Department: PSYCHOLOGY   **Date of Submission:** December 19, 2003

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

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

_____   _____
Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
PSY 202	The Science of Behavior: Applications	Lect. 3 hr	Y	A	PRE	ECE Nursing	Additional "intro psych" course for programs closely related to psych	Psychology	F2004
PSY 108	Applied Problem Solving		N	R	PRE	Journalism	Reinstated after being dropped a few years ago		F2004
PSY 124	Social Psychology	Lect. 3 hr	Y	A	PRE	Journalism	Will eventually replace PSY024	Psychology	F2004

(Revised July 23/03)

Initiating School/Department: Public Administration and Governance

Date of Submission:__2/12/2003____

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

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

Errol Czyrny (signature)   _Dec 9/03_____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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)** **Professionally-Related Elective (PRE)**				
POL015	City Politics in Canada	3 hr lecture	N	Deletion	Professional Required	Journalism	Deleted from Journalism Curriculum	None	Sept. 04

(Revised July 23/03)

[WITHDRAWN]

Initiating School/Department: _____ **SOCIOLOGY** _____   **Date of Submission:** ___ January 13, 2004

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

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

(Signed original on file) _____   _____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
SOC880	Information Technology and Society	3	Y	A	E	Upper level Liberal Studies (Table B)	To replace COCR941	None	Fall 2004
COCR941	Information, Technology, and Society	3	Y	D	E	Upper level Liberal Studies (Table B)	For replacement	None	Fall 2004

COCR880	Information Technology and Society	3	Y	A	E	Upper level Liberal Studies (Table B)	To replace COCR941	None	Fall 2004

(Revised July 23/03)

Initiating School/Department: <u>Information Technology Management</u>   **Date of Submission:** <u>November 26, 2003</u>

Is this the Teaching School/Department, Program School/Department, or both? _____ <u>Program School</u>

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

<u>(Signature on file)</u>   _____

Provost & Vice President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
MGT 100	Foundations of Management	3	N	Deletion	Required	TMPG 01/02, TMPP	Replacing course with MGT 200	None	Sept. 2004
MGT 200	Introduction to Management	3	N	Addition	Required	TMPG 01/02, TMPP	Replacing MGT 100	None	Sept. 2004

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SCHOOL OF FASHION

Initiating School/Department: _____

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

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

(Signature on file)_____   _____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
FFD 201	Fashion: Textile I	3 Hr. Lect.	N	Presently offered in FHSD 02 to be moved to FHSD 03	R	School of Fashion	Allows for a more balanced workload with a reduction of course hrs. in 2nd year	None	Fall 2004

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(Revised July 23/03)

Initiating School/Department: ____THEATRE SCHOOL____   **Date of Submission:** _____

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

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

(signature on file) _____   _____
Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally- Related Elective (PRE)				
THP012	PRODUCTION I	Lecture 1 ½ Lab 3 ½		D	R	N/A	TO INTEGRATE PERFORMANCE & TECH STUDENTS INTO AN EXISTING FOUNDATION THEATRE COURSE (THF101) CURRENTLY DELIVERED TO PERFORMANCE STUDENTS ONLY. NOTE: THF101 WILL REPLACE THE LECTURE COMPONENT IN THP 012; THP014		

							WILL REPLACE THE LAB COMPONENT OF THP012.	
**THF101	PRODUCTION ELEMENTS OF PERFORMANCE	Lecture 3	N	R	R	N/A	REPLACES LECTURE PORTION OF THP012	
THP014	*** PRODUCTION I	*Lab 3.5	N	A	R	N/A	REPLACES LAB COMPONENT OF THP012.	

*ADDITIONAL HOURS VARY ACCORDING TO PRODUCTION ASSIGNMENTS
**REGULAR WEIGHT FOR GPA PURPOSES
***WEIGHT OF 4 IN GPA

Initiating School/Department: _____THEATRE SCHOOL_____   **Date of Submission:** _____

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

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

(signature on file) _____   _____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
THF 202	PERFORMANCE ARTS IN CANADA	Lecture 3	N	D	R – THFD2 THFA2	N/A	CONTENT OF THF 202 THF 203 OVERLAP		
THF203	CANADIAN INTERCULTURAL STUDIES	Lecture 3	N	D	R – THFD2 THFA2	N/A	CONTENT OF THF 202 THF 203 OVERLAP		
	PERFORMING ARTS AND INTERCULTURAL STUDIES	Lecture 3	Y	A	R – THFD2 THFA2	N/A	DROP 3 HOURS TO STREAMLINE		

	IN CANADA					OVERLAPPING CONTENT AND REDUCE COURSE HOURS, BY CREATING A 1 TERM COURSE		

Initiating School/Department: **Nutrition**

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

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

_____   _____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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)* *Professionally-Related Elective (PRE)*				
Table I or 2 Elective	One elective from able I or Table 2 in the Food and Nutrition Program	3 lecture	No	Reposition one P or PR elective to NCFS 2 for 04/05 only	1 of 11 P or PR electives must be taken in NCFS 2 for Winter 2005 only	Relevant only to Nutrition	To accommodate the movement of Organic Chemistry from NCFS 2 to NCFS 3 in the Food and Nutrition curriculum	None	September 2004 (for Winter 2005)

Initiating School/Department: URBAN AND REGIONAL PLANNING   **Date of Submission:**Dec. 19/03

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

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

_____   _____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				
PLG 900	FIELD RESEARCH PROJECT	2 LAB	yes	REPOSITION	REQUIRED	PLAD Sem. 4	Move from PLAD 3 to PLAD 4 (consistent with PLAN AND PLAB	NONE	SEPT. 2004

TO: Dr. Diane R. Schulman, Secretary of Academic Council

FROM: Dr. Debora Foster, Assistant Chair and Program Director, Department of Chemistry
            and Biology

DATE: December 11, 2003

RE: Degree Completion Program in Applied Chemistry and Biology

Please find attached a proposed Memorandum of Understanding between Ryerson University and
Centennial College with respect to the Applied Chemistry and Biology degree completion
agreement for Centennial College Graduates from the Diploma Program in Biotechnology-
Industrial Microbiology. This agreement was approved by our Departmental Council and I am
now forwarding it to Academic Council for its information. We are planning to implement this
agreement effective September, 2004.

MEMORANDUM OF UNDERSTANDING
between the

DEPARTMENT OF CHEMISTRY & BIOLOGY

RYERSON UNIVERSITY
and the

BIOTECHNOLOGY – INDUSTRIAL
MICROBIOLOGY PROGRAM
CENTENNIAL COLLEGE
OF APPLIED ARTS & TECHNOLOGY

OVERVIEW

The following outlines a degree completion agreement between the Department of Chemistry and Biology at Ryerson University and the Biotechnology -Industrial Microbiology Program at Centennial College of Applied Arts & Technology which will permit students to obtain a Bachelor of Science from Ryerson in 3 years after completing their 3 year diploma in Biotechnology.

Centennial College graduates will be provided with enhanced analytical, critical and evaluative skills beyond their college level applied laboratory skills. The agreement will provide an additional option for those who have attained a college diploma with an industrial microbiology focus to pursue a university science degree, will prepare graduates in the fields of biotechnology and industrial microbiology, and will provide an opportunity for students to continue in graduate and professional schools

Credit for courses taken at Centennial College will be granted by Ryerson as outlined in Appendix I. Basic foundation courses in calculus, physics and statistics, as well as upper level biology and chemistry courses, will be taken at Ryerson University. The liberal studies requirements are to be based on lower and upper level credits taken at Ryerson University.

This agreement is built around the current B.Sc. program offered by the Department of Chemistry and Biology (CABS) at Ryerson. In the event of any changes to the current B.Sc. program, it is understood that the agreement would be reassessed. The agreement is in place for a period of three years, unless either party gives notice of its termination, and is renewable thereafter. Any changes in curriculum must be communicated to each party by the other, and the agreement will be reviewed annually by the Program Director, Applied Chemistry and Biology, Ryerson and the Chair of Applied Science in the School of Engineering Technology and Applied Science at Centennial College.

ADMISSION REQUIREMENTS

To qualify for admission to Ryerson, students are required to have graduated from the Biotechnology Technologist - Industrial Microbiology Diploma with at least a cumulative B+ average, equivalent to a GPA of 3.5 at Centennial College. Applicants will be evaluated on a competitive basis with all other applicants for advanced standing and will be admitted on a space available basis.

MARKETING

The degree completion program opportunity will be mentioned in both the Ryerson and the Centennial calendars. Approval of any use of the logo or the name of each institution must be pre-approved by the other institution.

APPENDICES

APPENDIX 1

RYERSON COURSE CREDITS

The following is a list of courses for which transfer credits will be granted based on completion of the Centennial College Technologist Diploma in Biotechnology - Industrial Microbiology with a B+ average (equivalent to a GPA of 3.5 at Centennial College) and an offer of admission to the Applied Chemistry and Biology Program at Ryerson University.

CHY 103 (General Chemistry)
CHY 113 (General Chemistry II)
BLG 143 (Biology I)
BLG 144 (Biology II)
BLG 151 (Microbiology I)
BLG 251 (Microbiology II)
CHY 261 (Biochemistry)
CHY 213 (Analytical Chemistry I)
BLG 307 (Principles of Biotechnology)
BLG 351 (Applied Microbiology)
Lower Level Liberal Elective
CHY 142 (Organic Chemistry I (lab only))
CHY 110 (Orientation)

APPENDIX 2

PROGRAM COMPLETION OVERVIEW

RYERSON UNIVERSITY

The following is the recommended semester sequence of courses for graduates of the Centennial College Technologist Diploma in Biotechnology - Industrial Microbiology registered as Post Diploma - Degree Completion students in the Applied Chemistry & Biology Degree Program.

FALL	WINTER
YEAR I	
PCS 119	PCS 219
CHY 142 (lecture only)	CHY 242
Lower Level Liberal Studies Elective	CHY 223
* Lower Level Liberal Studies Elective	CHY 381
MTH 130	MTH 230
YEAR II	
Upper Level Liberal Studies Elective	CHY 330
CHY 331	CHY 337
CHY 382	CHY344
CHY 361	CHY 362
MTH 380	MTH 480
YEAR III	
BLG 407	BLG 340
CHY 434	Upper Level Liberal Studies Elective
CHY 449	Professional Elective
Upper Level Liberal Studies Elective	Professional Elective
Professional Elective	Professional Elective

* due to timetabling constraints, the second liberal studies elective may have to be taken at night school through the continuing education division, the cost of which will be covered through day school fees.

FACULTY OF ENGINEERING AND APPLIED SCIENCE
OFFICE OF THE DEAN

December 9, 2003

Dr. Diane Schulman
Secretary of Academic Council

Re: Applied Computer Science Name Change

Dear Diane,

We are pleased to inform you about the name change of the Applied Computer Science program. The department has voted unanimously to change the name of the program from Applied Computer Science to Computer Science. Please see the attached letter from the department. This information is for Academic Council.

Sincerely,

Dr. Stal Boctor, P.Eng.
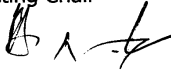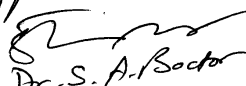Dean

+attachment

RYERSON UNIVERSITY

Dr. S. Boctor
Dean

Motion:

     Moved by A. Sadeghian and seconded by I. Woungang:
Change of name of Computer Science Program currently " Applied Computer
Science" to be changed to "Computer Science." CARRIED unanimously in
Computer Science council and approved by MPCS council (21-2).

R. Nagendra
Acting Chair

Approved

Dr. S. A. Boctor
Dean
Dec. 9, 2003

Initiating School/Department: Electrical & Computer Engineering

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

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

Implementation Date: Fall/Winter 04/05

_____   _____

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)		
CEN 800	Law and Ethics in Engineering Practice	3-hr lecture	N	R∗	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
COE 318	Introduction to Software System Design	3-hr lecture 2-hr lab	Y	A	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
COE 518	Introduction to Operating Systems	3-hr lecture 2-hr lab	N	R∗	R	Computer Engineering	Program Enhancement	None
COE 708	Real-Time Operating Systems	3-hr lecture 2-hr lab	N	D∗	R	Computer Engineering	Program Enhancement	None
COE 768	Computer Networks	3-hr lecture 2-hr lab	Y	A	E∗/R∗	Electrical Engineering & Computer Engineering	Program Enhancement	None
COE 508	Programming Languages and Structures	3-hr lecture 2-hr lab	N	D∗	R	Computer Engineering	Program Enhancement	None
COE 808	Programming Languages	3-hr lecture 1-hr lab	N	R∗	E	Computer Engineering	Program Enhancement	None
	Digital Computation and	4-hr lecture		Change to 3-hr		Electrical Engineering &	Program Enhancement	None

CPS 125	Programming	1-hr Lab	N	lecture 2-hr lab	R	Computer Engineering		
CPS 888	Software Engineering	3-hr lecture 1-hr lab	N	R	E*	Computer Engineering	Program Enhancement	None
ECN 801	Principles of Engineering Economics	3 hrs. Lecture	N	R*	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE202	Electrical Circuit Analysis	5-hr lecture 3-hr lab	N	Change to 5-hr lecture 2-hr lab	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 328	Digital Systems and Microprocessors	4-hr lecture 3-hr lab	N	Name changed to "Digital Systems"	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 504	Electronic Circuits II	3-hr lecture 3-hr lab	N	Change to 4-hr lecture 2-hr lab	R	Electrical Engineering	Program Enhancement	None
ELE 514	Advanced Electronics	3-hr lecture 3-hr lab	N	Change to 4-hr lecture 2-hr lab	R	Computer Engineering	Program Enhancement	None
ELE 635	Communication Systems	3-hr lecture 2-hr lab	N	Change to 3-hr lecture 1.5-hr lab	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 639	Control Systems	3-hr lecture 2-hr lab	N	Change to 3-hr lecture 1.5-hr lab.	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 703	Computer Methods for Engineering Computation	3-hr lecture 2-hr lab	N	Name changed to "Simulation and Computation Techniques"	E	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 735	Data Communications	3-hr lecture 2-hr lab	N	D*	E	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 813	VLSI Circuit Testing	3 Lect. 1 Lab.	Y	A	E	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 863	VLSI Design	3-hr lecture 1-hr lab	N	Name changed to "VLSI Systems"	E	Electrical Engineering & Computer Engineering	Program Enhancement	None
ELE 865	Computer Networks	3-hr lecture 1-hr lab	N	Name changed to "Advanced Computer Networks"	E	Electrical Engineering & Computer Engineering	Program enhancement	None
ELE 888	Applied Artificial Intelligence	3-hr lecture 1-hr lab	N	Name changed to "Intelligent Systems"	E	Electrical Engineering & Computer Engineering	Program enhancement	None

MEC 511	Basic Thermodynamics and Fluids	3-hr lecture 1-hr lab	N	R*	R	Electrical Engineering & Computer Engineering	Program Enhancement	None
MTH 314	Discrete Mathematics for Engineers	3-hr lecture	N	R*	R	Electrical Engineering & Computer Engineering	Program Enhancement	None

* ECN 801 is moved from Semester 8 to Semester 2
* MTH 314 is moved from Semester 3 to Semester 4
* MEC 511 is moved from Semester 4 to Semester 6
* CEN 800 is moved from Semester 6 to Semester 8
* COE 768 replaces ELE735 and is a Required course for Computer Engineering & an Elective course for Electrical Engineering
* CPS 888 is changed from "REQUIRED" to "ELECTIVE" for Computer Engineering
* COE 708 is moved from semester 7 to semester 5 and is replaced by COE 518 "Introduction to Operating Systems"
* ELE 735 will be dropped in Fall 2005.
* COE 808 replaces COE508 and is moved from semester 5 to semester 8. It is renamed "Programming Languages". Teaching hours are changed from "3-hr lecture 2-hr lab" to "3-hr lecture 1-hr lab".

Initiating School/Department: Mathematics, Physics & Computer Science

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

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

_____   _____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally- Related Elective (PRE)				
MTH XXX	CRYPTOGRAPHY	3 hr. Lec 1 hr. Lab	Y	A	PRE	CSCI	NEW COURSE		FALL 2004
CPS 125	DIGITAL COMPUTATION & PROGRAMMING	3 hr. Lec 2 hr. Lab	N	D (1 hr. Lec) A (1 hr. Lab)	R	AYRO,CHNG ELCE,IIND,MMEC, VENR	ALLOWS MORE EXPERIENCE OF PROGRAMMING IN UNIX		FALL 2004
MTH 304	PROBABILITY & STATISTICS	3 hr. Lec 1 hr. Lab	N	A (1 hr. Lab)	R	CSCI	LAB ALLOWS HANDS ON EXPERIENCE OF SAS		FALL 2004
MTH 309	DIFFERENTIAL	3 hr. Lec 1	N	D (1 hr. Lec)	R	AYRO,IIND,MMEC	RESPONSE TO		FALL 2004

50

	EQUATIONS	hr. Lab		A (1 hr. Lab)			CONCERNS BY AYRO,IIND,MMEC TO PROVIDE HANDS OF EXPERIENCE	
MTH 410	STATISTICS	3 hr. Lec 1 hr. Lab	N	A (1 hr. Lab)	R	IIND,MMEC	RESPONSE TO CONCERNS BY IIND,MMEC TO PROVIDE HANDS OF EXPERIENCE	FALL 2004

(Revised July 23/03)

Initiating School/Department: Applied Chemistry and Biology, and MPCS/Office of the Dean,

Faculty of Engineering and Applied Science   **Date of Submission:** December 7, 2003

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

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

_____   _____

Provost and Vice-President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s)/ School(s)/ Department(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) Professionally-Related Elective (PRE)				

51

ECN801	Principles of Engineering Economics	3 hours lectures	N	A	R	CABS, and CSCI	Added to the core required course credits as it is a prerequisite to the CEMS203 core required course	Optional Specialization in Management Science	May, 2004
CEMS301, 302, 303, 304	Reduce elective credits required to only one course	3 hours lectures	N	D	E	CABS, and CSCI	To retain the total number of course requirements to six	Optional Specialization in Management Science	May, 2004
CEMS301	Management Information Systems	3 hours lectures	N	Exclusion	E	CSCI	Computer Science students have taken the topics covered in other courses	Optional Specialization in Management Science	May, 2004

(Revised July 23/03)

December 23, 2003

Re: **1) Curriculum Prerequisite Structure in the Engineering Programs**
       2) Academic Policy on Language Competency for Engineering Students

---

All of the Departmental Councils of the various engineering programs in the Faculty of Engineering and Applied Science have passed the following motions. These are being presented to Academic Council for its information:

1.   **Curriculum Prerequisite Structure:**

- "All required courses in AYRO01 and AYRO02 are prerequisites to all required courses in AYRO03 and AYRO04"*

    October 2, 2003

- "All required courses in CHNG01 and CHNG02 are prerequisites to all required courses in CHNG03 and CHGN04"*

    October 9, 2003

- "All required courses in VENR01 and VENR02 are prerequisites to all required courses in VENR03 and VENR04"*

    September 25, 2003

- "All required courses in IIND01 and IIND02 are prerequisites to all required courses in IIND03 and IIND04"*

    October 2, 2003

- "All required courses in MMEC01 and MMEC02 are prerequisites to all required courses in MMEC03 and MMEC04" *

    October 2, 2003

*This requirement does not apply to Liberal Studies, Engineering Economics, and Technical Communication courses.

This prerequisite course structure information provided above should be included in the curriculum description in the 2004/05 Ryerson Calendar, in a manner similar to that currently used for the COEN03, COEN04, ELCE03 and ELCE04.

2. **Academic Policy on Language Competency:**

"The Departmental Councils of all of the engineering programs on the dates indicated above, and of Electrical and Computer Engineering on October 9, 2003, adopted and approves the implementation of the "Academic Policy on Language Competency for All Undergraduate Engineering Programs' Students", as presented in the attached document. The policy has also received the approval of the Dean of Engineering and Applied Science and the Dean of Arts.

Motion : *That Academic Council approve the Language Competency Policy for all undergraduate Engineering programs as outlined in the attached report.*

Academic Policy on Language Competency
for all Undergraduate Engineering Programs' Students

Preamble

This academic policy stems from the recommendations of the Ad Hoc Committee constituted by the Deans of Arts and Engineering and Applied Science to study, review and recommend "Strategies for Improving Language Competency" for undergraduate engineering programs' students. The objective of this policy is to ensure that the graduates of the various engineering programs at Ryerson University are not only competent in their technical, scientific and professional knowledge, but are also competent in their ability to communicate their knowledge, both orally and in writing; thus enhancing their chances of success in their respective professional careers. Serious concerns were raised by the Canadian Engineering Accreditation Board (CEAB) regarding the language proficiency of our graduates and their communication competency. This policy, and the recommendations of the Ad Hoc Committee, address and alleviate these concerns.

The importance of communication skills is now emphasized throughout the engineering curriculum.. The "Course Management" documents of all of our engineering courses that require the submission (and grading) of laboratory and/or project reports have been modified in order to stress that these written reports will be evaluated not only on the basis of their technical contents, but also on the basis of the skills exhibited by the students in communicating their knowledge. Our engineering students are now provided with more visible and accessible help and support in order to enhance their writing skills through the establishment in February, 2003, of a new Writing Centre satellite office in T202, the Eric Palin Hall.

In Fall 2003, the first ever "Language Proficiency Test" was conducted on August 26, 2003 (during the Orientation Week) for all of the students admitted to the first-year of the various engineering programs. Even though this test was provided on a voluntary basis, 640 out of a possible 790 students (81%) wrote the test. Of those who wrote the test, 132 students (21%) were identified as needing the support of the "Communication Proficiency Resource Path", and were directed to enrol in the appropriate communication and writing intensive courses (LNG100/LNG200 or LNG101). Another 80 students received conditional offers of admission to the various engineering programs on the basis of the admissions related language requirement. These students were assessed throughout the summer using the RTEP or other equivalent instruments and were directed as to the appropriate remedial action, if needed, according to their respective language proficiency evaluation. During the 2003/04 academic year, about 200 engineering students will benefit considerably from this immediate remedial action, and their chances of success in their respective engineering program of study and in their future professional

careers will be subsequently enhanced. The communication and writing intensive courses LNG100/LNG200 and LNG101 are designed to provide those students with necessary, essential and appropriate foundations in writing and communication skills.

Policy Statement

1. All students admitted to first year of the various engineering programs offered at Ryerson University must write the mandatory Language Proficiency Test (LPT), or other similar language diagnostic test (e.g. RTEP). The LPT will normally be conducted annually during Orientation Week before the beginning of the first semester. Students who pass the LPT can enrol in their chosen Liberal Studies Elective courses as normal. Those students who do not pass the LPT will be required to enrol in the LNG100 and LNG200, or in the LNG101 courses as lower level liberal studies course credit(s), depending on the outcome of the LPT assessment. The electivity aspect of the LNG100, 101 and 200 is therefore automatically eliminated for those students who fail the LPT.

2. Students in the various engineering programs at Ryerson University cannot proceed into the third-year level of their respective engineering programs' curriculum without passing the Language Proficiency Test (LPT). Students who do not pass the first LPT will have three additional chances to pass the LPT. The second test will be available in May following the completion of the First-Year Engineering curriculum. The third and the fourth LPT will be conducted during the following orientation week, and in May of the following year, for the next engineering students' cohort. Further, a 4-6 week intensive ESL/writing program will be available during the summer term on a cost recovery basis. Students who fail the second LPT could benefit considerably from this intensive ESL/writing program.

3. Students in the various engineering programs at Ryerson University cannot proceed into the third-year level of their respective engineering programs' curriculum without successfully completing, or receiving credits for, the prescribed total number of Liberal Studies Elective courses specified in the first two years of their respective engineering programs' curriculum.

4. Engineering students who need to continue developing their language and writing skills will have access to the writing-intensive liberal studies elective courses identified and listed in the attached. Those students who were required to take the LNG100, LNG200, or the LNG101 courses are strongly encouraged and expected to take these writing intensive courses.

All aspects of this policy will be implemented effective September, 2004. The policy in its entirety will apply to first-year engineering students who will be first admitted to the respective engineering programs for the 2004/05 academic year, and beyond. Those students who are currently enrolled in first year of the various engineering programs at Ryerson University are strongly advised to adhere to the various aspects of this policy, particularly items 3 and 4.

STRATEGIES FOR IMPROVING ENGLISH WRITING COMPETENCY

Writing Intensive Liberal Studies Courses

TABLE A (Lower Level Liberal Studies Courses)

ENG 104 *
ENG 204 *
ENG 112 *
ENG 300 (to be developed 04/05)

ECN 340

GEO 106
GEO 312

HST 211

PHL 101
PHL 214

TABLE B (Upper Level Liberal Studies Courses)

ENG 400 (to be developed 04/05)
EN G 506

GEO 607
GEO 802

PHL 606

POL 607

*specified sections only.

Report of the SRC Committee of Academic Council – F2003-1
October 31, 2003

The SRC Committee is a standing committee of Academic Council concerned with ensuring that Ryerson's academic policies support the University's mission of engaging in Scholarly, Research and Creative activity (SRC).

The SRC Committee is comprised of the Associate Vice President Academic, the Director of ORS, the members of the SRC Reps Group, an additional representative from each Faculty, a representative of the Library, the Dean of Graduate Studies, one graduate student and one undergraduate student. The terms of reference for this committee specify that 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.

As has been noted, the membership of the SRC Committee is intertwined with that of the SRC Reps Group. The rationale for this structure (agreed to after much discussion) is that the large SRC Committee meets once or twice a semester to focus primarily on policy issues while the much smaller SRC Reps Group is a "working group" that meets much more frequently to problem solve and to provide advice and feedback on a variety of SRC issues. The terms of reference of the SRC Reps Group (provided here for information and to assist Council members to understand the how these two work together) are:

- **Solicit and co-ordinate the SRC issues and concerns of their respective Faculties.**

- Provide a forum for the exchange of information and the discussion of SRC issues and concerns.

- Provide input and advice to the AVPA and Director of Research Services regarding strategies for enhancing SRC activity at Ryerson.

- Review the effectiveness of existing SRC initiatives and to recommend changes as required.

- Receive periodic reports from the Director of Research Services on the University's performance in major grant competitions in relation to other university comparators.

- Act as the adjudicator committee for the Sarwan Sahota Distinguished Scholar Award.

- Function as an internal peer review committee for institutional research applications;

- Meet periodically with representatives of various units within the University that play an essential role in realizing the SRC mission of the University;

- Co-ordinate periodic reviews of the University's Strategic Research Plans (SRPs) and to recommend revisions as required;

- Draft and/or review SRC related policies in preparation for submission to the SRC Committee of Academic Council;

- Assist with the planning of the annual Faculty Conference.

The SRC Committee met twice in 2002-2003, in November and February. Consistent with the terms of reference, the committee received reports regarding SRC activity, funding, and accomplishments at Ryerson. This included information on the issues that the SRC Reps Group had been discussing. Some of the items reported to the group included: the Sarwan Sahota Award, the summer student research assistants program, SRC development initiatives, PREAs, the NSERC Synergy Award, the Michael Smith award, the Spark Award, the very successful NSERC lunch, the issue of research performance indicators, the role of SRC Reps within their Faculty, SRC Accomplishments, AUCC targets, the impact of the Federal budget, MaRS, and CRCs.

While SRC Committee members had the opportunity to provide input on the issues noted above, the central focus of both meetings was the review of and revisions to our Strategic Research Plan (SRP). Members of Council may recall that developing a SRP was a requirement for being able to submit nominations for CRCs. In 2002-2003, the CRC Secretariat required all universities to revise their plans to include a section on how they intended to address issues of gender equity. We decided to take this opportunity to review our plan to ensure that it was up-to-date. As well, as allowed by CRC and the Canada Foundation for Innovation, we combined the CRC and CFI plans into one. In fact, while there was some "tweaking" of the plan, in the end there were no major substantive changes to the plan itself and in particular to the six themes that had been identified. The six themes are as follows:

1. Communications

2. Technological Innovation

3. Organizational Effectiveness and Productivity

4. The Environment

    4.1 The Built Environment
    4.2 The Natural Environment

5. Civil Society
6. Health and Well-Being

In terms of addressing the issue of gender, the SRP plan includes the following:

ACHIEVING GENDER BALANCE

The number of CRCs allocated to Ryerson and the fact that the recruitment process for many of

them has now been completed means that there is insufficient room in which to make a significant impact on the gender distribution of CRCs at Ryerson. Nevertheless the university has, and will continue to make every effort to recruit qualified women for CRCs (as well as for other faculty positions). Specific steps include:

- Broad advertising of all CRC positions.
- Utilization of existing networks to identify qualified women candidates.
- University policies that emphasize the need for achieving gender equity.
- Development of training and orientation to hiring committees regarding the importance of gender equity and strategies for ensuring a fair hiring process.
- Ensuring that the most qualified women candidates are included in the "short list" (Note: two of the four CRC candidates most recently interviewed were women).
- Ensuring that some CRC positions have been allocated to theme areas where there are likely to be more qualified women candidates.

The plan is available through the ORS website http://www.ryerson.ca/ors/.

The next meeting of the SRC committee is scheduled for November 17, 2003, when the main topic of discussion will be the policy around the establishment of Research Centres. We anticipate that this policy will come to Academic Council in January.

For 2002-2003, the members of the committee were (those marked with an asterisk were also members of the SRC Reps Group):

Sandys, Judith (Chair)*	Beanlands, Heather
Cody, Susan*	Devine, Irene*
Dirstein, Robert*	El-Rabbany, Ahmed
Joppe, Marion	Granfield, Diane
Guervich, Maria	Hunter, Andrew*
Liss, Stephen*	Mazerolle, Maurice*
Snyder, Don	Wilson, Sue*
Yeates, Maurice	Abalos, Byron
Govindraddi, Meti	Schulman, Diane (*ex officio,* non-voting)

Submitted by:

Original signed by:

Dr. Judith Sandys
Associate Vice President, Academic

The report has been divided into three sections:

- *Section A* presents the periodic program reviews conducted by the *School of Social Work* and the *Department of Geography*.
- *Section B* presents program and curriculum changes and includes curriculum restructuring in Geographic Analysis and changes in admission requirements for the Post RN program administered by the *School of Nursing*.
- *Section C* presents two new certificate programs in Advanced Safety Management and Fundraising Management.

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

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 2002.

1. Periodic Program Review: *Social Work*

Program Description

The program in social work was established in 1964 as a two-year certificate course with an enrolment of 25 students. In response to the request of many certificate program graduates who wished to continue their studies in the area of practice and administration, the degree of Bachelor of Applied Arts (BAA) in Social Services was established in 1971, with the first students graduating in 1973. In 1975, the two programs were revised. The revised model consisted of a three-year diploma, followed by a post-diploma academic year leading to a BAA (Social Services). To enter the degree program, applicants were expected to complete one year of post-diploma social work experience. In 1979 the degree was changed from BAA (Social Services) to BAA (Social Work). Currently the School of Social Work offers a fully integrated four-year baccalaureate degree program leading to a Bachelor of Social Work degree. There are over 500 full-time and 100 part-time students enroled in the program. The social work program at Ryerson is one of five[1] four-year integrated social work programs in Canada. In other programs students take 2 lower years followed by a 2 upper years of professional concentration.

In 1976 the School became a provisional member of the Canadian Association of Schools of Social Work (CASSW). A self-study for candidacy was submitted and accepted in 1978. The program received its first accreditation in 1982, with re-accreditations following in 1989,

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[1] Carleton and York offer the other four-year integrated programs in Ontario.

1996 and most recently in 2003. Over the years the curriculum has been modified to meet changing societal needs and to accommodate advances in social work theory and practice.

The School offers a curriculum of 40 one-semester course equivalents (Ryerson calendar, 2003/2004, pp. 482–488). Twenty-two one-semester course equivalents are professional courses. Twelve one-semester course equivalents comprise the professionally-related course category. Program students complete 6 one-semester course equivalents in the liberal studies course category. The curriculum also includes field education in the third and fourth years of the program for a total of 910 field education hours, which is the highest in the country. The field education element of the Ryerson program is widely known for its community focus.

The School of Social Work's mission emphasises anti-oppressive practice and is consistent with the applied education mandate of the University and the advancement of the progressive, professional community practice mission of the Faculty of Community Services. The School is committed to the implementation of its mission and integration of its core values through curriculum development and field education.

The Program Review: Introduction

The program review, conducted over the 2001/2002 and 2002/2003 academic years, provides a comprehensive base of information about the program and the School. This includes student data, student and graduate surveys, and a comparator review. The Program Review Report complements the Self-Study Report, which the School had compiled and submitted in March 2002 to the Board of Accreditation of the CASSW in its application for re-accreditation.

Assessment of Strengths and Weaknesses

The Self-Study and Program Review reports, in conjunction with the external assessment documents, provide valuable insight into the program. The following are the School's assessment of its own strengths and weaknesses.

Strengths

The School's mission statement and curriculum comply with the CASSW accreditation standard regarding graduate outcomes. The School considers its mission to be the program's distinguishing feature and strength, and the core component of its curriculum.

The Social Work program at Ryerson is recognized for its emphasis on practice and preparation for practice, and is highly regarded by field educators and employers of the program graduates. In particular, program students demonstrate high levels of community service and activism, and are recognized for their capacity to work across racial and cultural diversity, for their high ethical standards and for their willingness to work and meet the expectations of the practice setting. The recent full 7-year re-accreditation by the CASSW in 2003 is a manifestation of the program quality.

The program is supported by a highly diverse and gender balanced faculty. The faculty demonstrate high levels of commitment to the School through participation in events and committees, as well as actions on equity and social justice issues. The School is cognisant of the potential for mutual education that comes with this diversity and builds on this strength.

Weaknesses

The weaknesses and/or challenges faced by the School can be broadly described under the following categories.

- **Curriculum:** Alumni and employer surveys and the Peer Site Team[2] (PRT) report point out a number of curricular areas for further development including: aboriginal content, financial management and clinical skills, relevant legislation and policies, conflict resolution and addictions training. These observations lead to the recommendation to enhance the skills-based learning elements in the curriculum. There was some concern that the focus of an anti-oppression mission would be too narrow and it was recommended that the curriculum include a wider range of theoretical and practice methods.

- **Field education** is a cornerstone of the Social Work program at Ryerson. The quality of field placements has a direct effect on the educational experience of the program students. Keeping pace with the rising number of students, the competition for high quality placements in the area, the high number of supervisors without social work education, the diversity of the student body, and the demands of an anti-oppressive curriculum presents a challenge.

- **Program environment:** There are a number of challenges associated with the program environment including: on-going structural budget deficit (which is generally resolved through additional admission revenue), lack of space, insufficient RFA coverage in the first two years of the program, and risk of being marginalized as the only four-year integrated Bachelor of Social Work program in southern Ontario.

Responses to Strengths and Weaknesses

The School presented a five-year development plan in response to its observed strengths and weaknesses, the recommendations of the CASSW and additional student satisfaction data. The plan includes the following:

- A curriculum sequencing committee has been established to explore further development of students' critical analysis and self-reflectivity skills and to address the issues raised in relation to the policy component of the curriculum.

- In order to address the need for aboriginal content in the curriculum, the School negotiated with the First Nations Technical Institute (FNTI) to admit the first cohort of aboriginal students into advanced standing in 2003. The partnership between the School, FNTI and the School's Aboriginal Advisory Committee will strengthen and integrate aboriginal content throughout the curriculum.

- The School established a new Field Placement Coordinator position to provide much-needed relief to the current demands on the School Field Placement Office. The resumption of the Field Instructors Advisory Committee is also expected to assist the School in identifying innovative strategies to support field instructors and recruit suitable placement sites.

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[2] Drs. Richard Sullivan (University of British Columbia) and Marilyn Callahan (University of Victoria).

ASC Evaluation and Comments

ASC found the documents provided to be well organized, clearly written, comprehensive and reflective of the School's commitment to accreditation and the Ryerson program review process. The ASC found the documents generated through the external assessment process useful in assessing program strengths and challenges.

The reports by the readers and the PRT recognize that achieving curricular consistency - integration and constructive progression within the framework of the School's mission and objectives - represents an admirable goal. However, it is believed that this should not be at the expense of methodological diversity. It is therefore recommended that curricular changes be made to provide students with both the tools for independent critique of theoretical approaches and more intellectual challenges which give them critical skills and promote a broader range of thinking. The School provided ASC with additional information on how critical theories are covered in the curriculum. The ASC is pleased to learn that the School's adoption of an anti-oppression mission, and the integration of anti-oppression and social justice thinking into its curriculum, have placed it into a leadership position within the Schools of Social Work in Ontario. Members of the School are frequently called upon to advise other social work programs who are restructuring their programs with a focus on anti-oppression and social justice policies.

Follow-up Report

In keeping with usual procedure, a follow-up report is to be submitted to the Dean and the Provost and Vice President Academic by the end of June 2005.

Recommendation

Having determined that the Social Work 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 Social Work.*

2. Periodic Program Review: *Applied Geography*

Program Description

The Applied Geography program, which admitted its first incoming class in September 1974, was Ryerson's first degree program not developed out of an existing certificate or diploma. The Department initially offered a four-year program leading to a Bachelor of Applied Arts degree. Effective Fall 2002 the degree designation was changed to Bachelor of Arts. The *Department of Geography* is a complex academic unit which now delivers liberal studies and professionally-related courses throughout Ryerson, both during the day and through Continuing Education and also houses the Geographic Analysis Program.

The field of geography focuses on the description and analysis of human-made and physical features on the earth, and the interactions within and among them. Generally, university-level geography has concentrated on the systematic analysis of spatial phenomena, and in particular, on their organising principles. Applied geography, as the name suggests, uses the

principles and methodologies of geographic inquiry in spatial problem solving and decision support. The Applied Geography program at Ryerson is one of 17 geography programs in Ontario. Only Ryerson and Waterloo have direct entry programs.

The Applied Geography curriculum consists of 41 one-semester course equivalents (Ryerson calendar, 2003/2004, pp. 266–273). Twenty-five one-semester course equivalents are professional courses, ten are professionally-related courses, and 6 are liberal studies courses. The curriculum includes a practicum, which requires students to complete the equivalent of one semester of approved work experience between third and fourth years. Professionally-related courses are drawn from a range of disciplines including Business, Computer Science, Economics, Information Technology Management, Hospitality and Tourism Management and Urban and Regional Planning.

Admission to the program is based on OSSD with six U/M or OAC courses including OAC or 12U English with a minimum grade of 60%. The program receives on the average 290 applications[3] and admits 70 students (101 students: 67%, 105 students: 22%, Ryerson transfers: 11%) into the first year. Approximately 220 students are enrolled in all four years of the program and an average of 42 students graduate every year.

Ryerson's Applied Geography program is different from that offered at other institutions, extending the discipline to make it a practical, professionally oriented intellectual endeavour in keeping with Ryerson's unique mission to advance applied knowledge.

The Program Review: Introduction

The program review, conducted over portions of the 2001/2002 and 2002/2003 academic years, provides a comprehensive base of information about the program and the School, including student data, student and graduate surveys, and a comparator review. The Peer Review Team[4] (PRT) report and the Department's response to the PRT report provide further insight on the Program Review Report.

Assessment of Strengths and Weaknesses

The assessment of program strengths and weaknesses, based on the self-study report and the observations and comments made by the PRT are as follows:

Strengths

The School's most evident strength lies in its faculty and staff who are committed to the program and its students. Through SRC and other activities, faculty have achieved national and international recognition in a number of key areas. The School offers a strong curriculum which is unique in Canada in that it emphasizes the use of geographical information systems and statistical analysis for the study of a range of geographical applications. With the increasing demand for individuals to manipulate and interpret the data, geographers educated in GIS and remote sensing such as the one offered by Ryerson, will be employable in the growth area of geomatics.

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[3] The figure reported is the average from 1997–2001 application data. In the most recent admission cycle for Fall 2003 the total number of applications was 397.

[4] Drs. P.J. Howarth (University of Waterloo) and M. Pazner (The University of Western Ontario).

Weaknesses

Unlike Ryerson, most geography programs admit students in their second-year, following comprehensive first-year programs. This allows them to attract students into their programs who had not previously thought of undertaking a geography degree. The Applied Geography program at Ryerson is one of only two Ontario universities that admit students directly into the first year. The majority of these students come from high school. Because of the diminished role of geography in the secondary school curriculum, fewer high school students find geography programs attractive. This presents the School with a challenge in meeting its intake target.

Because the Department relies on modern equipment and software for the delivery of a program with a strong geotechnology focus it will need resources to maintain its technological currency and to remain among the leaders in applied geography programs.

Students, alumni and employers were very positive about the geography curriculum but highlighted the need for what might be termed "academic" geography and, indeed, academic inquiry as a whole. They believe the curriculum should include more emphasis on creativity, societal and disciplinary context, international and cultural issues, business and entrepreneurial skills and communication skills.

The PRT also recommended that the Department explore collaboration with other academic units on campus that deal with spatial aspects of the environment thus allowing cross-fertilization in teaching and research.

Responses to Strengths and Weaknesses

As part of the program review documentation the Department submitted a response to the PRT and a development plan.

- The Department has completed a curriculum review and submitted curriculum changes to the ASC for consideration and possible implementation starting September 2004. The proposed curriculum changes address a number of the specific areas of concern identified in the self-study report.

- The Department is exploring new strategies for recruiting students including: targeting specific high schools that have shown an interest in geotechnology, sending senior students to selected schools to give geotechnology demonstrations and to discuss the Ryerson program, and hosting a forum for high school teachers interested in geotechnology. In particular, the Department intends to explore these activities with the Ontario Association of Geographic and Environmental Educators and Canadian Association of Geographers. In addition, the School changed its name from School of Applied Geography to Department of Geography and the program name from Applied Geography to Geographic Analysis. These changes aim to evoke the applied and practical aspects of the Department while maintaining the link with the discipline.

- In 2003, the Department opened a new, 41-seat computer laboratory with modern computing equipment. This laboratory together with the existing computing facility is expected to provide improved service to all program students in the years to come.

ASC Evaluation and Comments

The program review documents were comprehensive and well organized; they provided detailed background information and a candid analysis of the program strengths and weaknesses. Student, alumni and employer survey results were also part of the program review and provided valuable insight regarding the views of these constituencies on various program elements.

The Applied Geography program at Ryerson has an excellent reputation as a leader in the use of geographical information systems and statistical analysis in geographic applications. In acknowledging this program characteristic, the PRT report stated that the current program structure is appropriate for a geography program which emphasizes applied geography. However, there is a concern that the emphasis on geo-technology and other applied fields may have been at the expense of academic elements of the program. This view is reinforced by student surveys, the advisory council report and the comparator review. The alumni survey results also point to entrepreneurship, ethics, communication and cultural/international understanding as areas for further improvement. Most importantly, the School is cognisant that the present curriculum is not sufficiently attentive to the development of additional cultural, international and globalisation context. The committee shares these concerns and encourages the School to introduce curriculum changes that will address these shortcomings. In addition, the committee encourages the Department to integrate more oral and written communication skills, and analytic and problem solving skills into all program elements. The committee also believes that further collaboration with other academic units on campus that deal with spatial aspects of the environment could enhance teaching and research activities in the Department and benefit program students.

Follow-up Report

In keeping with usual procedure, a follow-up report is to be submitted to the Dean and the Provost and Vice President Academic by the end of June 2005.

Recommendation

Having determined that the Applied Geography 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 Department of Geography.*

SECTION B: PROGRAM and CURRICULUM CHANGES

1. Curriculum Restructuring in Geographic Analysis

The proposed curriculum changes to the Geographic Analysis program offered by the Department of Geography follows from the periodic program review (*Section A.2* of this report), and was one of the four development areas identified in the self-study report. The Department introduced curriculum changes based on the results of student, alumni and employer surveys, discussions with the peer review team and with the program advisory council. The proposed changes entail the addition of new courses, the deletion and/or

collapsing of existing courses and the modification of the content of existing courses. *Appendix 1* presents the complete proposed curriculum. A summary of changes is as follows.

- New courses are proposed to address the need for:

    1. a broader global context for graduates functioning in today's society;
    2. a greater emphasis on the technical component, especially in databases and Geographical Information Systems (GIS) programming;
    3. an advanced retail analysis course to complement the Department's connections with the Centre for the Study of Commercial Activities; and
    4. the inclination of the majority of program graduates to choose analyst career paths in commercial sectors.

- Some courses have been deleted since the career prospects of program graduates in these areas were limited. Included in this category are courses in industrial location, individual reading, and the philosophy of geography.

- Several required courses in the present curriculum have been redefined as electives in the proposed curriculum. These include physical geography, advanced statistical methods, and some practice-based courses. With a streamlined prerequisite structure, the new curriculum is significantly more flexible, and increases the course choices for students.

- The number of liberal studies and professionally-related courses offered across the four years of the program has been maintained at present levels. The only change is the removal of microeconomics and macroeconomics courses from the required professionally-related category of courses. Reflecting other university geography programs in Canada these courses have been redefined as professionally-related electives.

- In all program courses contact hours have been reduced from four to three.

- Under the new curriculum, students will complete 11 compulsory geography courses and 15 elective geography courses, 9 professionally-related electives including one compulsory English course and 6 liberal studies courses for a total of 41 courses (123 total program hours). The new curriculum balance[5] expressed in hours is as follows. **Professional (P) courses:** 78 hours corresponding to 63% of the total program hours. **Professionally Related (PR) courses:** 27 hours corresponding to 22% of the total program hours. The **liberal studies** component of the curriculum consists of 18 hours corresponding to 15% of the total program hours.

Implementation

The following table provides an overview of how the new curriculum will be phased in over the next 4 years until the completion of the phase-in at the start of the 2007/2008 academic year. In effect, the 2004 cohort enters with the new curriculum, but the 2003 cohort does not move to the new curriculum until the Fall of 2005. These students will, in effect, complete year two in 2004/2005 under the old second year curriculum. As part of the curriculum proposal the Department provided a course equivalency table and a listing of courses that need to be taken by the 2001–2004 cohorts to complete the program.

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[5] The current Ryerson policy on program balance recommends that program balance for degree programs should follow the following guidelines: 50–75% professional courses, 10–40% professionally-related courses and at least 6 liberal studies courses.

Academic Year	Cohort	Year 1	Year 2	Year 3	Year 4
2001–2002	2001 →	old			
2002–2003	2002 →	old	old		
2003–2004	2003 →	old	old	old	
2004–2005	2004 →	new	old	new + eq	new + eq
2005–2006			new	new + eq	new + eq
2006–2007				new	new + eq
2007–2008					new

Old: Old curriculum.
New + eq: New curriculum with course equivalencies.
New: Proposed new curriculum.

ASC Evaluation

Having recently completed the Applied Geography program review, the ASC was in a unique position to relate the curriculum changes proposed by the Department to the recommendations and development plan resulting from that review. The committee recognizes the benefits of the new curriculum, designed to provide a broader global context and a greater emphasis on technical elements of geography. The following comments by the ASC may assist the School in its on-going curriculum revisions.

- **Critical Analysis:** In developing the new curriculum one of goals of the Department has been to enhance students' analytical and problem solving skills. The committee acknowledges these changes and encourages the Department to use a broader definition of what constitutes critical analysis. The committee further recommends that critical analysis should be an integral part of all program courses rather than being covered in a few courses.

- **Content Duplication:** In its study of the proposed curriculum, the committee observed that the program includes professional and professional elective courses with similar course contents. Therefore, the committee urges the Department to eliminate content duplication in professional courses.

- **Curriculum Advising:** A flexible curriculum based on the "reach-back" principle, which allows students in the upper-two years to choose courses from previous semesters, together with a streamlined prerequisite structure will allow students much greater flexibility in developing their own path within one of five program specialization areas in location analysis, environmental analysis, urban analysis, recreation analysis and geotechnology and quantitative methods. The Department has prepared an overview table which outlines the connectivity between specific courses and semesters and the major specialty areas in the program. However, in view of the greater flexibility in choosing electives and the autonomy in choosing them, students are likely to require further guidance. Therefore, the ASC strongly recommends that the School should introduce a stronger *curriculum advising* structure.

- **Professionally-Related Courses:** The Department should consider expanding the professionally-related course offerings to program students by including additional courses from relevant academic units. More importantly, the Department should study the prerequisites for the presently listed professionally-related courses to ensure that all program students have the required preparation, knowledge and prerequisites in order to be able to register and successfully complete the majority of professionally-related electives.

The ASC has concluded that the proposed restructuring will academically benefit students. The committee encourages the Department to address the curriculum related recommendations stated above in its periodic program review follow-up report.

Recommendation

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

> *That Academic Council approve the proposed curriculum restructuring in Geographic Analysis.*

2. Changes in Admissions Requirements for the Post RN Program

Background

Registration with the College of Nurses is mandatory to work as a Registered Nurse (RN). Currently, the educational path to the title of RN in Ontario is as follows. Graduates from: (i) approved nursing degree programs, (ii) Ontario College of Applied Arts and Technology (CAAT) nursing diploma programs, and (iii) internationally educated nurses with diploma/ degrees equivalent to CAAT nursing diploma or approved nursing degrees, are eligible to write the national licensing exam. Individuals who successfully complete the licensing exams can register as RNs and practise in Ontario.

After 2005, all diploma programs will be phased out and only those individuals who have completed an approved (accredited) nursing degree program will qualify to write the national licensing exam. Internationally educated nurses with a diploma from their country of origin will have to complete a four-year degree program or a university bridging program followed by a post RN degree program to qualify for writing the national licensing exam.

Bridging Programs

Faced with a critical shortage of RNs in the province, the Ministry of Health and Training and the Ministry of Colleges and Universities are investing in additional educational opportunities to ensure that an appropriate number of RNs will be available to meet the population demands for service. In response, the Schools of Nursing at George Brown College and Centennial College collaborated with the School of Nursing at Ryerson and developed bridging programs. These programs aim to prepare candidates for entry into the Post RN degree program at Ryerson and will be delivered at the colleges. Schools of nursing at other universities and their CAAT partners are developing similar bridging programs.

Admission Requirements

Currenlty, the admission requirements to the Post RN program at Ryerson are as follows.

1. Current registration by the College of Nurses or eligibility for registration in Ontario.
2. Graduation from a Nursing diploma program at an Ontario College of Applied Arts and Technology (CAAT) with an acceptable performance.
3. Potential applicants from diploma programs other than an Ontario CAAT will be assessed on an individual basis.

The proposed revision of the admission requirements will change the second item in the above admission requirements statement to:

> The applicant must be a graduate from a Nursing diploma program at an Ontario CAAT or from a Ryerson School of Nursing approved bridging program with a 'B' Cumulative Grade Point Average.

Recommendation

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

> *That Academic Council approve the proposed change to the admission requirements to the Post RN degree program.*

SECTION C: CERTIFICATE PROGRAMS

1. New Certificate: Advanced Safety Management

This proposed advanced certificate program was developed by the Continuing Education Division in cooperation with the School of Occupational and Public Health. This is a unique offering of safety management courses that are part of the Bachelor of Applied Science degree in the Occupational Health and Safety (OH&S) option within the School of Occupational and Public Health.

The present Ryerson Certificate in OH&S has been the forerunner in OH&S education across Canada. It provides basic OH&S education and training and produces the "general practitioner" who has the knowledge and skills to develop and implement OH&S programs and assess existing OH&S programs. The proposed advanced certificate will provide further educational opportunities to these "general practitioners".

Curriculum

The Advanced Safety Management Certificate involves eight required courses. The program will be available both in classroom and distance education formats.

Required Core Courses

COHS 323 Accident Theory and Analysis	COHS 723 Sector Applications I
COHS 516 Ergonomics	COHS 818 Systems Management II

COHS 523 Safety Evaluation Techniques	COHS 823 Sector Applications II
COHS 623 Safety Control Methods	COHS 833 Fire Safety Management

Admission Requirements

1. OSSD with six OAC credits or Grade 12 U or M credits, or equivalent, or mature student status.
2. Successful completion of the Certificate of Occupational Health and Safety or equivalent **OR** with approval of the Academic Coordinator, 5 years of professional experience in a field relevant to occupational health and safety, and successful completion of the courses COHS 208 Occupational Health and Safety Law and CVOH 215 Occupational Health and Safety Systems or their equivalents[6].

ASC Evaluation

The proposed Certificate responds to societal need, exhibits an appropriate blend of academic breadth and depth. The proposed Advanced Certificate in Safety Management will provide the opportunity for the students to study safety specific materials, not readily available at other academic institutions.

Recommendation

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

> *That Academic Council approve the Certificate program in Advanced Safety Management.*

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[6] In case the certificate programs in OH&S will form the basis of a part-time degree program, admission in the advanced certificate program based on professional experience will not allow students to claim academic credits for the courses that make up the first certificate in OH&S.

2. New Certificate: Fundraising Management

This certificate program has been targeted to recent entrants into the fundraising industry and those who wish to enter it. It also will provide currency and renewal to seasoned veterans who are finding themselves in an industry that is markedly different from what it was even a decade ago. The program is designed for students who wish to:
1. increase their understanding and skills in nonprofit sector fundraising management;
2. learn to plan a campaign;
3. develop and implement a wide range of strategies and tactics for a successful and ethical operation of a campaign.

The program steering committee will be the committee that oversees the Ryerson certificate program in Interdisciplinary Studies in Nonprofit and Voluntary Sector Management that has membership drawn from the Social Work, Politics, Business Management and Continuing Education.
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Curriculum

The proposed Certificate in Fundraising Management will include courses in fundraising management and a selection of related courses from the Ryerson certificate program in Interdisciplinary Studies in Nonprofit and Voluntary Sector Management. The courses in fundraising management have been developed in collaboration with the National Program in Fundraising Education (NPFE), which is a consortium of colleges and universities that developed and maintained a set of courses focused on fundraising management.

The proposed Certificate program will be comprised of six required and two elective courses and it will be available both in classroom and distance education formats.

Required Core Courses
CINP 901 Developing Effective Nonprofit Organizations
CINP 912 Strategic Marketing in the Nonprofit Sector
CVFM100 Introduction to Fundraising
CVFM 201 Planning, Management, and Professionalism in Fundraising
CVFM 202 Donor Centred Fundraising
CVFM 203 The Fundraising Campaign

NOTE: New students are encouraged to begin with CINP 901 and/or CVFM 100.

Elective Courses (two courses to be selected from the following)
CINP 902 Effectiveness and Accountability through Evaluation
CINP 910 Strategic Planning for Nonprofit Organizations
CINP 913 Leading Nonprofit Organizations through Change
CVFM301 Gift Planning
CVFM302 Corporate, Special Event, and Entrepreneurial Fundraising

Admission Requirements

OSSD with six OAC credits or Grade 12 U or M credits, or equivalent, or mature student status.

ASC Evaluation

This certificate program is designed to serve to both generalists and specialists. Through its mix of required and elective courses, and of courses that explore the nature of the overall nonprofit sector as well as the fundraising effort in particular, it successfully targets recent entrants into the fundraising industry and those who wish to enter it. It also will provide currency and renewal to experienced fundraisers.

Recommendation

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

> *That Academic Council approve the Certificate program in Fundraising Management.*

Respectfully submitted by

Errol Aspevig,
for the 2003/2004 Academic Standards Committee

K. Alnwick (Registrar)	B. Murray (Philosophy)
Z. Fawaz (Aerospace)	K. Penny (Hospitality and Tourism Management)
K. Gates (Nursing)	D. Phelan (Library)
D. Glynn (Continuing Education)	D. Schulman (Secretary of Academic Council; ex-officio)
R. Keeble (Urban and Regional Planning)	D. Snyder (Image Arts)
C. Livett (student, Geographic Analysis)	R. Stagg (History)
L. McCarthy (Chemistry and Biology)	D. Sydor (Business Management)
A. Mitchell (Interior Design)	M. Zeytinoglu (Electrical and Computer Engineering)
H. Moreau (student, BusinessManagement)	

APPENDIX 1

GEOGRAPHIC ANALYSIS: New Curriculum

The course numbers used in the presentation of the proposed Geographic Analysis curriculum are provided for clarity, and currently have no official standing.

NOTE: The professionally-related elective courses in the proposed new Geographic Analysis curriculum remain identical to those in the present curriculum as listed in the Ryerson 2003/2004 Calendar pp. 271–272.

NEW FIRST YEAR – FIRST SEMESTER

Course Title	Course Number	Course Hrs.
REQUIRED:		
GEOGRAPHY: Environmental Analysis Geography and GIS	GEO 111	3 (P)
GEOGRAPHY: Geography and GIS	GEO 141	3 (P)
GEOGRAPHY: Urban Analysis	GEO 151	3 (P)
GEOGRAPHY: Introductory Analytical Techniques	GEO 161	3 (P)
LIBERAL STUDIES ELECTIVE GROUP:		
Select one lower-level one-term course.		3 (L)

NEW FIRST YEAR – SECOND SEMESTER

Course Title	Course Number	Course Hrs.
REQUIRED:		
GEOGRAPHY: Location Analysis	GEO 221	3 (P)
GEOGRAPHY: Principles in Recreation and Demography	GEO 231	3 (P)
GEOGRAPHY: Cartographic Principles and Practice	GEO 241	3 (P)
ENGLISH: Writing Strategies	ENC 107	3 (PR)
LIBERAL STUDIES ELECTIVE GROUP:		
Select one lower-level one-term course.		3 (L)

NEW SECOND YEAR – THIRD SEMESTER

Course Title	Course Number	Course Hrs.
REQUIRED:		
GEOGRAPHY: Inferential Statistics in Geography	GEO 361	3 (P)
REQUIRED GROUP 1: Select two courses.		
GEOGRAPHY: Geography of the Physical Environment	GEO 313	3 (P)
GEOGRAPHY: The Internal Structure of the City	GEO 351	3 (P)
GEOGRAPHY: Global Shift in the 21st Century	GEO 372	3 (P)
PROFESSIONALLY-RELATED ELECTIVE GROUP 2: Select two courses.		3 (PR)

NEW SECOND YEAR – FOURTH SEMESTER

Course Title	Course Number	Course Hrs.
REQUIRED:		
GEOGRAPHY: Geographic Information Science	GEO 441	3 (P)
REQUIRED GROUP 1: Select two courses.		
GEOGRAPHY: Resource and Environmental Planning	GEO 411	3 (P)
GEOGRAPHY: The Retail Economy	GEO 421	3 (P)
GEOGRAPHY: Recreation Analysis	GEO 431	3 (P)
PROFESSIONALLY-RELATED ELECTIVE GROUP 2: Select one course.		3 (PR)
LIBERAL STUDIES ELECTIVE GROUP: Select one lower-level one-term course.		3 (L)

NEW THIRD YEAR – FIFTH SEMESTER

Course Title	Course Number	Course Hrs.

REQUIRED GROUP 1: Select one course.

GEOGRAPHY: Geodemographics	GEO 521	3 (P)
GEOGRAPHY: GIS Programming	GEO 541	3 (P)
GEOGRAPHY: Multivariate Analytical Techniques	GEO 561	3 (P)

REQUIRED GROUP 2 † : Select three courses.

Another course from GROUP 1		
GEOGRAPHY: Physical Geography in Decision Support	GEO 513	3 (P)
GEOGRAPHY: Resource Management in Northern Canada	GEO 514	3 (P)
GEOGRAPHY: Introduction to Remote Sensing	GEO 542	3 (P)
GEOGRAPHY: Urbanization and Regional Development	GEO 551	3 (P)
GEOGRAPHY: Studies in Rural Geography	GEO 553	3 (P)
GEOGRAPHY: Field Studies **	GEO773	3(P)

PROFESSIONALLY-RELATED ELECTIVE GROUP 3:
Select one course.
3 (PR)

†   Note: by petition a student may request to substitute one of the Geography Options in Semester 5 with a Geography Option from Semester 3.

** Field Studies may be offered in Fall or Winter terms.

NEW THIRD YEAR – SIXTH SEMESTER

Course Title	Course Number	Course Hrs.

REQUIRED GROUP 1:
Select three courses.

GEOGRAPHY: Environmental Decision Making	GEO 612	3 (P)
GEOGRAPHY: Advanced Retail Analysis and Planning	GEO 621	3 (P)
GEOGRAPHY: Explorations in Travel and Tourism	GEO 631	3 (P)
GEOGRAPHY: GIS and Decision Support	GEO 641	3 (P)
GEOGRAPHY: Advanced Remote Sensing and GIS	GEO 642	3 (P)
GEOGRAPHY: Urban Transportation Systems	GEO 652	3 (P)
GEOGRAPHY: Development and Environmental Law	GEO 671	3 (P)
GEOGRAPHY: Field Studies	GEO 773	3 (P)

PROFESSIONALLY-RELATED ELECTIVE GROUP 2:
Select one course.
3 (PR)

LIBERAL STUDIES ELECTIVE GROUP:
Select an upper-level one-term course.
3 (L)

** Field Studies may be offered in Fall or Winter terms.

NEW FOURTH YEAR – SEVENTH SEMESTER

	Course Title	Course Number	Course Hrs.
REQUIRED:			
	GEOGRAPHY: Practicum	GEO 771	3 (P)
REQUIRED GROUP 1: Select two courses.			
	GEOGRAPHY: Individual Research Paper † Courses from GROUP 2 in Semester 5	GEO 772	3 (P)
PROFESSIONALLY-RELATED ELECTIVE GROUP 2: Select two courses.			3 (PR)
LIBERAL STUDIES ELECTIVE GROUP: Select an upper-level one-term course.			3 (L)

† Students must take at least one of:
GEO 772 Individual Research Paper *or* GEO 873 Geographic Entrepreneurship & Consulting.

NEW FOURTH YEAR – EIGHTH SEMESTER

	Course Title	Course Number	Course Hrs.
REQUIRED:			
	GEOGRAPHY: The Professional Geographer	GEO 871	3 (P)
REQUIRED GROUP 1: Select two courses.			
	GEOGRAPHY: Geographic Entrepreneurship & Consulting † Courses from GROUP 1 in Semester 6	GEO 873	3 (P)
PROFESSIONALLY-RELATED ELECTIVE GROUP 2: Select one course.			3 (PR)
LIBERAL STUDIES ELECTIVE GROUP: Select an upper-level one-term course.			3 (L)

† Students must take at least one of:
GEO 772 Individual Research Paper *or* GEO 873 Geographic Entrepreneurship & Consulting.