

RYERSON UNIVERSITY
AGENDA
ACADEMIC COUNCIL MEETING
Tuesday, March 30, 2004

5:30 p.m. A light dinner will be served in The Commons, Jorgenson Hall, Room POD-250.
6:00 p.m. Meeting in The Commons.

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|-------------|---|
| Pages 1-3 | 1. President's Report 1.1 Ryerson Achievement Report |
| Pages 4-11 | 2. Report of the Secretary of Academic Council |
| Page 12 | 3. The Good of the University |
| Pages 13-14 | 4. Minutes 4.1 Minutes of the March 2, 2004 Meeting |
| Pages 15-19 | 5. Business arising out of the Minutes 5.1 Election Results Summary |
| Pages 20 | 6. Correspondence 6.1 Letter from Secretary of Academic Council to Dr. Michael Guerriere, Chair, Board of Governors, re Presidential Search Committee 6.2 Response from Dr. Michael Guerriere, Chair, Board of Governors 6.3 Correspondence regarding a Seat on Academic Council for Librarians 6.4 Legal response regarding Seat on Academic Council for Librarians |
| Page 20 | 7. Reports of Actions and Recommendations of Departmental and Divisional Councils 7.1 From Applied Chemistry & Biology - Information on Co-operative Education Option |
| Pages 21-28 | 8. Reports of Committees 8.1 Report #W2004-01 of the Course Management Policy Review Committee Motion: <i>That Academic Council approve Policy #145 – Course Management Policy, as amended.</i> |
| Pages 29-30 | 8.2 Report #W2004-01 of the Learning and Teaching Committee Motion: <i>That Academic Council amend Policy #135, Examination Policy, to add Section III.A.8 and amend Section VI.B.4, as noted in this report.</i> |
| Pages 31-36 | 8.3 Report #W2004-04 of Academic Standards Committee: Motion #1: <i>That Academic Council approve the Certificate in Mental Health and Addictions.</i> |

Motion #2: *That Academic Council approve the revisions to the Certificate in Health Services Management and the discontinuation of the Certificate in Long Term Care Administration.*

Motion #3: *That Academic Council approve the revisions to the Certificate in Environmental Engineering Science and the discontinuation of the Certificate in Environmental Management.*

Motion #4: *That Academic Council approve the discontinuation of the Certificate in New Media Studies from Continuing Education (see Addendum).*

****Addendum (distributed at the meeting):**

Motion #5: *That Academic Council approve the discontinuation of the Certificate in Civil Engineering, Certificate in Industrial Engineering Technology, Certificate in Mechanical Engineering Technology, and Advanced Certificate in Mechanical Engineering Technology.*

9. New Business

Page 37

9.1 Memorandum from Keith Alnwick, Registrar

Motion: *That Academic Council replace the term “**Aegrotat Standing**” with “**Aegrotat Grade**” in all policies, procedures and publications of the University.*

10. Adjournment

RYERSON UNIVERSITY ACHIEVEMENT REPORT

For the March 30, 2004 meeting of Academic Council

Events

The annual induction of Ryerson students into the Golden Key Society was held March 22. About 400 students accepted the invitation to join the Ryerson Chapter, which extends membership offers to the top 15% of students, based on academic performance.

Ryerson alumni and friends attended a special reception in January at the Art Gallery of Ontario to mark the opening of an exhibit by photographer and Ryerson alumnus **Edward Burtynsky**.

Civil Engineering and Architectural Science students held their annual bridge-building competition Feb. 19. The bridges -- formed with Popsicle sticks, white glue, and dental floss -- were tested with weights to the point of collapse. The event was covered by *CityPulse News*, *Global News* (Ontario edition), and *Cable Pulse 24*.

A tribute dinner for Harry Rosen, to mark his 50 years in the clothing business, was held Feb. 5 at the Fairmont Royal York Hotel. About 700 people attended, including many representing the biggest fashion houses in Europe, raising more than \$300,000 for the Ryerson School of Retail Management. The event received coverage on City and CFTO TV; and in *Toronto Life*, the *Toronto Sun* and *National Post*.

At the Retail Management awards Feb. 9, Ryerson chairs were presented to representatives of four \$1-million donors to the School: Hudson's Bay Company, Wal-Mart Canada, Sears Canada, and Loblaws.

The Continuing Education Students' Association of Ryerson, in association with a number of campus partners, presented a two-day conference on "Skills for Your Equity Toolkit" March 19 and 20. Ryerson speakers included President **Claude Lajeunesse**, and Vice President Administration and Student Affairs **Linda Grayson**. Keynote speaker was **Catherine Frazee** of the School of Disability Studies. There were many Ryerson participants, and other speakers from the University included **Monica McKay**, **Janine Willie** and **Ann Whiteside**.

A special celebration was held March 8 to mark the launch of Ryerson as the GTA node for the High Performance Computation Virtual Laboratory. Sun Microsystems donated a server to the Ryerson ATOP Aerospace Computation Laboratory, thereby establishing the node, in partnership with Queen's University, Carleton University, Royal Military College, and the University of Ottawa.

Engineering students held their annual VW Bug push March 3 to raise funds for the Hospital For Sick Children. With support from Public Affairs, the event received extensive coverage on Citytv and CFRB.

President **Claude Lajeunesse** spoke at the Association of Canadian College and University Ombuds conference, held at Ryerson Jan. 29.

Media Appearances

Vicki Van Wagner of Midwifery was quoted in the *Toronto Star* and in newspapers across the country in a story about new guidelines that will make it easier for pregnant women to choose Caesarean section delivery.

Comments by **David Greatrix** of Aerospace Engineering were carried in a story picked up by Reuters and reproduced in newspapers across North America March 3. Prof. Greatrix was asked his opinion of a newly patented airplane design which would break apart in the event of a malfunction and allow the passenger cabin and cockpit to float to the ground with a parachute.

Joyce Smith of Journalism appeared on a CBC Newsworld panel March 2 discussing the media's coverage of religion and faith issues.

Yvonne Bobb-Smith of Sociology was featured in the *Hamilton Spectator* in December. The newspaper profiled her new book, *I Know Who I am: A Caribbean Woman's Identity in Canada*.

The *Temiskaming Speaker* reported in December that the local health unit was offering to pay the tuition of any student in Ryerson's Occupational and Public Health program who agreed to work there after graduation.

John Miller of Journalism commented in a Canadian Press story on the departure of John Honderich from the *Toronto Star*. **Vince Carlin** appeared on CBC Radio's *Here and Now* and *Midday News* on the same topic. Prof. Miller was also quoted in the *National Post* March 6 on the appointment of Michael Goldbloom to the post of publisher of the *Star*. And Prof. Carlin was quoted in the Feb. 26 *Globe and Mail* on the controversy over the claim that journalist Stevie Cameron was an informant for the RCMP.

The *Toronto Star* reviewed a book edited by **Murray Pomerance** of Sociology: *Bad Infamy, Darkness, Evil, and Slime on Screen*.

Wendy Cukier, *ITM*, was quoted in a story in the *Toronto Star* about the use of handguns in crime.

Arne Kislenko of History appeared on Toronto One's *Toronto Tonight* program to discuss the United States' plans to expand space exploration.

Afua Cooper of Social Work appeared on CBC Radio's *Metro Morning* Feb. 6 to discuss the issue of reparations for descendants of black slaves.

Ryerson's Discover Engineering initiative was featured in the *Globe and Mail's* special insert for National Engineering Week Feb. 26.

Myer Siemiatycki of Politics appeared on CBC TV's *Canada Now*, *The National*, and *Newsworld*; as well as radio's *Metro Morning* and *Here and Now* discussing the summit held in Toronto to discuss the future of Canadian cities. The *Toronto Star* also reported on Prof. Siemiatycki's testimony at the inquiry into the computer leasing scandal at City Hall. And he was quoted in the March 8 *Globe and Mail* discussing the first 100 days of David Miller's mayoralty.

Tammy Landau of Justice Studies was quoted in the Jan. 22 *Toronto Star* on tactics to decrease the likelihood of police corruption. She appeared on CBC *Newsworld* and *Canada Now* Feb. 23 commenting on the launch of child abduction insurance. And she was quoted in the March 3 *Toronto Star* on the subject of police funerals.

Tim Sly of Occupational and Public Health was quoted in the Jan. 26 issue of *Maclean's* on the likelihood of mad cow illness spreading in Canada.

Ken Jones, director of the Centre for the Study of Commercial Activity, was quoted in the Jan. 15 *Montreal Gazette* on the commercial viability of Ste. Catherine St. in Montreal.

Bill Cameron, Ryerson's Maclean Hunter Chair in Communication Ethics, was interviewed on BBC Radio Jan. 29. The veteran Canadian broadcaster discussed whether the British Broadcasting Corporation's reputation had been tarnished by the results of the recent Hutton inquiry. The network was criticized for airing an unfounded report that claimed the British government had exaggerated Iraq's possession of illegal weapons.

Prepared by the Office of Public Affairs.

MINUTES OF ACADEMIC COUNCIL MEETING
Tuesday, March 2, 2004

Members Present:

Ex-Officio:

K. Alnwick
E. Aspevig
S. Boctor
M. Booth
C. Cassidy
M. Dewson
L. Grayson
A. Kahan
T. Knowlton
C. Lajeunesse
I. Levine
C. Matthews
J. Sandys
P. Stenton
S. Williams
M. Yeates

M. Barber
D. Checkland
S. Cody
J. Cook
J. Dianda
M. Dionne
M. Dowler
D. Elder
C. Evans
G. Inwood
N. Lister
A. Lohi
L. Lum
D. Martin

Faculty:

D. Mason
M. Mazerolle
D. McKessock
R. Mendelson
B. Murray
S. O'Neill
K. Penny
A. Pevec
K. Raahemifar
R. Ravindran
P. Schneiderman
D. Shipley
D. Snyder
E. Trott

Students:

A. Cherrie
A. Deslauriers
N. Felorzabihi
Z. Khan
B. Lewis
C. Livett
D. Luther
K. Marciniec
S. Mirowski
R. Nazareth

Alumni:

J. Gryn
V. O'Brien

Regrets:

V. Campbell
J. Dianda
S. Marshall
J. Monro
R. Rodrigues
F. Salustri
E. Sullivan

Absent:

Moyeed Uddin Ahmed
G. Diamantakos
P. George

1. President's Report – Pre-budget consultations will be held with the government on March 5. The issues of the \$15M in unfunded BIUs and the need to address the increase in operating budgets will be raised. There will be radio ads sponsored by COU about the contributions universities make to society.

David McLean, the new RyeSAC president was introduced.

C. Matthews informed Council about the new Library hours. Beginning this week the library will be open until 8pm on Fridays.

P. Stenton distributed and presented a report on Progress Indicators. These indicators were developed in the late 1990s and have been updated annually. Indicators have been added over time. Another year of information has been added and the indicators now include 2002-03. Additions were made to the following areas: Retention and graduation rates and gender and geographic origin for students in part-time programs; retention rates for four-year, full-time, first-entry programs irrespective of program of study; CE indicators on enrolment on a term-by-term basis and a distribution by gender; graduate studies data on enrolment and related statistics, applicant to registration ratios, and graduation rates. There are a number of encouraging trends. For example, the number of students with a clear standing in their first year has increased. If there are questions on the information in the report, they can be addressed at the next meeting. It was asked if faculty ethnic groups can be included and it was responded that although this is not regularly collected information, it will be investigated.

2. Report of the Secretary of Academic Council – D. Schulman presented the report as outlined in the agenda.

Corrections were made to the report on elected representatives: Dan Mahoney will be the Faculty of Community Services representative not Rena Mendelson; students are elected to Academic Council for 2004-05 not 2004-06.

It was stated that all students received an email with the results of the on-line student elections, which had gone well. It was also clarified that the actual results of the elections were not normally given, but that the results indicated clear winners and there were no tie votes. L. Stewart will supply RyeSAC with contact information for new student representatives.

3. Good of the University – Katherine Penny chaired.

D. Elder announced CUPE video screening of “Double Cohort Double Cross” and “My Student Loan”.

M. Barber announced the School of Journalism’s Atkinson Lecture by British Journalist, Roy Greenslade.

C Matthews announced that the virtual chat reference has been extended to midnight until the end of March.

K. Marciniec announced dance performances of the Ryerson Theatre School. He also presented information on the tuition freeze, public transit and International Women's Day. The President noted that the Premier has not committed to a fully funded tuition freeze.

S. O'Neill reminded Council of the GREET teaching awards, the McConnell award and the calls for nominations. She stated that the student production of "A Funny Thing Happened on the Way to the Forum" was excellent.

Z. Khan asked why there are midterms held prior to Reading Week. E. Aspevig responded that decisions on testing are made by professors based on their own judgement and that there is no particular policy on whether exams are before or after study week. E. Trott responded that Reading Week is also used by faculty to grade exams.

4. Minutes

Motion to approve the minutes of the February 3, 2004 meeting.

Moved by C. Matthews, seconded by K. Raahemifar

It was noted that in paragraph one of the minutes, Dr. Aspevig did not assist in the presentation of the awards.

K. Marciniec stated that he had **(Insert info from KM when received)**

Minutes approved.

5. Business Arising out of the Minutes

The Report of the Nominating Committee was moved to Business Arising.

5.1 D. Schulman suggested that the consultation on the Presidential search should be held before the May 4, 2004 meeting, between 5:30 p.m. and 6:00 p.m., with dinner at 5:00 p.m. The formal meeting could begin at 6:30 p.m. K. Penny, Vice Chair of Academic Council, would facilitate the session. The Board would be invited to attend. It was asked if the Board can be available for the March 30 meeting. Ed Valin, Secretary of the Board of Governors, responded that the Board Chair is unavailable on that date. Academic Council agreed to the arrangements for the consultation.

5.2 L. Grayson addressed the issue of Academic Assistants' (AA) scholarships and pay. The matter of timely refunds of scholarships was well in hand when the issue was raised at the last meeting. Graduate Studies and Financial Services were working on a proposal that is now in place and refunds will be turned around in seven days. The next peak period for refunds will be the fall. Further adjustments to the process may be required at that time. The issue concerning AA pay involves Human Resources and academic departments. Two changes have been made in Human Resources to ensure AAs are paid quickly. In the short term, information on processing and hiring is on Human Resources website and those responsible can register and get timely reminders of deadlines, etc. For a longer-term solution, forms will be completed on-line and work flow will be handled on-line. This will be implemented by September 2004. Both York and U of T pay TAs monthly; Ryerson pays bi-weekly.

5.3 Space allocation – E. Aspevig reported in response to the question by J. Cook at the last meeting on space for the Faculty of Arts and the process followed in allocating space. There are two different processes. If space has been vacated, the Backfill Committee, which is composed of resource people and stakeholders, assists in the re-allocation. If there is growth occurring and the allocation requires someone else to move, there must be an impartial process which assures that all interested parties are protected. The process is generally informal. The Dean of Arts had written a document outlining needs for the Faculty. These were being analyzed and there was an extensive process involved in identifying options. The options were reviewed by E. Aspevig and L. Grayson in consultation with the Dean and others. The agreed upon solution is that the Faculty of Arts will move into the second floor of Jorgenson Hall and University Advancement will move to rented space at 415 Yonge Street. Arts will also be able to move into the first floor of Jorgenson Hall when the space becomes available, if needed. There are advantages and sacrifices for University Advancement, and Adam Kahan and UA were thanked for willingly participating in the move. Dr. Aspevig further thanked L. Grayson for all of the time she spent finding a solution to the problem. Adam Kahan commented that University Advancement was pleased with the solution as they are currently split between the basement and the second floor and they will now be brought together. J. Cook also thanked L. Grayson and A. Kahan, and thanked E. Aspevig for answering his question. C. Cassidy also thanked L. Grayson and E. Aspevig and said that she was delighted.

I. Levine commented that, while he was pleased for his colleagues, there have been space commitments made to schools and faculties who have responded to the double cohort and that there is still no knowledge about critical decisions on space. He asked if there will be a cohesive presentation by the Backfill Committee. P Stenton responded for the committee, stating that 126 proposals have been received for space needs. The committee is working to get a comprehensive plan as quickly as possible.

5.4 Term Committee Report – K. Alnwick presented the report. As noted, there are few Canadian universities that have a fall study break. There are 108-114 days between Labour Day and Christmas. There is a very strong commitment to 13 weeks of instruction, which has been repeatedly confirmed. There is no way to maintain thirteen weeks with any study break. A variety of alternatives were discussed and none can be recommended. Unless classes begin before Labour Day, which no other universities do, or promotions are moved to January, no way can be found to build in a break.

Motion to accept the report.

Moved by K. Alnwick, seconded by R. Ravindran.

Discussion: Only Moncton and Trent have fall study breaks, but they do not have 13 weeks of instruction.

J. Cook discussed the lack of symmetry between the two semesters and the impact he believes the semesterization of courses has had on the intellectual climate of Ryerson.

J. Gryn suggested that students be polled to see if they would favor starting the semester earlier.

B. Lewis commented that the amount of time he has to spend on classes this semester has been valuable.

E. Trott asked if variations were considered with a shorter break. K. Alnwick responded that a series of alternatives were considered.

Motion to approve was passed.

5.5 Report of the Nominating Committee - C. Cassidy outlined the report. The slate presented at the last meeting represented as wide a range of constituencies, expertise and complementary experience as could be achieved within the constraints of only four positions. Because of a lack of quorum at the Board of Governors meeting on February 27, the issue of amending their By-Laws was not resolved. It was felt by the Nominating Committee that further delay in selecting its nominees would undermine the Search Committee's ability to consult and complete its search in a timely manner. As Academic Council will not meet until the end of March, delaying nominations until then would mean the committee could not be struck until April.

The Nominating Committee reconsidered its slate, this time including members of Academic Council who are ineligible under the current rules. If a currently ineligible member was selected and the By-Law continues as is, the representative would need to be replaced. It was the committee's decision to confirm the slate as originally presented.

Motion to retrieve the original motion from the table.

C. Cassidy, second. K. Raahemifar.

Motion to retrieve approved.

The slate of nominees presented in the report of the committee is:

S. Boctor, Dean Faculty of Engineering and Applied Science

Michelle Dionne, Professor, Department of Psychology, Faculty of Arts

Maurice Mazerolle, Professor, School of Business Management, Faculty of Business

Sue Williams, Dean, Faculty of Community Services

I. Levine stated that he was on the last Presidential Search Committee as a Chair representative and that it is a great obligation. While he believes that all of the nominees would do a good job, he believes there should be a current Chair on the committee. He stated his rationale for including a person representing the Arts and nominated Perry Schneiderman, outlining his qualifications for the position.

Motion to close nominations.

C. Matthews moved J. Sandys seconded.

Motion to close nominations was approved.

Candidates were asked to make short presentations on their own behalf.

S. Boctor joined Ryerson in 1970, served under five Presidents and eight Provost/VP, Academic. He has taught at Ryerson for many years, was a chair for 10 years and was Associate Dean and Dean. He has been through all of the phases of the University's growth. He believes he has been a dynamic part of the development of the University. He has been on a number of search committees and is aware of the needs of such committees. He is consulted by many colleagues and would represent Academic Council and all of its constituencies.

M. Dionne is relatively new to Ryerson –she is in her fourth year. Ryerson was presented to her as new and innovative, with a vision of socially relevant work. She believes that is what attracts new young colleagues and she still believes in this vision. There are significant challenges at Ryerson, and there have been name changes and new logos. She was sorry to see the tag-line “Wisdom Applied” disappear. She would represent all of the voices of Academic Council as she has many friends all over campus and she recognizes there application of wisdom. She is on committees of Academic Council and the RFA. She represents diverse interests and teaches students from all backgrounds as a teacher of Liberal Studies. She will represent the voice of the student. She is committed to the vision of Ryerson.

M. Mazerolle is currently the Director of Research in the Faculty of Business. He is finishing his fourth year at Ryerson but has been at several other universities. He is a fan of Ryerson and likes the opportunity to become involved. He is on the REB, is Chair of the Faculty of Business Appeals Committee, and is on the Awards & Ceremonials Committee. He meets regularly with SRC representatives on research issues. He is involved in many initiatives across the campus. He was previously involved in labor relations. He feels his experience will serve him well.

Perry Schneiderman is in his fourth year as Chair of the Theatre School. He has an open- door policy and works with faculty and students daily. He has a daughter who graduated from RTA, and brings a perspective as a parent. As a recent arrival to Ryerson, he brings a fresh perspective. He has extensive search-committee experience. He believes that there should be support for the artistic voice.

Sue Williams would like to serve Academic Council on the search committee. She has been at Ryerson for 31 years. She has been involved in many aspects, and never looked for an alternative outside the organization. It has nurtured her and her career and she is still deeply committed. She has taught in many levels at the University, and believes deeply in the teaching mission. She still continues to teach. She is now Dean of a Faculty that represents many professional schools. She has contacts across the University because of her wide longtime experience. She was Director of the School of Nursing and fully understands the role of Director. She has never forgotten that perspective. She is involved externally in nursing and is on Boards of Directors, both public and private. She has a diverse academic experience that will bring wisdom linking the past and the future. She comes from a Faculty with the largest proportion of mature students and believes that student voice is critical. She supports experiential learning, is a good listener and is a team player.

Ballots with the names of the slate presented by the Nominating Committee were distributed to members of Academic Council who were instructed to enter the name of Perry Schneiderman. Instructions were to vote for up to four candidates. K. Penny and L. Stewart distributed, collected and tallied the ballots as the meeting continued.

After all other business had been completed, the President reported that the representatives to the search committee would be:

Michelle Dionne, Professor, Department of Psychology, Faculty of Arts
Maurice Mazerolle, Professor, School of Business Management, Faculty of Business
Perry Schneiderman, Chair, Theatre School, Faculty of Communication and Design
Sue Williams, Dean, Faculty of Community Services

6. Correspondence

There was no correspondence.

7. Reports of Actions and Recommendations of Departmental and Divisional Councils

E. Aspevig presented the reports from Business Management and Continuing Education for information. A revised form was distributed for the CE submission on Psychology courses.

York University Course Additions were presented as information for the Joint Graduate Program in Communication and Culture.

8. Reports of Committees

8.1 Report of the Academic Standards Committee.

M. Zeytinoglu, Vice Chair of the Committee presented the report on the Certificate in Applied Digital Geography and GIS.

The motion was corrected to read:

Motion: That Academic Council approve the *Advanced Certificate in Applied Digital Geography and GIS*.

E. Aspevig moved, M. Booth seconded

Motion approved.

9. New Business - J. Cook and D. Checkland presented a notice of motion for the next meeting regarding a seat on Academic Council for an elected Librarian. D. Schulman requested that it be sent as correspondence to her via email.

10. Adjournment

The meeting adjourned at 7:50 p.m.

Respectfully submitted,

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

Academic Council Election Summary 2004

Faculty Elections:

Elections are handled through the office of the Dean of each Faculty.

Student Elections:

For the first time, Academic Council student elections were held on-line. Students were allowed to vote for up to two candidates in their own Faculty. At the time of voting there were no candidates in Graduate Studies. Continuing Education student representative elections are held in conjunction with the CESAR elections.

The following is a summary of the voting. Additional details are available from the Secretary of Academic Council.

784 total ballots were submitted

1908 total votes were cast

Number of votes cast by Faculty

| Faculty | Votes | Declined to Vote |
|---------------------------------|--------------|-------------------------|
| Arts | 182 | 9 |
| Business | 469 | 33 |
| Communication and Design | 52 | 10 |
| Community Services | 138 | 19 |
| Engineering and Applied Science | 180 | 32 |

Candidates

Faculty of Arts

Bridges, Anna
Livett, Christopher
Pawson, Kate
Shulman, Holly
Spencer, Tara Katherine
Sproule, Halden

Faculty of Community Services

Campbell, Vashti
Gorospe, Franklin
Jurczak, Alexandra
Williams (Harris), Nicole

Faculty of Business

Clarke, Candace
Crawford, Natalie
Guindo, Issa
Hanna, Marinette
Ladhani, Alikhan (Ali)
Moreau, Hillary
Moras, Nelson

Faculty of Engineering And Applied Sciences

Ayub, Danish
Akhavan, Reza
Dehmoobed, Rostam
Francki, Jonathan

Faculty of Communication And Design

Annecchini, Michael
Nguyen, Truc
Taraboulsy, Anya

Dr. Michael Guerriere, Chair
Board of Governors
Ryerson University

March 3, 2004

Dear Dr. Guerriere:

At the March 2, 2004 meeting of Academic Council, the following members were selected to serve on the Presidential Search Committee:

Michelle Dionne, Professor, Department of Psychology, Faculty of Arts
Maurice Mazerolle, Professor, School of Business Management, Faculty of Business
Perry Schneiderman, Chair, Theatre School, Faculty of Communication and Design
Sue Williams, Dean, Faculty of Community Services

Academic Council invites you and other Board members of the Search Committee to a consultation on the Presidential search on Tuesday, May 4, 2004 from 5:30 p.m. to 6:30 p.m. in JOR 250 (The Commons). A light dinner will be served at 5:00 p.m. The session will be facilitated by Katherine Penny, Vice Chair of Academic Council. The regular meeting of Academic Council will follow the consultation. If you have any information you wish distributed to Academic Council in advance of this consultation please let me know.

Sincerely,

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

c.c.: C. Lajeunesse
K. Penny
E. Valin

RYERSON UNIVERSITY

OFFICE OF THE CHAIR OF THE BOARD OF GOVERNORS

March 15, 2004

Dr. Diane R. Schulman
Secretary of Academic Council
Ryerson University
350 University Avenue, Suite #1221
Toronto, Ontario
M5B 2K3

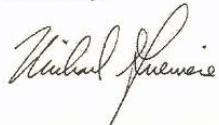
Dear Dr. Schulman,

I am writing to acknowledge receipt of your letter of March 3, 2004.

On behalf of the Board of Governors, I wish to thank Academic Council for its four nominees to serve on the Presidential Search Committee. I will ensure that the names of these individuals – Michelle Dionne, Maurice Mazerolle, Perry Schneiderman and Sue Williams – are presented to the Board at its meeting on March 29.

In addition, thank you for your invitation to attend Academic Council on Tuesday, May 4, 2004 from 5:30-6:30 p.m. for a consultation on the Presidential search. I look forward to attending this session, along with Joann Trypuc who, as you know, is assisting the Board with the consultation. I will also extend your invitation to other Board members of the Search Committee.

Sincerely,



Dr. Michael Guerriere
Chair, Board of Governors

c.c. Dr. R. Zacharias, Vice Chair
Dr. C. Lajeunesse, President and Vice Chancellor
J. Trypuc, Presidential Search Consultant



Regarding a Seat on Academic Council for Librarians

Whereas it has been widely agreed that it would be a good thing, given the nature of their work in support of the academic programs offered at Ryerson, for the librarians at Ryerson to have a voting representative on Academic Council, and that there seems to be no justification for excluding them from representation based on either the responsibilities of Academic Council or the nature of their professional duties/expertise; quite the contrary, these considerations form the basis for it being desirable that they be included; and

Whereas the main or only barrier to this occurring seems to be concern that librarians may not fall under the category of ~~teaching faculty~~ as specified in the Ryerson Act; a circumstance which would, if it obtained, put the Council appointing such a representative (and possibly succeeding councils) in breach of that act; and

Whereas it seems plausible that the drafters of that Act may not have been sensitive to a distinction between ~~academic staff~~ and ~~teaching faculty~~, the former of which would include librarians, while the latter may well not;

Be it resolved that;

1. Academic Council hereby creates an additional position of representative for all librarians, which position is to be governed by the same election procedures as other elected faculty positions on Council, with the exception that a later special election be held in the period of April - June 2004 (including appropriate nomination periods, etc.) to select the representative for the ensuing two academic years;

and that

2. Academic Council hereby instructs the President to write to the Minister of Colleges and Universities informing her that Council is undertaking this action in the firm belief that, while it might technically be in violation of the Act, it is better both prudentially and ethically to acknowledge the important and legitimate claim of librarians to be represented than to continue to comply with the letter of the Act; and further that Council hereby requests that the Minister amend the Ryerson Act at her earliest convenience in such a way as to include librarians among the groups eligible for representation.

AIRD & BERLIS LLP

MEMORANDUM

TO: Diane Schulman

FROM: S. Michael Brooks

DATE: March 16, 2004

RE: Composition of Academic Council

File #: 01277
General

Client #: 825
Ryerson University

You have asked me to review a proposed Motion of Academic Council entitled “Regarding a Seat on Academic Council for Librarians” in the context of the *Ryerson University Act, 1977* (the “Act”).

The draft Resolution has two elements;

- (1) the purported creation of group eligibility for librarian representatives on Academic Council (perhaps in excess of the 50 person limit prescribed in the Ryerson University Act, 1977) and;
- (2) an instruction of the President to write to the Minister of Colleges and Universities to advise the Minister that:
 - (a) the Academic Council acknowledges that it might be in technical violation of the Act but that Academic Council believes that it is an ethical and an appropriate thing to do notwithstanding; and
 - (b) the Minister is requested to amend the Act in such a way to include librarians among the groups eligible for representation.

Accordingly, there are **three** issues to consider; whether the resolution ought to be tabled at Academic Council, the effect of the resolution if tabled and passed by Academic Council, and the ability of Academic Council to instruct the President to ask the Minister for amending legislation.

A. Whether the Resolution ought to be Tabled at Academic Council

The resolution itself is a nullity, as it purports to exercise a power Academic Council does not have (increasing its membership from the maximum of 50 to at least 51) according to a reading of the Ryerson University Act 1977. The composition and powers of Academic Council is governed by Section 9 of the Act. Nowhere in section 9 is any power given to vary its membership composition outside of what the Act provides. Accordingly, members of Academic Council do not have the power to vote on this resolution. It puts those that would vote against it in a situation that if they lose the vote, they may be exposing themselves to personal liability if they do not immediately resign, as described in section B. below. Indeed, the placing of the resolution itself before Academic Council for a vote may be a breach of fiduciary duty of the Chair.

Accordingly, my view is that the resolution ought not to be voted on by Academic Council.

B The Ability of Academic Council to Expand its Membership Unilaterally

Under Section 9(1)(a) of the Act, the Chancellor, the President, the Vice-President, the Deans, the Chief Librarian and the Registrar are members of the Academic Council. Under Section 9 (1)(b), Academic Council is composed of other members, not exceeding fifty in number composed of.... teaching faculty, students, and alumni. Subparagraph 9(2) of the Act provides that the Academic Council can pass by-laws detailing the number of members to be elected from each category, the constituencies of each groups, the term of office of each groups and the procedures to be followed in the election of each group. I have not seen this by-law but do not believe it to be relevant in any event to the analysis.

It would not appear that other librarians (outside of the Chief Librarian) could be part of Academic Council since they are not teaching faculty, students or alumni. That they are not students or alumni is obvious. Teaching faculty is defined in the Act as “the full-time employees of the University whose principal duty is the performance of the teaching function or research function of the University”. That they are not teaching faculty is a conclusion I would presume given that they do not teach students nor do research on behalf of the University as their principal duty. Accordingly, it appears to be the scheme of Section 9 of the Act that the academic “agenda” (loosely described) at the University is determined by key stakeholder groups primarily involved in teaching and learning, respectively. Librarians, as a resource to that teaching and learning (but not directly involved in it), appear to be represented now through the Chief Librarian.

Since the Act does not allow for any other groups of members to be a member of Academic Council, to hold purported “elections” of such additional group and allow them to participate in Academic Council decision making is clearly “ultra vires” Academic Council (i.e. beyond their powers). Indeed, Academic Council in considering this resolution is acknowledging it knows that this is beyond their statutory powers.

In such case, the purported empowering of the librarian group at Academic Council may have one or more of the following consequences;

- (a) certainly, the vote(s) of those particular librarian representatives to Academic Council will be a nullity since they are not authorized to vote by the Act;
- (b) there is a strong possibility that any decision made by Academic Council in which unauthorized parties participated and voted will itself be either void ab initio (i.e. void at the outset) or voidable at some point in time in the future at the instance of any third party choosing to challenge that decision, including a dissenting member of Academic Council, Board member or other member of the Ryerson community;
- (c) there is a possibility of a claim being made against other members of Academic Council who enabled this situation based on either breach of statutory duty (i.e. the obligation to govern itself in accordance with Act, which is a tort like negligence) or breach of fiduciary duty (Academic Council members likely being held to be fiduciaries and therefore having the duty to act in the utmost good faith). The breach by Academic Council collectively of its statutory duty may result in

its authority being forfeit to the Board of the University, although this step could only be taken by the Province, likely at the request of a third party complainant;

(d) the decision to allow unauthorized members to participate in Academic Council decisions may open the University to liability to the extent that decisions purportedly made by Academic Council, illegally constituted, affect the rights and obligations of third parties, such as students or applicants relying on curricula, standards of admission or terms of continued registration under 10(d) of the Act. If a decision was made by Academic Council, which in turn was relied upon by a student or group of students, and the Academic Council knew or ought to have known that their decisions were void or voidable in those circumstances, the University (and indeed members of Academic Council) could be held liable if and when the relied-upon decisions are overturned. This would also include potential exposure to class action liabilities in favour of groups of students equally affected.

If Academic Council wishes to take into account the views of librarians in its decision making, those views must currently come in through the Chief Librarian as a bone fide Academic Council member. It would be my strong recommendation that an Academic Council not follow the course of conduct of deliberately putting itself in breach of the Act, as the consequences to the University and Academic Council members may be quite serious. Continued compliance with the Act is essential to its continued effectiveness and, indeed, its fiduciary responsibilities to the University.

C. Lobbying the Minister of Colleges and Universities

The second element of the resolution “instructs” the President to write the Minister of Colleges and Universities that Academic Council doesn’t intend to comply with the letter of the Act and requesting the Minister to amend the Act in such a way as to include librarians amongst the group eligible for representation.

The Academic Council is a creature of statute, limited to the powers as set out in Section 10 of the Act. These powers loosely concern Academic standards and curricula for the University and, under 10(c), to make recommendations to the Board with respect to certain matters. There is no power in that section to “instruct” the President to do anything and accordingly, the President has no obligation to comply with such an instruction. The President is only accountable to the Board under 13.1 (b) of the Ryerson Bylaw No. 1.

The President also only has those powers delegated to that office under the Act and the Bylaws. Under Section 6(1) of the Act, the general powers to run the University are vested in the Board. Section 6(1) is broad enough to include the ability to ask the Ontario government for modifications to its enabling legislation. We can find no authority in Bylaw No. 1 to suggest that power (ie the power to ask the provincial government for legislative changes) is delegated to the President without Board approval and direction. Hence, any representation to the Minister from Ryerson must come from the Board or after a specific resolution of the Board.

Notwithstanding, anyone can request the Provincial government to change legislation for any valid reason. While Academic Council does not have authority to lobby, spend money in furtherance of lobbying, or indeed make any representations to anyone on behalf of the University outside of its powers, it would certainly be open to any individual member of Academic Council in their private and personal capacity, to make such a request to the Ontario government.

I have not undertaken a review of Ontario and Canadian University legislation to determine whether Librarians are granted group status under other Universities’ Academic Councils.

D. Conclusions

The resolution itself is a nullity as ultra vires Academic Council. They do not have the power to vote on it. In any event, I would not recommend Academic Council breach its fiduciary and statutory obligations in seeking to give a new librarian group voting rights at Academic Council. Breaking a law to change it is rarely an effective government relations strategy. Decisions made by the illegally constituted Academic Council will likely be void or voidable. It may expose Academic Council and the University to liability. Much more thought needs to go in to Academic Council's "argument" to government, and why representation through the Chief Librarian is thought to be inadequate before an assessment of its reasonableness could be fairly made, either by the Ryerson Board, or individuals serving Academic Council or indeed, government.

S. Michael Brooks

Applied Chemistry and Biology
 (for Centennial College Three Year Biotechnology-
 Industrial Microbiology Diploma Graduates)

Co-operative Education Option

Students in the Applied Chemistry and Biology Degree Completion program who are in the first year of the program and who wish to take the co-op option must apply through the department for admission to the co-operative program during the fall semester of their first year. Enrolment in the co-op program is limited. Admission will be based on the student's grade point average.

| Year # | Fall | Winter | Summer |
|---------------|---|---|--------------------|
| 1 | PCS 119 CHY 142 (lecture only) Lower Level Liberal *Lower Level Liberal MTH 130 | PCS 219 CHY 242 CHY 223 CHY 381 MTH 230 | <i>Work Term 1</i> |
| 2 | <i>Work Term 2</i> | CHY 330 CHY 337 CHY 344 CHY 361 Upper Level Liberal | <i>Work Term 3</i> |
| 3 | CHY 331 CHY 382 CHY 362 MTH 380 Upper Level Liberal | <i>Work Term 4</i> | <i>Work Term 5</i> |
| 4 | BLG 407 CHY 434 CHY 449 Professional Elective Upper Level Liberal | BLG 340 MTH 480 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 (same as non-cooperative education program for Centennial College graduates).

Report of the Course Management Policy Review Committee
March 30, 2004

The current *Policy 145 – Course Management Policy* was last approved in May, 2000. It was reformatted in January 2002, and amended slightly in May, 2003. The policy was to be reviewed in the Winter, 2003. The Provost and Vice President Academic struck an *ad hoc* committee to complete this review. The review committee was chaired by Judith Sandys, Associate Vice President, Academic, who had co-chaired the committee which originally drafted the policy, and there were representatives from each Faculty and Continuing Education. The Secretary of Academic Council served as a resource.

The committee determined that it would be most useful to reorganize the policy into sections on University Policy, Department/School Policy and Course Outlines. It also recognized that a variety of issues needed to be addressed which are not addressed in the current policy such as: the requirement for Department/School Handbooks; policies and procedures on group work; policies and procedures concerning academic integrity; variation between sections of the same course; shifting the weight of missed work to a final exam; and due dates for take-home finals and assignments given in lieu of a final.

Both the proposed policy and the current policy are included with this report.

MOTION: That Academic Council approve *Policy 145 – Course Management Policy*, as amended.

Respectfully submitted,

Judith Sandys, Chair, for the Committee
William Glassman, Arts
Hitesh Doshi, Engineering and Applied Science
Susan Silver, Community Services
Annick Mitchell, Communication and Design
Peter Luk, Business
Desmond Glynn, Continuing Education
Diane Schulman, Secretary of Academic Council

RYERSON UNIVERSITY
POLICY OF ACADEMIC COUNCIL (PROPOSED)

COURSE MANAGEMENT POLICY

| | |
|---|---|
| Policy Number: | 145 |
| Approval Date: | March 30, 2004 |
| Most Recent Revisions Submitted By: Committee Members: | Course Management Policy Review Committee J. Sandys (Chair), W. Glassman, H. Doshi, S. Silver, A. Mitchell, P. Luk, D. Glynn, T. Nuygen, D. Schulman |
| Policy Review Date | Winter, 2006 or earlier at the request of Academic Council or the Vice President, Academic |
| Responsible Committee or Office | Provost and Vice President Academic |

1.0 PREAMBLE

In a university setting, learning is a shared enterprise in which faculty and students come together in an environment influenced by their disciplines, academic programs, the University, broader intellectual traditions, and the values and priorities of the community at large. An academic course represents a discrete learning endeavour in which an intensive sharing of knowledge, expertise, experience, and perspective may occur.

The central purpose of this course management policy is to provide a framework of common understanding for students, faculty and staff concerning the structures, processes, objectives, and requirements that pertain to Ryerson courses. Course outlines are required by the University and it is the obligation of all faculty members to prepare outlines for their courses that adhere to this policy. It is the responsibility of Chairs and Directors to ensure that course outlines are produced and meet policy requirements.

The Policy recognizes the importance of diversity in learning and teaching styles and modes of course delivery while (a) defining the types of information that both students and faculty need in order to optimize the learning value of any given course, and (b) making clear to students and faculty alike the principles and procedures that have been adopted by the University that bear upon the operation of academic courses. In a more general sense, course management policy seeks to reflect principles that are considered to be fundamental to good teaching and learning.

2.0 UNIVERSITY-WIDE POLICY ELEMENTS

2.1 Provision of Course Outlines to Students

Students will be provided with a course outline by or at the first meeting of every course that includes, as a minimum, information on the items specified in Section 3.0. The information in this outline should be discussed at that first class. Outlines may be supplemented by more

detailed topical or project information that is provided periodically through a course. In Distance Education courses, the course outline should be available electronically prior to the start of the course.

2.2 Assessment and Feedback on Student Performance in a Course

Timely and constructive feedback in response to student work is an essential element in the learning process. Constructive feedback refers to any type of instructor response that serves to inform, guide, encourage, and/or instruct the student in respect to relevant course work or related aspects of her/his learning endeavour. Students should also be able to assess their progress as early as possible.

- a.** With the exception of some final year project/thesis courses, it is expected that there will be at least two, and often three, components per semester to the evaluation scheme. Ideally these should be of two (or more) different types.
- b.** It is important that all student term work be graded and returned with reasonable promptness. In the case of tests for which the faculty member will retain the question paper, students should receive feedback on the content of the test, and not just a numerical grade.
- c.** Where an assignment or test requires students to build directly on the proficiencies developed through an earlier assignment/test, they should have the benefit of feedback on the earlier work before the subsequent due date.
- d.** It is expected that at least some graded work will be returned to the student prior to the final deadline for dropping courses without academic penalty. Course outlines will provide an indication of approximately when the first graded project(s) will be returned to students. In cases where a course does not lend itself to early feedback, this should be clearly noted on the course outline.
- e.** Final exams are not returned, but are retained for a period of six months (see section 2.6e). Departments and Schools must develop procedures to ensure that, in the disposal of examination papers, student names cannot be related to grades or papers.
- f.** Grades on assignments, tests and exams, including final exams, may be posted by numerically sorted student identification number after at least the first two digits have been removed. Instructors must inform students in all course management documentation of the method to be used in the posting of grades. Students who wish not to have their grades posted must inform the instructor in writing.
- g.** Students will receive their final course grades only from the Registrar. Final course grades may not be posted or disclosed anywhere by an instructor.
- h.** It is the responsibility of the Department or School to develop systems or determine procedures for the confidential return of graded course work.

2.3 Changes to an Announced Evaluation Scheme

- a.** During the semester, it is sometimes necessary or desirable for a faculty member to revise the plan of student evaluation contained in the course outline. When this is the case, the faculty member will:
 - i.** discuss the changes with the class;
 - ii.** make such revisions as early as possible in the course; and
 - iii.** confirm the changes both orally and in writing (i.e., handout or posting to course web site).

- b.** When a change involves only the extension of a deadline, a minimum of one week= notice is normally required. In the case of other changes (e.g., in the number, mix, and/or weighting of methods of evaluation) students will be given as much notice as possible, normally at least three weeks, in order to adjust their course work plans.
- c.** Once students have begun work on a particular component of the evaluation scheme, changes will be made to that component only under extraordinary circumstances. When such changes must be made, students will, if at all possible, be given the opportunity to complete the evaluation(s) as initially set out and with the same course weight, if they so wish.
- d.** When changes are made to the plan of student evaluation or to the nature of a particular assignment/test to accommodate the needs of an individual student or of a group within the class, the nature of the accommodation will be outlined in writing with a copy retained by the student(s) and the faculty member(s).
- e.** It is expected that faculty will make every reasonable effort to schedule the make-up test or assignment in the same semester. These should measure the same knowledge as the original test or assignment but need not be of an identical format. Should a student miss an assignment or mid-term test for a valid and verifiable reason, the weight of that assignment or mid-term test cannot be placed on the final exam, or any other single assessment, if this causes either to be worth more than 70% of the student's grade.
- f.** In the case of emergencies such as faculty illness, the chair/director of the teaching department (or a designated course co-ordinator) is responsible for restructuring the evaluation scheme, if required, in such a way as to maintain course integrity while not creating undue disadvantage for students. Normal periods of notification may be waived in such circumstances.

2.4 Period of Prohibition from Testing

In the Fall and Winter semesters, the last week of classes and the subsequent Saturday and Sunday before the examination period are to be free of all tests and examinations. The same principle applies to Continuing Education courses and to courses taught in the spring/summer term; that is to say, there are to be no required tests or exams during the week preceding a final examination.

Exceptions:

- a.** This provision does not apply to courses taught intensively, at a distance, or otherwise outside the usual Ascheduled hours per week@ mode.
- b.** Take home examinations may be handed out during the last week of class, but cannot be due until the end of the first week of examinations.
- c.** It is recognized that in certain types of courses it may not be possible to avoid tests or other in class assessments in the last week of classes without creating undue problems in other areas of course management. Where absolutely necessary, a single assessment may be exempted from the above restrictions where it meets ALL the following criteria:
 - i.** it is a logical continuation of a regular, ongoing series of term assessments (e.g., weekly or bi-weekly lab or studio assignments);
 - ii.** it is held in the normal class/lab time slot
 - iii.** it is worth no more than 15% of the final course grade.
- d.** A final assignment given in lieu of a final exam, which cannot be made due prior to

the last week of class, may be due during the final exam period.

2.6 Record Keeping

Faculty members are required to:

- a.** submit copies of all course outlines to their department/school and/or Continuing Education at the beginning of each term;
- b.** only assess the work of officially registered students (i.e., the work of non-registered students is not to be assessed);
- c.** maintain a grade calculation sheet for each class they teach;
- d.** forward a copy of all grade calculation sheets to the department/school or Continuing Education at the end of the term, to be retained for at least one year;
- e.** retain all final examinations for a period of 6 months after the end of the term (see section 2.2e); and
- f.** forward all final exams to the department/school or Continuing Education (or make them otherwise accessible) if they are not returning the following term, or if they will be away for an extended period of time.

3.0 DEPARTMENTAL/SCHOOL/ CONTINUING EDUCATION POLICIES AND HANDBOOKS

3.1 Departmental/ School Councils must develop policies and guidelines in the following areas. These should be distributed to faculty as Department/School Course Management Guides, and should be included in Student Handbooks (see section 3.2). For Continuing Education courses, the policies and guidelines of the teaching department/school apply. For CE courses which do not have a home teaching department, CE is to develop policies and guidelines.

3.1.1 Group Work- The amount of group work to be allowed in a course and procedures to ensure that students are afforded sufficient individual assessment should be established. (It is recommended that group work for which a student does not receive an individual assessment not constitute more than 30% of a course grade.) Fair, appropriate and timely procedures must be developed for students who encounter difficulty with their working group.

3.1.2 Academic Integrity – It should be determined what information should be included in student handbooks, and what common elements are to be included in course outlines, concerning academic integrity and the Student Code of Academic Conduct. In courses taken by students outside the department/school, it is recommended that pertinent policies be stated on the course outline, or reference made to a department/school website.

3.1.3 Course Variation - The amount and types of variation that are appropriate among different sections of the same course should be determined. Course descriptions and overall objectives must be consistent and there should be comparable assignment structures and grading schemes in all sections of the same course.

3.1.4 Attendance – It should be determined what policies, if any, are appropriate regarding class attendance.

3.1.5 Class Participation – It should be determined what policies, if any, are appropriate

regarding the use of class participation as a basis for grades. If participation grades are permitted, criteria must be established and included in the course outline.

3.1.6 Accommodation of Students with Disabilities - Departments and Schools are required to have a statement on the accommodation of students with disabilities, including use of the Access Centre, in their Student Handbook and/or their department website (see section 3.2) and may opt to require such a statement in each course outline.

3.1.7 Other – It should be determined what other areas relevant to the school/department should be included in the course outline, ensuring that these are in conformity with overall University policy.

3.2 Department/School Handbooks - All Departments and Schools which have a program must develop a Student Handbook which must contain the items in section 3.1 as well as information specific to the program. In lieu of repeating general department/school information in each course outline, instructors may refer to the Student Handbook. Service departments must have policies accessible to students on a website and/or in printed form. Continuing Education must have a student handbook which includes CE specific policies.

4.0 COURSE OUTLINES – REQUIRED INFORMATION

4.1 Basic information

- a.** Name and number of course; semester and year, prerequisites, and exclusions, if any.
- b.** Faculty member=s name; office location and scheduled student consultation hours; office telephone number; e-mail address; faculty/course web site(s) if available. (If any of these factors are unknown when the course outline is prepared, the information will be provided in writing at the beginning of the course. Student consultation hours may be posted or disseminated by other means.) Continuing Education students must be provided with an appropriate e-mail address for the course.
- c.** Method of posting grades and, if necessary according to sections 2.2f and 2.2 g, a statement of the process by which an individual student may request that his/her grades not be posted.
- d.** Any instructions or limitations on student use of e-mail for faculty contact.

4.2 Course description

- a.** Calendar Course Description
- b.** A synopsis that informs students of
 - i. the course=s academic focus and scope;
 - ii. course objectives and/or intended learning outcomes; and
 - iii. topics with their tentative sequence and schedule.
- c.** Texts and reading lists
- d.** A description of the teaching method(s) that will be used (e.g., lecture, laboratory, studio, cases, problem-based learning, seminar, field work, in-class debates, oral presentations, un-graded journals, or combinations of these)
- e.** A schedule of any field trips or required activities outside of class time.

4.3 Other Course Issues - In addition to any general statement required by department/school policy, each outline must include a statement on specific academic issues related to the course.

These may include, but are not limited to:

- a. An indication of any requirement for the submission of work to an electronic plagiarism deterrent service. If the Faculty member chooses to use such a service, they must include either:
 - i. the following statement: Students who do not wish to submit their work to a plagiarism deterrent service must, by the end of the second week of class, consult with the instructor to make alternate arrangements.; or
 - ii. the details of alternate arrangements including the deadlines for consultation with the instructor concerning the use of these arrangements.
- b. Specific details on any Information Technology requirements for courses utilizing IT in course work, assignments or exams.
- c. Specific requirements for field placements, if appropriate.

4.4 Variations within a Course

In cases where there are multiple sections of the same course with consequent variations in course delivery methods, grading and/or methods of evaluation, etc., students will be provided with at least a brief section/instructor-specific description in addition to the generic course outline. (See section 3.1.3)

4.5 Departmental/University Policies and Course Practices

- a. Information must be given on all department/school policies which have been identified in section 3.0. Where relevant information is available through departmental handbooks and/or websites, course outlines will provide direction to these.
- b. Students should be reminded that they are required to adhere to all relevant University policies, such as the Student Code of Academic Conduct.
- c. For courses involving research with human subjects/participants, the guidelines of the Research Ethics Board concerning Undergraduate Students as Researchers must be clearly referenced.

4.6 Evaluation

- a. A list and tentative schedule of all assignments, tests, exams, and other work to be graded, and general descriptions of these. (More specific information on each assessment will be provided by the course instructor as early in the course as possible.)
- b. The weighting of each assignment, test, and/or other unit of evaluation
- c. The inclusion of Asnap tests® or other unscheduled evaluations as part of the grading scheme, if applicable.
- d. An indication of approximately when the first test results/term work will be returned to students. (See section 2.2d)

5.0 DEVIATION FROM COURSE MANAGEMENT POLICY

Academic courses are highly varied in format, delivery, objectives, and structure. No course management policy can anticipate all possible circumstances and configurations. In cases where a course must vary from approved course management policy, this may be authorized by the relevant Chair/Director and Dean. Students will be informed in writing of such variances at the beginning of the course or, if they arise during the course, at the earliest possible opportunity.

Report of the Learning and Teaching Committee W2004-1

In order to clarify procedures when an examination is disrupted for a fire alarm the committee makes the following motion:

MOTION: That Academic Council amend Policy 135, *Examination Policy*, to add section III.A.8 and amend section VI.B.4, as noted in this report.

PROPOSED REVISIONS TO EXAMINATION POLICY

Invigilator Responsibilities

Invigilators are normally faculty members designated by the teaching Department/School or Faculty. In some circumstances, other qualified individuals may be designated by departments/schools or Faculties to assist with invigilation duties.

General Policy

The role of an invigilator is to supervise students at an examination. To this end, an invigilator's general responsibilities are to:

1. see that an examination commences, is conducted, and concludes in an orderly and timely manner in accordance with the University's Examination Policy and Procedures, the Student Code of Conduct, and relevant departmental policies;
2. make every effort to safeguard ~~that~~ the integrity of the examination is ~~respected~~;
3. maintain vigilance at all times (e.g., not attending to other tasks during the exam).
4. ensure that students sign a section list during the examination;
5. create an environment that is, to the greatest extent possible, supportive of students undertaking the examination;
6. provide students with clarification of ambiguous aspects of the examination as appropriate and to help students in any way that does not impinge on the integrity of the examination; and
7. respond to personal student emergencies according to the general procedural guidelines identified below.
8. receive instructions from a course instructor or coordinator concerning the procedure to be followed in case of a fire alarm during the examination and make an announcement to the students about this procedure at the beginning of the exam.

VI. Cancellation of an Exam Session or Exam Date

Disruption of an Exam that has commenced

(Examination session refers to a single time slot, such as Tuesday 8-11; exam date refers to an entire day of exams.) The University shall establish procedures and guidelines for the rescheduling of exams, which are cancelled, and for exams that are disrupted once they have begun. The Registrar shall establish these guidelines for all Undergraduate and Graduate courses and the Dean of Continuing Education shall establish them for Continuing Education courses.

Undergraduate and Graduate Classes

1. In the case of cancellation of a single exam session, the exam will be rescheduled for the following evening (or two evenings, if required) in the gymnasium. If new exam papers are required, the printing of these will be expedited by ~~Multiprint the Supervisor of Duplicating and Printing Services~~ and the exam coordinator.
2. In the case of cancellation of a Fall term exam date, the exam will be rescheduled for registration week in January. In the case of cancellation of a Winter term exam date, the exam will be rescheduled for the week immediately following the normal exam period.
3. The University will provide students with the means to obtain timely information concerning rescheduled examinations. Students may confirm the revised time and date ~~at~~ on the Registrar's Office website, www.Ryerson.ca/rows.
4. A fire alarm results in immediate evacuation of the building. The invigilator ~~in consultation with the course instructor or coordinator~~ is responsible to determine whether the exam can be re-started, or whether a makeup must be scheduled.

- a.* If an examination does not continue after an evacuation, the instructor should communicate to the Registrar's Office, if at all possible, within three (3) hours of the posted end time for the exam, outlining alternate examination arrangements or other changes to the grading scheme of the exam or course. The timing of the exam may mean that this information cannot be communicated until the next morning, or the morning of the next working day. This information will then be posted on the designated phone lines and web sites so that students can obtain the necessary information in a timely manner.
- b.* If a make-up examination is required, it ~~Make-ups~~ will be written in the evening of the following day or, if necessary, the evening of the second following day, in the gym. If the space in the gym is not sufficient, alternate arrangements will be made. If the exam is on the last examination date, it may be necessary to reschedule the exam after the end of the semester. ~~A special telephone number and website will be available for students to confirm the revised time and date.~~ As noted above, when make-ups are scheduled, the revised time and date will be included on the designated telephone line and Registrar's Office Web service. If new exam papers are required, their printing will be expedited by notification of ~~Multiprint~~ the Supervisor of Duplicating and Printing Services.

Respectfully Submitted,

Judy Britnell, Chair, Learning & Teaching Committee

M. Laine, D. Kinder, S. O'Neill, R. Volpe, C. Stallberg, W. Freeman, C. Johns, D. Martin, L. Cooper, K. Raahemifar, C. Livett, Z. Khan, R. Nazereth, M. Ahmed, S. Mirowski, D. Schulman (*ex officio*, non-voting)

REPORT OF THE ACADEMIC STANDARDS COMMITTEE

Report #W2004-4; March 30, 2004

In this report the Academic Standard Committee presents its evaluation and recommendation on several proposals from the Continuing Education Division:

- a new *Certificate in Mental Health and Addictions*,
- revisions to the *Certificate in Health Services Management* and discontinuation of the *Certificate in Long Term Care Administration*,
- revisions to the *Certificate in Environmental Engineering Science* and discontinuation of the *Certificate in Environmental Management*.

With this report, the Academic Standard Committee also informs the Council of the discontinuation of the *Certificate in New Media Studies*.

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

Certificate in Mental Health and Addictions

The new *Certificate in Mental Health and Addictions* is designed to provide basic education in mental health and addictions to individuals who, through their places of employment, volunteer activities, and family situations, find that they must deal with employees, clients, family members and friends who have addiction and/or mental health issues. This certificate would also be of interest to those who are currently being educated in community services and health care. If a student later decides to pursue education as an addictions or mental health counsellor, many of the courses are transferable to counselling programs such as those leading to certification by the Canadian Addiction Counsellors Certification Board.

The focus of this new certificate will be on a general education in addictions and mental health. Courses are designed to familiarize students with the theoretical approaches to understanding mental health disorders and addictions, and approaches to intervention, including assessment, treatment and self-help. The certificate would also provide a basic understanding of psychological perspectives when dealing with addictions and mental health issues.

Curriculum

The *Certificate in Mental Health and Addictions* requires the successful completion of ten one-term courses.

Required Courses:

- CPSY 102 The Science of Behaviour: Basic Principles
- CPSY 202 The Science of Behaviour: Applications
- CPSY xxx Behavioural Disorders
- CPSY xxx Introduction to Addictions

Core Electives:

Two required:

One of: CPSY 607 Drugs and Human Behaviour
CPSY xxx Psychology of Gambling

One of: CPSY xxx Brain and Behaviour
CPSY xxx Clinical Psychology

Electives:

Select four courses:

CPSY 208 Psychology of Aging
CPSY 302 Child Development
CPSY 601 Research Methodology
CPSY 602 Developmental Psychopathology
CPSY 605 Psychology of Health and Health Care
CPSY 621 Psychology of Human Sexuality
CPSY 802 Death, Dying and Bereavement
CPSY 805 Adjustment, Stress and Coping
CPSY 806 Behaviour Modification
CPSY 808 Community Psychology
CPSY 920 Pathology and Sciences of the Mind
COPS 250 Independent Study
Any Core Electives(s) not taken as required.

Admission Requirements

OSSD with six OAC credits or Grade 12 U or M credits, or equivalent, or three years of experience in business, community service or industry.

ASC Evaluation

The proposed *Certificate* responds to societal need. Through its mix of required and elective courses it exhibits an appropriate blend of academic breadth and depth allowing individuals to gain a broad understanding of addictions and mental health in community settings. The ASC recommends the inclusion of courses outside the core area to provide a contextual perspective to the issues of mental health and addictions. Provisions should be in place to inform students about course prerequisites. This information is essential to strictly enforce course prerequisites while allowing students access to elective courses.

Recommendation

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

That Academic Council approve the Certificate in Mental Health and Addictions.

Certificate in Health Services Management – Revision and Certificate in Long Term Care Administration – Discontinuation

During the 1990s, the Continuing Education Division offered the *Certificate in Long Term Care Administration* to prepare individuals to work as managers in the long term care sector. This certificate had been designed to provide a sound foundation for management of long term care institutions and to meet the Ontario government requirements for certification of long term care administrators. In 2002-03, the *Certificate in Health Services Management* was launched to serve those individuals who wanted this knowledge base but did not necessarily want to pursue a degree. Since that time, interest in long term care administration has been shifting to the more broadly based *Certificate in Health Services Management*.

The main purposes for the proposed revision in the *Certificate in Health Services Management* are as follows.

- To simplify and improve the curriculum structure by redefining the required courses and introducing new courses in business communications, the Canadian health system, management, law, finance, human resources;
- To incorporate long term care administration education into the elective pool.

With the revision in the *Certificate in Health Services Management* it becomes possible to streamline the two programs into a single certificate. Consequently, the *Certificate in Long Term Care Administration* becomes redundant and will be discontinued. As the long term care administration courses will be part of the revised *Certificate in Health Services Management*, students currently registered in the *Certificate in Long Term Care Administration* will be able to complete that certificate.

Revised Curriculum

The revised *Certificate in Health Services Management* requires the successful completion of nine one-term courses.

Required Courses:

CCMN 279 Introduction to Business Communication
CHSM 305 The Management Cycle
CHSM 315 The Canadian Health System I
CHSM 326 Law for Health Managers
CHSM 407 Financial Management (*)
CHSM 437 Human Resources Management in Health Services Organizations

(*) Students who wish to use this certificate to progress to the *Health Services Management* degree program should take this course which has the prerequisite CACC 100 Introductory Financial Accounting. Students who are seeking the *Certificate* only may choose CVNU 321 Financial Management, a credit course in the *Certificate in Leadership and Management for Nurses*, which has no prerequisite. CVNU 321 provides an introduction to financial management in the health care sector, and as such it is consistent with the other introductory courses that make up the set of required courses in this *Certificate*.

Electives:

Select three courses:

- CHSM 306 Management, Leadership and Decision Making
- CHSM 316 The Canadian Health System II
- CHSM 417 Research Methodology
- CVHS 450 Institutional Structure
- CVLT 102 Principles of Long Term Care Services Delivery
- CVLT 401 Project Management in Long Term Care Administration
- CVLT 502 Contemporary Trends in Long Term Care Services Delivery

ASC Evaluation

The revisions to the *Certificate in Health Services Management*, and the discontinuation of the *Certificate in Long Term Care Administration* resulting from this revision, are based on sound rationale. The revised *Certificate* will continue to provide a broadly based training in Canadian health services management while allowing specialization in long term care administration. Students who want to complete the *Certificate in Long Term Care Administration* program will be able to do so within the framework of the revised *Certificate*.

Recommendation

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

That Academic Council approve the revisions to the Certificate in Health Services Management and the discontinuation of the Certificate in Long Term Care Administration.

Certificate in Environmental Engineering Science – Revision and Certificate in Environmental Management – Discontinuation

Over the past ten years, the *Certificate in Environmental Engineering Science* and the *Certificate in Environmental Management* have provided advanced level programs in environmental sciences. The proposed changes to the Continuing Education offerings related to environmental studies have the following goals.

- To consolidate the current programming of two certificates into the revised *Certificate in Environmental Engineering Science*,
- To remove old curriculum from the program,
- To reinforce enrolments for viable curriculum programming,
- To align the program with professional certification requirements.

Specific elements of this revision are:

- Discontinuation of individual courses with low or no enrolment over the past few years.
- Reducing the total number of courses required for the completion of the certificate

program from ten to eight.

- Introducing course name changes to better reflect course contents.
- Adjusting the number of required and elective courses.
- Discontinuation of the *Certificate in Environmental Management*, incorporating four of its courses into the revised *Certificate in Environmental Engineering Science*.

Revised Curriculum

The revised *Certificate in Environmental Engineering Science* requires the successful completion of eight one-term courses.

Required Courses:

CKES 100 Environmental Processes
CKES 101 Atmospheric Processes and Air Pollution
CKES 102 Hydrogeology, Soil and Groundwater Science
CVMT 102 Environmental Law

Electives:

Select four courses:

CKES 103 Data Analysis and Experiment Design
CKES 110 Environmental Biotechnology
CKES 121 Toxicology and Risk Assessment
CKES 123 Hazardous Waste Management
CKES 125 Solid Waste Management
CVMT 103 Applied Ecology
CVMT 205 Environmental Management Practice
CVMT 313 Environmental Assessment

ASC Evaluation

The structure of the revised *Certificate in Environmental Engineering Science* consolidates the program to include courses that are fundamental to the professional requirements of environmental sciences, have demonstrated good academic quality, and have a history of reliable enrolment. The proposed changes will be announced in the 2004/05 Continuing Education calendar, and students will have the opportunity to complete the certificate programs in their present format during the 2004/05 academic year. If they choose, they will be allowed to switch to the new program format starting Fall 2004. Students who will seek additional professional designation after successful completion of the revised certificate program must carefully choose their electives, as the material required for professional designations is covered in multiple electives. Therefore, the information on electives should be provided to students early in the program.

Recommendation

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

That Academic Council approve the revisions to the Certificate in Environmental Engineering Science and the discontinuation of the Certificate in Environmental Management.

Certificate in New Media Studies – Discontinuation

The ASC informs the Council of the discontinuation of the *Certificate in New Media Studies*. This decision by the Continuing Education Division, in consultation with the School of Image Arts, is the result of low enrolment. Currently, there are only four students registered in this *Certificate* and consequently, few courses run. The program coordinator has been contacting the students to assist them in completing this certificate or transferring to another certificate program. The *Certificate in Image Arts* with specialization in New Media, which has a healthy enrolment, will continue to be offered.

Respectfully submitted by

Errol Aspevig,
for the 2003/2004 Academic Standards Committee

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|--|---|
| 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, Business Management) | |

REPORT OF THE ACADEMIC STANDARDS COMMITTEE

Report #W2004-4 –Addendum: March 30, 2004

1. Amendment to Standards Report #W2004-4:
Motion #4: *That Academic Council approve the discontinuation of the Certificate in New Media Studies from Continuing Education.*
2. **Certificates in Civil Engineering, Industrial Engineering Technology, Mechanical Engineering Technology and Advanced Mechanical Engineering Technology – Discontinuation**

There are currently four certificate programs offered through Continuing Education Division that provide training in core engineering subjects. These programs and the academic units that offer these programs are as follows.

Department of Civil Engineering

- *Certificate in Civil Engineering*

Department of Mechanical and Industrial Engineering

- *Certificate in Industrial Engineering Technology,*
- *Certificate in Mechanical Engineering Technology*
- *Advanced Certificate in Mechanical Engineering Technology*

In Fall 2003, the departmental councils of the two engineering departments decided to discontinue these certificate programs. The Continuing Education Divisional Council, the Dean of the Continuing Education Division and the Dean of Faculty of Engineering and Applied Science also approved the discontinuation of the four certificate programs.

Effective Fall 2004, no new students will be accepted into these programs. All students currently enrolled in the certificate programs will be informed of the following provisions.

- Courses in the *Civil Engineering* and the two *Mechanical Engineering Technology* certificate programs will be offered for two more years. If for some reason a student is unable to complete the certificate courses within the two-year period, he/she will be allowed access to day program sections of the necessary courses.
- Courses in the *Industrial Engineering Technology* certificate program will not be offered beyond the Summer 2004 semester. The Department of Mechanical and Industrial Engineering will offer substitute courses from the mechanical engineering technology programs such that students may complete their program requirements.

Recommendation

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

That Academic Council approve the discontinuation of the Certificate in Civil Engineering, Certificate in Industrial Engineering Technology, Certificate in Mechanical Engineering Technology and Advanced Certificate in Mechanical Engineering Technology.

Respectfully submitted by

Errol Aspevig,
for the 2003/2004 Academic Standards Committee

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|--|---|
| K. Alnwick (Registrar) | B. Murray (Philosophy) |
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| L. McCarthy (Chemistry and Biology) | D. Sydor (Business Management) |
| A. Mitchell (Interior Design) | M. Zeytinoglu (Electrical and Computer Engineering) |
| H. Moreau (student, Business Management) | |

MEMORANDUM

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

FROM: Keith Alnwick, Registrar

RE: Aegrotat

DATE: March 15, 2004

Currently the term “Aegrotat Standing” is used for the AEG grade “granted (upon petition) for acceptable performance in the course work, but a final examination could not be completed for verifiable medical or compassionate circumstances.” In order to alleviate confusion between a “standing” and a “grade”, I would like to bring to Academic Council the following motion:

Motion: That Academic Council replace the term “Aegrotat standing” with “Aegrotat grade” in all policies, procedures and publications of the University.

This would amend

- Policy 46 – Policy on Grading, Promotion and Academic Standing”;
- Policy 134 – Undergraduate Academic Consideration and Appeals Policy
- The Ryerson Calendars (Undergraduate, Graduate, Part-time and Continuing Education)
- The Student Guide
- Any other publication in which the term Aegrotat standing” is used.