RYERSON UNIVERSITY

AGENDA

ACADEMIC COUNCIL MEETING

Monday, May 9, 2005

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12:00 noon   A light dinner will be served in The Commons, Jorgenson Hall, Room POD-250.

12:30 p.m.   Meeting in The Commons.
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8.   Reports of Committees

9.   New Business

10.   Adjournment

RYERSON ACHIEVEMENT REPORT

For the May 2005 meeting of Academic Council

On May 5, President **Claude Lajeunesse** was honored as a Champion of Public Education at the 2005 Tribute Dinner for The Learning Partnership. Recognized along with Dr. Lajeunesse were The Honourable Henry Jackman, former Lieutenant Governor of Ontario, and the late, The Honourable Dr. Lois E. Hole, Lieutenant Governor of Alberta.

Events

The Dennis Mock Leadership Awards ceremony recognized 58 outstanding graduating students April 8 at Ryerson. The Awards recognize extra-curricular activities as well as academic excellence. President **Claude Lajeunesse** spoke at the event, attended by Dr. Mock, President of Nipissing University.

President **Claude Lajeunesse** addressed the athletic banquet March 30. Students were recognized for outstanding achievements in varsity athletics.

The announcement of Ryerson's Black Star Historical Black and White Photography Collection April 11 drew extensive media coverage. The *National Post* and *Toronto Star* did full-page spreads on the story, featuring many of the photographs from the Collection of 291,049 prints. The *Toronto Sun* devoted its two-page centrespread to a display of a sampling of the Collection's images. A Canadian Press story appeared in several newspapers across the country, including the *Vancouver Sun* and the *Halifax Chronicle-Herald*. Citytv, Pulse24 and CBC television did day-of coverage, and there was follow-up coverage on CTV and Global. The Collection was announced at a media conference in the morning, followed by an open house for the Ryerson Community in the afternoon, and an evening event.

In the Media

Anthony Hutchison of Social Work was on CBC Radio's *Ontario Today* March 28 talking about a special program for youth in the Malvern community.

Judy Rebick, CAW-Sam Gindin Chair in Social Justice and Democracy, appeared on CBC Radio's *Here and Now to* discuss her book, *Ten Thousand Roses, The Making of the Feminist Revolution.*

Two Ryerson buildings, the Centre for Computing and Engineering, and the Sally Horsfall Eaton Centre for Studies in Community Health, received among the highest number of positive votes in an internet poll conducted for the Pugly Awards. The online

competition was created to recognize the best and worst of Toronto's residential and commercial developments. The two Ryerson buildings finished third and fourth respectively in the voting for 20 Toronto structures, with the CCE garnering 65 per cent positive feedback and the Sally Horsfall Eaton Centre for Studies in Community Health attracting 62 per cent positive votes.

A number of members of Ryerson's Board of Governors signed an open letter to premier Dalton McGuinty on the funding crisis facing Ontario universities. The letter ran in the *Toronto Star* March 29.

President **Claude Lajeunesse** was interviewed on *Les Arts et les Autres* on French CBC Radio discussing the acquisition of Ryerson's Black Star Historical Black and White Photography Collection.

Suanne Kelman, interim chair of Journalism, appeared on *Newsworld Today* April 5 to talk about the publication ban at the Gomery inquiry.

Elizabeth Trott of Philosophy appeared on TVO's *More to Life* program April 7 as part of a panel discussing hubris and altruism.

John Miller of Journalism appeared on CKNW radio in Vancouver discussing the launch of two new dailies in the city.

Jennifer Brayton of Sociology appeared on CBC Radio's *The World At Six* April 5 talking about the growing trend of podcasting, similar to web logs, but using digital audio technology.

The *Toronto Sun* did a feature April 5 on the Ryerson Fashion program, its Mass Exodus show, and the successful alumni who have graduated from the program.

Neil Thomlinson of Politics was quoted in a *Globe and Mail* story March 24 on allowing non-citizens to vote in local elections.

John Shields of Politics commented in a *Toronto Star* story March 23 about the schooling of immigrants, and foreign qualifications as they relate to Canadian employment. He also appeared on *Goldhawk*, Rogers TV, March 24 as part of a panel discussing immigration and the growing problem of poverty in certain immigrant communities. And he was quoted in a Canadian Press story March 27 on possibilities for the provincial budget.

Office of Public Affairs, Ryerson University

ACADEMIC COUNCIL CALENDAR
2005-2006
ACADEMIC COUNCIL MEETINGS
(For Agendas and Minutes, please go to:
www.ryerson.ca/acadcouncil/agenindex.html)

MEETING DATE	AGENDA DEADLINE
Tuesday, October 11, 2005	Tuesday, September 27, 2005
Tuesday, November 8, 2005	Tuesday, October 25, 2005
Tuesday, December 6, 2005	Tuesday, November 22, 2005
Tuesday, January 31, 2006	Tuesday, January 10, 2006
Tuesday, March 7, 2006	Tuesday, February 14, 2006
Tuesday, April 11, 2006	Tuesday, March 21, 2006
Tuesday, May 9, 2006	Tuesday, April 25, 2006

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

SUBMISSION OF CURRICULUM/PROGRAM CHANGES
(For guidelines, see: www.ryerson.ca/acadcouncil/Other.html/submissionguide.pdf)

SUBMISSION OF CURRICULUM/PROGRAM CHANGES	
Submission of proposal *for significant curricular changes* to the Provost and Vice-President Academic for consideration by Academic Standards Committee	June 30, 2005
Submission of material for Calendar (submit to Curriculum Advising)	October 10, 2005
Submission of material for November Academic Council Agenda	October 25, 2005
Final Academic Council meeting to approve degree program changes for 2006/2007	November 8, 2005
Deadline for submission of most CE proposals to the Provost and Vice President Academic for ASC consideration	January 12, 2006
Final Academic Council meeting to approve CE changes for 2006/2007	February 28, 2006

Departments should be aware that, due to its very large workload, the Standards Committee will not guarantee that curriculum or program changes submitted after the **June 30** deadline will be discussed in time for approval at the November meeting. Changes submitted by the deadline will be given priority.

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

FACULTY COURSE SURVEYS
(For Survey Guidelines, please access: www.ryerson.ca/acadcouncil/surveyguidelines.pdf)

FALL 2005	
FCS Detail lists to Departments	Tuesday, September 13, 2005
FCS Detail lists returned to Secretary of Academic Council by	Tuesday, September 20, 2005
FCS Forms delivered to departments	Wednesday, October 19, 2005
FCS Administered	**October 31-November 18, 2005**
FCS Forms returned to Secretary of Academic Council by	Monday, December 5, 2005
Reports to departments	Friday, January 13, 2006
WINTER 2006	
FCS Detail lists to Departments	Monday, January 16, 2006
FCS Detail lists returned to Secretary of Academic Council by	Friday, February 10, 2006
FCS Forms delivered to departments	Friday, March 3, 2006
FCS Administered	**March 6-March 24, 2006**
FCS Forms returned to Secretary of Academic Council by	Friday, April 7, 2006
Reports to departments	Wednesday, May 10, 2006

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 16, 2006
Nominations open	Monday, January 23, 2006
Orientation meeting for student candidates	Monday, January 30, 2006
Nominations close	Wednesday, February 1, 2006
Names of nominees forwarded by Chair to Dean	Thursday, February 2, 2006
Names of nominees forwarded by Dean to Secretary of Academic Council	Friday, February 3, 2006
E-mail message to students announcing candidates	Monday, February 6, 2006
Student Voter Eligibility lists verified by Registrar's Office	Wednesday, February 8, 2006
On-Line Student voting (8:00 a.m. – 9:00 p.m.)	Monday, February 13, 2006 – Friday, February 17, 2006
Faculty/Chair vote (10:00 a.m. – 3:00 p.m.)	Monday, February 13, 2006
Faculty/Chair results to Secretary of Academic Council	Friday, February 17, 2006
Verification of Student On-Line Votes	Monday, February 20, 2006

MINUTES OF ACADEMIC COUNCIL MEETING
Tuesday, April 5, 2005

MEMBERS PRESENT:			
Ex-Officio:	**Faculty:**		**Students:**
K. Alnwick	H. Alighanbari	D. Mason	D. Ayub
E. Aspevig	D. Checkland	M. Mazerolle	F. Gorospe
S. Boctor	S. Cody	G. Mothersill	K. Medri
M. Booth	J. Dianda	B. Murray	S. Mirowski
C. Cassidy	M. Dionne	C. O'Brien	T. Nguyen
M. Dewson	M. Dowler	S. O'Neill	R. Rose
L. Grayson	D. Elder	S. Rosen	T. Spencer
A. Kahan	C. Evans	F. Salustri	V. Tighe
T. Knowlton	C. Farrell	D. Shipley	
C. Lajeunesse	M. Greig	K. Tucker Scott	**Alumni:**
C. Matthews	A. Johnson		L. Merali
Z. Murphy	N. Lister		
J. Sandys	A. Lohi		
P. Stenton	M. Malone		
REGRETS:		**ABSENT:**	
A. Akhavan		M. Annecchini	
J.P. Boudreau		I. Guindo	
A. Bridges		L. Islam	
F. Duerden		A. Jurczak	
J. Gryn		I. Levine	
R. Hudyma		D. McKessock	
A. Ladhani		M.J. Nicholson	
D. Mahoney			
S. Norrie			
K. Penny			
P. Schneiderman			
S. Williams			
M. Yeates			

1. President's Report

Judith Sandys introduced the Ryerson Research Chairs for 2004-05. The Chairs are selected on the basis of their exceptional accomplishments in scholarly, research and creative (SRC) activity; sound and ambitious plans for future SRC development; and excellent leadership qualities appropriate to the discipline. Chair appointments are for two years, and include funding and other support. These awards demonstrate the University's commitment to support for faculty SRC, and highlight the quality and extent of the exciting scholarly, research and creative activity underway at the University.

The four Ryerson Research Chairs for 2004-05 and their areas of research are:

- Marta Braun, Faculty of Communication & Design, School of Image Arts: Eadweard Muybridge's 1887 photographic compendium of human and animal movements, Animal Locomotion.
- Dennis Denisoff, Faculty of Arts, Department of English: the development of a manuscript, Civil Society, Populist Media and the Invisible Identities of 19th Century England, based on his research in 19th century cultural studies.
- Derick Rousseau, Faculty of Community Services, School of Nutrition: Food science with particular emphasis on understanding the physical and chemical factors that negatively impact the quality and shelf life of processed foods. Derick was unable to attend the meeting.
- Fei Yuan, Faculty of Engineering and Applied Science, Department of Electrical and Computer Engineering: High-speed microelectronic circuits and systems.

The President reported that there has been an increase from 8 to 11 Canada Research Chairs allocated to Ryerson.

The President announced the Honorary Doctorates to be awarded at Spring Convocation.
- Communication and Design: Herschel Segal (created and founded le Chateau, and a supporter of students in the School of Fashion); and Peter Mansbridge (CBC).
- Community Services and Arts: Janet Storch (from the University of Victoria, contributor to the field or Nursing, for Collaborative Nursing convocation); Margaret MacMillan (acclaimed author and former Ryerson faculty member, now Provost at Trinity College at the University of Toronto); and Dennis Mock (long-time contributor to the Ryerson community, former VP Academic at Ryerson and now President of Nippising University).
- Faculty of Business; Tom Hockin (President of Investment Funds Institute of Canada); John Sharpe (founder of Four Seasons); and Elyse Allan (President and CEO of GE Canada, President of Toronto Board of Trade).
- Engineering and Applied Science: Hany Moustafa (of Pratt and Whitney and a supporter of Ryerson). One nominee has not yet confirmed.

Applications to Ryerson are doing well. K. Alnwick reported that applications are down 6.6% overall for the system but that Ryerson is up 2.5% overall. The new Arts and Science programs have attracted 8600 new applications.

The Provincial budget will be out the week of April 26 or a week later. The response to the Rae Report will be the centre platform of the budget, but it is not known how much of the

recommendations will be apportioned for the first year. The issue of unfunded BIUs is a matter of fairness, and the Rae report stresses that this needs to be addressed.

The Board has approved the operating budget, with the understanding that there will be adjustments based on the provincial budget. The Masters of Arts in International Economics and Finance has also been approved. It also decided that it will ask the government to review the Ryerson Act, particularly with regard to extending the number of terms for Board members and the admissibility of a Librarian as a full member of Academic Council. There will be a report to address the mechanics of the process. M. Mazerolle and R. Rose, both members of Academic Council, were elected to the Board of Governors.

Paul Stenton addressed Council on the updated Progress indicators distributed with the agenda. There are no new indicators added this year. The highlights of the indicators: 2003-04 is the first year of the double cohort, and this has affected the indicators. There is a trend to more PhD faculty and more research money for Mode II faculty, and an increasing application/acceptance ratio for graduate studies. There were a few minor transpositions of numbers noted in the document. Any other corrections should be reported to University Planning, and the corrected document will be available to Council by the next meeting.

2. Report of the Secretary of Academic Council
The Secretary reported on the results of the Continuing Education student elections to Academic Council and on the removal of Policy 32 as a policy of Academic Council. The May meeting is being moved from Tuesday, May 3 to Monday, May 9 at 12:00 p.m. for lunch, as grades are due on May 4, and the May 3 date will be inconvenient.

3. Good of the University – J. Dianda, Vice Chair, presided
Carol-Ann O'Brien raised the issue of the on-campus arrest and subsequent deportation of Wendy Maxwell, who was a community activist and a person living without status in Canada. Three community members, including representatives from CKLN and students from the Immigration and Settlement Studies Program spoke from the audience on this issue. A letter was presented to the President and L. Grayson. L. Grayson replied that the university is in process of getting better answers to the questions raised and there will be a report when those questions are answered. The report will be completed as soon as it can be properly completed.

T. Nguyen announced that Mass Exodus will be held this week. She asked about the dates for convocation and when they would be posted on the website. K. Alnwick said they will be on the web this week as they have just been confirmed.

T. Spencer asked K. Alnwick about students' ability to select third-class choices on the new SAS system. He stated that 90-95% of first-choice requests were currently being met, and there appeared to be no need for a third choice. The result of this will be evaluated. T. Spencer noted that she is concerned because in ACS 90% of upper-year courses are elective. She also noted that there were no pre-requisites listed on the courses. K. Alnwick responded that the new calendar will be online May 1, and the latest version of the calendar will be up for course selection in future years. The old calendar currently online is not up-to-date. R. Rose asked if the university is looking to consolidate all of the online services. K. Alnwick noted that there is a "My Ryerson" portal and that this will be

part of the one-stop solution. The Ryerson website is being evolved by University Advancement, and there will be linked and responsive services. It is a work in progress.

A.Kahan invited members to the presentation of a unique photo collection and gift to Ryerson on Monday April 11.

V. Tighe noted the lack of ability for e-mail communication with CE students, and asked if addresses could be provided. M. Booth commented that she agreed that there is a need to communicate and that this would be looked into.

D. Elder asked for an update on the corner of Yonge and Dundas. L. Grayson stated that there was a meeting with the developer. The first stage is complete. They are currently in a pause mode and stage two should begin in late spring.

K. Tucker Scott asked about the escalators in the library. L Grayson commented that these are part of a larger study being done of the building.

4. Approval of Minutes
Motion: That Academic Council approve the minutes of the March 1, 2005 meeting.
C. Matthews moved, G. Mothersill seconded

Minutes approved.

5. Business Arising from the Minutes
There was no business arising.

6. Correspondence
D. Schulman reported that the letter to the Board of Governors regarding the motion to establish a joint committee on Benefactor Naming was included in the agenda and the Board response was distributed at the beginning of the meeting.

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

Motion: That Academic Council approve the submission of the proposal for a MSc in Biomedical Physics to the Ontario Council for Graduate Studies for Standard Appraisal.
S. Boctor moved, D. Mason seconded.

J. Dianda asked if, considering their close proximity, MARS and Toronto hospitals had any agreements to share equipment. A. Milic responded that there has not been any agreement to work with these institutions.

Motion approved.

E. Aspevig reported that the course codes on page 23 were incorrect. MPCS should read GNSC, GNEP and GNEN.

S. Cody asked about the changes in Graduate Course programs, commenting that the changes are poorly written.

Course changes in CE certificates were presented.

Clarification of previously approved course changes to the professional elective groups in Mechanical and Industrial Engineering was handed out at the meeting.

8. Reports of Committees
8.1 Composition and By-Laws Committee
Motion: That Academic Council approve the Department of Computer Science By-Laws.
M. Dionne moved, C. Evans seconded.

Motion approved

8.2 Nominating Committee
Motion: That Academic Council approve the nomination as presented in the report of the Committee.
M. Dionne moved, C. Matthews seconded.

Motion approved.

8.3 Academic Standards Committee
Motion: That Academic Council approve the program in Medical Physics leading to a Bachelor of Science (Medical Physics)
E. Aspevig moved, C. Evans Seconded.

M. Zeytinoglu reported on the Medical Physics program as presented in the report.

S. Cody commented that it is a wonderful program. It appears that the lab component of the program is scant. She was also concerned about course sequencing. M. Zeytinoglu commented that the labs in year 2-4 lab courses were increased by 50% and the thesis course is significant (4 hours per week). Program hours are comparable to other similar programs. The course sequencing was discussed by ASC, and this will not create a lack of knowledge or continuity.

J. Dianda noted that there was a 0.5 hour addition made and asked if there was an increase recommended by the PRT. M. Zeytinoglu stated that there was not specific recommendation, but that the PRT did indicate lab hours should be increased.

K. Alnwick noted that on the top of page 57 the phrase "complete a minimum of three of five work terms should read "four of five work terms" as this is consistent with the current standard.

Motion approved.

9. New Business
9.1 Revision of Policy on Grading Promotions and Academic Standing

Motion: That Academic Council amend section 2.2 of Policy 46: Policy on Grading Promotions and Academic Standing.
E. Aspevig moved, K. Tucker Scott seconded.

The Provost indicated that these are amendments to non-performance grades. There are a number of grades that have not been addressed by the committee and if there are any other changes members wish to recommend, this should be noted for the future.

T. Nguyen asked about the elimination of NSC credits for courses done on internships, as she had just received this type of credit. K. Alnwick responded that there will be new strategies in the new SAS system for dealing with this.

J. Dianda commented that the change in the INC is long overdue and is applauded. He also approves of the AEG. He asked about the difference between acceptable and passing performance and whether the Deans would make there own judgment on levels of performance for an AEG. K. Alnwick replied that the AEG will be awarded at the discretion of the Dean. The changes will be in effect for Fall 2005. It was clarified that the department will have to submit a grade when a grade is cleared or it will revert to an F. It is intended that this will be automatic, but this will be clarified with the new system.

R. Rose asked about the petition within 3 working days and commented that there needs to be a time for the response to the student on what needs to be done. D. Schulman stated that the 3 days conforms to the Appeals policy and that inclusion of a date for the filing of the work to be completed for INC will be worked out in the policy.

T. Nguyen asked about why the FLD was not counted in GPA. K. Alnwick responded that, since a PSD does not count in a GPA, neither should a failure in a pass/fail course.

Motion (with the friendly amendment to include a time limit for an INC response to the student) approved.

9.2 Revision of Policy on Periodic Program Review of Undergraduate Programs

Motion: That Academic Council amend Policy 126: Periodic Program Review of Undergraduate Programs
E. Aspevig moved, D. Mason Seconded.

E. Aspevig commented that the review of this policy had been announced at the last meeting. He noted that there is an apostrophe missing on page 71 in "program's".

Universities are interested in having control over their own programs and this is allowed through an audit process run through the Ontario Council of Academic Vice Presidents. The policy is reviewed by this body which also looks at whether universities follow their own policies. This has been in place for about a decade. The proposed policy is the result of incorporation of new guidelines established by that body, and what is known about our current process.

E. Aspevig reviewed the process as outlined by the policy. The self-study is now divided in two pieces – a narrative and appendices. This division is the result of the experience of the ASC which has found that it would be more useful to have the data available in this way. There is more integration with the academic plan. A report on progress on the previous developmental plan will be required. There is more done on an analysis of the academic quality of programs, delivery methods, and methods of student evaluation. There is more focus on goals and learning objectives. There is

a requirement for a developmental plan revision based on input. The Dean, as chief academic officer, has been given a greater iterative role in the approvals process. The PRT mandate has been made more specific in response to the guidelines and to ASC comments. The original policy has a review of financial elements, but, as this really rests with the Board and not Academic Council, this has been removed from the policy. Follow-up reports are required, as per UPRAC guidelines.

It is believed that the policy is strengthened, the process is fully transparent and accountability is clear.

D. Checkland asked what happens if option 4 (rejection of a program review) is selected. It was responded that the program would need to redo the review. This would not necessarily mean the program is inadequate.

Motion approved.

9.3 D. Checkland stated that he will bring a motion to the May meeting to appoint the members of the joint committee to review the policy on benefactor naming, in case the Board approves the idea.

R. Rose asked if the Math and Physics department are developing By-Laws.
S. Boctor replied that they are in process and that there are students on the committee.

10. Adjournment
The meeting adjourned at 7:35 p.m.

Respectfully submitted,

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

PROVOST'S REPORT
EXAMINATIONS, GRADING AND PROMOTION
May 9, 2005

The following report is in response to the motions made at the January25, 2005 meeting of
Academic Council which resolved the following:
- That the Provost and Vice-President Academic be asked to report to Academic Council as to
  what changes in policy and practice would be required to make the examination period and
  grade submission process more efficient and the end of each academic term less stressful;
  and
- That without restricting the generality of the foregoing, the Provost and Vice-President
  Academic be asked to specifically assess the following options as part of his report to
  Academic Council:
  - the publication of the examination schedule during the first month of each term; and
  - the scheduling of examinations by type (i.e., examinations that require all manual
    evaluation scheduled first, examinations that can be machine-scored scheduled last, and
    combined examinations scheduled in between); and
  - the imposition of a minimum 72-hour "evaluation period" between the last scheduled
    exam (whether regular or Continuing Education) and the grade deadline; and
  - the expansion of the examination period and concomitant realignment or reduction of the
    academic term.
- That Promotion Meetings be made non-mandatory, University-wide, effective with the Fall
  2005 term, and that alternative promotion practices be implemented by Departments and
  Schools that wish to continue to review first semester performance.

In response to the above motions:

The length of the term was studied by an *ad hoc* committee of Academic Council in 2004. That
committee determined that the 13 week semester should be retained. The need to retain a 13 week
term has been reviewed and there will be no change to term length at this time.

It is recognized that the examination and grade submission process at the end of the semester,
particularly at the end of the Fall semester, is highly stressful. There are several reasons for this:
time constraints as a result of a 13 week semester, particularly during the Fall semester where the
term is constrained by the holiday schedule; growth in the number of students which has led to
increased grading and therefore a need for a longer grading period, especially for essay type exams;
increased demand for examination spaces, leading to the need for a longer examination period; and
the practice of holding promotion meetings prior to the submission of final grades in some
programs. It is also recognized that the late publication of the examination schedule leads to
additional stress.

The examination period and the publication of the examination schedule, has been evaluated
leading to the following initiatives:
- Beginning Fall 2005, exam schedules will be released at least two weeks earlier than is
  currently the case. Faculty will be asked to confirm the need for a formal exam for each
  of their courses prior to the start of classes. This will mean finalization of the Fall exam
  schedule in the middle weeks of October with a preliminary schedule forwarded to

academic departments even earlier. There will be a review to determine if earlier dates are possible. Similar arrangements have been made for the Winter 2006 semester.

- Examinations can be scheduled by type with exams which can be machine scored being given last. It will be essential that faculty accurately identify the type of exam they are giving.
- Exams will end Saturday, December 17, 2005 and grades will be due (via electronic submission) on Tuesday, December 20 thus providing a minimum of 72 hours for grading. This is an increase of 24 hours over Fall 2004. The 72 hour evaluation period can be made standard from now on.
- The exam period for Fall 2005 will be expanded from 11 to 13 days, including a Sunday exam day.

Promotion meetings are currently voluntary. They are considered, in some areas, to be critically important for student success and retention. Where necessary, promotion meetings will be continued for Fall 2005. At the same time, the University will review alternative strategies for future years including:

- Changing the policy on academic standing as it relates to first-year students to foster their success and retention;
- Fall semester - Basing academic standing at the end of the semester on grades only and introducing a review mechanism at the very beginning of the Winter semester to deal with exceptional cases; or
- Winter semester – Either:
  - o using the same process as used for the Fall semester; or
  - o continuing with non-mandatory promotion meetings prior to the submission of grades.

The Provost will report to the December, 2005 meeting of Academic Council on the results of this review.

Every effort is being made to ensure that the end of the term is as efficient and as stress-free as possible, and that the integrity of the examination period is upheld. Faculty need sufficient time to grade examinations to ensure that student work is properly evaluated, and students need sufficient time to prepare for examinations. We will continue to work to improve this period.

Respectfully Submitted

Errol Aspevig, Ph.D.
Provost and Vice President Academic

TO: Academic Council

FROM: Keith C. Alnwick, Registrar

RE: Report on Timetable Production

DATE: May 9, 2005

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RESOLUTIONS

Be it resolved that: the Registrar be asked to provide, to the May 2005 meeting of Academic Council, a report in which:

       a. any barriers preventing timetables for the Fall and Winter terms from being made available in March of the previous academic year are identified; and

       b. any barriers preventing tutorials from being routinely scheduled are identified; and

       c. any policy and administrative changes necessary to eliminate those barriers are identified.

RESPONSE

Timetable Production

Process Barriers

There are a variety of elements necessary for the production of timetables and limitations to any one of these presents a barrier to the development of timetables for the Fall and Winter terms by March of the previous year:

     i.   Faculty loading data defining courses and sections to be offered by a department together with teaching assignments and information on proposed course delivery.

     ii.   Student course selection data defining demand for courses.

     iii.   A confirmed pool of schedulable teaching spaces.

     iv.   A team of expert scheduling staff.

     v.   Scheduling software and hardware.

Historically, course selection data have been gathered and then used by Academic Departments to confirm their Faculty loading data. To optimize the use of scheduling staff, hardware and software, teaching resources and space, we have prepared Fall schedules first and then proceeded later to production of Winter semester schedules. Fall semester faculty loading data have been submitted by May 1 while Winter semester data has been required by October 15. The timing of the release of winter schedules has taken into account demand based on the number of continuing students.

<u>Changes</u>
This year we are in the process of installing a new version of the TPH Scheduling software which is used by University Scheduling to produce schedules for Ryerson faculty, students and facilities. As our familiarity with the new software improves in future years, earlier releases of faculty schedules can be expected compared to the dates which have been established for 2005/2006.

In the coming year it is proposed that faculty loading data for the Fall semester be submitted by May 4. In future years this date could be moved to April 1, but not earlier. An April 1 date would require significant changes to current practice and it is not immediately clear that these changes would be practicable. This will be reviewed further in the coming months.

More importantly, it has been agreed that faculty loading data for the Winter semester will be submitted between May 15 and June 15 and that the data will not be materially changed at a later date. Once Fall 2005 schedules have been confirmed (target date of mid-July), work will begin on Winter 2006 schedules. This will permit significant work on Winter schedules in University Scheduling in July and August. With this "jump start" we expect that Winter 2006 faculty timetables can be released in mid-November. This date will likely be advanced in future years as familiarity with the software increases.

<u>Other Barriers</u>
Many courses are comprised of non-equivalent components: lecture and lab combinations; lecture and tutorial combinations; combinations with 2 hour meeting and 1 hour meetings; and combinations of combined sessions and breakout sessions. The issue is the sequencing of these sessions. In order to accommodate sequencing and other faculty constraints on timetabling, the scheduling software, which optimizes timetables, has had to be manually overridden.

<u>Changes</u>
It has been agreed that course sessions will be optimally timetabled by the scheduling software, with minimal manual overrides. All requests for tutorials and other alternate modes of delivery, requests for special rooms/equipment/ facilities and requests for approved meetings will be scheduled in this way. The RFA and CUPE contracts, including the consideration of requests, where possible, for a non-teaching day, will be observed. Scheduling requests to accommodate special needs must be approved by the Chair/Director, Dean and Registrar.

There are a small number of Ryerson programs where sequencing of program courses and course sessions are believed to have special ramifications. Further discussions will be held to confirm plans in these areas.

Scheduling of Tutorials
As noted above, tutorial meetings which are part of *official* course hours will be scheduled as part of the normal scheduling process. This is the optimum arrangement and the easiest to support. Requests for informal tutorial sessions must continue to be handled on an informal basis after classes commence.

April 26, 2005

Dr. Diane R. Schulman
Secretary of Academic Council and
Director, Office of the Provost and Vice President Academic
Ryerson University
350 Victoria Street
Room JOR1221
Toronto Ontario
M5B 2K3

Dear Diane:

I have followed up the request from Academic Council regarding Continuing Education student access to email accounts. While I acknowledge it will be our goal in the long term to communicate with all CE students through email, at this time it is not administratively or financially feasible. In discussions with CCS, I became aware of the many issues, such as security, administration, and costs to provide and maintain email accounts for CE students on a semester by semester basis. In the short term, CCS and CE will work together to formalize a mechanism to communicate through email to all our registered Certificate students. This may take the form of capturing individual certificate student's personal email addresses, and creating a communication mechanism from that. As well, we will continue to extend access to email addresses to our distance education students and CE courses requiring access.

Marilynn Booth, Dean
The G. Raymond Chang School of Continuing Education

Motion for Academic Council Meeting of May 9, 2005

Whereas Academic has passed a motion declaring that it has an academic interest in any "benefactor naming" of academic units; and

Whereas Academic Council has requested, via a motion passed at its March, 2005 meeting, the establishment of a joint Board of Governors/Academic Council Committee to develop policy recommendations regarding the benefactor naming of academic units; and

Whereas the Board of Governors intends to consider the request for a Joint Committee at its June meeting; and

Whereas Academic Council wishes there to be no undue delays in the formation of policy recommendations regarding benefactor naming;

Be it resolved that Academic Council hold an election at this meeting (May 9, 2005) to name the four representatives to the Joint Board of Governors/Academic Council Committee as stipulated by Academic Council at its March, 2005 meeting so that this Committee, if approved by the Board of Governors, may be fully constituted and able to proceed discharging its mandate as soon as possible.

Motion re Ryerson Security and Wendy Maxwell Affair, May 9, 2005

WHEREAS feminist activist Wendy Maxwell was arrested on the Ryerson campus by City of Toronto police on March 4, 2005; and

WHEREAS Ryerson University faculty engaged in research regarding immigration require, to successfully carry out their research, a high level of trust in Ryerson University by non-status immigrants; and

WHEREAS such research is very much in accord with the mandate of Ryerson University and should be protected and encouraged by Ryerson University to the extent reasonable and possible; and

WHEREAS the arrest of Ms. Maxwell has the potential to undermine trust in Ryerson University; and

WHEREAS it is therefore desirable to have in place clear policies regarding the circumstances under which police are to be contacted by Ryerson Security and regarding the role of Ryerson Security in the enforcement of immigration orders; now therefore

BE IT RESOLVED THAT Academic Council call upon the President and Vice-President Administration and Student Affairs to report fully to Council at first meeting in Fall 2005 regarding the events of March 4, 2005; and

BE IT FURTHER RESOLVED THAT, upon receipt of the report of the President and Vice-President Administration and Student Affairs, Academic Council determine whether there is a need to review current policy regarding the calling onto campus of, and the sharing of information with, external law enforcement agencies and, on the basis of that determination, make such recommendation(s) as it deems advisable.

April 27, 2005

D. Schulman
Secretary of Academic Council

Would you please place the following item on the next Academic Council Agenda:

The following statement was approved by the Liberal Studies Council on October 21, 2004 as part of the process of approving LNG 300.

"Students can only receive credit for two of LNG 100, LNG 200 and LNG 300."

The following statement is a clarification of the motion approved by the Liberal Studies Council on October 21, 2004 regarding LNG 300.

STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE AND WHO ARE REGISTERED IN

PROGRAMS THAT ACCEPT ESL COURSES FOR CREDIT MAY TAKE ALL THREE ESL COURSES, LNG 100,

LNG 200, AND LNG 300. HOWEVER, A MAXIMUM OF TWO CREDITS ONLY MAY BE USED TOWARDS

THEIR DEGREE REQUIREMENTS.

Thank you

Carla Cassidy, Ph.D.
Dean

15 April 2005

Dr. Diane Schulman
Chair, Academic Council
Ryerson University

RE: Changing the name of the **Department of Philosophy** to the **Department of Philosophy and Music**

Dear Dr. Schulman,

On April 14th, 2005, the Department of Philosophy unanimously approved the following motion:

Whereas there will soon be two full-time RFA faculty members in the department who teach only music courses, we request that the name of the Department of Philosophy be changed to the **Department of Philosophy and Music**.

Rationale:

Since the department is comprised of both philosophers and musicologists, and since our curriculum includes courses in the history of music – in addition to several proposals for new music courses, we also offer MUS 031, MUS 101, MUS 201, MUS 300, MUS 501 – we feel that the department's name should be changed to adequately reflect the diversity that exists within it. We are presently advertising for a full-time RFA position in musicology. Once this position is filled, there will be two full-time RFA members within the department who teach only courses in music. In addition, there are several part-time instructors who also teach only music courses.

We considered the impression that such a change of name might have on those who are outside of Ryerson University. Our feeling is that there is some precedent for this (e.g. MIT's department of Linguistics and Philosophy), and that philosophers outside of Ryerson will find the name neither odd nor confusing.

Yours sincerely,

Andrew Hunter, PhD
Chair, Department of Philosophy

c.c.   Dr. Carla Cassidy, Dean, Faculty of Arts
        Gail Duffus, Office of the Dean of Arts

INITIATING SCHOOL/DEPT: <u>**School of Nutrition**</u>

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

original signed by:

_____   <u>April 26, 2005</u>_____
Provost and Vice-President Academic   Date

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

Course Code/ Number	Course Title	Hours and Mode	New Course (Y/N)	Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective	Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
PSY 202	Psychology: The Science of Behaviour: Applications	3	N		√					√	Food and Nutrition Program Table II elective	This course was neglected to be included in our Table II elective when PSY 011 was split to PSY 102 and		September 2005

Course Code/ Number	Course Title	Nature of Change										Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓								
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective					
												PSY 202.		

INITIATING SCHOOL/DEPARTMENT: INTERDISCIPLINARY STUDIES, FACULTY OF COMMUNITY SERVICES   DATE of SUBMISSION:
  November 16, 2004

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

Original signed by: *April 15, 2005*

_____   _____
Provost and Vice-President Academic   Date

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

Course Code/ Number	Course Title	Nature of Change												Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
				Check one ✔			Check one ✔										
		Hours and Mode	New Course (Y/N)	Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective							

INITIATING SCHOOL/DEPARTMENT: INTERDISCIPLINARY STUDIES, FACULTY OF COMMUNITY SERVICES   **DATE of SUBMISSION:**
  November 16, 2004

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

Original signed by: *April 15, 2005*

_____   _____
Provost and Vice-President Academic   Date

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

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✔ Re-position	Addition	Deletion	Check one ✔ Required	Elective	Professional Elective	Professionally-Related Elective				

26

CINT913	Issues of Migration	3 hr lecture	Y	✓				✓	✓ ✓	Nutrition Urban & Regional Planning Social Work	New Course addition to already existing band of Interdisciplinary courses		Fall 2005

INITIATING SCHOOL/DEPARTMENT: INTERDISCIPLINARY STUDIES, FACULTY OF COMMUNITY SERVICES   DATE of SUBMISSION:
 November 16, 2004

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

Original signed by: *April 15, 2005*
_____   _____
Provost and Vice-President Academic   Date

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

Course Code/ Number	Course Title	Nature of Change										Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
				Check one ✓			Check one ✓								
		Hours and Mode	New Course (Y/N)	Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective					

28

CINT914	Settlement Experiences	3 hr lecture	Y		✔				✔	✔ ✔	Nutrition Urban & Regional Planning Social Work	New Course addition to already existing band of Interdisciplinary courses		Fall 2005

INITIATING SCHOOL/DEPARTMENT: INTERDISCIPLINARY STUDIES, FACULTY OF COMMUNITY SERVICES   DATE of SUBMISSION:

 November 16, 2004

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

Original signed by: *April 15, 2005*

_____   _____
Provost and Vice-President Academic   Date

Please add extra rows as needed if more courses are involved

Course Code/ Number	Course Title	Nature of Change										Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				

CINT915	Responses to Migration	3 hr lecture	Y	✓					✓	✓ ✓ ✓ ✓	Early Childhood Education Nursing Nutrition Urban & Regional Planning Social Work	New Course addition to already existing band of Interdisciplinary courses		Fall 2005

INITIATING SCHOOL/DEPARTMENT: <u>INTERDISCIPLINARY STUDIES, FACULTY OF COMMUNITY SERVICES</u>   **DATE of SUBMISSION:**
<u>November 16, 2004</u>

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

Original signed by: *April 15, 2005*

_____   _____
Provost and Vice-President Academic   Date

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

Course Code/ Number	Course Title	Hours and Mode	New Course (Y/N)	Nature of Change							Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
				Check one			Check one							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
CINT916	Introduction to Fundraising	3 hr lecture	Y		✓				✓	✓	Nutrition Social Work	New Course addition to already existing band of Interdisciplinary courses		Fall 2005

INITIATING SCHOOL/DEPARTMENT: INTERDISCIPLINARY STUDIES, FACULTY OF COMMUNITY SERVICES   DATE of SUBMISSION: November 16, 2004

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

Original signed by: *April 15, 2005*

_____   _____
Provost and Vice-President Academic   Date

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

Course Code/ Number	Course Title	Nature of Change										Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
				Check one ✔			Check one ✔								
		Hours and Mode	New Course (Y/N)	Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally- Related Elective					
CINT917	Urban Community Development	3 hr lecture	Y		✔				✔		Social Work	New Course addition to already existing band of Interdisciplinary courses		Fall 2005

INITIATING SCHOOL/DEPARTMENT: INTERIOR DESIGN Dᴀᴛᴇ ᴏf ꜱᴜʙᴍɪꜱꜱɪᴏɴ: November 4, 2004

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

Original signed by: *April 15, 2005*

_____   _____

Provost and Vice-President Academic   Date

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

Course Code/ Number	Course Title	Hours and Mode	New Course (Y/N)	Nature of Change							Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
				Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
IDE 500	Selected Topics in Interior Design	3 Lec	Y		Y				X		Interior Design	To add flexibility to curriculum	None	Fall 2005
IDE 501	Selected Topics in Interior Design	3 Lec	Y		Y				X		Interior Design	To add flexibility to curriculum	None	Fall 2005

SCHOOL OF GRADUATE STUDIES

1. The School of Graduate Studies has reviewed the proposal for an ***MBA/MMSc in Management of Technology and Innovation*** listed below, and submits it to Academic Council for its approval for it to be sent to the Ontario Council on Graduate Studies for external review ('standard appraisal'). Vol. I of the brief ('The Program') is available for review in the office of the Secretary of Academic Council, and Volumes I & II ('The Program', and 'Curricula Vitae') are available for review in the office of the Dean of the School of Graduate Studies (EPH 439). Vol. I of the brief ('The Program') is also available for review at www.ryerson.ca/gradstudies/temp . Username: gradstudies Password: 4ryerson

It is planned that the *MBA/MMSc in Management of Technology and Innovation* will be implemented in Fall 2006.

Motion

To approve the submission of the proposal for an *MBA/MMSc in Management of Technology and Innovation* to the Ontario Council for Graduate Studies for Standard Appraisal.

> **Note**: *Once a program is approved by OCGS, it is presented to the Board of Governors for approval. The Provost has final authority to determine whether a program may proceed.*

RYERSON UNIVERSITY
MBA/MMSc in Management of Technology and Innovation

EXECUTIVE SUMMARY

Ryerson University proposes to establish a graduate program in the Management of Technology and Innovation (MOTI), offering two graduate degrees. The proposed degrees are a coursework-based, Master of Business Administration (MBA) degree, and a coursework plus thesis-based Master of Management Science (MMSc). These are specialist programs designed to meet the demonstrated societal need for professionals with a *combination* of technology and management skills.

The MBA degree offers three fields of study: Media Management, Supply Network Management and Information Systems Management. Although there are many MBA programs in Canada, there are none that offer specializations in Media Management or Supply Network Management. None of the MBAs currently offered in the GTA focus on the Management of Technology and Innovation or offer a specialization in Management Information Systems. There is no specialist research master's degree focused on MOTI in the GTA region.

The graduate program in MOTI involves 24 faculty members from three Faculties at Ryerson: the Faculty of Business, the Faculty of Communication and Design, and the Faculty of Engineering and Applied Science. The breadth of expertise and experience of faculty involved within the program provide it with a strong foundation for academic excellence.

Ryerson's GTA location provides an opportunity for the proposed program to have an immediate positive impact on the region. The proposed program will establish Ryerson as an academic and professional leader in the Management of Technology and Innovation. The program will create a venue for collaboration between industry and academia, as students and faculty members work with organizations in the region on problems

and challenges related to innovation and technology management. The program also supports the development of multidisciplinary research alliances within Ryerson.

This program aligns closely with Ryerson's academic plan. The program:

- has a particular focus on societal need, career/professional relevance
- has innovative program features;
- builds on established strengths of the university and contributes to the university's strategic goals;
- has high potential to contribute to the future enhancement of both SRC and undergraduate program strength (including increasing the number and quality of research proposals; generate new opportunities for undergraduates to be involved with SRC projects; and increase the number of research partnerships within Ryerson and with external organizations);
- will be a major factor in attracting and retaining faculty;
- will not place an undue financial burden on the University.
-

The program curriculum is designed for both full-time and part-time learners. It is anticipated that the first cohort of graduate students would begin the program in September 2006, with anticipated initial enrolments of 40 full-time students and 20 part-time students. A steady state enrolment of 80 full-time and 40 part-time students would be achieved in the 2007-2008 academic year. The program can be completed in 12 months on a full-time basis, or 24 months part-time.

The MBA curriculum is based on the accelerated format found across Canadian business schools. The format requires that students entering the program have a business background, and are able to demonstrate that they have completed coursework that is equivalent to the first year of a "traditional" MBA program. In the accelerated format, students complete 20 modules to earn the MBA degree. Entry to the MMSc requires the same background business knowledge as for the MBA degree. The program does offer alternative entry routes to both degrees for students who do not have the required background.

There is a common 10 module core curriculum for the MBA and MMSc degrees. The core modules are:

- Technology and Organization Theory
- Aligning Technology and Corporate Strategy
- Models for Innovation and Technology Diffusion
- Ethical Technology Leadership and Change Management
- Advanced Project Management
- Financial Analysis for Technology Management
- Entrepreneurship, Intrapreneurship and Innovation
- Human Factors in Technology Design
- Advanced Technology Integration
- Global Markets and Trends in Technology

Candidates for the MBA degree concentrate their study in one of the three fields, taking 6 field specific electives, and 4 general electives. MMSc candidates take a 2 module research methods course and do an 8 module thesis. An overview of the curriculum is provided in the table below.

	MBA			MMSc
	MIS Field	Media Management Field	Supply Network Management Field	
Core Modules	10	10	10	10
Research Methods	0	0	0	2
Field Specific Electives	6	6	6	0
General Electives	4	4	4	0
Thesis	0	0	0	8
Total	20	20	20	20

There are 10 core faculty members with expertise in the MIS field, 5 in the Media Management field, and 9 in the Supply Network Management field. 10 additional faculty will be involved in teaching the core modules. It is anticipated that there will be a significant increase in the number of core faculty involved with the program over the next few years.

The core faculty has a mix of senior scholars and younger scholars. In the 2003-2004 year the core faculty were awarded more than $1 million in research funding, from granting agencies like NSERC, SSHRC, and CFI, and from other peer-reviewed, government and contract sources. Many of the faculty members have international reputations in their fields, and have published in top journals that include *European Journal of Operational Research*, *IBM Systems Journal*, *IT & Society*, *International Journal of Information Technology Management*, *Journal of Information Technology*, *Journal of Technology Transfer* and *Management Information Systems Quarterly*.

Students in the program have access to a full range of academic and infrastructure support, including computing facilities, library access, and research laboratories. The program will be housed in the new Faculty of Business building.

This graduate program will be administered by the Management of Technology and Innovation Graduate Program Director, appointed by an Appointments Committee with representation from each participating academic unit, and chaired by the Associate Dean, Academic, of the Faculty of Business. The Director will also serve as the Program Director reporting to the School of Graduate Studies. The Director will be part of the Faculty of Business Management Team and also report to the Dean of Graduate Studies on related issues. He or she will receive appropriate administrative support through the Faculty of Business and the School of Graduate Studies.

2. For information, the School of Graduate Studies will submit the following course offered at York University for the joint graduate program in *Communication and Culture*, to be offered in spring 2005, to Academic Council for information. This course is being submitted for information purposes in order to have the course listed on RISIS for the registration of Ryerson students in spring 2005. No Ryerson teaching faculty or department is affected by this change.

CC tba (Elective Course)
Armed Conflict, Peace & the Media
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: July 9, 2004
SGS Council Approval Date: April 21, 2005

CC tba (Elective Course)
Philosophy, Culture and Values
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: July 9, 2004
SGS Council Approval Date: April 21, 2005

CC tba (Elective Course)
Philosophy, Culture and Values
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: July 9, 2004
SGS Council Approval Date: April 21, 2005

CC tba (Elective Course)
City as Cinema
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: July 9, 2004
SGS Council Approval Date: April 21, 2005

The following York University course will be changing its course title:

CC8843
Culture, Counterpublics and the WTO (current title)
Cultural Industries, Trade and the WTO (new title)
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: July 9, 2004
SGS Council Approval Date: April 21, 2005

3. SGS Council submits, from the graduate program in *Mechanical Engineering* that: effective Fall 2005, the MEng program in *Mechanical Engineering* graduate program will require the successful completion of ten course credits consisting of either eight one-term graduate courses and a two-credit research project (option 1) or ten one-term graduate courses (option 2). This program is available on a full-time or part-time basis and is retroactive to all students currently enrolled in the *Mechanical Engineering* graduate program. The current requirement is the completion of eight elective courses and a project. This will be available to all new and currently enrolled students in the MEng program in Mechanical Engineering.

4. SGS Council submits, from the graduate program in *Civil Engineering*, course changes that are attached.

5. SGS Council submits, from the graduate program in *Chemical Engineering*:
    i)   Course changes that are attached.
    ii)   The following courses will have revised course descriptions, starting September, 2005:

          CE8000: *Thesis*
          CE8201: *Modeling and Simulation in Chemical Engineering*
          CE8402: *Applied Thermodynamics*
          CE8501: *Polymer Science*
          CE8703: *Advanced Water Treatment Technologies*

6.   SGS Council submits, from the graduate program in ***Electrical and Computer Engineering***:

i)   Course changes that are attached.

ii)   To change the areas of specialization in the Master's programs to harmonize with the PhD specializations to include:

a.   Computer Systems Engineering
b.   Power Engineering
c.   Signal Processing and Communications

iii)   Effective Fall 2005, the MEng program in *Electrical and Computer Engineering* graduate program will require the successful completion of ten course credits consisting of either eight one-term graduate courses and a two-credit research project (option 1) or ten one-term graduate courses (option 2). This program is available on a full-time or part-time basis. The current requirement is the completion of eight elective courses and a project. This will not be retroactive to currently enrolled students and will take effect with students beginning Fall 2005.

iv)   Effective Fall 2005, all MASc and PhD students in the *Electrical and Computer Engineering* graduate program will be required to complete course EE8010 *Research Seminar in Electrical and Computer Engineering* as part of graduate requirements. This is in addition to the existing course requirements.

_____

Maurice Yeates, Dean
Chair, School of Graduate Studies Council

COURSE CHANGE FORM – School of Graduate Studies

Graduate Program: Civil Engineering
Initiating School/Department: Civil Engineering

Approval of VP Academic: _____

Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required Course?	Credits	Programs Affected	Implement Date	Purpose of Change
		Amended	Deleted	Added	Y/N				
CV8 601	Behavior and Design of FRP Structures			X	N	1	GVSC/GVEN/ GVEP/GVDC	September 2005	Provide more course offerings to graduate students

COURSE CHANGE FORM –School of Graduate Studies

Graduate Program: Chemical Engineering
Initiating School/Department: Chemical Engineering

Approval of VP Academic: _____

Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required Course?	Credits	Programs Affected	*Implement Date*	*Purpose of Change*
		Amended	Deleted	Added	Y/N				
CE8601	Selected Topics in Env. Biodynamics		X		N	1	GHEP/GHEN/ GHSC	Sept. 2005	Course never been offered since program started in Sept. 2001, since faculty member was interested in teaching it.
CE8704	Selected Topics in Env. Chemistry		X		N	1	GHEP/GHEN/ GHSC	Sept. 2005	Course never been offered since program started in Sept. 2001, since faculty member was interested in teaching it.
CE8801	Introduction to Food Processing		X		N	1	GHEP/GHEN/ GHSC	Sept. 2005	Course never been offered since program started in Sept. 2001, since faculty member was interested in teaching it.
CE8203	Applied Optimal Control			X	N	1	GHEP/GHEN/ GHSC	Sept. 2005	To add a course on a current research area in Chemical Eng. Faculty member has agreed to teach course.
CE8303	Advanced Fluid Dynamics			X	N	1	GHEP/GHEN/ GHSC	Sept. 2005	To add a course on a classical area in Chemical Eng. Faculty member has agreed to teach course.
CE8803	Advanced Food Process Engineering			X	N	1	GHEP/GHEN/ GHSC	Sept. 2005	To add a course on a current research area in Chemical Eng. Faculty member has agreed to teach course.

COURSE CHANGE FORM – 2 School of Graduate Studies

Graduate Program: Electrical and Computer Engineering
Initiating School/Department: Electrical and Computer Engineering

Approval of VP Academic: _____

Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required Course?	Credits	Programs Affected	*Implement Date*	*Purpose of Change*
		Amended	Deleted	Added	Y/N				
EE8109	Wireless Communications	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Title change to *Wireless Communications I.*
EE8202	Digital Image Processing	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Title change from *Digital Image Processing I.*
EE8502	Analog MOS Design	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Title change to *CMOS Analog Integrated Circuits.*
EE8205	Embedded Software Systems	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Title change to *Embedded Computer Systems.*
EE8306	Fundamentals of Robot Dynamics and Control	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New Exclusion.
EE8111	Digital Signal Processing II	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Content change.
EE8409	Electromagnetic Theory	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Content change.
EE8207	High Performance Computer System Design	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Content change. New exclusion.
EE8501	VLSI System Design	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Content change. New exclusion.
EE8209	Intelligent Systems	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Content change. New exclusion.
EE8405	Power System Operation and Control	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Title change to *Power System Stability and Control* Also content change.
EE8503	CMOS with Applications for Optical and Wireless Communications	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Title change to *VLSI Circuits and Systems for Communications.* Also content change. New pre-requisite.

COURSE CHANGE FORM – 2 School of Graduate Studies

Graduate Program: Electrical and Computer Engineering
Initiating School/Department: Electrical and Computer Engineering

Approval of VP Academic: _____

Dr. Errol Aspevig

EE8208	Computer Aided Synthesis & Design of Digital Systems	X			N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Title change to *Architectural Synthesis & Design of Digital Systems*. Also content change.
EE8106	Real Time Digital Signal Processing		X		N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Overlapping with other courses.
EE8110	Coding Techniques for Digital Communication		X		N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	Overlapping with other courses.
EE8212	Digital Image Processing II			X	N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New course
EE8119	Wireless Communications II			X	N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New course.
EE8213	Computer Network Security			X	N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New course.
EE8214	Computer Systems Modeling			X	N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New course.
EE8410	Power Electronics			X	N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New course.
EE8412	Advanced AC Drive Systems			X	N	1	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New course.
EE8010	Research Seminar in Electrical and Computer Engineering			X	Y*	P/F	GLDC/GLSC/ GLEN/GLEP	Fall 2005	New two-term seminar course which is pass/fail, in addition to the normal degree requirements.

* EE8010 is a required course for students enrolled in GLDC/GLSC program.

STATUS OF NEW GRADUATE PROGRAMS in Graduate Review Process (for programs planned for September, 2005)

Approval or Action by	Responsibility	MA – Int Economics & Fin.	MA – Pub. Pol. & Administration	MN -- Nursing.	PhD Chem Eng	MA-ECS planned for 2006
Ryerson Review						
Dean - SGS	Letter of Intent (LoI) – including initial analysis of financial viability	X	X	X	X	X
SGS Program & Planning Comm	Reviews LOI to determine if program appears feasible.	X	X	X	X	X
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.	X	X	X	X	X
Internal/External Consultant	An expert in the field from another university reviews the proposal. Sponsors re-draft if necessary.	X	X	X	X	X
Provost	Discusses proposal with Dean, sponsor.	X	X	X	X	X
P&P	Reviews draft OCGS brief in light of I/E report – recommends to Council SGS based on academic quality	X	X	X	X	X
Council, SGS	Reviews proposal	X	X	X	X	X
Academic Council	Reviews program proposal for academic quality and moves to proceed to OCGS	X	X	X	X	X
Ontario Council on Graduate Studies Review						
Appraisal Committee	7 senior faculty from across Ontario + Exec. Dir read brief and comment to Ryerson. Univ can advertise program.	X	X	X	X	X
External Consultants	2 or 3 selected, visit Ryerson for a two day period. Prepare reports for submission to OCGS, which sends reports to Ryerson.	X	X	X	X	May 17/18
Ryerson	Responds to report(s)	X	X	X		
Appraisal Committee	Reviews report and response and presents recommendation to OCGS (All graduate Deans in Ontario)	X	X			
OCGS Executive Director	Informs Ryerson of decision, provides letter required by Ministry for funding claim. **OCGS meeting.**	X	X			
Further Procedures						
Board of Governors	Program is presented to Board of Governors for approval of financial viability.	X	X			
Ministry	The Program is presented to the Ministry for approval	X	X			
Provost	Provost decides about implementation	X	X			

STATUS OF NEW GRADUATE PROGRAMS in Graduate Review Process (for programs planned September, 2006)

Approval or Action by	Responsibility	MA – MSW 2006 or 2007	MSc – Biomed. Physics PhD	MBA /MMSc – Mgmt Tech & Innov	MBA – Global Business	MSc Molecular Science	PhD Aerospace Engineering
Ryerson Review							
Dean - SGS	Letter of Intent (LoI) – including initial analysis of financial viability	X	X	X	X	X	X
SGS Program & Planning Comm	Reviews LOI to determine if program appears feasible.	X	X	X	X	X	X
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.		X	X	X	X	
Internal/External Consultant	An expert in the field from another university reviews the proposal. Re-draft if necessary.		X	X	X	X	
Provost	Discusses proposal with Dean, sponsor.		X	X			
P&P	Reviews draft OCGS brief in light of I/E report – recommends to Council SGS based on academic quality		X	X			
Council, SGS	Reviews proposal		X	X			
Academic Council	Reviews program proposal for academic quality and moves to proceed to OCGS		X				
Ontario Council on Graduate Studies Review							
Appraisal Committee	7 senior faculty from across Ontario + Exec. Dir read brief and comment to Ryerson. Univ can advertise program.						
External Consultants	2 or 3 selected, visit Ryerson for a two day period. Prepare reports for submission to OCGS, which sends reports to Ryerson.						
Ryerson	Responds to report						
Appraisal Committee	Reviews report and response and presents recommendation to OCGS (All graduate Deans in Ontario).						
OCGS Executive Director	Informs Ryerson of decision, provides letter required by Ministry for funding claim. **OCGS Meeting.**						
Further Procedures							
Board of Governors	Program is presented to Board of Governors for approval of financial viability.						
Ministry	The Program is presented to the Ministry for approval						
Provost	Provost decides about implementation						

Motion: That Academic Council approve the following nominees for standing committees for 2005-06.

<u>**Academic Council Appeals Committee**</u>
Lucia Dell'Agnese, Faculty, Communication & Design (Fashion)
Isaac Engels, Faculty, Arts (Psychology)
George Gekas, Faculty, Business (Business Management)
Faculty, Communication & Design
Nina-Marie Lister, Faculty, Community Services (Urban & Regional Planning)
Paul Poh, Engineering & Applied Science (Architecture)
Lukas Bichler, Graduate Student, Environmental & Applied Science Management
Anna Bridges, Student, Arts (Arts & Contemporary Studies)
Graeme Brown, Student, Communication& Design (Image Arts)
Laura Brown, Student, Community Services (Nutrition)
Nicholas Francis, Student, Continuing Education
Anthony Ganuelas, Student,   Engineering & Applied Science (Computer Science)
Basem Hanna, Student, Business Management
Alexandra Jurczak, Student, Community Services (Nursing)
Mohammed Kamali, Student, Engineering & Applied Science (Industrial Engineering)

<u>**Academic Standards Committee**</u>
Elizabeth Evans, Faculty, Business (Retail Management)
Zouheir Fawaz, Faculty, Engineering & Applied Science (Mechanical Engineering)
Lynda McCarthy, Faculty, Engineering & Applied Science (Chemistry and Biology)
Rena Mendelson, Faculty, Community Services (Nutrition)
Robert Murray, Faculty, Arts (Philosophy)
Ronald Stagg, Faculty, Arts (History)
Mehmet Zeytinoglu, Faculty, Engineering & Applied Science (Electrical Engineering)
Anna Bridges, Student, Arts & Contemporary Studies
Erin Hunking, Student, Business Management

<u>**Admissions Committee**</u>
Frank Duerden, Faculty, Arts (Geography)
David Johnston, Faculty, Communication & Design (Interior Design)
Pirasanna Sivalingam, Student (Computer Engineering)
Tara Spencer, Student (Arts & Contemporary Studies)
Natalie Yiu, Student, Hospitality & Tourism Management

<u>**Awards & Ceremonials Committee**</u>
Amy Casey, Associate Director, Continuing Education
Desmond Glynn, Program Director, Continuing Education
Peter Luk, Director, Business (Business Management)
Maurice Mazerolle, Faculty, Business (Business Management)
Perry Schneiderman, Chair, Communication & Design (Theatre)
Ivor Shapiro, Faculty, Communication & Design (Journalism)

<u>**Composition & By Laws Committee**</u>
Hekmat Alighanbari, Faculty, Engineering & Applied Science (Aerospace)
Michelle Dionne, Faculty, Arts (Psychology)
Dana Lee, Faculty, Communication & Design (Radio and Television Arts)
Paul Lewkowicz, Student, Arts (Geography)

Learning & Teaching Committee
Lukas Bichler, Student, Graduate Studies, Environmental Applied Science & Management
Magdalena Brzoska, Student, Communication & Design (Journalism)
Anthony Ganuelas, Student, Engineering & Applied Science (Computer Science)
Ilanit Goren, Student, Community Services, (Social Work)
Paul Lewkowicz, Student, Arts (Geography)
Joe Li, Student, Business (Business Management)
Stacey Mirowski, Continuing Education

Nominating Committee
Scott Anderson, Faculty, Business (Business Management)
Michelle Dionne, Faculty, Arts (Psychology)
Susanne Williams, Dean, Community Services
Lukas Bichler, Student, Environmental Applied Science & Management
Paul Lewkowicz, Student, Geography

Research Ethics Board
Avner Levin, Faculty, Legal Expertise, Business, (Business Management)
Maria Guervich, Faculty, Member-at-Large, Arts (Psychology)
Nancy Walton, Faculty, Member-at-Large, Community Services (Nursing)
Ayse Yuce, Faculty, Member-at-Large, Business (Business Management)
Billie Hermosura, Undergraduate Student, Nutrition and Food

SRC Committee
Susanna Edwards, Faculty, Community Services (Nursing)
Mary Foster, Faculty, Business (Business Management)
Shanil Persaud. Graduate Student, Civil Engineering
Laura Brown, Student, Nutrition

Note: All members refrained from approval of their own nominations.

Respectfully submitted,

Michele Dionne, Chair, for the Nominating Committee
  Katherine Penny
  Gillian Mothersill
  Dale Shipley
  Chris Evans
  Stalin Boctor
  Carla Cassidy
  Issa Guindo
  Anna Bridges
  Jacob Gryn
  Diane Schulman (non-voting)

REPORT OF THE ACADEMIC STANDARDS COMMITTEE

Report #W2005 – 3; May 9, 2005   (AMENDED)

In this report we bring to Council our recommendations on several items. The report has been divided into two sections:

- *Section A* presents new program proposals in *Child and Youth Care* and *Psychology*.
- *Section B* presents the new *Minor in Child and Youth Services* and changes to admission requirements in *Computer Science* and all *Engineering* programs.

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: NEW PROGRAMS

A1.   Child and Youth Care

Child and Youth Care practice focuses on the infant, child and adolescent, both normal and with special needs, within the context of the family, the community and the life span. Professional practitioners promote the optimal development of children, youth and their families in a variety of settings, such as early care and education, community-based child and youth development programs, parent education and family support, school-based programs, community mental health, group homes, residential centers, rehabilitation programs, pediatric health care and juvenile justice programs.

Child and Youth Care practice includes skills in assessing client and program needs, designing and implementing programs and planned environments, integrating developmental, preventive and therapeutic requirements into the life space, contributing to the development of knowledge and professions, and participating in systems interventions through direct care, supervision, administration, teaching, research, consultation and advocacy[1].

Child and Youth Care at Ryerson

The *School of Child and Youth Care* currently offers a degree completion program on a part-time basis to graduates of the Child and Youth Worker diploma programs of the Ontario Colleges of Applied Arts and Technology (CAAT). This proposal expands the educational choices by creating a full-time, 4-year degree program.

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[1] From the definition of child and youth care practice adopted in the 1992 meeting of the International Child and Youth Care Education Consortium (www.cyc-net.org/pro-definitions.html).

The current degree completion program (part-time) in Child and Youth Care was designed 15 years ago in response to the need for advanced undergraduate education in the Child and Youth Care field. Students complete the program through attending evening classes, Internet only courses, or intensive (one week of classes) courses. All core *CYC* courses in the degree completion program are fully Internet supported regardless of their mode of delivery and many are delivered in partnership with continuing education, allowing field practitioners to take the courses for professional development purposes without enrolling in the degree program.

Curriculum

The proposed full-time curriculum consists of 41 one-semester courses (23 professional: 21 required and 2 elective, 12 professionally-related: 8 required and 4 elective, and 6 liberal studies courses) including a year-long independent study course. This mix of courses measured in contact hours represents 70 percent professional and 20 percent professionally-related studies, and conforms to current curriculum guidelines. Appendix A.1 presents the curriculum and provides full listing of the required and elective courses.

Advanced Standing Program: Qualified applicants with a 3-year Child and Youth Work diploma from CAAT programs may be admitted to the proposed 4-year program with advanced standing into Year 3. Advanced standing students will have to complete Year 3 and 4 curricula with the exception of the year-long course *CYC 6xx Internship II*. In place of this, advanced standing students will complete *CYC x47a Professional Issues I* in Semester 5 and one *Professional-Elective Group C* course in Semester 6.

Advanced standing students who want to take the upper level Psychology and/or Sociology courses listed in the professionally-related electives table (see page 14 of this report) must apply for and receive transfer credits for the prerequisite Psychology and Sociology courses.

Practicum: All 4-year program students will complete two, year-long internships (*CYC 4xx* and *CYC 6xx*) in Year 2 and Year 3 of the program. Each internship will require a placement of approximately 385 hours. In addition, an elective advanced placement (*CYC x48a*) of approximately 160 hours will be available in Year 4 to both the 4-year and advanced standing program students.

Admission Criteria: The admission requirements for the *Child and Youth Care* program are an OSSD or equivalent with six Grade 12 U/M courses including Grade 12 U English (ENG4U/EAE4U is the preferred English) with a minimum of 70 percent. Subject to competition, candidates may be required to present averages/grades above the minimum.

The admission requirements for the advanced standing program will include an OSSD or equivalent with six Grade 12 U/M courses including Grade 12 U English (ENG4U/EAE4U is the preferred English) with a minimum grade of 70 percent, and a three-year CAAT Diploma in Child and Youth Work.

All applicants are required to submit a resumé of work and volunteer experience, and a personal essay (500 words) identifying their values and beliefs regarding the change process for children

and youth. After an initial screening, applicants may be required to attend a group interview. Not more than two letters of reference documenting work and/or 80 hours of volunteer experience with children and youth are required. This non-academic admission criterion applies to the 4-year program and the advanced standing program.

Graduation Requirements: Clear academic standing, a cumulative GPA of 2.0 and a minimum grade of C in all required professional Year 2, 3, and 4 courses are required for graduation. Students must receive a PASS in each of the internship courses (*CYC 4xx* and *CYC 6xx*) to graduate. Advanced standing program students must have a CLEAR academic standing, a cumulative GPA of 2.0 and a minimum grade of C in all required professional courses taken at Ryerson.

Academic Standing Variations: A failure in *CYC 4xx* or *CYC 6xx* leads to probationary status and a second failure in the same course leads to suspended status.

Peer Review Assessment

In accordance with the University policy on *The Development, Review and Approval of New Undergraduate Programs,* a peer review team[2] assessed the proposed program. The peer review team concluded that the proposed program is of high quality, innovative and meets the criteria for new programs set out by the University, and recommended the program for implementation.

ASC Evaluation

The *School of Child and Youth Care* envisions the advanced standing program (a continuation of its current part-time degree completion program) as an integral and important part of this proposal. The advanced standing program will admit qualified graduates of 3-year Child and Youth Work diploma programs into Year 3 of the proposed 4-year program. Giving graduates of CAAT diploma programs credit equivalent to the first two years of the proposed program requires an in depth knowledge of college programs. The *School of Child and Youth Care* works closely with college programs and has also accumulated extensive collaborative experience through the delivery of its part-time degree completion program. Consequently, the *School* has been in a unique position to structure a curriculum that will offer a strong 4-year degree program while providing students in the advanced standing programs with an educational path to a university degree. However, as program curricula are dynamic structures that evolve over time, college curricula require constant monitoring to ensure that granting advanced standing would neither jeopardize the integrity of the 4-year degree program nor disadvantage the students in the advanced standing program.

ASC recommends the implementation of a system that will allow the *School* to monitor college curricula and to track the success of advanced standing students in the program and individual

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[2] Profs. M. Ali (Ryerson), R. Ferguson (Victoria) and B. Ryan (Guelph).

courses. Such a system would ensure that the *School* would be responsive to changes in college curricula.

Recommendation

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

> *That Academic Council approve the program in Child and Youth Care leading to the Bachelor of Arts (Child and Youth Care).*

A2. Psychology

In 2004 Academic Council approved new social science programs leading to Bachelor of Arts degrees in *Criminal Justice, Politics and Governance* and *Sociology*. These programs, which will commence in Fall 2005, are characterized by a common two-year social sciences platform which combines a range of competency-based courses in addition to a selection of program, professionally-related, and liberal studies courses. This platform allows the students to sample a variety of social science disciplines prior to committing to a program of study in the upper years. Moreover, this broad-based platform provides students with the necessary social foundations for the more specialized programs of study in the upper two years. The proposed *Psychology* program will represent a new degree path option available to students enrolled in social science programs.

The Program

As a discipline Psychology addresses questions about the nature of human behaviour and the ability to process information. It is this fundamental relevance of Psychology that has been at the root of the proposed program, which has been designed to build knowledge, skills and values consistent with the science and application of Psychology, and with liberal arts education in general. The program provides students interested in real-world issues with a focused education in Psychology that will prepare them for a wide spectrum of professional opportunities and graduate education opportunities in Psychology, its allied disciplines and post-graduate professional schools.

Curriculum

The curriculum consists of 40 one-semester courses (22 professional: 14 required and 8 elective, 12 professionally-related elective and 6 liberal studies courses). This mix of courses measured in contact hours represents 55 percent professional and 30 percent professionally-related studies, and conforms to current curriculum guidelines. Appendix A.2 presents the curriculum and provides full listing of the required and elective courses. The prerequisite structure for Psychology courses has been discussed and agreed upon.

Admission: The admission requirements for the Psychology and the other social sciences programs are an O.S.S.D. or equivalent with six Grade 12 U/M courses, including Grade 12 U English (ENG4U/EAE4U is the preferred English) in the range of 70 percent. Subject to competition, candidates may be required to present averages/ grades above the minimum.

Students interested in the Psychology program will be admitted to the Faculty of Arts for the first two years of study rather than directly into the program. A distinct advantage of a general admission is that it gives students an opportunity to explore all options before committing to a program of study in the upper years.

Implementation: The projected implementation date of the program is Fall 2006.

Peer Review Assessment

In accordance with the University policy on *The Development, Review and Approval of New Undergraduate Programs,* a peer review team[3] assessed the proposed program. The mandate of the peer review team was "to evaluate the academic quality of the proposed program and the capacity of the designated academic unit to deliver it in an appropriate manner", and specifically to address its currency, rigour, and coherence; the capacity of faculty to offer the program; the adequacy of infrastructure to support it; and the areas in which modification may be desirable. The peer review team expressed its endorsement of the social sciences platform which they identified as a "creative way of introducing students to more focused programs in social sciences". In its report the peer review team concluded that the proposed program is of high quality and meets the criteria for new programs set out by the University and recommended the program for implementation.

ASC Evaluation

In its proposal the *Department of Psychology* expressed its vision of providing an applied education focused on real-world issues that will prepare program students for careers and/or graduate school opportunities. The *Department* designed the curriculum based on this vision. Indeed, the peer review team commented that "the curriculum is impressive in its coverage of both traditional areas of psychology and a diversity of applied topics". In evaluating the proposal, ASC acknowledged the applied focus of the program within the spectrum of psychology programs. However, the applied nature of a program is also a reflection of the faculty who will ultimately deliver the curriculum. Given the fact that curricula and faculty evolve over time, ASC recommends that the *Department* monitors the program to ensure that it remains consistent with its vision and goals.

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[3] Profs. J. Bassili (Toronto), R. Mendelson (Ryerson) and S. Pyke (York).

Recommendation

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

> *That Academic Council approve the program in Psychology leading to the Bachelor of Arts (Psychology).*

SECTION B

B1.   Minor in Child and Youth Services

Contingent upon approval of the full-time Child and Youth Care program, the *School of Child and Youth Care* will be launching a new full-time Bachelor of Arts degree program in *Child and Youth Care* commencing Fall 2006. The *School* believes that the variety of courses available in the new degree program will have widespread appeal to students in other programs. In response, the *School* is proposing to offer a new *Minor in Child and Youth Services* designed to be accessible to students in Social Work, Food and Nutrition, Nursing, Disability Studies, Early Childhood Education, Criminal Justice, Psychology, Arts and Contemporary Studies and Sociology.

To receive the *Minor*, a student must complete six one-term courses (or equivalent) from the following course of study:

2 Required courses:

> *CYC 1xx   Introduction to Child and Youth Care*
> *CYC 4x1   Theories of Change for Children and Youth*

4 Elective Courses:

Select the equivalent of a minimum of four one-term courses from the following (at least two of the courses must be at 500 level or higher):

> *CYC 2x1   Child Abuse and Neglect*
> *CYC 3x2   Therapeutic Recreational Programming*
> *CYC 4x2   Group work with Children and Youth*
> *CYC 505   Human Service Management*
> *CYC 602   Children's Rights*
> *CYC 702   Ecological Perspectives in Child and Youth Care*
> *CYC 605   Advanced Therapeutic Interventions*
> *CYC 8xx   Advanced Group Work*
> *CYC 800   Intensive In-home Family Support*
> *CYC 801   Psycho-educational Support Programs*
> *CYC 802   Incident Response for Children and Youth*

CYC 803   Advocacy in Child and Youth Services
CYC 804   Integrated Case Management
CYC 805   Special Issues: Program Development

Recommendation

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

That Academic Council approve the new Minor in Child and Youth Services.

B2.   Change of Admission Requirements: *Engineering* and *Computer Science*

The course *Algebra and Geometry* has been one of the six OAC courses required for admission to engineering and computer science programs at Ryerson. In the new Ontario high school curriculum the grade 12 course *Geometry and Discrete Mathematics* (MGA4U) has replaced the OAC course in *Algebra and Geometry*. The MGA4U course continues to be one of the six courses required for admission into these programs.

A recent analysis of applicant data submitted through the Ontario University Application Centre (OUAC) for the period 2001–2004 indicates that there has been a 29% reduction in the number of students who successfully completed *Algebra and Geometry* or *Geometry and Discrete Mathematics* from 25,928 in 2002 to 18,448 in 2004. Consequently, the *Geometry and Discrete Mathematics* course has become a constraint on the number of applicants eligible for engineering and computer science programs.

The Faculty of Engineering and Applied Science has compared the admission requirements at Ryerson with other Canadian universities who offer engineering and computer science programs. This comparison reveals a significant number of Canadian universities who do not require the *Geometry and Discrete Mathematics* course for admission into these programs. Further examination of the *Geometry and Discrete Mathematics* course shows that the contents of this course are covered in required courses taken by engineering (*MTH 141, PCS 211, MTH 314*[4]) and computer science (*MTH 110, MTH 108*) students. In response, the departmental councils in the five engineering departments approved the new admission requirements for the engineering programs as follows:

> Six Grade 12 U courses including *English*, *Advanced Functions and Introductory Calculus* (MCB4U), *Physics* (SPH4U), *Chemistry* (SCH4U) and one of *Geometry and Discrete Mathematics* (MGA4U), *Mathematics of Data Management* (MDM4U), *Biology* (SBI4U), *Earth and Space Science* (SES4U). *Geometry and Discrete Mathematics* (MGA4U) is the preferred course.

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[4] *MTH 314* is a required course only in *Electrical Engineering* and *Computer Engineering* programs.

Similarly, the departmental council of the Department of Computer Science approved the new admission requirements for the computer science program as follows:

> Six Grade 12 U courses in: *English*, *Advanced Functions and Introductory Calculus* (MCB4U), one of *Physics* (SPH4U), *Chemistry* (SCH4U), *Biology* (SBI4U), and either *Geometry and Discrete Mathematics* (MGA4U) or *Mathematics of Data Management* (MDM4U). *Geometry and Discrete Mathematics* (MGA4U) is the preferred course.

Furthermore, these academic units indicated that there will be no change in the admission requirements for applicants with OAC credits from the old curriculum.

In its evaluation of the proposal, ASC observed that engineering programs offered by Dalhousie University, McGill University, Simon Fraser University, University of British Columbia, Université de Moncton, University of Manitoba and University of Victoria currently do not state *Geometry and Discrete Mathematics* (or equivalent) as an admission requirement. Most recently Queen's University adopted a revision to its admission requirements for engineering programs similar to that proposed by the engineering departments at Ryerson. For computer science, ASC observed that there are 16 computer science programs offered at Ontario universities. Currently, eight of these programs (including Ryerson) require *Geometry and Discrete Mathematics* as an admission requirement. Therefore, ASC is of the view that the proposed changes to admission requirements in engineering and computer science programs at Ryerson are appropriate and comparable to the admission requirements at other Ontario and/or Canadian universities.

Recommendation

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

Engineering:

> *That Academic Council approve the revised admission requirements to* Engineering *programs.*

Computer Science:

> *That Academic Council approve the revised admission requirements to the* Computer Science *program.*

Respectfully submitted by

Errol Aspevig,
for the 2004/2005 Academic Standards Committee

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

APPENDIX A.1 CHILD AND YOUTH CARE: Curriculum

Semester 1 (CYCP 1)

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CHILD & YOUTH CARE: Introduction to Child and Youth Care	CYC 1xx	1	3	
PSYCHOLOGY: The Science of Psychology: Basic Principles	PSY 102	1	3	
SOCIOLOGY: Understanding Sociology	SOC 104	1	3	
PROFESSIONALLY-RELATED ELECTIVE GROUP B: Select one one-term course from Table 1.		1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:				
One one-term course required from **Table A**.		1	3	
		TOTAL	15	

Semester 2 (CYCP 2)

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CHILD & YOUTH CARE: Child Abuse and Neglect	CYC 2x1	1	3	
PSYCHOLOGY: The Science of Psychology: Applications	PSY 202	1	3	
PSYCHOLOGY: Child Development	PSY 302	1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:				
Two one-term courses required from **Table A**.		2	3	
		TOTAL	15	

Semester 3 (CYCP 3)

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CHILD & YOUTH CARE: Professional Issues I	CYC x47a	1	3	
CHILD & YOUTH CARE: Interpersonal Communication	CYC 3x1	1		3
CHILD &YOUTH CARE: Therapeutic Recreational Programming	CYC 3x2	1	1	2
CHILD and YOUTH CARE: Internship I	CYC 4xx	2	1	16
PROFESSIONALLY-RELATED REQUIRED GROUP 1 – FAMILY STUDIES: Select one course.				
FAMILY STUDIES: Families and Health	FNF 100	1	3	
FAMILY STUDIES: The Social Context of Human Sexuality	FNF 400	1	3	
SOCIOLOGY: Violence and the Family	SOC 502	1	3	
SOCIOLOGY: Canadian Families; Myth and Legal Reality	SOC 605	1	3	
SOCIOLOGY: Work and Families in the 21st Century	SOC 606	1	3	
		TOTAL	29	

Semester 4 (CYCP 4)

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CHILD & YOUTH CARE: Theories of Change for Children and Youth	CYC 4x1	1	3	
CHILD & YOUTH CARE: Group work with Children and Youth	CYC 4x2	1	1	2
CHILD and YOUTH CARE: Internship I	CYC 4xx	2	1	16
PSYCHOLOGY: Developmental Psychopathology	PSY 602	1	3	
PROFESSIONALLY-RELATED REQUIRED GROUP 1 – FAMILY STUDIES: Select one course.				
FAMILY STUDIES: Families and Health	FNF 100	1	3	
FAMILY STUDIES: The Social Context of Human Sexuality	FNF 400	1	3	
SOCIOLOGY: Violence and the Family	SOC 502	1	3	
SOCIOLOGY: Canadian Families; Myth and Legal Reality	SOC 605	1	3	
SOCIOLOGY: Work and Families in the 21st Century	SOC 606	1	3	
		TOTAL	29	

Semester 5 (CYCP 5)

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CHILD & YOUTH CARE: Social Research Methods	CYC 601	1	3	
CHILD & YOUTH CARE: Children's Rights	CYC 602	1	3	
CHILD and YOUTH CARE: Internship II	CYC 6xx	2	1	16
CHILD & YOUTH C: Ecological Perspectives in Child and Youth Care	CYC 702	1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:				
One one-term course required from **Table B**.		1	3	
		TOTAL	29	

Semester 6 (CYCP 6)

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CHILD & YOUTH CARE: Advanced Therapeutic Interventions	CYC 605	1	3	
CHILD and YOUTH CARE: Internship II	CYC 6xx	2	1	16
CHILD & YOUTH CARE: Program Evaluation	CYC 705	1	3	
PROFESSIONALLY-RELATED REQUIRED GROUP 2 – MULTI-CULTURAL: Select one course.				
CHILD & YOUTH CARE: Diversity Issues for Children & Youth	CYC 900	1	3	
EARLY CHILDHOOD: Ethno-Racial Training	ECE 907	1	3	
JUSTICE STUDIES: Cross-cultural values and Communication	JUS 400	1	3	
POLITICS: Issues in Equity and Human Rights	PPA 521	1	3	
SOCIOLOGY: Sociology of Diversity	SOC 300	1	3	
SOCIAL WORK: Ethnic Diversity & Social Issues	SWP 900	1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:				
One one-term course required from **Table B**.		1	3	
		TOTAL	29	

Semester 7 (CYCP 7)

	Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED					
CHILD & YOUTH CARE: Incident Response for Children and Youth		CYC 802	1	3	
CHILD and YOUTH CARE: Independent Study		CYC 048b	2		3
LIBERAL STUDIES ELECTIVE – GROUP A:					
One one-term course required from **Table B**.			1	3	
PROFESSIONAL ELECTIVE – GROUP C					
Select one one-term course from **Table 2.**			1	3	
PROFESSIONALLY-RELATED ELECTIVE – GROUP B					
Select two one-term courses from **Table 1.**			2	3	
			TOTAL	18	

Semester 8 (CYCP 8)

	Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED					
CHILD and YOUTH CARE: Integrated Case Management		CYC 804	1	3	
CHILD and YOUTH CARE: Professional Issues II		CYC 047b	1	3	
CHILD and YOUTH CARE: Independent Study		CYC 048b	2		3
PROFESSIONAL ELECTIVE – GROUP C					
Select one one-term course from **Table 2.**			1	3	
PROFESSIONALLY-RELATED – GROUP B					
Select one one-term course from **Table 1.**			1	3	
			TOTAL	15	

PROFESSIONALLY-RELATED – GROUP B

TABLE 1

NOTE: Four courses are required. Three courses are required for Advanced Standing students.

CRM 100	JUSTICE: Introduction to the Criminal Justice System
CRM 102	JUSTICE: Introduction to Crime and Justice
CRM 202	JUSTICE: Victims and the Criminal Process
CRM 304	JUSTICE: Youth Justice in Canada
CLD 231	EARLY CHILDHOOD: Families in a Canadian Context
CLD 445	EARLY CHILDHOOD: Inclusion and Consultation
CLD 436	EARLY CHILDHOOD: Theory and Practice of Family Supports
DST 503	DISABILITY STUDIES: Mad People's History
ENT 500	ENTREPRENEURSHIP: New Venture Startup
HIS 508	HISTORY: The Child in History
INP 900	NON-PROFIT: Understanding the Non-profit/Vol. Sector
INP 901	NON-PROFIT: Developing Effective Non-profit Organ.
INP 911	NON-PROFIT: Advocacy: Public Governmental Relations
INP 914	NON-PROFIT: Issues of Diversity: Team Build/Coll. Rel.
INT 902	INTERDISC. STUDIES: Disability Issues
INT 904	INTERDISC. STUDIES: Health Promotion and Community Development
INT 905	INTERDISC. STUDIES: Conflict Resolution and Dispute Negotiation
INT 906	INTERDISC. STUDIES: Politics of Sexuality: Power & Pleasure
INT 907	INTERDISC. STUDIES: Team Work for Community Services
INT 908	INTERDISC. STUDIES: Homelessness in Canadian Society
INT 909	INTERDISC. STUDIES: Participatory Development Communication
INT 910	INTERDISC. STUDIES: First Nations Issues
INT 911	INTERDISC. STUDIES: International Community Development
JUS 305	JUSTICE: Stress and the Justice Practitioners
JUS 503	JUSTICE: Confrontation and Crisis Management
MHR 405	HUMAN RESOURCES: Org. Behaviour and Interpersonal Skills
MHR 505	HUMAN RESOURCES: Organizational Behaviour II
MHR 522	HUMAN RESOURCES: Industrial Relations
MHR 523	HUMAN RESOURCES: Human Resources Management
MHR 600	HUMAN RESOURCES: Equal Opportunity Management
MHR 650	HUMAN RESOURCES: Management of Change
MHR 721	HUMAN RESOURCES: Negotiations and Conflict Resolution
OHS 208	OCCUPATIONAL HEALTH: Occupational Health & Safety Law
POL 122	POLITICS: Local Government and Politics in Canada
POG 420	POLITICS: Urban Policy in Canadian Cities
POG 210	POLITICS: Power and Influence in Canadian Politics
POG 110	POLITICS: Political Conflict in Canada

PPA 322	POLITICS: Understanding Canadian Public Administration
PPA 422	POLITICS: People Policy and Money: Public Administration
POG 319	POLITICS: Labour, the State and the Politics of Work
PSY 214	PSYCHOLOGY: Psychopharmacology
PSY 215	PSYCHOLOGY: Psychology of Addictions
PSY 300	PSYCHOLOGY: Psychology and Law
PSY 325	PSYCHOLOGY: Behavioural Disorders
PSY 335	PSYCHOLOGY: Clinical Psychology
PSY 802	PSYCHOLOGY: Death, Dying and Bereavement
PSY 805	PSYCHOLOGY: Adjustment, Stress and Coping
PSY 806	PSYCHOLOGY: Behaviour Modification
SOC500	SOCIOLOGY: Youth in Society
SOC504	SOCIOLOGY: Children in Society
SWP 901	SOCIAL WORK: Social Work & the Criminal Justice System
SWP 903	SOCIAL WORK: Crisis Intervention
SWP 907	SOCIAL WORK: Canadian Health Policy
SWP 909	SOCIAL WORK: Social Work & the Law: Children & Families
SWP 910	SOCIAL WORK: Queer Theory and Identities
SWP 911	SOCIAL WORK: Values & Intercultural Communication
SWP 917	SOCIAL WORK: Special Topics I
SWP 919	SOCIAL WORK: Addictions I
SWP 920	SOCIAL WORK: Addictions II
SWP 925	SOCIAL WORK: Introduction to First Nations Issues
SWP 923	SOCIAL WORK: Family Violence

PROFESSIONAL ELECTIVE – GROUP C
TABLE 2

NOTE: Two courses are required.   Three courses are required for Advanced Standing students.

CYC x48a   CHILD & YOUTH CARE: Advanced Placement
CYC 505   CHILD & YOUTH CARE: Human Service Management
CYC 8xx   CHILD & YOUTH CARE: Advanced Group Work
CYC 800   CHILD & YOUTH CARE: Intensive In-home Family Support
CYC 801   CHILD & YOUTH CARE: Psycho-educational Support
CYC 803   CHILD & YOUTH CARE: Advocacy in Child and Youth Services
CYC 805   CHILD & YOUTH CARE: Special Issues: Program Development

APPENDIX A.2 PYSCHOLOGY: Curriculum

Semester 1

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CONTEMPORARY STUDY: Learning and Development Strategies	ACS 102	1	3	
CONTEMPORARY STUDY: Writing as a Cultural Act	ACS 205	1	3	
PSYCHOLOGY: Introduction to Psychology I	PSY 102	1	3	
REQUIRED – GROUP 1				
One course required from **Table I.**		1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:				
One course required from **Table A**.		1	3	
		TOTAL	15	

Semester 2

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CONTEMPORARY STUDY: Informal Logic and Rational Discourse	ACS 105	1	3	
PSYCHOLOGY: Introduction to Psychology II	PSY 202	1	3	
REQUIRED – GROUP 1				
Two courses required from **Table I.**		2	3	
LIBERAL STUDIES ELECTIVE – GROUP A:				
One course required from **Table A**.		1	3	
		TOTAL	15	

Semester 3

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CONTEMPORARY STUDY: Research Design & Qualitative Methods	ACS 301	1	3	
REQUIRED – GROUP 1				
Two courses required from **Table I.**		2	3	
PROFESSIONALLY-RELATED ELECTIVE – GROUP C				
One course required from **Table III.**		1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:				
One course required from **Table A**.		1	3	
		TOTAL	15	

Semester 4

Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED				
CONTEMPORARY STUDY: Introduction To Research & Statistics	ACS 401	1	3	
REQUIRED – GROUP 1				
Two courses required from **Table I, III** or **IV.**		2	3	
PROFESSIONALLY-RELATED ELECTIVE – GROUP C				
Two courses required from **Table III.**		2	3	
		TOTAL	15	

Semester 5

	Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED					
	PSYCHOLOGY: Child Development	PSY 302p	1	3	
	PSYCHOLOGY: Behavioral Disorders	* PSY 325	1	3	
	PSYCHOLOGY: Cognitive Psychology	PSY 654	1	3	
PROFESSIONAL ELECTIVE – GROUP B					
	One course required from **Table II**.		1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:					
	One course required from **Table B**.		1	3	
			TOTAL	15	

* **Students who have successfully completed PSY 325 must select one Professionally-Related Elective from** Table I**,** III **or** IV**.**

Semester 6

	Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED					
	PSYCHOLOGY: Social Psychology	* PSY 124	1	3	
	PSYCHOLOGY: Biological Psychology	PSY 324	1	3	
	PSYCHOLOGY: Clinical Psychology	PSY 335	1	3	
PROFESSIONAL ELECTIVE – GROUP B					
	One course required from **Table II**.		1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:					
	One course required from **Table B**.		1	3	
			TOTAL	15	

* **Students who have successfully completed PSY 124 must select one Professionally-Related Elective from** Table I**,** III **or** IV**.**

Semester 7

	Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED					
	PSYCHOLOGY: Theories and History of Psychology	PSY xx2	1	3	
REQUIRED – GROUP A (Advanced Seminar) *					
	One course required from **Table IIa**.		1	3	
PROFESSIONAL ELECTIVE – GROUP B **					
	One course required from **Table II**.		1	3	
PROFESSIONALLY-RELATED ELECTIVE – GROUP C					
	One course required from **Table III** or **Table IV**.		1	3	
LIBERAL STUDIES ELECTIVE – GROUP A:					
	One course required from **Table B**.		1	3	
			TOTAL	15	

Semester 8

	Course Title	Course Number	Duration in Terms	Lec	Lab
REQUIRED – GROUP A (Advanced Seminar) *					
	One course required from **Table IIa**.		1	3	
PROFESSIONAL ELECTIVE – GROUP B † ‡					
	Three courses required from **Table II**.		3	3	
PROFESSIONALLY-RELATED ELECTIVE – GROUP C					
	One course required from **Table III** or **Table IV.**		1	3	
			TOTAL	15	

* **Students MUST take an Advanced Seminar course. Advanced Seminar courses from** Table IIa **can be offered in Semester 7 and / or Semester 8.**

** Students who will take an Advanced Seminar course in Semester 8 should select TWO Professional Elective – Group B courses from **Table II.**

† Students who have successfully completed an Advanced Seminar course in Semester 7 should select FOUR Professional Elective – Group B courses from **Table II.**

‡ The course PSY xx9 has a weight of 2.00. Students who select PSY xx9 should select ONE LESS Professional Elective – Group B elective.

REQUIRED – GROUP 1 ELECTIVES

TABLE I

NOTE: A minimum of five courses is required. No more than four courses may be taken in any one subject area including PSY 102 and PSY 202 from First and Second semesters respectively. INP 900 is considered to be a Politics and Governance (POG) course. All courses may not be offered every semester.

CRM 100	CRIMINAL JUSTICE: Introduction to the Criminal Justice System
CRM 102	CRIMINAL JUSTICE: Introduction to Crime and Justice
CRM 200	CRIMINAL JUSTICE: Criminal Law
CRM 202	CRIMINAL JUSTICE: Victims and the Criminal Process
ECN 104	ECONOMICS: Introductory Microeconomics
ECN 204	ECONOMICS: Introductory Macroeconomics
ECN 301	ECONOMICS: Intermediate Macroeconomics I
ECN 504	ECONOMICS: Intermediate Microeconomics I
GEO 131	GEOGRAPHY: Environmental Analysis
GEO 141	GEOGRAPHY: Geography and GIS
GEO 151	GEOGRAPHY: Urban Analysis
GEO 231	GEOGRAPHY: Principles of Recreation and Demography
INP 900	NONPROFIT: Understanding the Nonprofit and Voluntary Sector
POG 100	POLITICS: Introduction to Governance
POG 110	POLITICS: Canadian Politics
POG 210	POLITICS: Canadian Government
POG 225	POLITICS: Global Governance
PSY 102 *	PSYCHOLOGY: Introduction to Psychology I
PSY 202 *	PSYCHOLOGY: Introduction to Psychology II
PSY 124 †	PSYCHOLOGY: Social Psychology
PSY 325 †	PSYCHOLOGY: Behavioural Disorders
SOC 104	SOCIOLOGY: Understanding Society
SOC 107	SOCIOLOGY: Sociology of Everyday Life
SOC 470	SOCIOLOGY: Toronto: The Changing City
SOC 525	SOCIOLOGY: Media and Images of Inequality

* PSY 102 and PSY 202 are not available to Psychology program students as **Table I** Elective.
† Students must complete PSY 124 and PSY 325 prior to graduation.

REQUIRED – GROUP A

TABLE IIa

NOTE: A minimum of ONE course is required. All courses may not be offered every semester.

PSY xx3   **PSYCHOLOGY: Advanced Seminar: Cognition**
PSY xx3a   **PSYCHOLOGY: Advanced Seminar: Neuroscience**
PSY xx5   **PSYCHOLOGY: Advanced Seminar: Developmental Psychology**
PSY xx5a   **PSYCHOLOGY: Advanced Seminar: Social Psychology**
PSY xx6   **PSYCHOLOGY: Advanced Seminar: Clinical Psychology**
PSY xx6a   **PSYCHOLOGY: Advanced Seminar: Health Psychology**

PROFESSIONAL ELECTIVE – GROUP B

TABLE II

NOTE: **A total of SEVEN courses are required. This selection must satisfy the following requirements:**

- Breadth Requirement: **Select a minimum of two courses from each of the area groupings of *Cognition and Neuroscience*, *Developmental and Social Psychology*, and *Clinical and Health Psychology*.**

- Advanced Research and Specialization Group: **Students selecting courses from this group should be aware of the following:**

  1. **PSY 711 is a prerequisite for PSY xx8 and PSY xx9. Students who intend to select either of these courses in Year 4 should select PSY 711 in (or before) Semester 6.**
  2. **Select a minimum of one course from each of the area groupings of *Cognition and Neuroscience*, *Developmental and Social Psychology*, and *Clinical and Health Psychology*.**
  3. **PSY xx9 has a weight of 2.00. Students who select PSY xx9 should select a total of SIX Professional Elective – Group B courses.**

Cognition and Neuroscience

PSY 214   **PSYCHOLOGY: Psychopharmacology**
PSY 434   **PSYCHOLOGY: Brain & Behaviour**
PSY 544   **PSYCHOLOGY: Evolutionary Psychology**
PSY 714   **PSYCHOLOGY: Perception**

Developmental and Social Psychology

PSY 208	**PSYCHOLOGY: Aging**
PSY 300	**PSYCHOLOGY: Psychology and Law**
PSY 402p	**PSYCHOLOGY: Adult Development**
PSY 808	**PSYCHOLOGY: Community Psychology**
PSY xx1	**PSYCHOLOGY: Psychology of Diversity**
PSY xx4	**PSYCHOLOGY: Environmental Psychology**

Clinical and Health Psychology

PSY 215	**PSYCHOLOGY: Psychology of Addictions**
PSY 602	**PSYCHOLOGY: Child Psychopathology**
PSY 605	**PSYCHOLOGY: Health Psychology**
PSY 802	**PSYCHOLOGY: Death and Dying**
PSY 805	**PSYCHOLOGY: Adjustment, Stress, and Coping**
PSY 806	**PSYCHOLOGY: Behaviour Modification**
PSY xx7	**PSYCHOLOGY: Psychometrics/ Assessment/Evaluation**

Advanced Research and Specialization

PSY 711	**PSYCHOLOGY: Advanced Research Methods and Statistics**
PSY xx8	**PSYCHOLOGY: Research Specialization: Literature Review**
PSY xx9	**PSYCHOLOGY: Research Specialization: Thesis**
PSY x10	**PSYCHOLOGY: Special Topics**

TABLE III

ACC 100	**ACCOUNTING: Introductory Financial Accounting**
ACC 406	**ACCOUNTING: Introductory Management Accounting**
ACC 414	**ACCOUNTING: Intermediate Accounting I**
CMN 279	**COMMUNICATION: Introduction to Business Communication**
CMN 313	**COMMUNICATION: Report Writing**
CMN 314	**COMMUNICATION: Oral Communication**
INT 900	**INTERDISC. STUDIES: Program Planning and Evaluation**
INP 901	**NONPROFIT: Developing Effective Nonprofit Organizations**
INP 902	**NONPROFIT: Effectiveness and Accountability Through Evaluation**
INT 905	**INTERDISC. STUDIES: Conflict Resolution and Dispute Negotiation**
INT 908	**INTERDISC. STUDIES: Homelessness in Canadian Society**
INP 910	NONPROFIT: Strategic Planning and Comm. for Nonprofit Organizations
ITM 102	**INFO. TECH. MGT.: Business Information Systems I**
ITM 305	**INFO. TECH. MGT.: Systems Analysis and Design**
ITM 310	INFO. TECH. MGT.: Introduction to Network Technology
LAW 122	**LAW: Business Law**
LAW 525	LAW: Law of the Marketplace
LAW 529	**LAW: Labour Law**
MHR 405	**HUMAN RESOURCES: Org. Behaviour and Interpersonal Skills**
MHR 505	**HUMAN RESOURCES: Organizational Behaviour II**
MHR 522	HUMAN RESOURCES: Industrial Relations
MKT 100	**MARKETING: Marketing I**
MKT 200	**MARKETING: Marketing II**
MKT 423	**MARKETING: Marketing Research**
OHS 208	**OCCUPATIONAL HEALTH: Occupational Health & Safety Law**
OHS 477	OCCUPATIONAL HEALTH: Integrated Disability Management
OHS 508	**OCCUPATIONAL HEALTH: Occupational Health**
SCI 100	SCIENCE: Biology of a Living City
SCI 101	SCIENCE: Applications to Living Systems
SCI 102	SCIENCE: Chaos and Fractals
SCI 103	SCIENCE: Measurements and Its Limitations
SCI 104	SCIENCE: Physics Answers to Everyday Questions

PROFESSIONALLY-RELATED ELECTIVES GROUP C

TABLE IV

NOTE: Professionally-related courses other than those listed in the following table may be selected subject to Program School and Teaching Department approval, space availability, and requisite requirements.

BLG 143   BIOLOGY: Biology I
BLG 144   BIOLOGY: Biology II
BLG xxx   BIOLOGY: Genetics
CLD 231   EARLY CHILDHOOD: Families in the Canadian Context
CLD 332   EARLY CHILDHOOD: Diversity in Canadian Families
CLD 443   EARLY CHILDHOOD: Working with LCD Children
CPS 109   COMPUTER SCIENCE: Computer Science I
CPS 721   COMPUTER SCIENCE: Artifical Intelligence I
CRM 100   CRIMINAL JUSTICE: Introduction to the Criminal Justice System
CRM 102   CRIMINAL JUSTICE: Introduction to Crime and Justice
CRM 200   CRIMINAL JUSTICE: Criminal Law
CRM 202   CRIMINAL JUSTICE: Victims and the Criminal Process
CRM 304   CRIMINAL JUSTICE: Youth Justice in Canada
CRM 306   CRIMINAL JUSTICE: Corrections in Canada
CRM 402   CRIMINAL JUSTICE: Criminal Justice System & Social Inequality
ENG 024   ENGLISH: Children's Literature
ENG 060   ENGLISH: Modern Women's Writing
FNF 100   FAMILY STUDIES: Families and Health
FNF 401   FAMILY STUDIES: Canadian Family: Diversity and Change
GEO 151   GEOGRAPHY: Urban Analysis
INT 902   INTERDISC. STUDIES: Disability Issues
INT 904   INTERDISC. STUDIES: Health Promotion and Community Development
INT 906   INTERDISC. STUDIES: Politics of Sexuality: Power and Pleasure
INT 911   INTERDISC. STUDIES: International Community Development
MHR 523   HUMAN RESOURCES: Human Resources Management
MHR 600   HUMAN RESOURCES: Equal Opportunity Management
MHR 721   HUMAN RESOURCES: Collective Bargaining
MHR 733   HUMAN RESOURCES: Training and Development
MHR 741   HUMAN RESOURCES: Managing Interpersonal Dynamics
MKT 502   MARKETING: Consumer Behaviour
MKT 504   MARKETING: Effective Persuasion
MKT 627   MARKETING: Advanced Research for Marketers
MKT 732   MARKETING: Not for Profit Marketing
PHL 400   PHILOSOPHY: Human Rights and Justice
PHL 602   PHILOSOPHY: Health Care and Distributive Justice
PHL 920   PHILOSOPHY: Biotechnology and Bioethics
POG 100   POLITICS: Introduction to Governance
POG 110   POLITICS: Canadian Politics
POG 210   POLITICS: Canadian Government
POG 314   POLITICS: Controversial Policy Topics
POG 315   POLITICS: Human Rights and Governance

POG 316   POLITICS: Politics and Social Policy in Canada
POG 415   POLITICS: Policy Challenges
POG 420   POLITICS: Urban Governance
POG 425   POLITICS: Comparative Political Economy
POG 440   POLITICS: Aboriginal Governance and Justice
POG 442   POLITICS: Women and Governance
QMS 402   QUANTITATIVE METHODS: Quality Management
QMS 521   QUANTITATIVE METHODS: Business Optimization
QMS 621   QUANTITATIVE METHODS: Introduction to Quality Control
QMS 701   QUANTITATIVE METHODS: Decision Systems
QMS 751   QUANTITATIVE METHODS: Secision Models for Managers
SOC 104   SOCIOLOGY: Understanding Society
SOC 402   SOCIOLOGY: The City and Social Problems
SOC 500   SOCIOLOGY: Youth and Society
SOC 502   SOCIOLOGY: Violence and the Family
SOC 504   SOCIOLOGY: Children and Society
SOC 600   SOCIOLOGY: Globalization and Health
SOC 605   SOCIOLOGY: Canadian Families: Myth and Legal Reality
SOC 606   SOCIOLOGY: Work and Families in the 21st Century