RYERSON UNIVERSITY

AGENDA [REVISED – *see Addendum]

ACADEMIC COUNCIL MEETING

Tuesday, January 30, 2007

5:30 p.m. Dinner will be served in The Commons, Jorgenson Hall, Room POD-250.

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

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1. President's Report

Pages 1-3
- 1.1 President's Update
- 1.2 Looking Forward: Planning for Ryerson 2021

Pages 4-9
- 1.3 Ryerson Achievement Report

2. Report of the Secretary of Academic Council
- 2.1 Change of April meeting date to April 4
- 2.2 Elections

3. The Good of the University

4. Minutes:

Pages 10-15
- 4.1 Minutes of the December 5, 2006 Meeting

5. Business arising from the Minutes

6. Correspondence

Page 16
- 6.1 Letter from Mayor David Miller re University Master Plan

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

Pages 17-34
- 7.1 From the G. Raymond Chang School of Continuing Education:
  - 7.1.1 **Motion:** *That Academic Council approve the revisions to Policy 76: Revised Policies and Procedures pertaining to Certificate Education at Ryerson.*

Pages 35-47
- 7.2 From School of Graduate Studies:
  - 7.2.1 **Motion #1:** *That Academic Council approve the submission of the proposal for a **Master of Science in Applied Mathematics** to the Ontario Council on Graduate Studies for Standard Appraisal.*
  - 7.2.2 **Motion #2:** *That Academic Council approve the submission of the proposal for a **MA/PhD in Psychology** to the Ontario Council on Graduate Studies for Standard Appraisal.*
  - 7.2.3 New field in an existing program: MN Nursing – Field of Primary Health Care Nurse Practitioner.

7.2.4 Course Description changes in International Economics and Finance; Early Childhood Studies; Immigration and Settlement Studies

7.2.5 Course Additions/Deletions in Early Childhood Studies; Public Policy and Administration; and Mechanical Engineering.

8. Reports of Committees

Pages 48-64

8.1 Report #W2007-1 of the Composition and By-Laws Committee

8.1.1 **Motion #1:** *That Academic Council approve the proposed changes to its By-Laws with respect to the composition of the Learning and Teaching Committee*

8.1.2 **Motion #2:** *That Academic Council approve the proposed changes to its By-Laws with respect to the composition and terms of reference of the Awards & Ceremonials Committee*

8.1.3 **Motion #3:** *That Academic Council approve the By-Laws of the Department of Civil Engineering*

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8.2 Report #W2007-1 of the Nominating Committee:

8.2.1 **Motion:** *That Academic Council approve the nominees for the Standing Committees as listed in the report.*

Pages 66-82

8.3 Report #W2007-1 of the Academic Standards Committee

8.3.1 **Motion #1:** *That Academic Council approve the proposed revisions to admission requirements for the Direct Entry (full- and part-time) program in Child and Youth Care.*

8.3.2 ***Addendum:**
Motion #2*: That Academic Council approve the proposed revisions to admission requirements for the Fashion Communication, Fashion Design, Graphic Communications Management and Interior Design programs*

9. New Business

10. Adjournment

Ryerson University
Academic Council

President's Update
January 16, 2007

Application Statistics Fall 2007 – First choice applications from secondary school students are up 17.5% for admission to Ryerson in Fall 2007 compared with an average system increase of 5.2%, according to data released by the Ontario Universities' Application Centre. We continue to make the case with government that quality funding should not be used to fund growing participation rates. For Ryerson, the level of demand reflected in the application numbers also underscores our critical shortage of space. The story received strong coverage in the media, as noted in the excerpts below:

The Toronto Star, January 17, 2007 – Ontario universities warn they'll have to raise entrance marks and turn more students away this fall because they can't afford the surge of high school applicants without dipping into special funding meant to improve the campus experience. The Council of Ontario Universities notes 14,000 more students have enrolled in universities this year than had been funded by the Liberal government's $2.8 billion, five-year higher learning plan. In a rare public call for funds earlier this week, the council pegged the funding shortfall at $100 million and growing.

At Ryerson, which has seen a 17 per cent hike in applicants who name it as their first choice, there is no way they will all get in, warned president Sheldon Levy. "What this means, unfortunately, is that there will be many, many students who want to study at Ryerson that can't be accommodated, and that's a concern," said Levy. "But we can't take funding that was designed to improve quality of education – there has to be new funding, even if it goes just to those universities that have the physical room to grow. After all, we are public universities with a public responsibility – we're not funded by taxpayers to deny access to students."

The Globe and Mail, January 17, 2007 – Sheldon Levy, president of Ryerson University…dreads what will happen if universities and the government can't find a way to accommodate the surge. The number of students applying to Ryerson this year went up 17 per cent. "We must find the resources necessary to accommodate the students and to fund a quality system," Mr. Levy said.

Search for Provost and Vice-President Academic – The Search Committee is continuing its work, and the process is on schedule.

Convocation 2007 – The list of honorary doctorate recipients is almost complete for both the Spring and Fall Convocations this year. While I have not yet connected on the last couple of calls, the majority of the individuals have accepted the awards and I did not want members of Academic Council and the Board of Governors to hear the news indirectly. This has been a very gratifying process – without exception, our esteemed colleagues have gone out of their way to express their gratitude and pride at being asked by Ryerson to accept this honour. I would like to offer my thanks and appreciation to everyone involved in proposing the names, and to the Awards and Ceremonials Committee for its work.

2007 CONVOCATIONS – CONFIRMED HONORARY DOCTORATES

SPRING CONVOCATION

FCAD – David Suzuki
ARTS – Ramsay Cook
BUSINESS – Donald Triggs and Michael Belcourt
COMMUNITY SERVICES – Rosalie Abella
FEAS – George Vari

FALL CONVOCATION

ARTS & COMMUNITY SERVICES – Stephen Lewis & Michelle Landsberg
GRADUATE STUDIES – Shirley Tilghman

Master Plan -- The Master Planning team has started to draw some conclusions from its analysis of our present space. As reported in *The Eyeopener* last week, comments include the observation that the prime downtown location occupied by our campus could support significantly greater vertical density – and we have an impermeable border (Kerr Hall) around our most beautiful feature. We are being asked to make conceptual leaps in the way we think of our spaces.

Taking the long term view presents us with an important challenge. It is a very difficult balancing act that pits quick fixes for current space problems against waiting for the Master Plan, along with deciding where and when the resources should be committed.

This is further complicated by the happy fact that many of our current space pressures are the result of success in research and graduate growth. We want to encourage these developments, but the implications call on all of us to be part of the solution. We have a specialist in downtown real estate on the look-out for opportunities 100% of the time, and continue to discuss options with Deans and members of the community. With the recently-constructed buildings and the purchases we have been able to make, the present situation calls for cooperation and sharing to help each other address the pressures by optimizing available space.

Ryerson Photography Gallery and Research Centre – The Request for Proposals deadline date was December 1st, 2006. We received a number of very high quality submissions that have been considered over the past several weeks. At the point of writing this update we have a short list, and I hope to be in a position to announce the winner of the competition at the Board of Governors meeting of January 29th, and the Academic Council meeting of January 30th.

Government Relations –

Ministry of Citizenship and Immigration – On December 11th, Ontario Citizenship and Immigration Minister Mike Colle attended the ceremonies celebrating the first graduating class of the Internationally Educated Dietitians Pre-Registration Program (IDPP). The next day Minister Colle spoke about Ryerson in the debate on the third reading of Bill 124 (Fair Access to Regulated Professions Act):

> *[excerpt from Hansard*] Last night I was at Ryerson University, which is really a remarkable place. People will see the true new Ontario if they go to Ryerson, where people from every country in the world are studying and getting excellent instruction. It's a hub of student activity -- adults, young learners -- with great staff. The Raymond Chang School of Continuing Education is really where it's happening. If you want to see the future, you should visit Ryerson to see that school in operation…Last night I was at a graduation ceremony for internationally trained dietitians. The dietitians came from over 15 different countries. They were professional dietitians who had practised in their country of origin, and they came here to try and get employment as a dietitian…But these remarkable students last night -- three or four of them spoke -- they were so articulate and so passionate. They described the challenges they had, that by themselves they were waiting in some cases two or three years even to get in the door for a modest job, an entry-level job. Because of the program that our government has funded with Ryerson University, the Canadian association of dietitians and the College of Dietitians of Ontario, a process that used to take two, three or five years for a nationally trained dietitian has now been reduced to less than a year, where they get the acclimatization, the instruction in the nuances of working in a long-term-care facility, a hospital or a school in Ontario. The program basically blends the best of international dietary experience -- maybe in Iran, Pakistan or South Africa -- with the excellent instruction at Ryerson. Of those 20 dietitians who graduated last night, almost every one already had employment even before they'd completed their full course because they had gone through that bridge training program that they have at Ryerson University.

Bill 124 establishes the Access Centre for Internationally Trained Individuals to provide information and assistance to those seeking opportunities in Canada, and we are proud to congratulate The Chang School for being awarded the Access Centre by government. The Chang School has been awarded a number of grants for programs and services designed to help immigrants practice their professions in their new community.

Ministry of Research and Innovation – The Ministry released its Strategic Plan in November, with an invitation to submit comments by January 31, 2007. The Plan focuses on the need to strengthen the link between innovation investment and economic prosperity, and sets out a strategy founded on identifying "areas

where Ontario can be a world leader by building on its research strengths, industry capacity and unique advantages." Our response will encourage the Ministry to follow the path it has articulated in the plan, by keeping a sharp focus on developing an innovation culture in Ontario.

Ministry of Health and Long-Term Care – Following a meeting with Minister George Smitherman, a joint letter was sent by the presidents of Ryerson University and St. Michael's Hospital to the Minister requesting support for a strategic study to explore a partnership based on unique areas of collaboration – dedicated to excellence in education, the advancement of research, service to the community, and a strong focus on relevance and results.

Premier Dalton McGuinty's Business Mission to India – This update is being prepared just as I am leaving for India as part of the business mission to India being led by Premier Dalton McGuinty. Joining me are Dean Anita Shilton, The Chang School, and Dean Daniel Doz, Faculty of Communication & Design. Our intention is to build on existing academic and professional ties with Indian universities and organizations, and to explore areas where there is potential for further development. I will be reporting on the mission to the Board of Governors and the Ryerson community upon my return.

Achievements – I am proud to acknowledge and celebrate exceptional Ryerson achievements, and encourage everyone to let me know about wonderful accomplishments by members of our community:

- Chancellor G. Raymond Chang, named 2006 Man of the Year by the Jamaica Gleaner for his philanthropy and commitment to health and education
- Dr. Jean-Paul Boudreau, Chair, Department of Psychology, chosen 2006 'Ryersonian of the Year' by the Ryerson Faculty Association
- Professor Annick Mitchell, Chair, The School of Interior Design, profiled as one of five A+ teachers in *Perspectives*, the publication of the International Interior Design Association
- Prof. Marco Polo, Department of Architectural Science, book launch of *The Prix de Rome in Architecture: A Retrospective*
- Dominic Nahr, Photography student, awarded Gold in the International Picture Story category of the 2006 College Photographer of the Year competition
- Leanna Di Benedetto, RTA student, recipient of a prestigious 2006 Ruth Hancock Scholarship, awarded to 3 Canadians across the country by the Broadcast Executives Society (BES), the Canadian Association of Broadcasters (CAB) and the Canadian Association of Broadcast Representatives (CABR)
- Igor Bakovic, Varsity Basketball, OUA Male Athlete of the Week Nov 27-Dec 3
- Brianne Koning, Varsity Volleyball, Ryerson representative at the Fourth Annual Women of Influence honouring outstanding scholar-athletes
- Joycelyn Ko, Varsity Badminton, chosen to represent Ontario at the 2007 Canada Winter Games in Whitehorse, Yukon from February 24 to March 10th; along with Ryerson Varsity Badminton players Cara Cheung and Kevin Li, joining Team Ontario as alternates
- Dr. Karen Aiken, dentist by day and Chang School Landscape Design student, winner of the Post City Magazine "Heart Park" design contest to preserve a 360-square-metre property in North Toronto as an environmental oasis – judges included City Councillors Howard Moscoe and Karen Stintz
- Ae-Jee Lee, student recipient of the Lancôme Colour Designs Award for Fashion in Innovation; and Stephanie Mahseredjian, recipient of the Lancôme Colour Designs Award for Fashion in Colour & Texture – both taking their Ryerson talent to Paris as part of the award
- Jason Snow, first year Information Technology Management student, stock-picking champion in the Globe and Mail 2006 My One and Only competition
- Maria Landau, School of Fashion, recipient of 2006 OPSEU Staff Star Award
- Stefan Kerry, Coordinator, Office of Co-operative Education and Internship, chosen as the next President of the Canadian Association for Cooperative Education (CAFCE)
- Hughes Eng (Printing Management, '59) appointed to the Order of Ontario for his community service, political advocacy, and dedication to advancing business, culture, health, and education
- Ryan Lapidus, Graphic Communications Management '01, documentary *DecAIDS: Anything is Possible* airing on Global Television Global Currents documentary series (Nov. '06 and Feb. '07)
- Zarqa Nawaz, Journalism '92, creator of the new CBC hit series *Little Mosque on the Prairie*
- Diana Zlomislic, Journalism 2000, appointed editor of the Saturday Star

RYERSON ACHIEVEMENT REPORT

A sampling of achievements and appearances in the media by members of the Ryerson Community for the January meeting of Academic Council.

Events

To date, the Master Plan has provided invaluable practical experience for many students in a variety of disciplines, including Urban and Regional Planning, Architecture, and the Landscape Design Certificate program at The G. Raymond Chang School of Continuing Education who delivered their perspectives and recommendations to members of the master planning team and community stakeholders at end of term presentations.

Ryerson University, the RSU and the CAW Sam Gindin Chair in Social Justice and Democracy sponsored a public consultation of the Citizen's Assembly on Electoral Reform. **Julia Hanigsberg, General Counsel and Secretary of the Board of Governors** and **Nora Loreto, Vice-President, Education of the Ryerson Students' Union** gave opening remarks. Deputations were made by **Judy Rebick, CAW Sam Gindin Chair in Social Justice and Democracy**; **Dr. Neil Thomlinson, Chair, Department of Politics and Public Administration**; **Dr. Tracey Raney**, **Department of Politics and Public Administration** and **Ryerson Student**, **Amelia Facchin**.

President Sheldon Levy delivered welcome remarks at the joint News Conference held by Minister Mike Colle of the Ministry of Citizenship and Immigration and Minister George Smitherman of the Ministry of Health and Long-Term Care to open Global Experience Ontario, an access and resource centre for the internationally trained located in the VIC building. The *Toronto Star, Toronto Sun* and *Mississauga News* reported on the opening.

Professor Souraya Sidani, who joined Ryerson University's School of Nursing on Jan. 1, is Ryerson's eighth Canada Research Chair recipient. She holds the Tier 1 CRC in Design and Evaluation of Health Interventions. The *Toronto Sun* profiled her work in developing and testing strategies for designing culturally and lifestyle-appropriate healthcare interventions for use by patients. These interventions are expected to improve patient outcomes.

Approximately 900 Students, Faculty and Staff **joined President Levy and Chancellor Chang at the President's Holiday Celebration. Nineteen boxes of food were donated to the Ryerson Community Food Room.**

The Ryerson community **participated in a memorial service on December 6, the National Day of Remembrance and Action on Violence against Women to remember, reflect and consider ways to eliminate gender-based violence.**

The Faculty of Business **hosted a Workplace Privacy Workshop, featuring a keynote address by Federal Privacy Commissioner Jennifer Stoddart, on November 30.**

MEDIA APPEARANCES

The *Toronto Star* profiled **President Sheldon Levy** in its cover story "10 To Watch in 2007."
A *Canadian Architect* article on the University's selection of a master-planning team featured comments by **President Sheldon Levy**.

The *National Post* cited **President Sheldon Levy** as one of the honoured guests who attended the Gairdner International Awards for Medical Research.

The *Halifax Chronicle-Herald* quoted **Alice Chu** of Fashion in an article on colour trends for 2007.

The *Regina Leader Post* profiled Journalism alumna **Zarqa Nawaz** and her new sitcom, *Little Mosque On the Prairie*.

Nursing student **Namariq Ahmed** was recently quoted by the *Toronto Sun* about CBC TV's hit television series, Little Mosque on the Prairie.

The *Toronto Star* published a round-up story on research studies released in 2006, including studies by **Leslie Wilson**, Faculty of Community Services; **Ida Berger**, School of Business Management and the Centre for Voluntary Sector Studies; **Lixia Yang**, Department of Psychology; and **Sridhar Krishnan**, Department of Electrical and Computer Engineering.

Arne Kislenko of History appeared on *CTV News* in reaction to explosions in Bangkok.

A *National Post* article on "Ones to Watch" profiled Image Arts alumni **Adam Brodie** and **Dave Derewlany**.

Randy Boyagoda of English reviewed the novel *All Aunt Hagar's Children* in the *National Post* and also appeared on CBC Radio's *Here and Now*, discussing his novel, *Governor of the Northern Province*, which was longlisted for the 2006 Giller Prize.
Sandeep Agrawal of Urban and Regional Planning commented in the *National Post* on ethnic concentrations in Toronto neighbourhoods.

The *Toronto Star* reported on research by **Madhu Jain**, a graduate student in the Department of Physics.

Gabor Forgacs of Hospitality and Tourism Management was quoted in a *Globe and Mail* article on the tourism sector's striking comeback over the past five years.

The *National Post* reported that **Sridhar Krishnan**, Chair of Electrical and Computer Engineering, was among 15 South Asians honoured at the first Desi News-Grant's Community Achievers Awards Gala.

The *Toronto Star* interviewed Urban Planning student **Cameron Barker** and **Nora Loretto**, vice-president of education with the Ryerson Students' Union, on the issue of tuition fees.

Judith Bernhard of Early Childhood Education commented in the *Globe and Mail* on the fact that child care is so costly that immigrants are sending their babies back to China.

CBC Radio's *Metro Morning* interviewed **Grace-Edward Galabuzi** of Politics and Public Administration in a segment on police reform and civilian oversight relating to gun violence in Toronto.

John Shields of Politics and Public Administration appeared on OMNI News' South Asian Edition discussing a study on youth immigrants and employment.
The *Toronto Star* published a Q and A with **Jason Nolan** of Early Childhood Education on the topic of educational blogging and learning with technology.
The *UN Chronicle* (official publication of the United Nations) published an opinion piece by **Gregory Levey**, Department of Professional Communication.

Eye Weekly profiled student **Tonika Morgan**, who is overseeing a new program to help young mothers at the Jane/Finch Community and Family Centre

Tony Hernandez, Director of the Centre for the Study of Commercial Activity and lead author of a report on retail hot spots in Canada, appeared on CFRB-AM's *Six O'Clock News*.

The *Globe and Mail* and CFTR-AM profiled a study on mobile e-mail use by **Catherine Middleton** of Information Technology Management and **Wendy Cukier**, Faculty of Business.

The *Toronto Star* profiled research on the whale-watching industry in the Bay of Fundy by graduate student **Eli Bamfo**, Environmental Applied Sciences and Management.

Diane Schulman, Director, Office of the Provost and Vice President Academic, was quoted in a CBC.CA article on classroom ethics and "cybercheating."

Ida Berger of Business Management was quoted in a *National Post* article on nostalgia and gift-buying for baby boomers.

Vinita Srivastava of Journalism appeared on CBC-TV's *The National* commenting on a new website that gathers news from various television networks, raising questions about the role of websites in broadcast media.

The *National Post* cited Ryerson's Master of Architecture program course on sustainable ratings systems and designing with LEED.

Robert Murray, chair, Department of Philosophy, was quoted in the *Toronto Star* on the topic of a Toronto judge banning Christmas trees from his courthouse lobby.

Suanne Kelman, associate chair, School of Journalism, was a panellist on a TVO's *The Agenda* segment on how the media covers issues such as climate change.

Terry Gillin, Chair, Department of Sociology, was quoted in a *Globe and Mail* article about the ban on mandatory retirement.

Design Product News profiled research by **Michael Kolios** of the Department of Physics.

Phil Schalm, Program Director, Community Services at The Chang School, appeared on CBC Radio's *Here and Now* discussing the Chang program for internationally trained dietitians. OMNI News South Asian Edition and CFMT-TV's *Telejournal* also reported on the graduation ceremony for the program.

A *Toronto Star* article on creating more dedicated lanes for buses and streetcars quoted **James Mars** of Urban and Regional Planning.

Rob Wilson of Business Management was quoted in a *Toronto Star* article on consumer surveys and research studies.

Kimberly Wahl of Fashion was quoted in a *Toronto Star* article on fashion as a way of expressing our identity.

Dean **Anita Shilton**, G. Raymond Chang School of Continuing Education, commented in the *Toronto Star* on a Canadian Council on Learning report on the state of higher education.
Politics and Public Administration Professors **Tracey Raney** and **Greg Inwood** commented on the Dion-Kennedy dynamic in the *Montreal Gazette*.

Ben Carniol, Professor Emeritus, School of Social Work, published a letter in the *Toronto Star* on the need to rebuild the social safety net.

Murray Pomerance of Sociology appeared on CHML-AM's *Roy Green Show* discussing top Canadian Internet searches.

Alex Gill, instructor, Nonprofit and Voluntary Sector Management Certificate Program at The G. Raymond Chang School of Continuing Education, appeared on CBC Radio's *Metro Morning*, commenting on the advantages of working in the non-profit sector.

The *Toronto Star* reported on a discussion on urbanism and how to improve Toronto with a group of Ryerson Urban and Regional Planning students.

Neil Seeman of Health Services Management published an op-ed piece in the *National Post* on the topic of consumers leading the fight against chronic disease.

Canadian Press reported that Ryerson Rams basketball player **Igor Bakovic** was nominated for CIS athlete of the week.

A *Toronto Star* article profiled a report on blogs and the Liberal leadership race by **Greg Elmer**, Bell Globemedia Chair, and his graduate students in the joint Ryerson-York graduate program in Communication and Culture. He was also a panellist on a CPAC-TV's *Talk Politics* segment on the Liberal leadership race.

A *Toronto Star* article on the demise of cursive writing featured comments by English Professor **Jennifer Burwell** and student **Kris Tofer Baker**. Dr. Burwell also appeared on CKLW-AM's *Windsor Now*.

Sean Springer, Department of Sociology, published an op-ed piece on same-sex marriage in the *Globe and Mail*.

Comments by **Rena Mendelson** of Nutrition on healthy snacking were carried in the Broadcast News and Canadian Press newswire stories which generated articles in the *Toronto Sun*, *St. Catharines Standard, Prince George Citizen, Peterborough Examiner, Owen Sound Sun Times,* and *CBC.CA.*

The *North York Mirror* profiled Fashion student **Ae-Jee Lee**, who received the 2006 Lancome Colour Design Designs Award for Fashion in Innovation. Her winning design was chosen from 20 other fourth-year Ryerson finalists, and was showcased in an exclusive fashion show.

The Toronto Star profiled Image Arts alumnus and renowned photographer **Edward Burtynsky**.

David Amborski, Director of the School of Urban and Regional Planning was quoted in a *National Post* article about the city's gay neighbourhood.

Professor Emerita **Kathy Cleaver**, School of Fashion, commented on the little black dress in the *Ottawa Citizen*.

Kim Snow of Child and Youth Care commented on the auditor's report on the Children's Aid Society in a *Global National* news segment.

Alan Kaplan of Business Management was quoted in a *Toronto Star* article on RRSP contributions.

Myer Siemiatycki of Politics and Public Administration was quoted in the *Toronto Star* on the gains made by minorities in the municipal elections polls.

Arne Kislenko, Department of History, appeared on a CBC-TV *News Morning* segment on an alleged spy agent.

Duncan MacLellan of Politics and Public Administration appeared on a CBC Radio *Here and Now* segment commenting on the fact that Toronto city council elected a speaker for the first time, to maintain decorum during debates.

Wendy Cukier, Faculty of Business, was quoted in a *Toronto Sun* article on the head of the National Rifle Association's visit to Toronto. She also commented in the *Toronto Star* on the anniversary of the Montreal massacre.

Graphic Arts Monthly featured an editorial by **Abhay Sharma**, Chair, School of Graphic Communications Management.

The *St. Catharines Standard* profiled research by **Kathryn Church** of Disability Studies.
The *Toronto Star* reported the results of a study on lightning hitting the CN Tower by **Ali Hussein**, Department of Electrical and Computer Engineering, and his students from Ryerson and U of T.

Jennifer Brayton of Sociology was quoted in the *Toronto Star* on the consumer culture phenomenon of "keeping up with the Joneses."

Catherine Frazee of Disability Studies commented in the *Edmonton Journal* on the importance of disability arts festivals such as Art with Attitude.

Martin Antony of Psychology spoke to ROB-TV's *Workopolis* about the role of morning rituals.

Student **Chendon Charma** appeared on CBC Radio's *Here and Now* and *The World This Hour* discussing the hopes of young Liberals that the new federal party leader will prove to be a champion of the environment.

Colin Mooers of Politics and Public Administration appeared on TVO's *The Agenda* discussing the perceived demise of the neo-conservative agenda in the United States.

Deborah Fels of Information Technology Management was quoted in the *Globe and Mail* on LiveDescribe, a new system providing a play-by-play for visually impaired theatregoers. Dr. Fels has been working to enhance the experiences of disabled audiences of the arts in Ontario.

Lucia Dell'Agnese, Director of the Fashion Design program, commented in the *Ottawa Citizen* on the enduring popularity of Canadian designer Linda Lundstrom's Laparka coat.

The Toronto Star showcased Interior Design graduates **George Yabu and Glenn Pushelberg** in an article about their upcoming – and first - Toronto hotel.

Holly Bacchus, a Ryerson student and freelance writer, wrote a story published in the *Toronto Sun* this month about a unique homework club for children in Regent Park. Since its inception, some of the club's "alumni" have been accepted at universities including Ryerson University.

Arts and Contemporary Studies student **Alex Lee** was quoted in *Metro News* about the benefits of staying fit at the RAC.

A group Ryerson students from the Faculty of Communication, Architecture and Design compiled a list of small-space tips for the annual Metro Home Show, which the *Toronto Star* cited.

Dawn Medland, a third-year nursing student, commented to the *Toronto Star* about her opinion of security cameras mounted to buildings in high-crime areas in the city's downtown core.

Prepared by the Office of Public Affairs.

MINUTES OF ACADEMIC COUNCIL MEETING
Tuesday, December 5, 2006

Members Present:			
Ex-Officio:	**Faculty:**		**Students:**
K. Alnwick	D. Androutsos	J. Morgan	G. Alivio
E. Aspevig	I. Baitz	M. Panitch	A. Ashraf
S. Boctor	C. Baskin	S. Rosen	L. Brown
C. Cassidy	J. P. Boudreau	P. Schneiderman	O. Falou
G. R. Chang	V. Chan	C. Stuart	R. Gherman
M. Dewson	P. Corson	D. Sydor	T. Koulik
D. Doz	T. Dewan		N. Loreto
Z. Fawaz	M. Dionne		A. Lyn
U. George	D. Elder		J. Pierce
S. Giles	C. Evans		R. Rose
L. Grayson	E. Evans		A. Warnick
K. Jones	C. Farrell		L. Yung
A. Kahan	M. Greig		
S. Levy	R. Hudyma		
A. Shilton	C. Katsanis		
P. Stenton	D. Lee		
A. Venetsanopoulos	D. Mason		**Alumni:**
M. Yeates			A. Ganuelas
Regrets:	**Absent:**		
P. Albanese	B. Campbell		
R. Castelino	R. Keeble		
S. Edwards	L. Merali		
T. Haug	A. Mitchell		
G. Hunt	M. Quazi		
D. Johnston			
J. Lassaline R. Ravindran			
A. Singh			

1. President's Report - The President noted that Chris Smith, an alumnus of Ryerson and a Board member, was in attendance. The President announced that Zouheir Fawaz has been appointed as Vice Provost Students, and that, according to the By Laws, he becomes a member of Academic Council.

The President asked if there were any questions on his written report presented with the agenda. N. Loreto asked about the COU advocacy for funding and if this includes the lowering of tuition fees. The President responded that the advocacy is to get additional funding for additional students above what was projected. There should not be a penalty on the quality fund for increased accessibility.

J. Morgan asked about Ryerson's last place ranking in Library resources. The President acknowledged the library's needs and stated that his top priority is to put capital into the library. .

D. Elder asked if CUPE members were eligible to be on Master Planning advisory committee. The President explained that the Community Advisory Committee is one that helps the master planners interface with the community, but this committee is not one which deals with the content of master planning. The committee could be expanded.

T. Koulik asked if library is included in the master plan, and it was responded that it is.

P. Stenton demonstrated the Ryerson Accountability Gateway, accessible from the Ryerson homepage. It is designed to improve accountability and transparency and is aimed at multi-faceted groups of people – students, parents, alumni, donors, faculty, staff, the public and the government. A wide variety of data is accessible on this site. Common University Data – Ontario (CUDO) allows comparison to other institutions, and is accessible through the COU website. Third party data users can use this site to gather data, which avoids the necessity for the university to generate information based on a particular request. A site entitled e-info gives access to all of the universities which offer a particular program. There is also a link to the Gateway from Prospective Students and Graduate Students areas on the homepage.

R. Gherman asked if there is a way that high school students will know about this site. Guidance counselors will be made aware of this through the application centre.

J.P. Boudreau asked if a composite picture of the University could be created rather than having people go through the entire site. P. Stenton responded that there will be a drill down on the CUDO website which would show the program as a whole. This is in process.

J. Morgan asked about a discrepancy in university projected enrollments. This discrepancy is a result of trying to predict participation and retention rates.

The Master Planning Team presented an overview of their ideas for the future of Ryerson. Some of their previous and current projects were outlined. The surrounding area, the streets and the campus itself were discussed. Kerr Hall is the heart of the University, but the green space of the quad is not highly used. It is important to consider the day and the night life of the campus. The University could better integrate with the community around it.

The President asked if there were any questions.

R. Rose asked about paving the quad. It was responded that there may be a need to reconfigure it so that it is more accessible. R. Rose said that paving would worry students.

T. Koulik asked about display cases. There is no place to showcase student awards. It was responded that there is a need to showcase student accomplishments, both to the interior and the exterior. Ryerson is currently an opaque environment.

A. Ashraf asked about improving residences, as there is already a space issue and there may not be ways to avoid high-rise housing. It was responded that the priority is academic space, but adding housing space is parallel to that need. There may be a way to build affordable housing while improving the community.

Communication with Academic Council on Master Planning will continue.

2. Report of the Secretary of Academic Council - The Secretary announced Academic Council Elections as reported in the agenda. She also reported that the Academic Council website was updated so that, as requested at the last meeting, the information for students on turnitin.com was more easily accessed.

3. Good of the University - E. Evans chaired.
N. Farrell presented the report of the Ombudsperson. The report is included in the agenda and the student press, and is posted on the website. She outlined the report as presented, including her role at the University and the services provided, a follow-up to last year's report on conflict resolution, and some areas of concern. She presented her recommendations on student advice and suspension, and the Vice Presidents' response to those recommendations.

JP Boudreau asked about feedback mechanisms to the departments on issues about advisement. N. Farrell responded that it is not uncommon for departments to ask for such feedback, and she can provide that in a way that protects confidentiality.

D. Mason announced that the Ryersonian of the year is J.P. Boudreau. He asked about the US Patriot Act and its effect on the University and called on the University to issue a report about the University's vulnerabilities and what can be done. The President will take the request under advisement and speak with D. Mason further.

N. Loreto asked if outstanding fees have to be paid in order for a student to get a transcript. L. Grayson responded that this is standard university practice. It was asked how the rules around OSAP can be gotten around so that students can get a transcript.

N. Loreto asked why the POD144 is turned into a satellite bookstore which takes away study space from students. L. Grayson will take it under advisement. Study space is provided in the Hub which has been open 24/7 with free coffee and Timbits.

N. Loreto reminded Council about the December 6 memorial in the quad.

L. Brown spoke about the scheduling issues she raised last meeting and made suggestions about the timing of sessional instructor hiring. E. Aspevig commented that the problem seems to be a unique situation and steps will be taken to ensure that it does not happen again.

T. Koulik asked about late fees resulting when scholarships are not received when fees are due. He asked if the tuition deadlines can be extended, or the timing put in synch. L. Grayson will add this issue to her response to the other tuition issues raised at the last meeting..

The President asked that, in the future, questions which are known in advance could be forwarded so that answers could be provided.

O. Falou commented that it was difficult to apply for TA positions without knowing course schedules and asked if the TA deadlines can be coordinated with timetable dates.

D. Androutsos commented on the use of the atrium in the Engineering building which was intended to be study space, and is now used only for functions. The President commented that this is a difficult issue, but it is the only suitable ceremonial space on campus and it would be difficult to move students out of the space when it is used for University and student events. The number of students, families, donors, etc, who use the space is great. Additional study space has been added all around that area. D. Androutsos also commented that the Tim Hortons closes at 2pm, and asked if could be open longer as there is no other food available in that building. L. Grayson will investigate.

Z. Fawaz stated that he looks forward to being a source of solutions for students. He has already met with student representatives. He agreed that issues need to be brought forward before the meeting so that they can be acted on faster. He was not surprised with some of the issues raised in the Ombudsperson's report and will work with her to address them.

N. Loreto raised the issue of not seeing the individual Faculty Course Survey results on the Accountability Gateway. M. Dewson commented that the department results are posted, and the individual responses cannot be disclosed under FIPPA and the collective agreement. The form itself is not significantly different from that used in many places. There has been a joint course survey committee this past year, and the instrument is under review. N. Loreto asked if there was any discussion of evaluating TAs, and M. Dewson said that this issue has come up, but there is no plan at the moment. Supervisors are required to evaluate TAs. D. Androutsos stated that TAs wish to be evaluated.

T. Koulik asked about why the Business Building is too hot. L. Grayson commented that in a new building it takes about one year to rebalance the heating system to get it right in all seasons. It is being worked on.

L. Brown asked who is responsible for making sessional instructors aware of policies and resources. M. Dewson stated that department chairs are responsible for making them aware of obligations. Many activities invite CUPE instructors to participate, and in some departments there are specific events for them.

The President again asked if the questions could be submitted in advance so that the academic work of Council could be addressed in a timely way.

4. Minutes
Motion: That Academic Council approve the minutes of the November 7, 2006 meeting.

N. Loreto moved, D. Mason seconded
Minutes approved.

5. Business Arising from the Minutes
E. Aspevig had already commented on the course scheduling issue raised in the Good of the University. He reported that the letter on Student Day of Action has been drafted and will go out this week.

6. Correspondence
There was no correspondence.

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

Items were for information.

8. Reports of Committees
8.1 Report #F2006-2 of the Academic Standards Committee

8.1.1 Motion: That Academic Council approve the periodic program review submitted by the School of Nutrition.
E. Aspevig moved, N. Loreto seconded

Motion approved.

8.1.2 Motion: That Academic Council approve the periodic program review with the recommendations listed in the ASC Evaluation section as conducted by the School of Graphic Communication.
.E. Aspevig moved, D. Doz seconded

Motion approved.

8.1.3 That Academic Council approve the proposed revisions to admission requirements for the Collaborative Nursing Degree program.
E. Aspevig moved, O. Falou seconded

R. Gherman asked how long it would take for the changes in the Nursing program to show up on the e-info site for high school students. K. Alnwick stated that the changes in admission requirements are made 18 months in advance. What is on the site now is correct.

Motion approved.

9. New Business
The President wished everyone good and safe holiday season an invited everyone to the celebration on December 15.

10. Adjournment
The meeting adjourned at 8:15 p.m.

Respectfully Submitted,

Diane R. Schulman, PhD
Secretary of Academic Council

Mayor

DAVID MILLER

January 10, 2007

Premier Dalton McGuinty
Office of the Premier
Queen's Park
Toronto
M7A 1A1

Dear Premier;

I am writing to express my wholehearted support and excitement about Ryerson University's Master Plan and its importance to the City of Toronto.

The University is growing quickly, both academically and physically. It now boasts the largest Continuing Education student population in Canada. The revitalization and transformation of the campus will be a catalyst for change in the surrounding community. Given there is no traditional boundary between the University and downtown Toronto, this bold undertaking will create a solid University footprint and presence in the City.

When I spoke at the announcement of the Master Planning Team in October, I was impressed by the excitement around this incredible challenge and distinctive opportunity to influence not only the future direction of an urban university campus, but to in turn have an impact on the future development of a significant neighbourhood in the heart of Toronto.

Building a great city requires bold thinking and decisive action. Ryerson University is taking that action. They are city-building far beyond their property lines and will create public benefit and public value for future students, residents, businesses and visitors. Feel free to contact me if you have any questions or concerns.

Yours truly,

David Miller
Mayor

c: Minister John Gerretsen, Municipal Affairs and Housing
Minister Chris Bentley, Training, Colleges and Universities
Minister George Smitherman, Toronto Centre Rosedale
Alex Johnston, Office of the Premier

TORONTO

City Hall • 100 Queen Street West • 2nd Floor • Toronto, Ontario M5H 2N2
Telephone: 416-397-CITY • Fax: 416-696-3687 • E-mail: mayor_miller@toronto.ca

16 Jan. 2007

Memo to Dr. Errol Aspevig Provost, Vice President Academic
Re: Certificate Program Review Procedures: Review and Update

Dear Dr. Aspevig:

Certificate Education at Ryerson (Policy #76 1991) requires that academic standards and policies pertaining to certificates will be comparable to those of degree programs. It also calls for the periodic review of certificate programs.

Given the recent update of Periodic Program Review of Undergraduate Programs (2005), it is appropriate and timely to update Certificate review procedures and in particular the provisions for the maintenance of academic currency and academic quality.

The Chang School of Continuing Education wishes to bring forward to Academic Council proposed revisions to the current policy on certificate education at Ryerson together with an update of its certificate program review procedures.

The proposed new procedures are presented as an attachment to the policy so that future revised procedures may be submitted to Council for information without necessitating revision of the policy itself.

A Task Group, comprised of members of Chang School Council and/or Chang School representatives to Academic Council (numbering eight in all) prepared an initial draft of proposed changes that was presented to the Deans, Chairs and Chang School Academic Coordinators in each of Ryerson's five undergraduate Faculties. A subsequent draft was reviewed by the Task Group before submission to Academic Standards Committee.

The initial draft has evolved through various consultations into a sixth draft which was approved by Chang School Council in November 2006. We respectfully submit this for the consideration and approval of Academic Council.

The accompanying documentation consists of a) Policy #76 (Certificate Education at Ryerson), b) Certificate Program Review Procedures (revised). We have also included two charts which we trust will aid in guiding the reader through a) the consultation process that has been followed and b) the revised certificate review procedures.

Sincerely

Dean Anita Shilton
Chang School of Continuing Education

RYERSON UNIVERSITY
POLICY OF ACADEMIC COUNCIL

Development and Review of Certificate Programs
~~**Revised Policies and Procedures Pertaining to Certificate Education at Ryerson**~~

Policy Number:	76
Approval Date:	~~May 7, 1991~~ January 30, 2007
Presented By:	The Chang School of Continuing Education
Reviewed By:	Academic Standards Committee, Academic Planning Group
Responsible Office:	Provost and Vice President Academic (in consultation with the Dean of The Chang School)

1. Certificate programs will be consistent with the **mandate** ~~Aim and Goals~~ of Ryerson **University**.

2. Certificate programs will consist of between six and ten courses whose academic quality is comparable to that of degree **programs.** ~~and diploma studies.~~

3. Whenever academically appropriate, certificate courses should be **part of Ryerson's degree programs or deemed equivalent to degree program courses** ~~taught as equivalents to those of degree and diploma programs~~ in order to provide students with maximum accessibility and internal **degree** credit transfer.

4. Academic standards and policies pertaining to certificates will be comparable to those pertaining to degree **programs**. ~~and diplomas~~.

5. In developing certificate programs, initiatives and advice may be drawn from individuals and organizations internal and/or external to Ryerson. Curricular planning and program development will be carried out within the existing structure of academic authority as articulated below under "Procedures".

6. New certificate programs and alterations in existing certificates require the same pattern of internal approvals as do degree ~~and diploma~~ programs. External approval is not required in the case of certificate programs.

7. Administrative responsibility for certificate programs rests primarily with the **Chang School of** Continuing Education. ~~Division~~**.**

8. Academic responsibility for certificate programs rests primarily with the School/Department/Faculty normally accountable for courses and/or programs in the relevant discipline. When it is academically inappropriate to assign responsibility for a

certificate to a particular School, Department or Faculty, responsibility will be assigned to a curriculum committee established in accordance with **2 C below**. ~~procedures 2 and 3, below~~.

9. Certificate programs will be reviewed periodically with respect to their societal need, academic currency and **curriculum** structure, and financial viability. Such reviews will be carried out under the auspices of the **Chang School** ~~Division~~ of Continuing Education. Mechanisms and timetables for reviews of societal need, of academic currency and of **curriculum** structure will be established by the **Provost** and Vice President Academic and the Dean of **the Chang School** ~~Continuing Education. The mechanism and timetables for reviews of financial viability shall be established by the Dean of Continuing Education, the Vice President, Academic and the Vice President, Finance and Administration. The mechanisms will be reported to Academic Council upon their completion~~

10. **Procedures for Certificate review will be developed by the Chang School in collaboration with Faculties, School and Departments and will be reported to Academic Council**. **Academic Council is charged with final approval of new certificate programs together with the periodic review of certificate programs**.

Proposals for New Certificates
Ideas and initiatives for new certificates will be directed to the **Chang School** ~~Division~~ of Continuing Education which will provide preliminary advice and commentary on administrative feasibility and planning procedures. The **School** ~~Division~~ also plays an important proactive role in bringing **proposals** ~~ideas~~ for new certificate initiatives into Ryerson's academic **approval** framework.

The Development of Certificate Proposals
The Dean of **the Chang School** of Continuing Education will work collaboratively with other Deans to create a framework for administrative **and academic** leadership for the development and ~~ultimate~~ implementation of a proposed **certificate** program.

1. When a proposed certificate holds academic relationship to a single School or Department, the Dean of the relevant Faculty will be involved.
2. When a proposed certificate may relate to more than one School or Department, the Dean of **the Chang School** of Continuing Education will involve all relevant Deans in the administrative **and academic** structure. (One or more Deans may be designated as holding principal responsibility for the program's development.)
3. When a proposed certificate is not clearly linked to any one School or Department, the Dean of **the Chang School** of Continuing Education will collaborate with the other Deans and advise the **Provost and** Vice President Academic who will create an appropriate administrative and academic framework for the program.

In all cases, a curriculum committee will be established early in the process of developing a new certificate program. The composition of such a committee will be consistent with **the governance provisions which follow**. ~~procedure 3, below~~. Additionally, a program or advisory **council** ~~committee~~ will be established in accordance with **the governance provisions of 3 c below**. ~~procedure 5, below~~.

Governance of Certificate Programs

1. Every certificate program will have a standing curriculum committee with primary responsibility for program curriculum development and, when the program is implemented, for the quality and content of its courses.
    a. When a certificate is related to a single School or Department, the curriculum committee **will** ~~may~~ be that of the relevant constituency with representation from **the Chang School** of Continuing Education.
    b. When the program is not clearly related to a single School or Department, the Dean of **the Chang School** of Continuing Education will collaborate with the **Faculty** ~~other~~ Deans in advising the **Provost and** Vice President Academic on the appropriate composition for the curriculum committee.

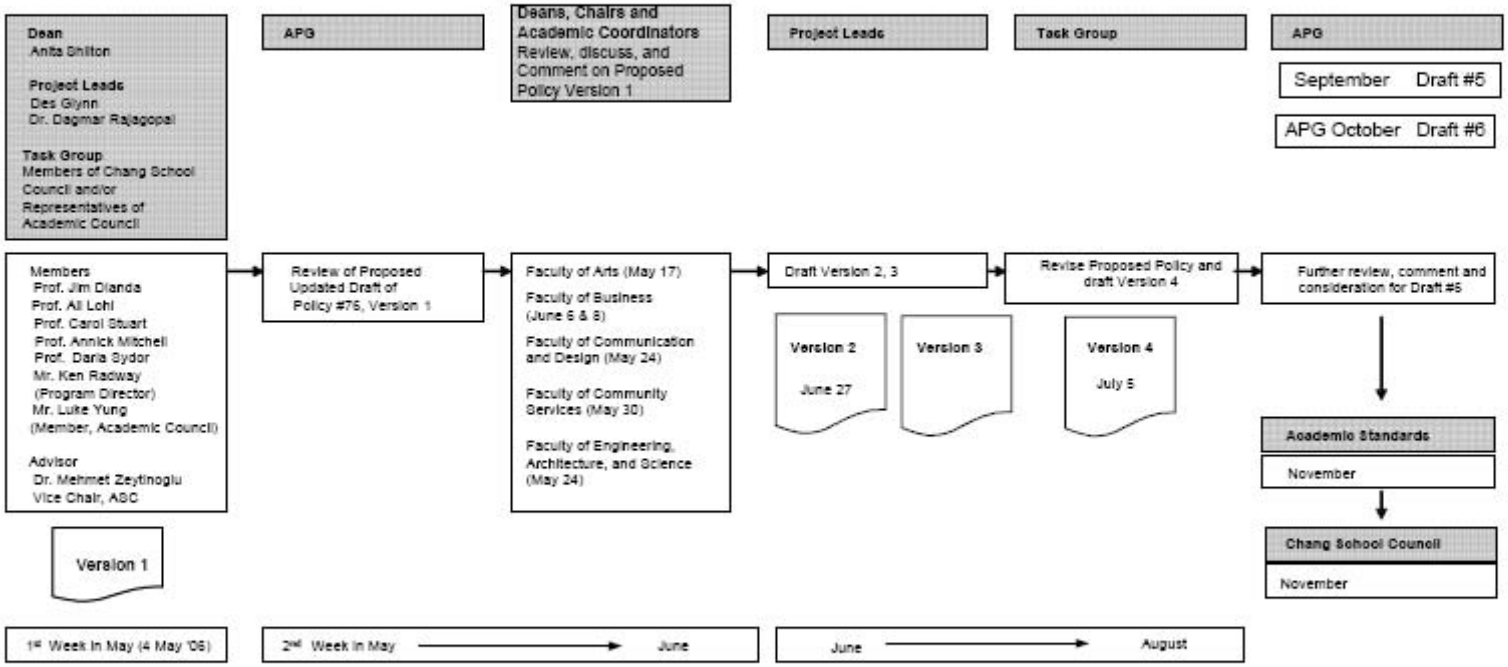
In certain instances, membership may be drawn from outside the Ryerson community. In such cases, Ryerson faculty must comprise a clear majority of the committee membership.

2. In certificates which relate to a single School or Department, academic responsibility for the program, once implemented, rests primarily with that constituency. This responsibility, some elements of which are discharged primarily through the curriculum committee as described above, is taken to include:
    a. the development of individual courses **and curriculum structure**, maintenance of their **academic** quality and currency, criteria for student evaluation, prerequisite patterns, and student promotion;
    b. ongoing review of program objectives, **learning outcomes and career competencies**;
    c. general **certificate and** course staffing strategies, and recruitment and approval of instructors to teach in certificate programs.

3. Every certificate program will have a program advisory **council** ~~committee.~~ This will, in many circumstances, be the advisory **council** ~~committee~~ of the degree ~~or diploma~~ program from which the certificate program **derives** ~~devolves~~. When a certificate is not related to a single **degree** program, the Dean of **the Chang School** of Continuing Education will collaborate with **Faculty** ~~the other~~ Deans in recommending such **an advisory council** ~~a committee~~. (Authority for the creation of such **councils** ~~committees~~ rests ultimately with the Provost~~,~~ **and** Vice President Academic.)

4. Administrative authority, which rests primarily with the **Chang School** ~~Division~~ of Continuing Education, is taken to include ~~a broad range of activities, including~~ program marketing **and promotion**, registration, and insuring access to appropriate **University** ~~institute~~ facilities, It also entails the coordination of program reviews and, where appropriate, coordination of the efforts of individuals from various areas **of the University** in the program development and implementation processes. ~~Further, it shall include responsibility to review the financial viability of certificate programs in accordance with mechanisms developed under Policy 9 above.~~

Certificate Education – The Chang School
Ryerson University Policy #76 – Review and Update – Project Scope: Academic Currency & Academic Quality
Proposed Process



THE CHANG SCHOOL
RYERSON UNIVERSITY
CONTINUING EDUCATION
Where Learning Leads

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Key Points of Comparison and Contrast in Current Program Review Procedures

Elements of Certificate Program Review	Elements of Undergraduate Program

Similar

Academic Quality & Currency

Certificate Program Review	Undergraduate Program
1. Certificate Objectives: What is purpose? Have objectives changed?	**a) Program Curriculum** What is program curriculum structure? What is relationship to program goals and learning objectives?
4. Curriculum: Is curriculum still current? What relationship to other certificates? To diploma & degree programs?	**b) Comparator Programs:** What are comparator programs? How does Ryerson program compare?
3. Admissions: What is current policy and is it still appropriate?	**g) Admissions:** What are admission requirements? Have they been analysed & evaluated for appropriateness?
	h) GPA Requirements: What is GPA policy? Are variations appropriate?
5. Staffing: Where is the locus of faculty hiring responsibility? What is staffing strategy? (RFA & CUPE)	**g) Faculty:** What are faculty qualifications? SRC relative to program goals and learning objectives?
6. External Advisory Committee: What is role of external advisory committee?	**Appendix IV: Documentation of Advisory Committee Comments**
7. Resource Implications: What are resource demands of the certificate?	**i) Library:** Summary and evaluation of library resources **k) Human & Physical Resources:** What are human and physical resources?

Not Similar

Certificate Program Review	Undergraduate Program
2. Academic Management: a) Where is academic home? Rationale? b) What is academic governance structure? c) How are academic responsibilities discharged? (Appropriate areas covered?)	**c) Student Surveys:** Summary of student surveys, focus groups: levels of support and satisfaction? **d) Employer Survey:** Summary of employer survey/focus groups **e) Delivery Mode:** Appropriateness and effectiveness of delivery mode **f) Student Evaluation:** Appropriateness and effectiveness of student evaluation schema/methods.

Proposed Update of Certificate Review Procedures

Draft #7- Certificate Review Procedures: Preamble

I Elements of Certificate Review: Self Study

A Academic Quality Elements

1. Certificate Objectives
1.1 Goals
1.2 Development Plan

2. Academic Management
2.1 Governance ("academic home")
2.2 Academic Responsibilities

3. Admissions Policy
3.1 Current Policy

4. Academic Quality & Currency
4.1 Curriculum Structure
4.2 Comparator Certificates
4.3 Delivery Mode
4.4 Evaluation Mode
4.5 GPA Variations
4.6 Student/Peer Evaluations
4.7 SWOT

5. Staffing

6. External Advisory Council

7. Certificate Resources

B Societal Need

1. Enrollment
2. Recognition

C Financial Viability

Appendices:

- Summary of student surveys/focus groups and graduate surveys
- Summary analysis of the results of employer surveys/focus groups and/or economic sector surveys and focus groups
- Summary evaluation of library resources
- Summary evaluation of any partnership or collaborative agreements with other institutions
- Summary information about the qualifications of all the instructors who teach certificate courses and develop certificate curricula
- Course outlines for all certificate offerings
- Documentation of external Advisory Committee comments on societal need, Department/School Council approvals, Chang School approval, and approval by the relevant Deans

CERTIFICATE PROGRAM REVIEW PROCEDURES

Chang School of Continuing Education
Ryerson University

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CERTIFICATE REVIEW PROCEDURES: Preamble

This document is intended to make the review of academic quality and currency of certificates comparable (where appropriate and efficacious) to the review of undergraduate degree programs.

As Chang School certificate offerings grow, and as more students gain exposure to Ryerson University through registration in them, it is imperative to ensure that academic quality and currency are maintained, that societal need continues to be met, that financial viability is satisfied. Given the number and variety of certificates, however, it is counterproductive to divert inordinate amounts of resources from the Chang School and the certificate teaching schools and departments into large scale reviews.

The following mechanism addresses the key academic quality elements but does so in a more proportional way than for full scale undergraduate degree programs. It is expected that in some certificates, certain review elements will be straightforward, requiring brief, descriptive statements. In other cases, more extensive documentation and analysis will be necessary. Moreover, given a particular certificate's goals and objectives, one or more of the following review elements (below) may not necessarily apply; if so, the reasons for not addressing particular elements should be noted.

The Provost and Vice President Academic, in consultation with the Dean of the Chang School of Continuing Education, may determine the scale of the review required for each certificate program - in accordance with the principles and procedures outlined below.

Certificates that consist of undergraduate degree courses offered by one academic department will be reviewed by that department as part of the review of their undergraduate degree program. However, such certificate reviews will be submitted separately.

Certificates that consist of undergraduate degree courses offered by two or more academic departments will be reviewed as part of the review of the undergraduate degree program of the department that supplies the majority of the courses for the certificate.

Certificates that are housed in the Chang School will be reviewed by the Chang School.

In all cases the relevant Program Directors and Academic Coordinators will take part in the review process described below.

I. ELEMENTS OF CERTIFICATE REVIEW TO BE COVERED BY THE SELF-STUDY

Three broad areas of review are mandated: academic quality and currency, societal need, and financial viability.

A. Academic Quality Elements

1.0 Certificate Objectives

1.1 Statement of the goals and learning objectives and type.

1.2 A description of how the certificate has met the goals and objectives of its developmental plan submitted in the previous certificate review and how it has addressed recommendations of the Academic Standards Committee (if any).

1.3 What are the certificate outcomes as expressed in terms of acquired competencies, career path, further educational opportunities.

1.4 Identify and describe the retention pattern of the certificate's registrants

2.0 Academic Management

2.1 An identification of, and rationale for, the academic home of the program. (i.e., housed in a single teaching school/department, a collaborative school/department structure, or exclusively Chang School based); a description and assessment of academic governance;

2.2 A description of how the following are assigned and carried out by the academic coordinator: academic responsibilities for course outlines, course content and quality assurance, for student counseling, for student evaluations of courses and peer evaluations of instructors as available, for advisory committee liaison, for course scheduling and availability, and for curriculum development. (See appendices for course outlines)

3.0 Admissions Policy

3.1 A statement of appropriateness of current policy and actual changes since previous review (or initial implementation), together with a comparison of certificate admissions requirements to those of a related Ryerson undergraduate degree program.

4.0 Academic Quality and Currency

4.1 A description of the certificate's curriculum structure and course content, including the relationship of the curriculum and individual courses to the certificate's goals and learning objectives, and including its relationship to undergraduate degrees or other certificates;

4.2 Identification of comparable certificates, if any, at other universities or at colleges, the rationale for the selection of these comparator certificates, together with assessment of how the Chang School certificate compares and contrasts.

4.3 An evaluation of delivery mode (including, where applicable, distance or on-line delivery) to meet the certificate' s learning objectives.

4.4 A description and assessment of methods of student evaluation and student results, which may include: consistency of exam questions and exam results and methods by which consistency is achieved and maintained; grade distributions; completion rates; cumulative grade point averages; time taken to complete the certificate: how many students take only individual courses.

4.5 A statement of variations, if any, from Ryerson's GPA policy and the appropriateness of these variations.

4.6 An analysis of the results from student evaluations of courses and peer evaluations of instructors, unless they are confidential.

4.7 Strengths and weaknesses: a self-critical analysis of the certificate's strengths and weaknesses addressing a) the academic quality elements identified above, b) the certificate's success in meeting its goals and learning objectives, c) where appropriate, comparison to the strengths and weaknesses of undergraduate program components.

5.0 Staffing

5.1 An explanation of the locus of faculty and instructor hiring responsibility; a general outline of staffing strategy, with specific reference to the roles of RFA, CUPE (unit 1) and CUPE (unit 2) instructors, the academic qualifications required, and other considerations relevant to specific certificates, such as industry and professional experience and expertise; (see appendix for summary information on the qualifications of all faculty and instructors (or professionals) who teach certificate courses and who develop certificate curricula).

6.0 External Advisory Councils

6.1 A review of the composition of the certificate advisory council and its role in curriculum planning and in the identification of current trends in the field and other aspects of program administration.

7.0 Certificate Resources

7.1 An assessment of current resource demands and capacity to meet these in areas including (but not limited to) laboratory space and equipment, library holdings and information systems, student counseling, Chang School resources together

with a projection of additional resources (including human resources) likely to be required for the delivery of the certificate.

B. Societal Need

1. A two to three year developmental and enrolment plan which includes: courses currently offered and those delivered and cancelled during the preceding two years; itemization of enrolment by course for the most recent academic year and the preceding two years.

2. External Recognition and Affiliation:

A listing of any relevant forms of recognition and/or support by professional or quasi-professional organizations, or other agencies.

C. Financial Viability

Financial viability analysis will be carried out under the auspices of the Provost and Vice President Academic, and the Dean of the Chang School of Continuing Education. The analysis will reflect Ryerson's conventional financial considerations and practices.

Appendices:

All data and survey information upon which the elements of program review are based, including but not limited to:

An analytic summary of student surveys/focus groups and graduate surveys, including the quality of support to students and general student satisfaction with the certificate, and focus group comments where appropriate;

A summary analysis of the results of employer surveys/focus groups and/or economic sector surveys and focus groups;

A summary evaluation of library resources;

A summary evaluation of any partnership or collaborative agreements with other institutions;

Summary information about the qualifications of all the instructors who teach certificate courses and who develop certificate curricula;

Course outlines for all certificate offerings (based on the requirements of Ryerson University's course management policy).

Documentation of external Advisory Council comments on societal need, Department/School Council approvals, Chang School Council approval, and approval by the relevant Deans.

II. REVIEW PROCEDURES

The responsibility and authority to coordinate certificate reviews is vested in the Chang School of Continuing Education. Given the varied administrative arrangements that exist between the Chang School and individual schools and departments, it follows that the specific nature of the review may not be identical in all cases, hence the general pattern of review and approval laid out below may vary.

A. Certificates integrated with an undergraduate program

The Dean of the Chang School will collaborate with the Dean of the relevant Faculty to initiate and define the review process following, broadly, the sequence of approvals outlined below. Participation by the Academic Coordinator at the school/departmental level and by the relevant Program Director is assumed.

1. Departmental/School Curriculum Committee (this committee prepares the academic portion of the review).

2. Approval by the Departmental/School Council.

3. Approval by the Chang School Council.

4. Approval by the Dean of the Faculty in which the certificate is housed.

5. Approval by the Dean of the Chang School.

6. Academic Standards Committee and Academic Council.

B. Certificates that involve two or more academic units

For certificates that involve two or more Ryerson schools, departments or Faculties, review procedures will be identical to those specified under A., but with appropriate consultation and collaboration between the Dean of the Chang School of Continuing Education and the relevant Chairs, Directors, CE-Coordinators, Program Directors, and Deans.

C. Chang School Certificates

The Dean of the Chang School will coordinate the review process.

1. Curriculum Committee (this committee is responsible for assisting the Dean and the Academic Coordinator in the preparation of the academic portion of the review).

2. Comments from the Advisory Council.

3. Chang School Council

4. Dean of the Chang School.

5. Academic Standards Committee and Academic Council.

III. REVIEW MANAGEMENT

A. Timing of Reviews

1. Certificates will be reviewed periodically based on a seven year cycle. The agenda for reviews of specific certificates will be determined by the Provost and Vice President Academic and the Dean of the Chang School of Continuing Education. The review process will begin immediately and the first review reports will be submitted in concert with the reviews of the relevant (corresponding) undergraduate degree programs.

2. Certificate programs that are integrally related to the course offerings of undergraduate degree programs will be reviewed at the same time as the undergraduate degree program review (thought submitted separately).

3. Where two or more certificate programs are integrally related, their reviews will be carried out in complementary fashion.

B. Comprehensiveness of Reviews

As has been observed, the need for in-depth reviews will vary from certificate to certificate. When courses that comprise the curriculum of a certificate are drawn entirely from undergraduate degree programs, the certificate review will be done at the same time as the review of those degree programs (but submitted separately). As well, when two or more certificates are closely related, separate in-depth reviews will generally not be required for each individual certificate.

The responsibility to determine which certificates will not require in-depth assessment is held by the Provost and Vice President Academic, in association with the Dean of the Chang School of Continuing Education. Either the Dean of the Chang School or the Provost and Vice President Academic may stipulate that a given certificate requires full review either within or outside its normal review timetable. They may also determine that external peer review is desirable given the (professional) character of the certificate.

SCHOOL OF GRADUATE STUDIES

REPORT TO ACADEMIC COUNCIL, JANUARY 30, 2007

1. **Review of Status of New Graduate Programs**

   Planned for 2007/2008

2. **MSc in Applied Mathematics**

   Motion:

   To approve the submission of the proposal for an ***MSc in Applied Mathematics*** to the Ontario Council on Graduate Studies for Standard Appraisal.

3. ***MA/PhD in Psychology***

   Motion:

   To approve the submission of the proposal for a ***MA/PhD in Psychology*** to the Ontario Council on Graduate Studies for Standard Appraisal.

4. New Field in an Existing Program (for information):

   MN Nursing – Field of Primary Health Care Nurse Practitioner

5. Course Description Changes (for information):

   a) *International Economics and Finance*
   b) *Early Childhood Studies*
   c) *Immigration and Settlement Studies*

6. Courses Additions/Deletions (for information):

   Early Childhood Studies
   Public Policy and Administration
   Mechanical Engineering

Submitted by:

_____
Maurice Yeates, Dean
Chair, School of Graduate Studies

Status of New Programs in Graduate Review Process (programs planned for September, 2007_1)						
Approval or Action by	**Responsibility**	**PhD Aerospace Engininering**	**MSW Social Work**	**MFA Doc Media**	**MJ Journalism**	***MArch*** **Architecture**
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.	Bell, in	Nelson, in	Fletcher, in	Dornan, in	Covo, in
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
Senate	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.	Campbell – Cornell Wetherhold SUNYB Dang—Syracuse Sept 28/29	Pennell -- NCS Lundy -- Carleton June 15/16	Nichols-SFS Sept 27/28 Rothman-Miami Sept7/8	McKercher-Carl.U Medsger – SFS Sept 25/26	Carter—Buffalo Fraker—Berkeley Sept 28/29
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	X
Ryerson	Responds to report(s)	X	X	X	X	X
Appraisal Committee	Reviews report and response and presents recommendation to OCGS (All graduate Deans in Ontario)	X	X	X	X	X
OCGS Executive Director	Informs Ryerson of decision, provides letter required by Ministry for funding claim. **OCGS meeting.**	X	X	X	X	X
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					

Status of New Programs in Graduate Review Process (programs planned for September, 2007_2)						
Approval or Action by	**Responsibility**	**MA in Media Production**	**MSc Computer Science**	**MHSc Nutrition Communication**		
Ryerson Review						
Dean - SGS	Letter of Intent (LoI) – including initial analysis of financial viability	X	X	X		
SGS Program & Planning Comm	Reviews LOI to determine if program appears feasible.	X	X	X		
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.	X	X	X		
Internal/External Consultant	An expert in the field from another university reviews the proposal. Sponsors re-draft if necessary.	Feldman, in	Stacey, in	Levine, in		
Provost	Discusses proposal with Dean, sponsor.	X	X	X		
P&P of SGS	Reviews draft OCGS brief in light of I/E report – recommends to Council SGS based on academic quality	X	X	X		
Council, SGS	Reviews proposal	X	X	X		
Academic Council/Senate	Reviews program proposal for academic quality and moves to proceed to OCGS	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.	Thompson-Syracuse De Kerckhove-UT Oct 16/17	Matwin--Ottawa Sandhu – GMU Nov 16/17	Goldberg, Tufts Rowen, GMU Jan 25/26		
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			
Ryerson	Responds to report(s)	X	X			
Appraisal Committee	Reviews report and response and presents recommendation to OCGS (All graduate Deans in Ontario)	Jan 22	X			
OCGS Executive Director	Informs Ryerson of decision, provides letter required by Ministry for funding claim. **OCGS meeting.**		X			
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					

Status of New Programs in Graduate Review Process (programs planned for September, 2008)						
Approval or Action by	**Responsibility**	**MSc Applied Mathematics**	**MBSc/MASc Building Sc.**	**PhD/MA Psychology**		
Ryerson Review						
Dean - SGS	Letter of Intent (LoI) – including initial analysis of financial viability	X	X	X		
SGS Program & Planning Comm	Reviews LOI to determine if program appears feasible.	X	Dec 11, YES	Dec 11, YES		
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.	X	X	X		
Internal/External Consultant	An expert in the field from another university reviews the proposal. Sponsors re-draft if necessary.	Seco in		Evans, Guelph, in Hunsley, Ottawa		
Provost	Discusses proposal with Dean, sponsor.	X		X		
P&P of SGS	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/Senate	Reviews program proposal for academic quality and moves to proceed to OCGS					
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(s)					
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					

2. The School of Graduate Studies has reviewed the proposal for an ***MSc in Applied Mathematics*** 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/graduate/temp. Username: gradstudies Password: 4ryerson

It is planned that the *MSc in Applied Mathematics* will be implemented in either Fall 2007 or Fall 2008.

Motion

To approve the submission of the proposal for an ***MSc in Applied Mathematics*** to the Ontario Council on 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
MSc in Applied Mathematics

EXECUTIVE SUMMARY

The *Master of Science in Applied Mathematics* is a two-year, thesis-based full time program designed for students who have completed a four-year Bachelor of Science degree in mathematics or related fields requiring significant mathematical course work or mathematical maturity.

Our proposed program has two main goals. First, the program is intended to provide a technically-oriented and scientific post-graduate education to individuals who are motivated either to extend their mathematical knowledge and education or to acquire new technical/scientific skills in the mathematical sciences or related disciplines. Second, the program will provide students with adequate background to engage in doctoral studies in applied mathematics or to successfully embark upon a career in industry that demands a high level of quantitative/analytical background and skills. Our program emphasis technology through computer based skills along with communications skills. Reports and studies carried out by professional organizations have shown that there is an increasing need in the work force for mathematics. Graduates of our program will satisfy a current and growing demand for mathematically trained individuals who are able to move into business and industry.

The proposed program reflects Ryerson's mandate in its desire to expand and design innovative and professionally relevant graduate programs which integrate both theory and applications. In fact, as stated in Learning Together (2003 issue), one of the university's primary goals is to ``extend our distinctive brand of education further into the arena of graduate programming''. The proposed program also conforms to Ryerson's mandate of providing programs that prepare students for careers in professional fields and advancing applied knowledge and research to address societal need. The applied nature of Ryerson is an ideal setting for a program in applied and computational mathematics. In addition, a graduate program will result in more research output by faculty members in the math department through collaborative work between faculty

members and graduate students. This, in turn, increases our potential for greater research funding from external sources such as NSERC. As the mathematics department has been an integral component of the FEAS, it is reasonable to assert that the strength and quality of the math department has a direct influence on the quality of instruction students enrolled in the allied programs receive. This, then contributes to the quality of our graduates and, hence, the overall reputation of Ryerson as a University.

Having graduate students in mathematics will indirectly improve the quality of instruction at the undergraduate level. Competent math teaching assistants provide, via labs and tutorial sessions, an invaluable support for students taking lower-division math courses. This enhances the quality of the overall learning experience and increases the retention rate among students enrolled in engineering/applied sciences programs.

As part of the program, students will be required to complete five courses and to participate regularly in a graduate seminar series throughout the latter part (Semester 4-Semester 6) of their studies. To ensure that students will receive a well-balanced introduction to applied mathematics, the five courses are to be chosen from among those belonging to the following groups:

(1) Foundation courses
(2) Core courses
(3) Elective courses

However, being thesis-based, our program of study will be research-oriented. Students will be assigned a thesis advisor who will assist them in the preparation of an acceptable thesis.

In addition to mathematics, students will also learn about fields outside of mathematics such as computer science and engineering, and how to apply mathematical analysis to problems arising in these areas. Students in the program will develop strong analytical and problem-solving skills built upon a background of computing, mathematics, and basic sciences. We have planned and designed course assignments whose solutions depend on the writing of computer programs, an important job oriented skill. It is our expectation that many of the theses written by our students will have a large component of computer programming encoding non trivial mathematical content. Through carefully designed projects and in-class presentations or seminars, our program will emphasize written and oral skills along with teamwork. These are skills which are valued highly in industry, but are not part of most traditional mathematics programs. Occasionally, students may be asked to prepare lecture notes and ``teach'' certain topics directly from the course syllabus to other students in classes. This develops both written and oral communication skills and ability to present complex ideas in an intelligible fashion. These are precisely the skills necessary for graduates to work effectively in industry with less mathematically inclined co-workers.

Currently, the Mathematics Department consists of 15 tenured/tenure-track faculty members most of them with active research/scholarly programs. Members of the department have research specialties in diverse areas of pure and applied mathematics such as combinatorics, logic, algebra, computer security, cryptography, ergodic theory, functional analysis, differential equations, partial differential equations and applications to physical sciences, mathematical signal processing and its software implementation, mathematical finance, stochastic calculus, time series techniques and foundations of quantum mechanics. Over the past seven years, the Mathematics Department has collectively (i) collaborated in research with some 50 mathematicians at other institutions (ii) published more than 100 research papers in high quality peer-reviewed journals and 3 advanced undergraduate/beginning graduate text books. Several of our members are

experienced in directing graduate students and we believe many of our research topics are suitable for the students being targeted by our proposed M.Sc.

Given our department's SRC record together with Ryerson's commitment to develop and maintain quality graduate programs, we are very confident that the proposed program will be successful in achieving its goals and objectives.

3. The School of Graduate Studies has reviewed the proposal for an ***MA/PhD in Psychology*** 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/graduate/temp. Username: gradstudies Password: 4ryerson

It is planned that the *MA/PhD in Psychology* will be implemented in either Fall 2007 or Fall 2008.

Motion

To approve the submission of the proposal for an ***MA/PhD in Psychology*** to the Ontario Council on 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
MA/PhD in Psychology

EXECUTIVE SUMMARY

The discipline of Psychology examines the biological, developmental, cognitive, and social forces that underlie individual thought, motivation, emotion, and action. Typically, graduate training in psychology is offered in two main fields—Clinical Psychology and Experimental Psychology (or Psychological Science). Clinical psychologists are registered healthcare professionals with expertise in the methods of clinical research as well as the application of psychological principles to the assessment and treatment of psychological disorders. Experimental psychologists study human behavior more broadly, and have an interest in both normal and abnormal psychological processes. They are trained primarily as researchers and teachers, and are typically employed in a wide variety of settings. The proposed M.A. and Ph.D. degrees emphasize the two core fields of Clinical Psychology and Psychological Science. Each possesses innovative features that set them apart from other training programs in Psychology while retaining core features of the highest-quality experimental and clinical training meeting the accreditation requirements of the Canadian and American Psychological Associations (CPA and APA).

Undergraduate enrollments have been growing steadily and will continue to grow considerably over the next 15 years, particularly in the Greater Toronto Area (GTA). With psychology as one of the most popular undergraduate majors in North America, we can be confident that there will be a growing demand for graduate training in psychology in the coming years. In addition,

relative to other large cities, Toronto has a shortage of graduate psychology training opportunities, particularly in the clinical area. In fact, York University is the only university within an hour of Toronto to offer training in clinical psychology (the University of Toronto and McMaster University are the only universities in Ontario that have graduate programs in psychology without accredited clinical training programs). The proposed curriculum would make Ryerson the sole university in downtown Toronto to offer such training. Located within minutes of all the downtown teaching hospitals, as well as numerous other agencies and research institutes, students in the proposed program will have a wide range of options for their practical placements.

This mission of the program is firmly rooted in Ryerson's 1948 vision: to provide education relevant to the needs of Canadian society; and to offer the highest quality education with the goal to prepare students for the widest scope of opportunities for their professional lives and leadership roles in the public and private sectors. The general mission of the Master's and Ph.D. is to provide high quality science and science-practitioner education that is CPA/APA accredited and professionally relevant. Already, there is considerable interest in the community over the possibility of a graduate program in psychology at Ryerson. For example, 26 individuals and agencies in the GTA have expressed formal interest in developing partnerships with our program, and we recently received over 160 applications for advertised faculty positions from applicants who are excited about the prospect of a new psychology graduate program at Ryerson.

The decision to simultaneously propose both the M.A. and Ph.D. involved careful review and consultation and was determined by the following critical points of consideration: in psychology the doctorate is the commonly sought degree of practice (in Ontario, all psychologists have a doctorate); every major university in Ontario that offers graduate training in psychology offers a Ph.D.; and attracting and retaining top experimental and clinical faculty today is intimately linked to being able to offer graduate training at the highest level. Thus, this graduate proposal represents an important and prestigious accreditation-based program to add to Ryerson's growing complement of high-quality graduate programming.

The Department of psychology currently includes 16 full-time faculty who will be involved in graduate training, and we are in the process of hiring 4 additional faculty members. In addition too two LTF faculty, we have recently recruited a number of adjunct faculty who have a strong interest in contributing to our program. Research productivity among our core faculty has increased dramatically in recent years. During the years 2005 and 2006, faculty have received more than $1,300,000 in funded grants, and have almost $700,000 more in funds pending. In addition, given the quality of applicants who have shown a strong interest in coming to Ryerson we are confident that the amount of funding in the Department will more than double by next fall. Publication rates have also increased over the past few years. In the years 2005 and 2006, core faculty have published nine books, and more than 45 articles and chapters. They have also presented close to 30 papers at national and international conferences. If we include our adjunct faculty, the rates of funding and publications are higher. In short, the Psychology Department at Ryerson will provide a stimulating environment for our students.

Degree requirements in the proposed program are comparable to those in other graduate programs in psychology. The M.A. in the psychological science field will require 6 regular half-year courses, 2 practicum courses, and a masters thesis. The Ph.D. in psychological science will require an additional 4 regular half-year courses, 1 practicum course, and a Ph.D. thesis. Due to the requirements for accreditation by the Canadian Psychological Association, as well as registration with the College of Psychologists of Ontario, the clinical psychology degrees require a greater number of courses. The M. A. in clinical psychology has 10 required half-year courses, as well as 2 practica and a masters thesis. The Ph.D. in clinical psychology will require an

additional 6 half-year courses, 1 practicum, a full year internship, and Ph.D. thesis. In addition to outstanding training in research methods, all students in the graduate program will receive training in the application of knowledge to real-life problems and issues. An innovative feature of our program is the requirement for practical training in community settings in addition to classroom instruction and research training at the University.

In summary, the proposed graduate program in psychology meets a number of important societal needs, fulfils Ryerson's mission to offer relevant, career-focused education, and offers training that meets the core requirements for graduate education in psychology in the context of an innovative, applied orientation.

4. The School of Graduate Studies submits for information notice of a new field: ***MN Nursing – Field of Primary Health Care Nurse Practitioner.***

5. a) Course Description Change: *International Economics and Finance*

The *International Economics and Finance* graduate program has removed the oral examination requirement from the MRP. The new description will be as follows:

Master's Research Paper
The student is required to complete a research paper on a topic related to his/her field of specialization (international trade or international finance). The research topic is selected in consultation with the student's supervisor, where the student presents an outline of the research plan in writing, and the research is carried out under the direction of a faculty supervisor and monitored by a supervisory committee. On completion, the research results are submitted in research paper format to the supervisor and a second reader, who assesses and grades the research paper. Through the research paper, the student is expected to provide evidence of competence in carrying out research and a sound understanding of the material associated with the research.

b) Course Description Change: *Early Childhood Studies*

The *Early Childhood Studies* graduate program has changed the course description of the following course to be as follows:

CS8928 Transformative Literacy

Transformative approaches to early literacy build a foundation for positive academic outcomes by addressing the goals of bilingualism, biculturalism, and biliteracy. Transformative approaches Involve collaborations between educators and their students' families to write books intended to strengthen the students' cultural, ethnic, and linguistic identities. This course introduces examples of transformative literacy programs and evaluates the implications of employing these approaches in the education of young children whose families are either newcomers to Canada or members of language minorities. The course provides opportunities to collaborate in the implementation of small-scale transformative literacy initiatives.

c) Course Description Change: *Immigration and Settlement Studies*

The *Immigration and Settlement Studies* graduate program has changed the course description of the following course to be as follows:

IS8934 Multicultural Cities and Planning Policies

Recent immigration patterns have prompted the need to explore how local governments provide urban facilities, services and infrastructures. This course will prepare students on how modem cities of diverse cultures evolve and what policy approaches can sustain them. The course offers a balanced mix of theoretical explanations about the geographic, political and economic bases of multicultural cities and a critical review of current policies and planning practices. It compares cities around the world, yet the Greater Toronto Area remains the pivot.

6. Course Additions/Deletions/Changes:

Early Childhood Studies
Public Policy and Administration
Mechanical Engineering

COURSE CHANGE FORM – 2

Graduate Program: Early Childhood Studies
Initiating School/Department: Graduate Studies

Approval of VP Academic: _____

Dr. Errol Aspevig

Course Number	**Course Title**	**Mark with "X"**			**Required Elective?**	**Credits**	**Programs Affected**	**Implement Date**	**Purpose of Change**
		Amended	**Deleted**	**Added**	**Y/N**				
CS8936	Children's Rights			X	N	1	EK001 & EK002	SS2007	To add more electives
CS8935	Human Service Program Evaluation			X	N	1	EK001 & EK002	SS2007	To add more electives

COURSE CHANGE FORM – 2 **School of Graduate Studies**

Graduate Program: Mechanical Engineering
Initiating School/Department: Graduate Studies

Approval of VP Academic: _____

Dr. Errol Aspevig

Course **Number**	**Course Title**	**Mark with "X"**			**Required Elective?**	**Credits**	**Programs Affected**	***Implement Date***	***Purpose of Change***
		Amended	**Deleted**	**Added**	**Y/N**				
ME8108	Aircraft Turbine Engines		X				MM001 MM003 MM004 MP001	Sept, 2007	With the introduction of the Aerospace Engineering Graduate Program (AEGP), these courses are no longer relevant to the Mechanical Engineering Graduate Program (MEGP). Aerodynamics is no longer a field in MEGP.
ME8116	Flight Dynamics & Aircraft Control		X						
ME8121	High Speed Dynamics		X						
ME8129	Rocket Propulsion		X						
ME8133	Space Mechanics		X						

COURSE CHANGE FORM – 2 **School of Graduate Studies**

Graduate Program: Public Policy and Administration
Initiating School/Department: Graduate Studies

Approval of VP Academic: _____

Dr. Errol Aspevig

Course **Number**	**Course Title**	**Mark with "X"**			**Required Elective?**	**Credits**	**Programs Affected**	***Implement Date***	***Purpose of Change***
		Amended	**Deleted**	**Added**	**Y/N**				
PA8213	Field Placement			X	N	1	PU001, PU002	SS2007	To offer a greater variety of learning opportunities to students.

Report of the Composition and By Laws Committee W2007-1
January 30, 2007

At its meeting on January 9, 2007, the Composition and By Laws Committee approved the following motions to Academic Council:

Motion 1: That Academic Council approve the proposed changes to its By Laws with respect to the composition of the Learning and Teaching Committee.

3.6.11 Learning and Teaching Committee

Composition: Twenty (~~19~~**20**) members to include: six (6) Faculty Associates, one from each Faculty and one from The Chang School; one (1) librarian; two (2) representatives from Student Services; seven (7) student representatives, one from each Faculty, one from the School of Graduate Studies, and one from The Chang School; one (1) representative from the Digital Media Projects Office; **the Vice Provost Students (1) (*ex-officio);*** the Director of the Learning and Teaching Office (1) (*ex-officio* non-voting); and the Vice Provost, Faculty Affairs (1) who shall serve as chair.

Motion 2: That Academic Council approve the proposed changes to its By Laws with respect to the composition and terms of reference of the Awards & Ceremonials Committee.

3.6.5 Awards And Ceremonials Committee

Composition: ~~Fourteen (14)~~ **Seventeen (17)** members to include: the ~~President~~ **Provost and Vice President Academic** (1), **who shall be chair**; **the Registrar (1), who shall be ex-officio (non-voting)**; five (5) faculty (one representative of each Faculty/Division); five (5) Deans/Chairs/Directors (one from each Faculty, at least one must be a Chair/Director); two (2) representatives from The Chang School; Dean of Graduate Studies or designate (1); **one (1) undergraduate student; and one (1) graduate student.**

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

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

Proposed Terms of Reference:
The Committee shall approve, on behalf of Academic Council, the award of all of the following:

- Graduate and undergraduate degrees and certificates.
- Honorary Doctorate degrees
- Certain student awards and medals and other marks of excellence as required.

The committee shall recommend to Council policies and procedures respecting:

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

Motion 3: That Academic Council approve the proposed By Laws of the Department of Civil Engineering Departmental Council (attached).

Respectfully submitted,

S. Levy, Chair , for the Committee
L. Brown, V. Chan, M. Dionne, C. Farrell, R. Keeble, D. Lee, N. Loreto, A. Mitchell, D. Schulman
(ex-officio, non-voting)

Department of Civil Engineering

By-Laws of Departmental Council

8.3.1 **Approved by Academic Council**

January 30, 2007

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1. Definitions

Administrative Staff – all full-time administrative staff in the Department.

Alumni – all graduates from a program of the Department and who have identified themselves as potential non-voting members for Council.

Assistant Chair, Undergraduate Program – the Assistant Chair of the Department who oversees the undergraduate programs offered by the Department.

Assistant Chair, Graduate Program – the Assistant Chair of the Department who oversees the graduate programs offered by the Department.

Chair – Chair of Departmental Council

Council – the Departmental Council for the Department.

Department – the Department of Civil Engineering; Departmental has equivalent meaning.

Faculty Member – all full-time faculty members of the Department

Graduate Student – a full-time student registered in a civil engineering graduate program offered by the Department

Guest – an individual who is not a member of the Council, but who has been invited to address council concerning a specific issue.

Member – all individuals who are members of the Council, including undergraduate and graduate students, support staff and faculty members.

Observer – any member of the public who is not a member of the Council.

Support Staff – all full-time technical and administrative staff in the Department.

Technical Staff – all full-time technicians and technologists in the Department.

Undergraduate Student – a student registered in an undergraduate program offered by the Department.

Vice-Chair – Vice Chair of Departmental Council

2. Objective

The purpose and objectives of Council are:

- to develop and recommend academic policies relevant to the Department;
- to promote an effective teaching, learning and research in a collegial environment within the Department;
- to represent, maintain and advance the interests of Council members within the Department and the constituencies they represent; and
- to work with the administration and other groups within the University around areas of common concern.

3. Structure

3.1 Membership

The membership of Departmental Council shall be composed of:

1. all faculty, including the Chair and the Assistant Chair(s) of the Department excluding those faculty members on leave or on sabbatical;
2. the Administrative Assistant ex-officio non-voting as a representative of the administrative staff;
3. one non-voting member elected by and from the technical staff;
4. undergraduate and graduate students elected by their respective constituencies as indicated in the following table;

1	-	1st year undergraduate studies
1	-	2nd year undergraduate student
1	-	3rd year undergraduate student
1	-	4th year Civil Engineering student
1	-	4th year Geomatics Engineering student
1	-	graduate student

3.2 Standing Committees

The Departmental Council shall establish the following standing committees:

3.2.1 Undergraduate Curriculum Committee

Mandate:

• To make recommendations to Council regarding:

– short-term curriculum problems within the undergraduate program;
– long-term curriculum planning to meet the academic needs of the program; and
- undergraduate program and course changes

• To liaise with the Budget and Resource Committee to help determine the resources necessary for implementation of new academic programs.

• To interact with the Department Advisory Council.

• To present to Council at least one written report each academic year (one of them being at the last meeting of the academic year).

Membership:

- Four faculty members elected by the Council. (one from each discipline).

- One undergraduate student, not necessarily a member of Council, elected by the undergraduate students on Council.

- The undergraduate Assistant Chair, ex officio.

- The Chair of the Committee is elected.

3.2.2 Budgetary Planning and Physical Resources Planning Committee

Mandate:

• To identify and prioritize the immediate needs for, and to make short and long term plans for, the physical resources and equipment necessary to maintain the academic programs and courses germane to the program(s) offered by the Department.

• To determine the resources required to support any proposed new program, and to report those needs to Council prior to Council's approval of the proposed program.

• To liaise with the other committees of Council when matters of physical and budget resources arise.

• To advise the Department Chair on budget matters pertaining to the Department.

• To present to Council at least two written reports each academic year.
(September 31st and May 31st)

Membership:

- All Council members are entitled to attend.
- One faculty member from each of the four disciplines
- One undergraduate student, not necessarily a member of Council, elected by the undergraduate students on Council.
- One graduate student, not necessarily a member of Council, elected by the graduate students on Council.
- One member of the support staff associated with the Department, not necessarily a member of Departmental Council, elected by the support staff.
- The Chair of the Department, ex-officio non-voting.
- The Assistant Chairs of the Department, ex-officio.

3.2.3 Research and Graduate studies Committee

Mandate:

- To foster growth of research and graduate studies within the Department through promotion of these activities both within and outside the Department.
- To promote faculty research initiatives.
- To advocate for research space and resources.
- To be an advocate of the researchers and graduates students concerns and/or research needs and liaison with other committees of the Council when needed.
- To make recommendations to Council regarding:
  – short-term curriculum problems within the graduate program;
  – long-term curriculum planning to meet the academic needs of the graduate program; and
  – graduate program and course changes.
- To liaise with the Budget and Resource Committee to help determine the resources necessary for implementation of new graduate academic programs.
- To present a written, annual report to Council about the research activities being carried out within the Department by the last meeting of the academic year.
- Operational matters are handled by the Department Graduate Program Committee

Membership:

- Four faculty members elected by the Council, one from each of the four disciplines.
- One graduate student.
- The Assistant Chair of Graduate Studies, ex-officio.

3.3 Ad-Hoc Committees

Mandate:

- These committees may be established from time to time to investigate, report, and/or make recommendations on specific issues.

Membership:

- When possible, faculty and student membership should reflect the membership proportions of the Council as a whole.

3.4 Term of office

3.4.1 Office of Council

The Officers of Departmental Council (Chair and Vice-Chair) shall be elected from the total membership of the Council at the first regular meeting of the Fall semester to take office at the beginning of the academic year. The term of office is one year.

A member is eligible for reappointment or re-election, as the case may be, except that no member shall serve for more than two consecutive terms, but on the expiration of one year after having served the second of two consecutive terms, such person may again be eligible to run for office.

A member elected to fulfill the term of a vacant office is eligible to hold the office for two full terms in addition to the remainder of the term he or she is elected to fulfill.

3.4.2 Members of Standing Committees

Faculty members shall hold office for a renewable two-year term. Half of the faculty members shall be elected on even years and the other half on odd years. Student members shall hold office for a renewable one-year term.

3.4.3 Members of Ad-Hoc Committees

Members of ad-hoc committees shall hold office until the report of the committee has been approved by Council, or the ad-hoc committee has been disbanded by Council.

3.4.4 Student Members of Council

Undergraduate and graduate student members shall be elected annually.

3.4.5 Technical staff representative

The member chosen from the technical staff shall be elected for a renewable one year term.

3.5 Duties of Office

A thorough knowledge of the By-Laws and Robert's rules of order is a prerequisite for all officers of Council.

3.5.1 Chair

The Chair shall:

- call the meetings of Council;
- prepare and circulate written notice and agenda of Council meetings, with the assistance of the Recording Secretary;
- preside at all meetings of the Council, enforce the objectives, by-laws, and rules of order, and ensure that the committees perform their duties;
- be an ex-officio non-voting member of all standing committees and of any committees established by the Council;
- communicate actions of Council to the administration of the University when requested by Council;
- prepare and circulate minutes of Council meetings with the assistance of the Recording Secretary; and

3.5.2 Vice-Chair

The Vice-Chair shall:

- in the absence of the Chair, perform the duties of the Chair;
- in the event that the Chair is vacated, perform the duties of the Chair and arrange for the timely election of a new Chair;
- call for nominations/elections for students and support staff and ensure elections are carried out in a timely manner;
- assist the Chair in any manner, as requested by the Chair.

3.5.3 Recording Secretary

In addition to being the representative on Council for the administrative staff, the Administrative Assistant of the Department of Civil Engineering shall act as Recording Secretary of the Council of the Department of Civil Engineering. The responsibilities of the Secretary include:

- assisting the Chair in preparing and circulating written notice and agenda of Council meetings;
- attending Council meetings and taking of minutes during Council meetings;
- assisting the Chair in preparing and circulating these minutes; and
- maintaining soft and hard master copies of the by-laws and revising them as Council approves changes.

3.5.4 Chairs of Committees

The responsibilities of the Chairs of Committees include:

- ensuring all positions in their committee are filled and for reporting the membership of their committee to the Vice-Chair of Council as soon as membership composition is known;
- calling committee meetings;
- submitting agenda items from their committee for Council meetings.
- giving an oral report of their committee's activities at each regular Council meeting;
- submitting a written report by the end of the academic year to the Council

4. Meetings

4.1 Schedule of Departmental Council and Standing Committees Meetings

4.1.1 Departmental Council

In the first two weeks of September of each academic year, the Council Chair must schedule eight Council meetings of the coming academic year: one on the first Thursday after classes begin in September, one on the last Thursday of September, one on the third Thursday of each of the following months: October, November, January, February, March, and one on the second Thursday of May.

4.1.2 Standing Committees

Standing committees shall meet as required. Each committee shall submit and present a written report to Council at least once per academic year, the preferred time being at a regular meeting or after consultation with Council Chair. A standing committee may request that the Chair of Council call a special meeting of Council to report on the work and recommendations of the committee.

4.1.3 Special Meeting

A special meeting of Council shall be held following a written request by 15% (rounded up) of the full membership to the Chair, or by an administrative request of the Dean or Chair of the Department. The agenda for such meetings will be provided to all members of Council at least 2 working days (48 hours) in advance of the meeting, which will be scheduled at the next available timetabled Council meeting slot.

4.2 Departmental Council Meetings

4.2.1 Notice of Meetings and distribution of Agenda

The written notice and agenda of a regularly scheduled Council meeting shall be distributed no later than 72 hours (3 days) and not earlier than 96 hours (4 days) prior to the meeting.

4.2.2 Submissions of Agenda Items

Individual Council members may submit agenda items. All agenda items and supporting documentation are to be submitted to the Chair and/or Vice Chair at least 96 hours (4 days) prior to the meeting for inclusion in the written agenda of the meeting. Agenda items submitted after that time will be discussed under the ”New Business” portion of the meeting.

4.2.3 Agenda

The Agenda for a Departmental Council Meeting will include:

- Call to order
- Approval of the minutes of the last meeting
- Discussion arising out of the minutes
- Urgent Business
- Reports
  - Chair of the Department
  - Undergraduate Curriculum Committee
  - Budgetary Planning and Physical Resources Planning Committee
  - Research and Graduate Studies Committee
  - Current ad-hoc committees
  - Other Ryerson committees when possible (e.g. Academic Council, Board of Governors)
  - Faculty and student associations
- Notices and Announcements
- Agenda items submitted as per 4.2.2
- New Business
- Adjournment

4.2.4 Quorum

A quorum for Council shall consist of 50% (rounded up) of the full membership, with the further requirement that at least 50% (rounded up) of those in attendance be faculty. This quorum shall be calculated with the following adjustments.

- A faculty member on leave will not be counted unless present at the meeting.

- A Council member who has informed the Chair of Council that they cannot attend due to a conflict with their Ryerson schedule or because they are engaged on other University business at the time of the meeting will not be counted unless they have left a written proxy with the Chair of Council, indicating the person who will be exercising their vote.

A quorum for voting shall consist of 50% (rounded up) of the membership.

4.2.5 Minutes of Meetings

The minutes of Council meetings will be circulated within 10 working days following meetings.

4.3 Committee Meetings

4.3.1 Attendance at Committee Meetings

- Any Council member may attend a meeting of any committee, of which he(she) is not a formal member, as a non-voting participant.
- A committee member may not appoint a voting designate to act in their stead at committee meetings.

4.3.2 Input to Committees

Matters to be reviewed by committees can come from the following sources:

- Committees will review matters pertaining to their mandates at their own initiative.
- Committees may also be requested by Council to review other matters.
- Any member of Council may request a committee to review a matter. In this situation, the proposal must be submitted in writing (e-mail included) to the committee and must be co-signed by another Council member.

5. Procedures

5.1 Procedure for Nomination to Council Office or Standing Committee Positions

The Chair of Council shall call for nominations annually in early September. Names of the nominees shall be freely available to all members of Council. The Chair will call for nominations from the floor at the first September meeting. If positions remain vacant after the first September meeting, the Chair may request that the Vice-Chair to initiate a second call for nominations or that the respective constituencies appoint members to the committees.

5.2 Elections

The Chair of the Council, with the assistance of the Administrative Assistant, will ensure that the elections are conducted by the appropriate constituencies with adequate advance notice and in a democratic way.

5.2.1 Members of Council

- Election of the members of Council representing the undergraduate and graduate students shall take place at the beginning of the academic year (September). The Chair will oversee these elections and they will be run by the Ryerson Civil Engineering Students, RCES for undergraduate students. Votes will be conducted by secret ballot.

- The elections of the other members of Council who are representing specific constituencies, Graduate Civil Engineering Society, GCES, and technical staff will take place annually in September. The Chair will oversee these elections.

5.2.2 Officers of Council

- The Officers of Council shall be drawn from the Council membership. Elections for the Officers of the Council shall take place in the first September meeting of each year.

- The elected officers will take office upon election.

5.2.3 Members of Standing Committees

- Members of standing committees shall be drawn from the Council membership, unless otherwise allowed. Elections by the appropriate constituencies shall take place in the first September meeting of each year.

5.2.4 Officers of Committees

- Each standing committee will elect a chair and a secretary from its membership. The chair and secretary must be members of Council.

5.3 Proxy

Every member may, by means of a written proxy, appoint a person, who need not be a member of Council, but who must be eligible to serve as a member of Council, to attend and act at any designated Council meeting(s) to the extent and with the power conferred by the proxy. It is the responsibility of the appointing member to provide the Chair of Council with the written proxy prior to the meeting. No appointee may exercise more than one such proxy at any given meeting.
A proxy vote on a particular agenda motion may be provided to the Chair of Council at least 2 hours before any meeting, and the Chair will register the vote in the vote count on the motion. Such a proxy vote will not be counted for quorum purposes.

5.4 Vacancies

The call for an immediate election to fill any vacancy on Council or in committee membership will be conducted by the Chair except as outlined below:

- **Chair**
  In the event that the position of Chair becomes vacant, the Vice-Chair shall call the elections and ensure that the elections are conducted in a democratic way.

- **Student Members of Council**
  In the event that an undergraduate student is unable to continue membership, the Chair shall instruct the students to elect a replacement for the remainder of the term of office. (as per item 5.2.1)

6 Other General Procedural Guidelines

Other general procedural guidelines will be Robert's Rules of Order.

6.1 Additional Procedures

- Friendly amendments to motions are permitted. A friendly amendment to a motion is an amendment approved by the mover and seconder of the motion. Friendly amendments are incorporated into the motion without a vote.

- Friendly withdrawals of motions are permitted. A friendly withdrawal of a motion is the withdrawal of a motion approved by the mover and seconder of the motion. Such motions will be withdrawn without a vote.

7. Policy Recommendations

7.1 Authority

Authority for policy recommendations of Council is explained in Policy 45 of **Academic Policies and Procedures of Ryerson University**.

7.2 Decisions of Council

- Decisions of Council will normally be made by a simple majority of the members present and voting (including proxies).

- Substantive issues will require a two-thirds majority of the members voting (including proxies) to pass.

- An issue is defined by Council as substantive when at least one third of the members present and voting declare it to be so.

- Secret ballot may be invoked at the request of any Council member.

7.3 Recommendations of Committees

Recommendations of committees shall be approved by Council before being transmitted and/or implemented.

8. Guests and Observers

- Guests from inside or outside Ryerson may be invited by members to attend Council meetings as non-voting participants. Notice of presence of all guests must be given in the Agenda.

- All Council meetings are public and open to Observers. Observers do not normally participate in Council discussions but may be allowed to address Council at the discretion of the Chair of Council. Notice of presence of observers is not required.

9. Amendments to By-Laws

A notice of motion of proposed by-law changes must be circulated at least two weeks prior to a meeting. Amendments to By-laws require a two-thirds majority vote of the Council members.

Proxy Form

Complete the following form, checking the applicable clauses, and provide it to the Chair of Departmental Council at least two hours before the start of the first meeting indicated.

I, _____, will be unable to attend the Departmental Council meeting(s) on the following date_____.

In my absence, I request the Chair of Departmental Council to vote as indicated for the following motions:

yea/nay_____.

yea/nay_____.

yea/nay_____.

In my absence, I authorize to cast my vote (which may or may not be the same as theirs) for any motion that may arise.

I want the vote cast for me to be recorded in the minutes.

To be signed by the proxy assignee:

I accept the responsibility of exercising this proxy, and assert that I have not been assigned any other proxy for this meeting.

Signed: _____ , date: _____ .

Signed: _____ , date: _____ .

Report of the Nominating Committee
January 30, 2007

Motion: That Academic Council approve the following nomination:

Composition and By-Laws Committee
Ron Keeble, Faculty of Community Services (Urban and Regional Planning) to replace Pat Corson.

Learning & Teaching Committee
Amandeep Malhi, Student, Faculty of Arts

Respectfully submitted,

M. Dionne for the Committee:
I. Baitz, C. Cassidy, C. Evans, L. Evans, O. Falou, K. Jones, T. Koulik, L. Merali, M. Panitch, D. Schulman (non-voting).

REPORT OF THE ACADEMIC STANDARDS COMMITTEE
Report #W2007–1; January 2007

In this report Academic Standard Committee (ASC) presents its evaluation and recommendation on the revised admission requirements for the Direct Entry program in Child and Youth Care.

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

Child and Youth Care Direct Entry Program: Admission Requirements

In May 2005, Academic Council approved a 4-year program in Child and Youth Care. A direct entry option to the third year of the program, the Direct Entry program, was an integral part of the proposal and replaced the part-time degree completion program in Child and Youth Care. The *School of Child and Youth Care* offers the Direct Entry program both on a full- and part-time basis.

The current admission requirements to the Direct Entry program include a three year Ontario College of Applied Arts and Technology (CAAT) diploma in Child and Youth Work with at least a 'B' average and the same secondary school qualifications (O.S.S.D. graduation with 6 U/M courses and U/M English) as the 4-year program. During the last admission cycle the School observed that requiring the applicants to the Direct Entry program to have the same secondary school qualifications as the applicants to the 4-year program was unfair and unnecessary. Therefore, the School proposes the revise the admission requirements to the Direct Entry program in Child and Youth Care as follows.

- A three year Ontario College of Applied Arts and Technology Diploma in Child and Youth Work with at least a 'B' average; and
- Non-academic criteria as noted below; and
- Subject to competition, candidates may be required to present averages/ grades above the minimum and work experience in the field is beneficial.

Non-Academic Criteria Requirements: Applicants will be required to submit a resume 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.

ASC Evaluation

In response to the School's proposal, the Office of Admissions and ASC undertook a study of the admission requirements to direct entry/advanced standing/post degree completion programs at Ryerson and other Ontario universities. The study revealed no other direct entry/advanced standing/post degree completion program[1]

[1] The only exception among the 172 programs studied is the Direct Entry program in Early Childhood Education at Ryerson. The secondary school requirements for the Direct Entry program in Early Childhood Education are in part to ensure the eligibility of the graduates of the program for teaching certification.

which explicitly includes high school academic criteria among its admission requirements. All programs examined as part of this comparative study consider successful completion of a CAAT diploma program typically with at least a 'B' average (and possibly other program-specific academic and non academic criteria) sufficient for admission.

The School of Child and Youth Care works closely with college programs and over the years accumulated extensive collaborative experience through the delivery of its part-time degree completion program. Therefore, the School is in a position to ascertain that the revised admission requirements will allow the recruitment of highly motivated and academically qualified students into the Direct Entry program. ASC supports the proposal and also recommends that the School monitor the academic performance of students who will be admitted to the Direct Entry program under the new admission requirements and report its observations as part of its periodic program review scheduled for completion in 2009/2010.

Recommendation

Having satisfied itself of the academic merit of this proposal, ASC recommends:

> *That Academic Council approve the proposed revisions to admission requirements for the Direct Entry (full- and part-time) program in Child and Youth Care.*

Respectfully submitted by

Errol Aspevig,
for the 2006/2007 Academic Standards Committee

G. Allen (Journalism)
K. Alnwick (Registrar)
J. Dianda (Philosophy)
E. Evans (Retail Management)
Z. Fawaz (FEAS)
V. Fleet (Student, Chemistry and Biology)
D. Glynn (Continuing Education)
P. Hadian (Student, Sociology)
G. Hunt (Business Management)
L. Jin (Library)
L. McCarthy (Chemistry and Biology)
R. Mendelson (Nutrition)
D. Schulman (Secretary of Academic Council; ex-officio)
J. Smith (Journalism)
R. Stagg (History)
J. Waddell (Nursing)
M. Zeytinoglu (Electrical and Computer Engineering)

Memorandum

To: Academic Standards Committee,
Cc: Vice chair: Mehmet Zeytinoglu
From: Carol Stuart, Director, Child and Youth Care
Usha George, Dean, Faculty of Community Services
Date: January 3, 2007
Re: Admission Requirements for Direct Entry Students for the B.A. (CYC)

The School of Child and Youth Care proposes a change in the admission requirements for the Direct entry students (Part-time and full-time) for the B.A. (CYC). The proposal is as follows:

The requirements for admission to the Direct Entry program (part-time or full time) in Child and Youth Care are:

- A CAAT Diploma in Child and Youth Work , with at least a "B" average, and
- Non-academic criteria as noted below; and
- Subject to competition, candidates may be required to present averages/grades above the minimum and work experience in the field is beneficial.

Applicants will be 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.

The CYC School Council unanimously approved these admission requirements for the Direct Entry Program on January 2, 2007 and is requesting immediate implementation upon approval by Academic Council.

Summary of Background

In January 2005 The School of Child and Youth Care presented to ASC a proposal for a 4 year program in Child and Youth Care which included a direct entry to third year option (part-time and full-time) to replace our existing part-time degree completion program. The admission criteria approved by Academic Council and published in the current calendar are:

> The requirements for Direct Entry (full- or part-time) in Child and Youth Care include all of the following:
>
> - O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English with a minimum grade of 70 percent or higher; and

- A three year Ontario College of Applied Arts and Technology Diploma in Child and Youth Work with at least a 'B' average; and
- Non-academic criteria as noted below; and
- Subject to competition, candidates may be required to present averages/grades above the minimum and work experience in the field is beneficial.

It has become apparent in our first round of admissions under these criteria that it is unnecessary and unfair to the applicants to require OSSD graduation with 6 U/M courses and U/M English. Eighty percent of the students admitted to full-time and part-time Direct Entry CYC in fall 2006 were admitted under the mature student status criteria because they did not meet the high school requirements. In general they did not have 6 grade 12 U/M courses and/or their English was not Grade 12 U. Therefore we propose to remove the high school requirement and to assess students academically based on their performance in the 3 year CYW program from an Ontario CAAT. Non academic criteria will remain the same.

The rationale for this change is as follows:

The admission requirements in all other Ryerson Direct Entry programs for 3 year diploma students do NOT include the OSSD graduation. A similar practice is true in most other university programs for students being admitted with 3 year college diplomas. The completion of the diploma supersedes the need for the OSSD U/M course work. These students should not be required to reach back and also demonstrate that they have completed university level OSSD graduation requirements, doing well in college demonstrates their potential for university work. Most students who apply to college choose to maximize their potential for admission to college and therefore do not take 6 U/M courses in Grade 12.

Application Summary for Fall 2006 - CY001 and CY002 5D			
	CY001		CY002 5D
No OSSD, English Equivalent	7		2
OSSD, English Equivalent	21		10
OSSD, ENG4U	0		1
OSSD, Partial U/Ms, English Equivalent*	25		11
OSSD, Partial U/Ms, ENG4U*	8		3
OSSD, 6U/Ms, English Equivalent	8		3
OSSD, 6U/Ms, ENG4U	9		7
Other	3		0
TOTAL	**81**		**37**

* see specific chart for average number of U/Ms

Glossary

CY001: Part-time CYC program
CY002: Full-time CYC program
5D: The notation "5D" stands for those who apply for direct-entry into third year.
English Equivalent: Equivalence given to high school U English because of either a college English or college humanities or social sciences course with a B grade or higher.
OSSD: Ontario Secondary School Diploma

ADDITIONAL DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2006							
Program	Length of CAAT Program	High School Require-ments	No. of Program Courses	No. of Pre-Admission Post CAAT courses Required	No. of Reachback Courses Required	Total Courses Including Pre-admission couses + Reachbacks	Notes
Faculty of Arts Justice Studies	2 years	no	30	5	Up to 5	35 - 40	BOAIf not met at the time of admission, the student can be admitted but the missing courses are treated as reachbacks.
Faculty of Business Business Management Direct Entry Program	3 years	no	20	0	Up to 6	20-26	n/a
Faculty of Business Information Technology Management Program for (CAAT) Business Administration Diploma graduates	3 years	no	22	0	0	22	n/a
Faculty of Business Information Technology Management Advanced Standing Programs for graduates of an approved (CAAT) Business Administration Diploma specializing in Computer programmi;ng, Information Technology or in Telecommunications	3 years	no	20	0	Up to 4	20 - 24	n/a
Faculty of Business Retail Management Direct Entry Program	2 years	no	32	0	0	32	n/a
Faculty of Community Services Child and Youth Care Direct Entry Program	3 years	YES	21	0	0	21	n/a
Faculty of Community Services Disability Studies	2 years	no	25	2	Up to 2	27 - 29	If not met at the time of admission, the student can be admitted but the missing courses are treated as reachbacks.
Faculty of Community Services Early Childhood Education	2 years	YES	20	3	1	23 - 24	Students will not be admitted without meeting the Pre-Admission Requirements.
Faculty of Community Services Health Information Management	3 years	no	24	Stream B only - 2	Up to 2	24 - 26 - 28	If not met at the time of admission, the student can be admitted but the missing courses are treated as reachbacks.

ADDITIONAL DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2006							
Program	Length of CAAT Program	High School Require-ments	No. of Program Courses	No. of Pre-Admission Post CAAT courses Required	No. of Reachback Courses Required	Total Courses Including Pre-admission couses + Reachbacks	Notes
Faculty of Community Services Health Services Management	3 years	no	21	2	Up to 2	23 - 25	If not met at the time of admission, the student can be admitted but the missing courses are treated as reachbacks.
Faculty of Community Services Bachelor of Science in Nursing	3 years	no	19	0	0	19	n/a
Faculty of Community Services Social Work	2 years	no	18	3	0	21	Students will not be admitted without meeting the Pre-Admission Requirements. Selected applicants are also required to successfully complete CVSW15A/B prior to commencing the program.
Faculty of Community Services Urban and Regional Planning	2 years	no	24	0	0	24	Selected applicants are also required to successfully complete CVUP100 prior to commencing the program.

DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007									
DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007	Level of Admission	High School Admission Requirements	Post Secondary Admission Requirements	Mature Students Requirements	Other Post Secondary Course Requirements (Admissions)	Non-Academic Requirements	Additional Post Admission Requirements	Any Admission Statements	Comments/Notes
Faculty of Arts Justice Studies The program is available through part-time study.	First Year/Three years No. of courses required:	n/a	A CAAT Diploma or equivalent in Police Foundations, Law and Security Administration, Corrections or related area with a B average for those without substantial work experience and/or those applying directly from a CAAT. (Two year program)	n/a	Successful competion of two university-level courses in each of Psychology and Sociology, one of which in each discipline must be at the introductory level.	n/a	Any of the Psychology or Sociology courses not met at the time of admission in addition to the 30 courses required for graduation.	If the number of qualified applicants exceed space availability, preference will be given to individuals who have worked in the justice field and can provide documentation of their experience.	Applicants without the diploma will be considered if they have both substantial work experience as a justice practitioner and at least one year of full-time university study (i.e., successful completion of a minimum of 10 single-term or five multi-term university courses).
Faculty of Business Business Management Direct Entry Program The program is available through full-and part-time study.	Third Year/Four years	n/a	A CAAT Diploma in Business Administration with a minimum cumulative average of B. (Three year program)	n/a	n/a	n/a	Graduates who wish to pursue a major at Ryerson in certain fields may also be required to complete up to four courses from the second year, or provide evidence that equivalent courses have already been completed. The additional course(s) may include FIN 401, or its equivalent.	There is a limited number of spaces available so admission is generally based on the grade point average earned for the diploma.	n/a
Faculty of Business Information Technology Management Program for (CAAT) Business Administration Diploma graduates The program is available through full-and part-time study.	First Year/Two Years	n/a	A CAAT Diploma in Business Administration with a minimum cumulative average of B. (Three year program)	n/a	n/a	n/a	n/a	There is a limited number of spaces available, therefore admission is generally based on the grade point average earned for the diploma.	Due to the accelerated nature of all options, students may have difficulties accessing some electives due to prerequisites. Courses should be planned carefully prior to degree entry.

DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007									
DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007	Level of Admission	High School Admission Requirements	Post Secondary Admission Requirements	Mature Students Requirements	Other Post Secondary Course Requirements (Admissions)	Non-Academic Requirements	Additional Post Admission Requirements	Any Admission Statements	Comments/Notes
Faculty of Business Information Technology Management Advanced Standing Programs for graduates of an approved (CAAT) Business Administration Diploma specializing in Computer programmi;ng, Information Technology or in Telecommunications The program is available through full-and part-time study.	Third Year/Four years	n/a	A CAAT Diploma in Business Administration with a minimum cumulative average of B. (Three year program)	n/a	n/a	n/a	Depending on previous preparation some previous reachback courses may be required.	There is a limited number of spaced available, therefore admission is generally based on the grade point average earned for the diploma.	Due to the accelerated nature of all degree programs, students may have difficulties accessing some electives due to prerequisites. Courses should be planned carefully prior to degree entry.
Faculty of Business Retail Management Direct Entry Program The program is available through full-and part-time study.	Second Year/Four years	n/a	A two-year Diploma program in Fashion Merchandising (Retail Management) program at Seneca College and the Fashion Management program at George Brown College with a minimum cumulative average of B.(Two year program)	n/a	n/a	n/a	n/a	n/a	Graduates of three-year CAAT Diplomas in Business with a minimum cumulative average of B will receive advanced standing in up to 20 courses required for the degree, allowing them to complete the program in as little as two years. The program is available through full-and part-time study.

DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007									
DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007	Level of Admission	High School Admission Requirements	Post Secondary Admission Requirements	Mature Students Requirements	Other Post Secondary Course Requirements (Admissions)	Non-Academic Requirements	Additional Post Admission Requirements	Any Admission Statements	Comments/Notes
Faculty of Community Services Child and Youth Care Direct Entry Program The program is available through full-and part-time study.	Third Year/Four years	O.S.S.D. with six Grade 12 U/M courses including Grade 12U English with a minimum grade of 70% or higher.	A three year Ontario CAAT Diloma in Child and Youth Work with at least a B average. (Three year program)	Grade 12 U English with at least 70%	n/a	A resume 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 initial screening applicants may be required to attend an interview. One or two letters of reference documenting work and/or 80 hours of volunteer experience with children and youth are required.	A criminal record check will be required by organizations accepting students for internship placement.	Subject to competition, condidates may be required to present averages/grades above the minimum and work experience in the field is beneficial.	Potential students with extensive work experience in the field but with post-secondary academic credentials other than the three-year CAAT Diploma in Child and Youth Work, will be considered on an individual basis and may be required to take additional course work in order to be eligible for admission to the program. Those with two-year diplomas will be required to take a minimum of 24 to 28 credits after being assessed for Direct Entry.
Faculty of Community Services Disability Studies The program is available through part-time study.	First Year/Two Years	n/a	An Ontario CAAT Diploma in Developmental Services Worker or other disability-related program (e.g. Social Service Worker) with a concentration in the area of disability and with at least a B+ average. (Two year program)	n/a	The diploma must include a one-year (or equivalent) introductory university-level humanities or social science or equivalent.	Two years (or equivalent) related work/advocacy experience. Applicants without this may be accepted, but must either complete DST 80A/B: Practicum in Disability Studies in the program or apply for exemption if achieved while in the program.	n/a	n/a	Applicants with less than a B+ average in a CAAT Diploma program may be asked to complete up to two single-term university level liberal studies courses prior to admission. Applicants with other post-secondary academic backgrounds and extensive work experience in the field may be considered on an individual basis.

DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007									
DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007	Level of Admission	High School Admission Requirements	Post Secondary Admission Requirements	Mature Students Requirements	Other Post Secondary Course Requirements (Admissions)	Non-Academic Requirements	Additional Post Admission Requirements	Any Admission Statements	Comments/Notes
Faculty of Community Services Early Childhood Education The program is available through full-and part-time study.	Third Year/Four years	O.S.S.D. with six Grade 12 U/M or OAC courses including Grade 12U English with a minimum grade of 65% and a senior level Mathematics or Science course.	Grade B average in CAAT Early Childhood Education diploma studies or its equivalent, with proof of diploma completion. (Two year program)	Grade 12 U English with at least 65% and grade ll or higer U or M Math or Science	Three single-term (or equivalent) liberal studies courses, but NOT Introductory Psychology or Sociology) at a university with minimum C grades prior to admission. Evidence of completion of one course related to children with special needs (or equivalent).	A valid Standard First Aid certificate including CPR for infants and children; medical documentation of a clear two-stage TB test on a form provided by the School; a satisfactory Disclosure of Police Record Information and two colour passport photos with the student's name and Ryerson ID Number	n/a	Students must be capable of successful completion of field education requirements which demand full-day commitments in early childhood education and care centres, family resource programs and schools.	Because of their relevance to the profession, students are encouraged to include Introductory Psychology and Sociology courses during their college studies.
Faculty of Community Services Health Information Management The program is available through part-time study.	First Year/Two Years	n/a	Stream A: Graduation from a health record/health information accredited or recognized program, with at least two years related experience in the field of health information and a grade average of B or better. Stream B: Graduation from a three-year diploma program with a grade average of B or better in applied health sciences from an Ontario CAAT or the equivalent. (Three years)	n/a	Stream B: The diploma must include a one-year introductory, university-level humanities course or equivalent.	Stream A: Documentation of professional registration/certification with the CHIMA is also required. Stream B: Two years of professional experience in the health services field as well as documentation of professional registration/certification where applicable.	Applicants with no specific experience/training in the health information field will be expected to achieve proficiency in the core health information subject areas that are currently taught in the CAATs or equivalent.	Given that this is a degree-completion program in Health Information Management, the curriculum dovetails and aligns with the current learning outcomes for CHIMA recognized health information managment practitioner programs.	Stream A: Potential candidates with other post-secondary academic backgrounds and extensive work experience in the field will be considered on an individual basis.

DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007									
DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007	Level of Admission	High School Admission Requirements	Post Secondary Admission Requirements	Mature Students Requirements	Other Post Secondary Course Requirements (Admissions)	Non-Academic Requirements	Additional Post Admission Requirements	Any Admission Statements	Comments/Notes
Faculty of Community Services Health Services Management The program is available through part-time study.	First Year/Two Years	n/a	Graduation from a three year diploma in applied health science from an Ontario CAAT, or the equivalent with a grade average of B or better. POST-BACCALAUREATE DEGREE PROGRAM A bachelor's degree or higher in a field related to health sciences form an accredited university or a bachelor's degree, and at least two years of professional experience in the health services field. (Three year program)	n/a	The diploma must include a one-year introductory, university-level humanities course or the equivalent.	At least two years of professional experience in the health services field. Documentation of professional registration/certification where appropriate.	Students who wish to access upper-level Psychology, Sociology, or Economics courses must have an introductory university-level course in Psychology, Sociology, or Economics or seek permission from the teaching department.	n/a	n/a
Faculty of Community Services Bachelor of Science in Nursing The program is available through full-and part-time study.	First Year/Two Years	n/a	Graduation from a Nursing diploma program at an Ontario CAAT or from a Ryerson School of Nursing approved bridgin g program with a B CGPA. (Two years)	n/a	n/a	Current registration by the College of Nurses or eligibility for registration in Ontario.	n/a	n/a	Potential applicants from diploma programs other than a CAAT will be assessed on an individual basis.

DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007									
DIRECT ENTRY/ADVANCED STANDING/POST-DIPLOMA DEGREE COMPLETION ADMISSION REQUIREMENTS FOR 2007	Level of Admission	High School Admission Requirements	Post Secondary Admission Requirements	Mature Students Requirements	Other Post Secondary Course Requirements (Admissions)	Non-Academic Requirements	Additional Post Admission Requirements	Any Admission Statements	Comments/Notes
Faculty of Community Services Social Work The program is available through part-time study only for Fall 2006-2007.	Third Year/Four years	n/a	A Social Service or Human Services Counsellor diploma from a Canadian Community College (or equivalent) with at least a B level average AND Completion of a prerequisite course, CVSW15A/B Foundations of Social Work II as describe in the Ryerson CE Calendar with at least a B level grade. (Two years)	n/a	(B) Completion of three, one-term, university liberal studies courses, one lower level and two upper level, NOT first year/first level (lower level) Psychology, Politics or Sociology, with at least a C level grade in each course.	(A) At least two years of accumulated employment in the socail service field.	n/a	CAAT applicants must have the three noted Liberal Studies courses completed by April 30, 2007. CVSW15A/B course is only offered one time per year, running May-June. Social Service or Human Services Counsellor Diploma holders will not be considered for admission to a level lower than third year. Given the strong competition for space, applicants will normally be required to present significantly higher academic averages above the minimum. Applicants may be required to participate in an on-campus session as part of the admission selection process. This session is by invitation only.	Liberal studies and employment prerequisites must be successfully completed prior to taking CVSW15A/B. Admission to CVSW15A/B is limited by space availability. Applicants will be pre-selected to take this course by the Office of Undergraduate Admissions in conjunction with the School of Social Work. Applicants will be selected based on post-secondary academic performance and/or employment in the social service field. Students approved to this program are not eligible to receive further transfer or challenge credits.
Faculty of Community Services Urban and Regional Planning This program is available through full-time study.	First Year/Two Years	n/a	Two Year Degree Completion Program Completion of a diploma program in Urban and Regional Planning Technology from Mohawk or Fanshawe CAATs with a minimum of a B average overall. (Two years)	n/a	Successful completion of a 75 hour, three week Spring/Summer intensive block course (CVUP100) which is offered through Ryerson CE. Students must complete CVUP100 prior to their entry into the program.	n/a	n/a	n/a	Students interested in the two year post-baccalaureate degree program should consider including courses in: microeconomics, ecology, sociology and politics in their first degree program.

REPORT OF THE ACADEMIC STANDARDS COMMITTEE

Report #W2007-1-Addendum; January 2007

Faculty of Communication and Design: Revised Admission Requirements

The current Ontario high school curriculum includes the following Grade 12 university preparation mathematics courses:

- Advanced Functions and Introductory Calculus (MCB4U),
- Geometry and Discrete Mathematics (MGA4U),
- Mathematics of Data Management (MDM4U).

Effective Fall 2007, MCB4U and MGA4U will be replaced by two new courses:

- Advanced Functions (MHF4U),
- Calculus and Vectors (MCV4U).

Applicants to Ryerson undergraduate programs will start to present the new mathematics courses for Fall 2008 admission.

In the November 2006 and December 2006 meetings, Academic Council approved the revised admission requirements for the all the programs in *Faculty of Engineering, Architecture and Science, Faculty of Business,* the *International Economics and Finance* program and the *Ryerson/Centennial/George Brown Collaborative Nursing Degree* program. Since then ASC has also received a proposal to revise the admission requirements for the *Fashion Communication*, *Fashion Design*, *Graphic Communications Management* and *Interior Design* programs. Appendix A1 presents the updated admission requirement statements which identify the new courses as eligible mathematics courses. The proposed revisions represent a simple update of the admission requirement statement with the codes of the new mathematics courses.

Recommendation

Having satisfied itself of the academic merit of this proposal, ASC recommends:

> *That Academic Council approve the proposed revisions to admission requirements for the Fashion Communication*, *Fashion Design*, *Graphic Communications Management* and *Interior Design* programs.

Respectfully submitted by

Errol Aspevig,
for the 2006/2007 Academic Standards Committee

G. Allen (Journalism)
K. Alnwick (Registrar)
J. Dianda (Philosophy)
E. Evans (Retail Management)
L. Jin (Library)
L. McCarthy (Chemistry and Biology)
R. Mendelson (Nutrition)
D. Schulman (Secretary of Academic Council; ex-officio)

Z. Fawaz (FEAS)
V. Fleet (Student, Chemistry and Biology)
D. Glynn (Continuing Education)
P. Hadian (Student, Sociology)
G. Hunt (Business Management)
J. Smith (Journalism)
R. Stagg (History)
J. Waddell (Nursing)
M. Zeytinoglu (Electrical and Computer Engineering)

APPENDIX A1: REVISED ADMISSION REQUIREMENTS

NOTE: Changes to current admission requirements are shown in bold.

A1.1 Fashion Communication and Fashion Design

ADMISSION: O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English and one Grade 11 U or M or Grade 12 U Mathematics course (one of MCF3M, MCR3U, **MHF4U**, **MCV4U**, MDM4U) with 60 percent or higher in each course.

NOTES:

9. ENG4U/EAE4U is the preferred English.
10. Portfolio as noted below and academic performance will be used in the admissions process.
11. Applicants must state their intended specialization at the time of application, i.e., Fashion Communication or Fashion Design.
12. Ryerson will not accept the 'out of school' component of Grade 12 U/M co-op courses for admission consideration.
13. For OAC requirements see 'Admission Requirements for Graduates of the Ontario High School Curriculum' in the General Admission Requirements pages of this calendar.
14. Subject to competition, candidates may be required to present averages/grades above the minimum.
15. **The course credit in Advanced Functions (MHF4U) can be replaced by course credit in Advanced Functions and Introductory Calculus (MCB4U) in the admission requirements.**
16. **The course credit in Calculus and Vectors (MCV4U) can be replaced by course credit in Geometry and Discrete Mathematics (MGA4U) in the admission requirements.**

A1.2 Graphic Communications Management

ADMISSION: O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English and one Grade 11 U or M or Grade 12 U Mathematics course (one of MCF3M, MCR3U, **MHF4U**, **MCV4U**, MDM4U) with a minimum grade of 60 percent or higher in each of these courses.

NOTES:

10. ENG4U/EAE4U is the preferred English.
11. Applicants may be required to submit a keyboarded statement as noted below.
12. Students may be selected for the admissions interview (where traveling distance permits) and as applicable on the basis of academic background and results of the assessment of the keyboarded statement.
13. Students are encouraged to take Grade 12 M Principals of Financial Accounting (BAT4M).

14. Ryerson will not accept the 'out of school' component of Grade 12 U/M co-op courses for admission consideration.
15. For OAC requirements see 'Admission Requirements for Graduates of the Ontario High School Curriculum' in the General Admission Requirements pages of this calendar.
16. Subject to competition, candidates may be required to present averages/grades above the minimum.
17. **The course credit in Advanced Functions (MHF4U) can be replaced by course credit in Advanced Functions and Introductory Calculus (MCB4U) in the admission requirements.**
18. **The course credit in Calculus and Vectors (MCV4U) can be replaced by course credit in Geometry and Discrete Mathematics (MGA4U) in the admission requirements.**

A1.3 Interior Design

ADMISSION: O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English, Grade 11 U or M or Grade 12 U Mathematics (one of MCF3M, MCR3U, **MHF4U**, **MCV4U**, MDM4U), and one additional Grade 12 U or M course from: Visual Arts (AVI4M), Economics: Analyzing Current Economic Issues (CIA4U), Canadian & World Issues: A Geographical Analysis (CGW4U), Canada: History, Identity and Culture (CHI4U), Physics (SPH4U), Communications Technology (TGJ4M) or Technological Design (TDJ4M). Other Grade 12 U or M courses in Canadian & World Issues may be considered on an individual basis. A minimum grade of 60 percent or higher is required in each course.

NOTES:

10. ENG4U/EAE4U is the preferred English.
11. Students should select Physics (Grade 11 or higher) and the Art option in Grades 11 and 12 if available.
12. Preference may be given to students who have included History or Visual Arts/Art History in their Grade 12 U/M studies.
13. A portfolio submission will be required, as noted below, and will be used with the applicant's academic performance in the admission process. An interview with faculty may be required. Further information regarding the portfolio will be sent to the applicant, by the Office of Undergraduate Admissions, as part of the admissions selection process.
14. Ryerson will not accept the 'out of school' component of Grade 12 U/M co-op courses for admission consideration.
15. For OAC requirements see 'Admission Requirements for Graduates of the Ontario High School Curriculum' in the General Admission Requirements pages of this calendar.
16. Subject to competition, candidates may be required to present averages/grades above the minimum.
17. **The course credit in Advanced Functions (MHF4U) can be replaced by course credit in Advanced Functions and Introductory Calculus (MCB4U) in the admission requirements.**
18. **The course credit in Calculus and Vectors (MCV4U) can be replaced by course credit in Geometry and Discrete Mathematics (MGA4U) in the admission requirements.**