

**SENATE MEETING AGENDA**

**Tuesday, November 2, 2010**

**4:30 p.m.** Light dinner will be served.  
**5:00 p.m.** Meeting starts (in the Commons – POD-250)

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
3. Announcements
- Pages 1-3 4. Minutes of Previous Meeting  
**Motion: *That Senate approve the minutes of the October 5, 2010 meeting***
- Page 4 5. Matters Arising from the Minutes  
5.1 Special presentation to Senate – November 4, 2010
- Page 5 6. Correspondence  
6.1 Letter to SIFE
- Pages 6-7 7. Reports:  
7.1 Report of the President  
Pages 8-13 7.1.1 President’s update  
7.1.2 Achievement Report
- Pages 14-15 7.2 Report of the Secretary  
7.2.1 Senate Elections
- Pages 16-61 7.3 Committee Reports  
7.3.1 Report #F2010-2 of the Academic Governance and Policy Committee  
**Motion #1: *That Senate approve Policy 110: Institutional Quality Assurance Process***  
  
**Motion #2: *That Senate approve Policy 112: Development of New Graduate and Undergraduate Programs (see addendum , page 82).***

**Motion #3: That Senate approve Policy 126: Periodic Program Review of Graduate and Undergraduate Programs.**

**Motion #4: That Senate approve Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs.**

Pages 62-71                      7.3.2 Report #F2010-1 of the Awards and Ceremonials Committee  
7.3.2.1 **Motion: That Senate approve Policy 161: Student Awards Policy.**  
7.3.2.2 Report - Convocation and awards statistics (attached for information only)

Page 72                              7.3.3 Report #F2010-2 of the Nominating Committee:  
**Motion: That Senate approve the nominations to Senate Standing Committees as presented**

Pages 73-81                      7.3.4 Report #F2010-2 of the Academic Standards Committee  
**Motion #1: That Senate approve the proposed curriculum changes in the Bachelor of Arts, Geographic Analysis Program.**

**Motion #2: That Senate approve the proposed minor in News Studies to be offered by the School of Journalism.**

**Motion #3: That Senate approve the proposed minor in Fashion Studies to be offered by the School of Fashion.**

8. Old Business
9. New Business as Circulated
10. Members' Business
  - 10.1 Addendum (see page 83): Notice of Motion – Make-up exams
11. Consent Agenda
12. Adjournment

<b>MINUTES OF SENATE MEETING</b>			
<b>Tuesday, October 5, 2010</b>			
<b>MEMBERS PRESENT:</b>			
<b>Ex-Officio:</b>	<b>Faculty:</b>		<b>Students:</b>
K. Alnwick	H. Alighanbari	J. Leshchyshyn	D. Baxter
C. Cassidy	A. Anderson	N. M. Lister	A. McAllister
G. R. Chang	R. Banerjee	G. Mothersill	M. Munawar
C. Evans	M. Braun	C. Mooers	L. de Montbrun
G. Fearon	D. Chant	M. Panitch	D. Jaiswal
D. Foster	L. Fang	K. Raahemifar	L. Salvador
U. George	A. Furman	A. Rauhala	C. Sule
J. Hanigsberg	D. Checkland	A. Saloojee	A. West
G. Hauck	R. Church	A.M. Singh	R. Zanussi
J. Isbister	M. Dionne	D. Sydor	
K. Jones	A. Ferworn	N. Thomlinson	
A. Kahan	F. Gunn	J. Turtle	
M. Lachemi	A. Hunter	K. Webb	
M. Lefebvre	A. Mitchell	Z. C. Zhuang	
S. Levy	G. Kapelos		
M. Lovewell	M. Kolios		
P. Stenton	L. Lavallée		
	V. Lem		
<b>SENATE ASSOCIATES:</b>			<b>ALUMNI:</b>
C. Smith			P. Nichols
			A. Rasoul
<b>REGRETS:</b>		<b>ABSENT:</b>	
Y. Chevtchok		S. Ahmed	
P. Monkhouse		M. A. Aumeer	
I. Omar		D. Elder	
H. Lane Vetere		K. El Sayed	
R. Ravindran		A. Hyder	
A. Shepard		M. Sengupta	
T. Whitfield		F. Tang	

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

P. Nichols moved. L. Fang seconded

**Agenda approved.**

3. Announcements

D. Chant announced the Faculty Teaching Awards, scheduled for October 7.

4. Minutes of Previous Meeting

**Motion 1: *That Senate approve the minutes of the May 4, 2010 meeting***

U George moved; G. Fearon seconded.

**Minutes approved.**

5. Matters Arising from the Minutes

5.1 Fall Study Break – there was no discussion.

6. Correspondence - None

7. Reports:

7.1 Report of the President

7.1.1 President's update – Senate will send a letter to SIFE telling them of Senate's report for their efforts at the competition in Los Angeles.

7.2 Report of the Secretary

The secretary informed the meeting that the quick guide to Bourinot's rules will be posted on the Senate website.

7.3 Committee Reports

7.3.1 Report #F2010-1 of the Senate Priorities Committee

7.3.2 Report #F2010-1 of the Academic Governance and Policy Committee

7.3.3 Report #F2010-1 of the Nominating Committee:

**Motion: *That Senate approve the nominations to Senate Standing Committees as presented***

G. Fearon moved; A. Mitchell seconded

**Motion approved.**

7.3.4 Report #F2010-1 of the Academic Standards Committee

**C. Evans moved all motions.**

Motion #1: *That Senate approve the proposed curriculum changes in the Bachelor of Social Work Program*

K. Alnwick seconded

**Motion approved.**

Motion #2: *That Senate approve the proposed curriculum changes in the Public Administration and Governance program*

L. Salvador seconded

**Motion approved.**

Motion #3: *That Senate approve the proposed changes in the Environmental Engineering Science, Fundamental in Interior Design and Gerontology certificate programs*

G. Fearon seconded

**Motion approved.**

**8.** Old Business

8.1 Report #F2010-1 - *Ad hoc* Committee on Religious Observance:  
Follow-up Report on Accommodation of Student Religious,  
Aboriginal and Spiritual Observance

**9.** New Business as Circulated – There was none.

**10.** Members' Business

A. Mitchell and President Levy thanked those who were involved in organizing a successful Nuit Blanche event. The President thanked all those who were involved. L. Salvador announced a Ward 27 municipal debate.

**11.** Consent Agenda – There was none.

**12.** Adjournment.

The meeting adjourned at 5:25 p.m.

Respectfully submitted,

D. Schulman, PhD.  
Secretary of Senate

## **Making Interdisciplinarity Work**

A Senate-sponsored talk and public forum

**Guest speaker:** Dr. Adele Reinhartz, University of Ottawa

The Ryerson University Senate extends a campus-wide invitation to a talk and public forum on improving and expanding interdisciplinary programs and research at Ryerson on November 4, 2010. Guest speaker, Dr. Adele Reinhartz, who led a University of Ottawa task force on this subject, will provide her perspective. Dr. Michael Bardecki of Ryerson's Environmental Science and Management graduate program, and Dr. Carla Cassidy, interim vice-president, research and innovation, will comment, with ample opportunity for questions and comment from the audience.

Ryerson's current academic plan, *Shaping Our Future*, identifies cross-disciplinary programs as a channel for academic growth and encourages interdisciplinary collaboration within the Ryerson research community. There is widespread agreement for supporting these priorities, but as with many universities, there are challenges in successful implementation.

This December, Senate will hold a discussion on the nature of interdisciplinary goals, the attitudinal, organizational and administrative barriers to achieving them, and how Ryerson can work to achieve them. It is Senate's hope that the "**Making Interdisciplinarity Work**" talk and forum will better inform and prepare the Ryerson community for the December Senate discussion. As with any academic issue, you are invited to communicate with your Senate representative prior to the December meeting.

**WHAT:** Making Interdisciplinarity Work

**WHEN:** Thursday, November 4 from 3:00 – 5:00 PM

**WHERE:** EPH 201, Eric Palin Hall, 87 Gerrard St. E.

RYERSON UNIVERSITY

OFFICE OF THE DIRECTOR OF ACADEMIC INITIATIVES AND SECRETARY OF SENATE

October 8, 2010

Dr. Steve Gedeon  
Business Management  
Ted Rogers School of Management

Dear Steve:

On behalf of Senate, I would like to wish you and the SIFE team the best of luck in the SIFE World Cup 2010 to be held this weekend in Los Angeles. President Levy told Senate about the great accomplishments of this group of students at the Senate meeting this past Tuesday, and wished for us to convey our pride and best wishes.

We look forward to hearing the results when you return.

Sincerely,

Diane Schulman, Ph.D.  
Secretary of Senate and  
Director of Academic Initiatives

c.c. S. Levy, President  
A. Shepard, Provost and Vice President Academic  
K. Jones, Dean, Ted Rogers School of Management

**Ryerson University  
Senate 2010-11**

**President's Update  
for the meeting of: November 2, 2010**

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**Welcome** – Ryerson extends a warm welcome to Steven Loft, inaugural recipient of the National Visiting Trudeau Fellowship awarded by the Pierre Elliott Trudeau Foundation in support of research, writing, and curatorial practice with the Ryerson Gallery and Research Centre.

**Congratulations** –

- Chancellor G. Raymond Chang has been named Outstanding Philanthropist for 2010 by the Greater Toronto Chapter of the Association of Fundraising Professionals, jointly nominated for the award by Ryerson and the Centre for Addiction and Mental Health Foundation.
- Midwifery professor Manavi Handa and Image Arts alumnus Che Kothari were named recipients of Urban Alliance 2010 Race Relations Awards, presented September 30th.

**Faculty Teaching Awards** – On October 7th Ryerson celebrated the value of great teaching with a wonderful ceremony and dinner. It was especially wonderful to see the pride of our community in recognizing that, even with the growth and change we are experiencing, we continue to build and emphasize our dedication to teaching as a core university strength. Congratulations to all the award winners for 2010:

*Chancellor's Award of Distinction:* Malgorzata (Gosha) Zywno, Department of Electrical & Computer Engineering

*President's Award for Teaching Excellence:* Steven Gedeon, Ted Rogers School of Business Management

*Provost's Experiential Teaching Award:* Paul Moore and Andrea Noack, Department of Sociology

*Provost's Innovative Teaching Award:* Tetyana Antimirova, Department of Physics

*Deans' Teaching Awards:*

Mitu Sengupta, School of Politics and Public Administration

Robert Teigrob, Department of History

Ann Rauhala, School of Journalism

Peter Strahlendorf, School of Occupational & Public Health

Soosan Beheshti, Department of Electrical & Computer Engineering

David Miller, The G. Raymond Chang School of Continuing Education

Kenneth Grant, Ted Rogers School of Information Technology Management

David Valliere, Entrepreneurship & Strategy, Ted Rogers School of Management

*Teaching/Graduate Assistant Awards:*

Natasha Berry, Chemistry and Biology

Omar Falou, Physics

Elmira Ghoubeigi, Computer Science

Rebecca Nava, Geography

Zorianna Zurba, Social Work

**Aboriginal Education Council** – It was an honour to participate in the launch of the Aboriginal Education Council, along with Cyndy Baskin, inaugural chair of the council, and members of the community. Special and very moving parts of the event included a healing ceremony, remarks by artist and writer Tomson Highway, a tribute to Monica McKay, co-ordinator of Aboriginal Services for Students, music by the Métis Fiddler Quartet and the presentation of a traditional star blanket hand-crafted in Ryerson blue and gold. The council was formed by the university as part of the Aboriginal Postsecondary Education and Training Action Plan, with funding provided by the



province for new initiatives. The council advises the Office of the Provost, and joins the Centre of Indigenous Governance and our arrangement with First Nations Technical Institute in advancing Ryerson leadership in Aboriginal education, research and support.

**DSCN Research Chair in Urban Health** – An event recognizing Dr. Elizabeth McCay as the inaugural holder of the Daphne Cockwell School of Nursing Research Chair in Urban Health welcomed Jack Cockwell, after whose mother the school is named, and Chancellor Raymond Chang among the guests. The research chair, initiated by the Provost, will significantly advance Ryerson leadership in the field. Dr. McCay currently holds a CIHR New Investigator Award, is Co-Principal Investigator on a pilot study of Mental Health Needs of Street Youth in Toronto funded by The Wellesley Institute, and is also Co-Director (with Dr. Heather Beanlands) of the Centre for Health in at Risk Populations (CHIRP).

**Platinum Varsity Athletes Breakfast** – Every year it is great to host the breakfast meeting with Ryerson students who are contributing to the university as academic and intercollegiate leaders. The distinction of Ryerson is rising as the number of CIS All-Canadians increases, recognizing students who achieve national levels of combined scholarship and athleticism.

**Municipal election** – Ryerson has taken an active role in helping our community make informed choices in the upcoming municipal election. Special thanks to our students for hosting an event with the candidates for city councilor in Ward 27; and to our faculty for expert commentary and analysis in the media. This is not only the role of a university, but a great aspect of city-building.

**Nuit Blanche** – Another remarkable aspect of city-building, my experience walking up Yonge Street was seeing the sheer number of people in and around our campus. This is a major event that has an impact not only in Toronto but now reaches across North America. Ryerson is a significant player taking the lead in offering increasingly sophisticated, beautiful and ingenious ‘happenings’ as part of the festival. Thanks to students, faculty and staff for dedicating their time, energy, effort and imagination to *Light Up the Night*.

**Alumni Weekend** – This year’s event had the best possible ‘problem’ – many, many people looking for classmates in an overwhelming crowd. A highlight of the Ryerson Dinner was dance students dressed as waiters bursting into a ‘flash mob’ performance to the delight of guests. Alumni are showing they want to stay connected to the university. Thanks to Tyler Forkes and the Alumni Relations team.

**Public Policy and Administration Alumni Event** – It was a pleasure to have the opportunity to meet alumni and welcome Shelly Jamieson, Secretary of the Cabinet and Head of the Ontario Public Service, as guest speaker. Congratulations to the program for leadership in this key area, where Ryerson continues to advance its significant contribution in education and research.

**United Way** – The Ryerson community is taking this year’s campaign wonderfully to heart. Among the activities, the United Way Leadership Lunch was again treated to the outstanding professionalism of students in the Ted Rogers School of Hospitality and Tourism Management. As well, *Chillin’ on Gould Street* featured the amazing fiddling talent of United Way Campaign co-chair Jane Saber. Thanks to Jane as well as fellow co-chairs: Terry Marks, Tony Conte, and John Corallo. We saw yet again how the permanent closure of Gould Street will benefit the community in so many ways.

# **RYERSON ACHIEVEMENT REPORT**

*A sampling of achievements and appearances in the media by members of the Ryerson Community for the November 2010 meeting of Senate.*

## **Events**

Approximately 3,500 members of the Ryerson community attended the Gould Street Carnival celebration of the new pedestrian friendly zone. CBC-TV News and the Torontoist covered the event. Christopher Hume included the pedestrianized Gould Street in the Toronto Star article "10 reasons we should feel good about Toronto."

A standing room only crowd of students, faculty and industry professionals came out to hear a panel of internationally renowned architects and President Levy discuss the role of universities as city builders. The high-profile panel featured President Levy; Will Alsop, internationally renowned architect and distinguished visiting practitioner in architecture at Ryerson; Craig Dykers, principal architect and co-founder, Snøhetta architects; and Eb Zeidler, senior partner, Zeidler Partnership Architects (Zeidler Partnership Architects in association with Snøhetta are co-architects for Ryerson's new Student Learning Centre). Ken Greenberg, principal of Greenberg Consultants Inc. and a member of Ryerson's Master Planning team, moderated the discussion. The event was presented by Ryerson's Department of Architectural Science and held at the Design Exchange in downtown Toronto. CBC Radio One: Here & Now, and the Torontoist quoted **President Levy**.

Ryerson University and Loblaw Companies Limited donated a concrete slab that encased the handprints and footprints of the late Harold Ballard to the Hockey Hall of Fame. **President Levy** was quoted in stories in Canadian Business, Yahoo, Fan590 and CBC.ca. Ryerson was mentioned in coverage in the Globe and Mail, Toronto Star, Toronto Sun, Waterloo Region Record, The Daily News, Prince George Citizen, Sportsnet.ca, CITY-TV, CP24-TV, CHCH-TV, CKXT-TV, and CBC Radio One: Here & Now.

## ***MEDIA APPEARANCES***

An article by **President Levy** on the DMZ and Ryerson's strategy for creating a digital media hub in the heart of downtown Toronto was published in Private Capital Privé.

**President Levy** was quoted in an article on the appointment of Stephen Lewis as a distinguished visiting professor in Maclean's.ca On Campus.

**Phyllis Yaffe**, chair, Board of Governors was profiled in the Globe and Mail and on globeandmail.com.

**Janice Fukakusa**, vice-chair, Board of Governors was profiled in the Globe and Mail and on globeandmail.com.

**Nadir Mohamed**, Board of Governors was profiled in the Globe and Mail and on globeandmail.com.

The Globe and Mail profiled **Wendy Cukier**, Ted Rogers School of Management, in the paper's Transformational Canadians series celebrating 25 living Canadians who have made a difference in

business, science and technology, the environment, education, health care and community. She was named for her work as an academic, social activist and champion in the battle against guns.

**Wendy Cukier**, Ted Rogers School of Management spoke to the Toronto Star on the benefits of gun control in Canada. She was quoted in stories on the long-gun registry vote in the Canadian Press, La presse canadienne, Hamilton Spectator, Postmedia News, Montreal Gazette, St. John's Telegram, Niagara Falls Review, Timmins Daily Press, Windsor Star, Nanaimo Daily News, Prince George Citizen, Kamloops Daily News, CBC.ca, Welland Tribune, Whitehorse Daily Star, Trail Daily Times, Cornwall Standard-Freeholder, Fort McMurray Today, Stratford Beacon-Herald, Chatham Daily News, and Alaska Highway News. She also spoke to CITY-TV about student entrepreneurs.

Canada.com and the Montreal Gazette noted that Chief Justice of the Supreme Court of Canada **Beverley McLachlin** will receive an honorary doctorate from Ryerson University.

Media continue to frequently seek out Ryerson faculty for comment on the upcoming mayoral and municipal election. Multiple interviews have been given by:

- **Patrice Dutil**, Department of Politics and Public Administration, to the National Post, Globe and Mail, Toronto Star, CBC Radio One: Ontario Today and Here & Now, Global National News, Global News, CJBC-AM: Y A Pas 2 Matins and au dela de la 401, Info Regionales, CFRA-AM, CBLFT-TV: Le Telejournal Ontario. He also spoke to Le Telejournal Ontario on the latest poll results for the McGuinty government and to CBON-FM on provincial politics.
- **Duncan MacLellan**, Politics and Public Administration, to CJBC-AM, National Post, Postmedia News, CBC Radio One: Ontario Today and Here & Now, Global News, Global News Final, and CITY-TV News.
- **Neil Thomlinson**, Politics and Public Administration, to the Globe and Mail, Toronto Star, National Post, CBC Radio One: Metro Morning, CBC Radio Two: The World This Hour, CBC-TV News, CTV News, ctvtoronto.ca.
- **Myer Siemiatycki**, Politics and Public Administration, to the Globe and Mail, National Post, Toronto Star, Toronto Sun, Le Devoir, North Bay Nugget, 24 Hours, Maclean's, CITY-TV, Global News, Global News Final, globeandmail.com, Posted Toronto, CBC Radio One: Metro Morning, CBC-TV News, CTV News, CBFLT-TV: Le Telejournal Ontario, and to the globeandmail.com on immigrants and Canadian politics.
- **Mitch Kosny**, Urban and Regional Planning, to CTV News, CFTO News, CP24-TV, ctvtoronto.ca, CBC-TV News, Toronto Sun, and the Toronto Star.
- **David Amborsky**, Urban and Regional Planning, to CTV.ca, CFTO News, and the National Post.
- **Melanie Dempsey**, Ted Rogers School of Management, to CFTR-AM.
- **Judy Rebick**, Politics and Public Administration, to CBC Radio One: Here & Now and to CTS-TV on CNN firing Rick Sanchez.

**John Isbister**, Faculty Affairs, spoke to the Canadian Press on online student evaluation of professors. The story ran in Metro, CTV.ca, Maclean's.ca On Campus, St. John's Telegram, and Cape Breton Post.

The Montreal Gazette, Edmonton Journal and Postmedia News announced that **Steven Loft**, Ryerson Gallery and Research Centre, has been awarded the inaugural National Visiting Trudeau Fellowship by the Pierre Trudeau Foundation.

**Gregory Levey**, Professional Communication, was interviewed about his new book "How to Make Peace in the Middle East in Six Months or Less" on CBC Radio One: Day 6. His book was also reviewed in Maclean's and on CFRB-AM.

The DMZ continues to be in the news. A video of **Alexey Adamsky** demonstrating his latest 3-D Sudoku app was posted on Globalnerdy.com. G4TECHTV featured **Adrian Bulzacki**, PhD candidate in Electrical and Computing Engineering, providing a look at 3-D technology. Ryerson alumnus **Jonathan Ingham** was featured on G4TECHTV's Electric Playground. **Chris Nguyen**, alumnus and member of the DMZ Steering Committee was quoted in a feature story on his company TeamSave in the National Post and interviewed on WGRZ TV and WGRZ.com. The DMZ was mentioned in a feature on GTA incubators on blogTO.

**Pamela Palmater**, Indigenous Governance, was interviewed on APTN-TV on comments made by Senator Brazeau.

**James Norrie**, Ted Rogers School of Management, was interviewed on the John Oakley Show on the Quran burning incident in Florida and a controversial painting in Colorado. He also spoke to Canoe Live on cyber bullying.

**Bryan Evans**, Politics and Public Administration, spoke to the Canadian Press about the latest poll results on the McGuinty government.

**Maurice Mazerolle**, Centre for Labour Management Relations, was quoted on a story about the opening of the Centre in Metro and Yonge Street.

TSN, the Canadian Press, La presse canadienne, The Vancouver Sun, Regina Leader Post, Langley Times, Big Hollywood, Winnipeg Free Press, CKAL-TV, and Postmedia News carried stories about **Stephanie White**, Rams women's hockey coach, being named assistant coach of the national women's hockey team for the Four Nations Cup.

**David Greatrix**, Aerospace Engineering, was quoted in a story on the first continuous flight of a human powered aircraft.

**Margaret Yap**, Ted Rogers School of Management was quoted by the Toronto Star and the Globe and Mail on the advantages of equal opportunity hiring policies.

**Rena Mendelson**, Nutrition, spoke to the Canadian Press about the global rise in obesity rates. The story ran in MSN News, Cape Breton Post, Canada East, The Telegram, Winnipeg Free Press, Chronicle Herald, Daily Courier, Whitehorse Star, and Topnews.

**Tariq Amin-Khan**, Politics and Public Administration, spoke to Radio Canada International: The Link on the floods in Pakistan.

**Martin Anthony**, Psychology, was interviewed by Global News, CITY-TV News, on the highrise fire on Wellesley Street East.

Durham Region and Canadian Safety Reporter announced that **Buzz Hargrove** was appointed a director of the Centre for Labour Management Relations.

**Chad Nuttall**, Housing, spoke to CFTO News about Ryerson's protocol for dealing with an incident of bed bugs in a room in residence. The story also ran on CITY-TV, CP24, and CKCO-TV.

The North Bay Nugget quoted **Graham Wise**, Coach of the Rams men's hockey team, in a feature story on the team's success.

**Guang Jun Liu**, Aerospace Engineering, was profiled in the Toronto Star.

The Toronto Star covered Theatre alumnus **Eric McCormack's** induction into Canada's Walk of Fame.

**April Lindgren**, Journalism, was quoted in Durham Region on the benefits of long election campaigns and in the Embassy on the Conservative government's efforts to reach out to ethnic media in Canada.

Helium carried a story on the Maple Leaf Gardens Sports and Recreation Centre.

**Elizabeth Evans**, Ted Rogers School of Retail Management, spoke to the Ottawa Citizen and Calgary Herald about career opportunities in retail.

**Marusya Bociurkiw**, Radio and Television Arts, spoke to the Toronto Star and thestar.com on Canada's cultural identity.

**Hailey Coleman**, Ted Rogers School of Management alumna, pitched her company Damn Heels to CBC-TV's Dragons Den.

**Glen Weppler**, Student Community Life, provided tips back-to-school tips for parents in Metro.

The Globe and Mail profiled second-year Mechanical Engineering student **Mohsin Khan** and his involvement in Pathways to Education.

**Kenn Scott**, Radio and Television Arts, was quoted about comedy in a story in the Toronto Star.

**David Brame's**, School of Fashion, research on comic books being an effective vehicle to educate young men about testicular cancer was profiled in the Toronto Sun, Calgary Sun, the Peterborough Examiner and on CKNW-AM.

**Steve Tissenbaum**, Ted Rogers School of Management, was quoted in the Daily Gleaner, Dawson Creek Daily News and Postmedia News on retail demographics.

**Peter Monkhouse**, The G. Raymond Chang School of Continuing Education, spoke to the Globe and Mail and CBC-TV News about using electronic textbooks in his class.

The Sacramento Bee announced that **Peggy Shannon** is coming to Ryerson as the new chair of the Theatre School.

**Sandeep Agrawal**, Urban and Regional Planning, spoke to CKNW-AM on using immigrant labour in Canada and on the skilled immigrant workforce in Canada to OMNI News: South Asian edition, CHNM-TV and to CJEO-TV.

**Mehrunnisa Ali**, Early Childhood Education, was quoted in the Toronto Star and Brampton Guardian about Indian family structure and extended families.

**John Miller**, Journalism, spoke to CBC.ca, Kelowna.com, CBC Radio One: World Report and The World at Six and CKSB-AM about the Globe and Mail's redesign.

**Murtaza Haider**, Ted Rogers School of Management, spoke to CKVR-TV, CFPL-TV and CHWI-TV about Canada's changing real estate market.

**Sueanne Kelman**, Journalism spoke to CTV National News about the Globe and Mail's redesign.

**Frank Russo**, Psychology was quoted in a feature on the Emoti-Chair in The Phoenix.

**Avner Levin**, Ted Rogers School of Management, was quoted in the Globe and Mail in a story on online privacy policies.

**Alison Matthew David**, Fashion, spoke to TFO-TV on upcoming fashion trends.

The book "Witness to a City", co-written by Mayor David Miller and **Douglas Arrowsmith**, Documentary Media, was reviewed in The Torontoist.

**Ben Carniol**, Social Work, was profiled in the Toronto Star.

**Alan Kaplan**, Ted Rogers School of Management, presented financial tips for students in the Toronto Sun, London Free Press, Woodstock Sentinel-Review, Timmins Daily Press, Brockville Recorder and Times, Chatham Daily News, Kirkland Lake Northern News, and Grande Prairie Herald-Tribune.

**John Turtle**, Psychology, was quoted in a story on consumer psychology in the Globe and Mail.

**Rob Wilson**, Ted Rogers School of Management, was quoted in a story on the success of Shoppers Drug Mart's Optimum program in the Globe and Mail and globeandmail.com and in the Toronto Star about fast food franchise marketing.

**Arne Kislenko**, History, was quoted in a story on racial profiling in Canada in the Montreal Gazette, Edmonton Journal, calgaryherald.com., Nanaimo Daily News, and Postmedia News.

Recent Fashion grad **Amanda Lew Kee** who was participating in her first Toronto Fashion Week was the subject of a feature story in the Toronto Star, Globe and Mail, Hamilton Spectator, and the Toronto Sun. The Toronto Sun also profiled **Christina Remenyi**, a recent Fashion grad also participating in her first Toronto Fashion Week.

**Dave Valliere**, Ted Rogers School of Management, spoke to the Toronto Star about small business financing.

**Scott Clark**, Criminal Justice and Criminology, spoke to Maclean's about the high crime rate in northern Canada.

**Brent Barr**, Ted Rogers School of Management, spoke to the Toronto Star about small business marketing strategies.

**Xavier Fernando**, Electrical Engineering, spoke on the rescue of Chilean miners to CBC Radio One: Metro Morning, Ontario Morning, CBCL-FM, and CBCS-FM.

**Paul Bedford**, Urban and Regional Planning, spoke to the Toronto Star about Toronto's public transit and Metrolinx.

blogTO posted a feature story on the fourth annual YIMBY (yes in my backyard) Festival hosted by the Gladstone Hotel together with **Ryerson University**.

A feature story in the Toronto Star on Haiti included the temporary schools designed and built by **students from the School of Interior Design**.

**Alasdair Goodwill**, Psychology, spoke to Canadian Press in regard to the trial of Col. Russell Williams. The story ran in the Daily News, Penticton Herald and St. John's Telegram.

**Nina Cole**, Ted Rogers School of Management, was interviewed about a new company that offers unlimited paid vacation. The story appeared across Canada on CBC-TV: The National, CBMT-TV, CJDC-TV, CBKT-TV, CBUT-TV, CHEK6-TV, CKWS-TV, CFTK-TV, and CKPR-TV.

**Charles Zamaria**, Radio and Television Arts, spoke to the Canadian Press about reporters using Twitter to detail the crimes of Col. Russell Williams. The story appeared in the Chronicle Herald.

G4TechTV reported that **researchers from Ryerson** and the University of Toronto are working on the world's first robotic student.

Ryerson student **Catherine Beaudry** was interviewed on CJBC-AM on Toronto's youth voter apathy.

**Perry Schneiderman**, Theatre, spoke to l'express about Les Fridolinades, a play he is directing for Théâtre français de Toronto at the Berkeley Theatre.

**Nicolette Linton**, Chang School Landscape Design Certificate grad and Shawn Gallagher Design Excellence Award recipient, was featured in a career expo supplement in METRO.

Chang School Certificate in Strategic Marketing academic coordinator, **Armand Gervais** and student **Gary Wong** were quoted in the Toronto Sun.

**Olivier Courteaux**, History, appears as a regular commentator on Relief the new daily current affairs show on TFO.

*Prepared by Marketing and Communications*

**Report of the Secretary of Senate**  
**November 2, 2010**

**Senate Elections:** The Ryerson University Senate and the Board of Governors have agreed that establishing a joint schedule of elections is beneficial in that it will reduce confusion by constituent groups and allow for common posting and educational material with respect to governance positions. The process will begin on February 7, 2011, with a call for nominations.

Attached is the schedule of elections for 2011. The details of the Senate election process and guidelines can be found at [www.ryerson.ca/senate](http://www.ryerson.ca/senate).

Respectfully submitted,

Diane R Schulman, PhD  
Secretary of Senate and  
Director of Academic Initiatives





**SENATE AND BOARD OF GOVERNORS ELECTIONS**  
**CRITICAL DATES 2010/2011**

	<b>SENATE</b>	<b>BOARD OF GOVERNORS</b>
December 17, 2010		First Election Procedures Committee Meeting
<b>February 7, 2011</b>	<b>Call for Nominations</b>	<b>Call for Nominations</b>
February 11, 2011	Information session for potential nominees	Information session for potential nominees
<b>February 16, 2011</b>	<b>Nominations close</b>	<b>Nominations closed</b>
February 17, 2011		Second Election Procedures Committee meeting – reviewing candidates
February 18, 2011	Mandatory All Candidate Meeting	All Candidate Meeting
<b>March 7 -10, 2011</b>	<b>Dates of Election ( Students, At-Large and Chang School faculty)</b>	<b>Dates of Election</b>
<b>March 11, 2011</b>		Third Election Procedures Committee meeting - Counting Ballots
<b>March 11-16, 2011</b>	<b>Dates of Election – Faculty candidates</b>	
April 5, 2011	Report to Senate	
June 20 to July 4	Alumni voting period	Alumni voting period
July 5, 2010		Fourth Election Procedures Committee – Counting Alumni Ballots

## **Report of the Academic Governance and Policy Committee**

November 2, 2010

#F2010-2

### **1. Institutional Quality Assurance Process (IQAP)**

This year the Council of Ontario Universities (COU) established the Ontario Universities Council on Quality Assurance (Quality Council) and the Ontario Council of Academic Vice Presidents (OCAV) approved the *Quality Assurance Framework (QAF)*\*. This document establishes the processes by which undergraduate and graduate programs are approved, modified and reviewed.

#### **Quality Assurance Framework**

The QAF includes the following:

- Each institution must establish an Institutional Quality Assurance Process (IQAP) in keeping with the QAF, and the QC has final approval of that process.
- New for-credit graduate and undergraduate programs will now require the approval of the Appraisal Committee of the Quality Council, which has the authority to approve or decline new program proposals. Previously, new graduate programs required the approval of the Ontario Council on Graduate Studies (OCGS). All new programs, except those considered core arts and science, still require government approval for funding.
- Institutions will establish their own procedures for identification and approval of Major Modifications in its IQAP, and these procedures are subject to QC approval.
- The Quality Council will have responsibility for the audit of the periodic program review process for both graduate and undergraduate programs. Prior to its establishment, the undergraduate program review process was audited by the Undergraduate Program Review Audit Committee (UPRAC), a committee of OCAV, and graduate program reviews were audited by OCGS.
- The QAF stresses the inclusion of the Degree Level Expectations for undergraduate (UDLEs) and graduate programs (GDLEs) in both new program development and program review.

#### **Ryerson's Institutional Quality Assurance Process**

Four policies that govern the IQAP have been developed to include both graduate and undergraduate programs. A new over-arching policy (110) has been developed, existing policies have been amended and new policy elements have been written to include all of the requirements of the QAF. The policies themselves establish definitions, authority and scope, and are followed by the associated procedures. These policies, comprising Ryerson's IQAP, require the approval of Senate, and are as follows:

- Policy 110: Institutional Quality Assurance Process

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\* This document is available from the Office of the Senate.

- Policy 112: Development of New Graduate and Undergraduate Programs
- Policy 126: Periodic Program Review of Graduate and Undergraduate Programs
- Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

The QC requires that Senate approve the IQAP policies by December 31, 2010, and forward them to the QC for its approval. The new policies would go into effect for Fall 2011.

In keeping with the QAF guidelines, there is a new periodic program review schedule which coordinates, as best as possible, undergraduate, graduate and accreditation reviews by individual departments and schools.

- **Motion 1: That Senate approve Policy 110: *Institutional Quality Assurance Process***
  - **Motion 2: That Senate approve Policy 112: *Development of New Graduate and Undergraduate Programs*.**
  - **Motion 3: That Senate approve Policy 126: *Periodic Program Review of Graduate and Undergraduate Programs*.**
  - **Motion 4: That Senate approve Policy 127: *Curriculum Modifications: Graduate and Undergraduate Programs*.**
2. **Establishment of an *Ad Hoc* Committee to Review Policy 45: *Constitutional Provisions for Department/School Councils*** (See <http://www.ryerson.ca/senate/policies/pol45>)  
Members of the committee: Rupa Banerjee, Darrick Heyd, Mark Lovewell, Dennis Mock, Mariam Munawar, Liana Salvador. Diane Schulman

Respectfully submitted,

Alan Shepard, Chair

For the Committee: Keith Alnwick, Alexandra Anderson, Rupa Banerjee, Keemo El Ayed, Heather Lane Vetere, Lynn Lavalley, Jurij Leshchyshyn, Mark Lovewell, Mariam Munawar, Melanie Panitch, Liana Salvador, Diane Schulman, Claudette Smith, John Turtle

**RYERSON UNIVERSITY**  
**POLICY OF SENATE**

**INSTITUTIONAL QUALITY ASSURANCE PROCESS**

<b>Policy Number:</b>	110
<b>Current Policy Approval Date:</b>	November 2, 2010
<b>Policy Review Date:</b>	May 2013 <i>(or sooner at the request of the Provost and Vice President Academic or Senate)</i>
<b>Responsible Committee or Office:</b>	Provost and Vice President Academic

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Ryerson University, in its commitment to quality education, and in compliance with the Quality Assessment Framework established by the Ontario Universities Council on Quality Assurance (Quality Council), has developed this overarching policy on Quality Assurance and three subsidiary policies which establish policies and procedures for the three pillars of quality: new program development and approval; the periodic review of existing programs; and the modification of existing curricula and programs.

The subsidiary policies are as follows:

Policy 112: Development of New Graduate and Undergraduate Programs  
Policy 126: Periodic Program Review of Graduate and Undergraduate Programs  
Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

**I. SCOPE:** This Institutional Quality Assurance Process (IQAP) governs all graduate and undergraduate programs, both full and part-time, offered solely by Ryerson or in partnership with any other post-secondary institution.

**II. AUTHORITY & RESPONSIBILITY:**

**A. Senate**

1. Final internal authority for the approval of all new graduate and undergraduate programs;
2. Final authority for the approval of all graduate and undergraduate periodic program reviews; and
3. Final authority for the approval of all major modifications to curriculum/programs.

**B. Academic Standards Committee:** Recommendations to Senate for undergraduate programs with respect to implementation of new programs, periodic program reviews and major curriculum modifications.

- C. School of Graduate Studies Council:** Recommendations to Senate for graduate programs with respect to implementation of new programs, periodic program reviews and major curriculum modifications.
- D. Provost and Vice President Academic**
1. Overall responsibility for the IQAP policies and procedures;
  2. Approval for the development of new program proposals based on Letters of Intent;
  3. Final approval of commencement, implementation and budget of new programs;
  4. Approval of any budget allocations to support program review outcomes;
  5. Responsibility for reporting to the Board of Governors on new program proposals and the outcomes of program reviews; and
  6. Responsibility for reporting to the Quality Council, which may be delegated to the Vice Provost Academic.
- E. Vice Provost, Academic**
1. Receiving undergraduate new program Letters of Intent and submitting them to the Provost;
  2. Submitting full undergraduate new program proposals to the Academic Standards Committee;
  3. Forwarding follow-up reports on Periodic Program Reviews to the Academic Standards Committee;
  4. Determining if an undergraduate program/curriculum modification is major or minor, where necessary;
  5. Resolution of disputes between Deans or between a Dean and a Department/School/Faculty Council with respect to curriculum modification;
  6. Establishing the Periodic Program Review schedule;
  7. Reporting to the Quality Council, in consultation with the Provost;
  8. Responsibility for the local implementation of Ryerson's Quality Council Audit Process; and
  9. The posting of Periodic Program Review executive summaries on the Ryerson website.
- F. Dean, School of Graduate Studies**
1. Acceptance and submission of new graduate program Letters of Intent to the Provost;
  2. Determining if a graduate program/curriculum modification is major or minor, where necessary;
  3. Approval of major and minor modifications to graduate programs;
  4. Submission of new program proposals, curriculum modifications and graduate program reviews to Senate, as chair of the School of Graduate Studies Council; and
  5. Appointing Peer Review Teams for graduate programs in consultation with the program Dean.
- G. Faculty Deans (or Dean of Record for Interdisciplinary Programs)**
1. Approval of major and minor modifications to graduate and undergraduate programs;
  2. Resolution of disputes between a Department/School Council and Chair/ Director with respect to curriculum modification;

3. Submission of Letters of Intent for undergraduate programs to the Vice Provost Academic;
4. Appointing Peer Review Teams for graduate programs in consultation with the Dean of the School of Graduate Studies.
5. Submission of Letters of Intent for graduate programs and new graduate program proposals to the Dean of the School of Graduate Studies; and
6. Submission of new undergraduate program proposals to the Academic Standards Committee.

**H. Department/School or Faculty Councils (where applicable)**

1. Approval of Letters of Intent, new undergraduate program proposals, major and minor modifications, and recommending these to the appropriate Deans;
2. Approval of major modifications to curriculum/programs; and
3. Approval of periodic program reviews to be forwarded to Dean.

**I. School of Graduate Studies Council:** Approval of new graduate program proposals and periodic program reviews for forwarding to Senate.

**J. Department/School Chairs/Directors:** Presentation of periodic program review follow-up report to Faculty Dean or Dean of Record and Dean of Graduate Studies for graduate programs, and Provost.

**K. Ontario Universities Council on Quality Assurance (Quality Council):**

1. The Quality Council has ultimate authority to approve the university's IQAP and any subsequent revisions.
2. The Quality Council audit the university's periodic program review process on an eight year cycle.
3. The university will annually submit a report to the Quality Council on major program modifications approved through the university's internal process, and summarizing outcomes of periodic program reviews.

**III. Selection of Peer Review Team (PRT) members**

1. Peer Review Teams (PRT) are required for periodic program review and new program proposals for both graduate and undergraduate programs.
2. The PRT will consist of:
  - a. two faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario, where appropriate, who are at arms length from the program school/department; plus
  - b. for a program review, one additional reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university.
3. The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean, or Dean of Record for Interdisciplinary Programs, based on written information provided by the program. The membership of the graduate PRT will be determined by the Dean of SGS in consultation with the Faculty Dean or Dean of Record. Information from the program will include names and brief biographies of four

or more faculty external to Ryerson and two or more faculty internal to Ryerson. If graduate and undergraduate reviews are done simultaneously, the Faculty Dean, or Dean of Record, and Dean of SGS must decide if a combined PRT or separate PRTs are required.

4. The Faculty Dean or Dean of Record for undergraduate programs, and the Dean of SGS in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.

#### **IV. ESTABLISHING AND REVIEWING POLICIES AND PROCEDURES**

- A.** The three policies that address the development of new programs, periodic review of programs and modifications of curriculum are approved by Senate in compliance with this overall IQAP policy.
- B.** Any revision of this policy or the associated policies requires Senate and the Quality Council approval.
- C.** Procedures associated with each of the policies are reviewed as needed to ensure that they remain current and that they are effective.
- D.** A Handbook for Periodic Program Review and New Program Development, giving further detail on the review process, will be developed by the Academic Standards Committee for undergraduate programs and the School of Graduate Studies Council for graduate programs.

**RYERSON UNIVERSITY**  
**POLICY OF SENATE**

**DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS**

<b>Policy Number<sup>1</sup>:</b>	112
<b>Previous Approval Dates for Policy 112:</b>	May 6, 2008, March 1, 2005, May 9, 2002 February 7, 1995 (original policy)
<b>Previous Approval Dates for Policy 127:</b>	January 2002 (Reformatted), October 2000 October 1996
<b>Current Policy Approval Date:</b>	November 2, 2010
<b>Policy Review Date:</b>	May 2013 ( <i>or sooner at the request of the Provost and Vice President Academic or Senate</i> )
<b>Responsible Committee or Office:</b>	Provost and Vice President Academic

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**POLICY STATEMENT**

**I. SCOPE**

This policy governs the creation of new degrees, degree programs or programs of specialization at the undergraduate and graduate level, including those offered jointly with other post-secondary institutions. It does not include change of program name only, nor the inclusion of a new specialization within an existing program.

**Degree Program:** The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by the University for the Fulfillment of a degree. Degrees are granted for meeting the established requirements at a specified standard of performance consistent with the university's Degree Level Expectations (DLEs). (See APPENDIX I and II).

**II. AUTHORITY AND RESPONSIBILITY**

- A. Senate:** Final internal authority for the academic approval of all Ryerson University programs rests with the Senate.
- B. Academic Standards Committee (ASC) and School of Graduate Studies Council (SGS Council):** As committees of Senate, these committees will review final proposals for new undergraduate and graduate programs, respectively, and will bring recommendations to Senate with respect to their approval.
- C. Provost and Vice President Academic**

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<sup>1</sup> This policy combines Policies on new undergraduate programs (Policy 112) and graduate programs (Previously Policy 127) in keeping with COU guidelines developed in 2010.



1. approval of the development of program proposals, based on Letters of Intent (LOI);
2. final approval of implementation and budget of new programs.

**D. Vice Provost, Academic**

1. accepting undergraduate LOIs and full program proposals for submission to the Provost; and
2. submitting full undergraduate program proposals to the Academic Standards Committee for review and approval.

**E. Deans**

1. Faculty Deans, or Deans of Record for Interdisciplinary Programs, have the authority for the submission of:
  - a. new undergraduate program LOIs to the Vice Provost Academic for submission to the Provost;
  - b. new undergraduate program proposals to the Vice Provost Academic for submission to the Provost;
  - c. new graduate program LOIs to the Dean of the School of Graduate Studies for submission to the Provost; and
  - d. new graduate program proposals to the Dean of the School of Graduate Studies for submission to the Provost.
2. Dean of the School of Graduate Studies has the authority for the submission to the Provost of:
  - a. new graduate program LOIs; and
  - b. new graduate program proposals.

**F. SGS Programs and Planning Committee:** Reviews and approves graduate program proposals and recommends to SGS Council.

**G. Department/School and Faculty Councils (where applicable):** The approval of Councils is required for an LOI or new program proposal to proceed to the Dean for submission to the Vice Provost Academic.

**H. Ontario University Council on Quality Assurance:**

1. The Quality Council has the authority to approve or decline new program proposals.
2. The Provost, through the Vice Provost, Academic, has the responsibility to report to the Quality Council about the approval process for all new programs.

**I. Board of Governors:** Authority for the financial approval of all new programs rests with the Board of Governors.

**J. Disputes:** If there is a disagreement within a Department/School, or between Departments/Schools with respect to the development of a new program, the relevant Dean(s) shall decide how to proceed. Should there be a disagreement between Deans or between a Dean and a Department/School or Faculty Council, the Provost shall decide how to proceed.

**III. PROCEDURES**

- The Provost shall establish the procedures related to this policy, and review those procedures as necessary.
- The procedures associated with this policy shall include all of the steps necessary for the approval of undergraduate and graduate programs.

**APPENDIX I: DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS**

	<b>UNDERGRADUATE DEGREE</b>
<b>EXPECTATIONS</b>	<i>The following degree level expectations adopted from OCAV's Guidelines define a threshold framework for the expression of the intellectual and creative development of students. Under these Guidelines all undergraduate degree programs at Ryerson will be expected to demonstrate that at the completion of the program students would have acquired the following set of skills.</i>
<b>1. Depth and Breadth of Knowledge</b>	<ul style="list-style-type: none"> <li>a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</li> <li>b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</li> <li>c. A developed ability to:               <ul style="list-style-type: none"> <li>i) Gather, review, evaluate and interpret information; and</li> <li>ii) Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</li> </ul> </li> <li>d. A developed, detailed knowledge of and experience in research in an area of the discipline;</li> <li>e. Developed critical thinking and analytical skills inside and outside the discipline;</li> <li>f. The ability to apply learning from one or more areas outside the discipline.</li> </ul>
<b>2. Knowledge of Methodologies</b>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li> </ul>
<b>3. Application of Knowledge</b>	<ul style="list-style-type: none"> <li>a. The ability to review, present and critically evaluate qualitative and quantitative information to:               <ul style="list-style-type: none"> <li>i) Develop lines of argument;</li> <li>ii) Make sound judgments in accordance</li> </ul> </li> </ul>

	<p>with the major theories, concepts and methods of the subject(s) of study;</p> <p>iii) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</p> <p>iv) Where appropriate use this knowledge in the creative process; and</p> <p>b) The ability to use a range of established techniques to:</p> <p>i) Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</p> <p>ii) Propose solutions;</p> <p>iii) Frame appropriate questions for the purpose of solving a problem;</p> <p>iv) Solve a problem or create a new work; and</p> <p>c) The ability to make critical use of scholarly reviews and primary sources.</p>
<p><b>4. Communication Skills</b></p>	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>
<p><b>5. Awareness of Limits of Knowledge</b></p>	<p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>
<p><b>6. Autonomy and Professional Capacity</b></p>	<p>a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>i) The exercise of initiative, personal responsibility and accountability in both personal and group contexts;</p> <p>ii) Working effectively with others;</p> <p>iii) Decision-making in complex contexts;</p> <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>

**APPENDIX II: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS**

<b>MASTER'S DEGREE</b>	
<b>EXPECTATIONS</b>	<i>This degree is awarded to students who have demonstrated:</i>
<b>1. Depth and Breadth of Knowledge</b>	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
<b>2. Research and Scholarship</b>	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> <li>i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>iii) Enables a treatment of complex issues and judgments based on established principles and techniques; <b>and,</b></li> </ul> On the basis of that competence, has shown at least one of the following: <ul style="list-style-type: none"> <li>i) The development and support of a sustained argument in written form; or</li> <li>ii) Originality in the application of knowledge.</li> </ul>
<b>3. Level of Application of Knowledge</b>	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
<b>4. Professional Capacity/Autonomy</b>	<ul style="list-style-type: none"> <li>a. The qualities and transferable skills necessary for employment requiring:           <ul style="list-style-type: none"> <li>i) The exercise of initiative and of personal responsibility and accountability; and</li> <li>ii) Decision-making in complex situations;</li> </ul>           and         </li> <li>b. The intellectual independence required for continuing professional development;</li> <li>c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li> <li>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</li> </ul>

<b>5. Level of Communications Skills</b>	The ability to communicate ideas, issues and conclusions clearly.
<b>6. Awareness of Limits of Knowledge</b>	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

<b>DOCTORAL DEGREE EXPECTATIONS</b>	<i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:</i>
<b>1. Depth and Breadth of Knowledge</b>	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
<b>2. Research and Scholarship</b>	<ul style="list-style-type: none"> <li>a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</li> <li>b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</li> <li>c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ul>
<b>3. Level of Application of Knowledge</b>	<ul style="list-style-type: none"> <li>a. The capacity to undertake pure and/or applied research at an advanced level; and</li> <li>b. Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
<b>4. Professional Capacity/Autonomy</b>	<ul style="list-style-type: none"> <li>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</li> <li>b. The intellectual independence to be academically and professionally engaged and current;</li> <li>c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li> <li>d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</li> </ul>
<b>5. Level of Communication Skills</b>	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
<b>6. Awareness of Limits of Knowledge</b>	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

## **POLICY 112: DEVELOPMENT AND APPROVAL OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS**

### **PROCEDURES**

The stages of the developmental and approval process are:

#### **1. GENERATION OF A PRELIMINARY PROPOSAL**

##### **1.1 Initiation of the Process**

Preliminary proposals for new degree programs will be developed by faculty groups ("originating units") that are comprised of faculty from a single school or department, from several schools and/or departments within a Faculty, from schools and departments from different Faculties, or from collaborative structures involving other post-secondary institutions.

##### **1.2 Authorization to Proceed**

The authorization of the Provost and Vice President Academic<sup>2</sup> is required before a full program proposal is developed.

The first step in obtaining this authorization is a *Letter of Intent (LOI)* to be prepared by the originating unit. When the unit has received approval from the relevant Faculty Dean(s), the LOI will be transmitted to the Vice Provost for undergraduate programs or to the Dean of SGS for graduate programs.

This letter will include:

- a. a brief statement of the consistency of the program with Ryerson's mission and academic plan, the Faculty plan and the Department/School plan;
- b. a brief description of the proposed program including its purpose, anticipated student clientele, and curriculum;
- c. a preliminary statement of existing and/or emerging societal need and the basis on which this has been determined;
- d. a preliminary projection of faculty and other resource requirements, developed in consultation with the University Planning Office;
- e. a schedule for the development of the program, noting that the program proposal must be presented to the ASC or SGS Council within one year of the approval of the LOI;
- f. the proposed schedule for program implementation;
- g. an executive summary; and
- h. for graduate programs, a statement of whether the program is a professional program and/or a full cost recovery program;

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<sup>2</sup> Hereafter referred to as Provost.

- i. for graduate programs, letters of support and commitment of from the relevant Faculty Dean(s).

The executive summary will be posted by the Provost and, along with the complete LOI, will be available for inspection by any interested member of the Ryerson community. A period of one month is set aside for comment on the proposal.

The Provost will respond to the letter of intent after the expiry of the one-month community response period. If the development of a proposal is authorized, an academic unit will be formally designated to assume responsibility for it and a Faculty Dean will be given primary responsibility. The designated academic unit(s) may correspond to an existing school/department or be newly created for the purpose of developing a formal proposal. In the case of undergraduate inter-Faculty proposals the Provost shall decide which Faculty Dean shall be given primary responsibility.

Authorization to proceed signifies that the University supports the development of a formal program proposal, but it does not commit the University or the Faculty to final endorsement.

## **2. DEVELOPMENT OF THE FORMAL PROPOSAL**

### **2.1 Proposal Content**

A proposal must include:

#### **2.1.2 Basic information**

- a. Name of the program and the proposed degree designation(s), identification of the designated academic unit, and the names of the principal faculty members involved in its development.
- b. Statement of the program goals, clearly identifying the rationale for offering this new program as it relates to societal need, Ryerson's mission and academic plan and the academic plans of the Faculty and the Department/School.
- c. Overview of the curriculum, major disciplines/options of the program, and mode of delivery.
- d. A presentation of the program curriculum in a clear tabular format as it would appear in the calendar, specifying the courses, their modes of delivery and scheduled hours per week, for each term of the program.
- e. Discussion of the overlap between, and/or integration of, the program with other existing or planned programs at Ryerson.
- f. Copy of the Provost's authorization to proceed and a summary of major departures from the Letter of Intent.
- g. For undergraduate programs only a list of names, positions, and affiliations of the members of the New Program Advisory Committee.

### **2.1.3 Program details**

#### **a. Objectives**

- i. Consistency of the program with the institution's mission and academic plans.
- ii. Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations.
- iii. Appropriateness of degree nomenclature.

#### **b. Admission requirements**

- i. A statement of the admission requirements and the appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
- ii. Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

#### **c. Structure**

- i. Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations.
- ii. For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

#### **d. Program content**

- i. Ways in which the curriculum addresses the current state of the discipline or area of study.
- ii. An analysis of the program's curriculum content in terms of professional licensing/accreditation requirements, if any.
- iii. Identification of any unique curriculum or program innovations or creative components.
- iv. For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- v. Evidence that each graduate program requires students to take a minimum of two-thirds of the course requirements from among graduate level courses.

#### **e. Mode of delivery**

- i. Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.

#### **f. Assessment of teaching and learning**

- i. Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
- ii. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations (see Appendix).
- iii. Promotion and graduation requirements, if variant from Ryerson's graduate or undergraduate policies on grading, promotion and academic standing.



- g. **Resources (Developed in consultation with the University Planning Office where appropriate.)**
- i. **For all programs**
    - a. Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any current institutional commitment to supplement those resources, to support the program.
    - b. Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
    - c. Report by the university library on existing and proposed collections and services to support the program goals and learning objectives.
    - d. Evidence that there are adequate resources to sustain quality graduate and undergraduate research activities, including information technology and laboratory access.
  - ii. **Resources for graduate programs only**
    - a. Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
    - b. Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
    - c. Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
  - iii. **Resources for undergraduate programs only:** Evidence of and planning for adequate numbers and quality of:
    - a. faculty and staff to achieve the goals of the program or of plans and the commitment to provide the necessary resources in step with the implementation of the program;
    - b. planned/anticipated class sizes;
    - c. provision of supervision of experiential learning opportunities (if required); and
    - d. the role of adjunct and part-time faculty.
  - h. **Quality and other indicators**
    - i. Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
    - ii. Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

**2.1.4 Appendices** - The following information, relevant to the above, should be included as appendices to the proposal.

- a. Calendar-type course descriptions of each of the proposed courses, accompanied by course level outcomes, and articulating the relationship of these outcomes to program expectations.
- b. A synopsis of each undergraduate professional and required professionally-related course, identifying the major topics of study, potential text(s), methods of evaluation and related computer, laboratory, or studio experience.
- c. Curriculum Vitae of the faculty members, formatted as per the RFA Collective Agreement in a single volume, who will be involved in the development/delivery of the proposed program.

**2.1.5 Institutional appropriateness, societal need, and student demand**

- a. Assessment of institutional appropriateness. This assessment should refer to the university's mission and to relevant areas of strength within the university and the designated academic unit. These would include teaching, SRC activity, and others as appropriate.
- b. Description of the existing and/or emerging societal need(s) that will be met by the program's graduates, and any relevant trends in the anticipated societal need, including:
  - i. anticipated student demand for the program, supported with as much evidence as possible;
  - ii. evidence that graduates of the program are and will be needed in appropriate sectors based on such things as: letters from potential employers and, where applicable, professional organizations and /or associations, who have reviewed the proposed curriculum and/or a formal survey of potential students; and/or
  - iii. statistics related to the number of Ontario students leaving the province to study in the same field elsewhere in Canada or abroad, and the comments of relevant student groups.
- c. Indication of any innovative and distinctive aspects of the proposed program, and a comparison with the most similar programs in Ontario. If there are significant similarities between the proposed program and existing programs, a case for duplication should be made.
- d. Examination of potential collaboration/cooperation with other Institutions offering similar or complementary programs, and the rationale for whether such joint arrangements may or may not be beneficial. The outcome of any consultations with other institutions offering similar programs regarding the possibility of cooperation, sharing of resources, facilities and faculty should be indicated.

**2.1.6 Data developed in consultation with the University Planning Office (UPO) and, for Graduate Program, the School of Graduate Studies**

- a. Projected enrolment levels for at least the first five years of the operation of the new program, leading to the intended steady-state enrolment levels and the year in which such steady-state will be reached.
- b. The facilities, specialized equipment, and other physical resources that will be required to offer the proposed program.
- c. Estimated number of faculty members (total and additional, in FTEs) and support staff that will be required to deliver the program at the steady-state conditions.
- d. Estimated annual operating and capital funds required to deliver the proposed program.
- e. Space (including work/study space for graduate students), computing and library support that will be required.
- f. For Graduate programs, funding for graduate students.
- g. Tuition proposal for graduate programs.
- h. For PhD programs based on an already existing related Masters program, flow-through cohort data on publication, employment and student funding.

A preliminary assessment of financial viability will be carried out as soon as possible after the required information is gathered. The proposal will not be submitted for Decanal approval prior to this preliminary assessment.

- 2.1.7 Preliminary External Review** – If a graduate program so desires, it may engage an external consultant to review the written documents, normally prior to department/school counsel approval. The consultant will be selected in consultation with the Dean and the Dean of SGS, and may not be a member of the subsequent Peer Review Team.

### **3. PROCESS FOR PROGRAM APPROVAL**

#### **3.1 Departmental/School Approval**

The formal proposal for an undergraduate or graduate program will be presented to the relevant Departmental/School Council(s) for review and approval. Where such a Council does not exist the designated Faculty Dean shall establish an appropriate committee consisting of members of related department/school councils.

A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed on approval by the Council(s). This information must be forwarded to the designated Faculty Dean.

#### **3.2 Decanal Approval**

After the undergraduate program proposal has been approved by the Department/School(s) it will be forwarded to the Faculty Dean(s) for approval. Once the undergraduate program proposal is approved, the Faculty Dean will submit the proposal to the Vice Provost, Academic. The Vice Provost, Academic, will submit the proposal to the ASC for review and approval. Inter-Faculty programs will require the approval of the Deans of all involved Faculties.

After the graduate program proposal has been approved by the School/Department Council(s), it will be forwarded to the Faculty Dean. Once the graduate program is approved, the Faculty Dean will provide a letter of support and the program proposal to the School of Graduate Studies for review by the Program and Planning Committee of the School of Graduate Studies Council.

### **4. PEER REVIEW AND SITE VISIT**

As soon as possible after a proposal has been approved by the Dean(s), it will undergo review by a peer review team as described below.

#### **4.1 Requirements**

The undergraduate peer review team will be appointed by the designated Faculty Dean based on written information provided by the originating unit. This information will include the names and brief biographies of four faculty external to Ryerson.

The graduate peer review team will be appointed by the Dean of SGS in consultation with the Faculty Dean. The originating unit will provide a list of names and brief biographies of four or more faculty external to Ryerson.

#### **4.2 Composition and Selection of the Peer Review Team (PRT)**

- a. The PRT will consist of two faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario where appropriate, who are at arms length from the program school/department
- b. The membership of the undergraduate PRT will be determined and appointed by the Dean based on written information provided by the program. The membership of the graduate PRT will be determined by the Dean of SGS in consultation with the faculty Dean. Information from the program will include names and brief biographies of four or more faculty external to Ryerson and three or more faculty internal to Ryerson.
- c. The Faculty Dean, or Dean of Record for undergraduate programs and the Dean of SGS, in consultation with the Faculty Dean or Dean of Record for graduate programs, will ask one of the external reviewers to serve as Chair.
- d. There will be a site visit, structured to include the opportunity for the PRT to meet with appropriate faculty, staff and students.

#### **4.3 The Mandate of the Peer Review Team**

The general mandate of the Peer Review Team is to evaluate and report in writing on the academic quality of the proposed program and the capacity of the designated academic unit to deliver it in an appropriate manner. The report of the PRT will address:

- a. the currency, rigour, and coherence of the proposed curriculum;
- b. the appropriateness of the program's goals and learning objectives;
- c. the ability of the proposed curriculum to meet the program's goals and learning objectives;
- d. the proposed number of faculty;
- e. the academic expertise of the faculty in relation to the program's goals and objectives;
- f. the proposed levels of support staff and infrastructure (e.g. space, facilities, technology, library) for the proposed program, within the unit and (to the extent relevant) the university;
- g. for graduate programs, the proposed levels of funding for graduate students;
- h. for graduate programs, the relevance of the proposed fields of the program;
- i. the proposed admissions criteria; and,
- j. any recommendations for improvement and/or modification to the program.

#### **4.3 Provided to the Peer Review Team Before the Site Visit**

The Peer Review Team will be provided with a Letter of Invitation, a site visit agenda and their mandate, along with the formal proposal and all documentation pertinent to its approval to this

point. This communication will remind the PRT of the confidentiality of the documents presented.

#### **4.4 Provided to the Peer Review Team During the Site Visit**

- a. The PRT will be provided with:
  1. access to program administrators, staff, and faculty, administrators of related departments and librarians and students as appropriate; and
  2. any additional information that may be needed to support a thorough review.
- b. At the close of the site visit for an undergraduate program, the PRT will hold a debriefing involving the designated Faculty Dean, Vice Provost, Academic, and/or the Provost and any others who may be invited. For a graduate program, the Dean of SGS will also attend.

#### **4.6 After the Site Visit**

Within four weeks of the completion of the site visit, the undergraduate PRT will submit its written report to the designated Faculty Dean and the Provost. The graduate PRT will submit its written report to the Faculty Dean and the Dean of SGS, also within four weeks of the visit. For undergraduate programs, the designated Faculty Dean will circulate this report to the designated academic unit. For graduate programs, the Dean of SGS will circulate this report to the designated academic unit and the designated Faculty Dean.

#### **4.4 Response to the PRT Report**

Within four weeks of receipt of the PRT report, the designated academic unit will submit its response for undergraduate program proposals to the designated Faculty Dean and for graduate program proposals to the Dean of SGS. The response will take the form of a statement that identifies any corrections or clarifications, indicates how the PRT recommendations are being accommodated or, if they are not to be accommodated, reasons for this. Alternatively, if the PRT report is strongly favourable, the designated academic unit may respond by resubmitting its proposal incorporating any modifications.

If the proposal is revised following, or as a result of, the PRT review, the original proposal and the revised proposal must be resubmitted to the designated Faculty Dean/Dean of SGS.

If the designated Faculty Dean(s) or the Dean of SGS believes that this revised proposal differs substantially from the appended formal proposal s/he is required to return it to the Department/School Council(s) for further endorsement before providing decanal endorsement.

##### Undergraduate Programs

The entire proposal, with revisions, including the PRT review and response and the Faculty Dean's approval, is submitted to the Vice Provost, Academic. The Vice Provost, Academic, will submit the proposal to ASC.

##### Graduate Programs

The entire proposal, with revisions, including the PRT review and response and the designated Faculty Dean's approval, is submitted to the School of Graduate Studies, for submission to the PPC. PPC will make one the following recommendations:

- b. That the program be sent to the SGS Council with or without qualification;
- c. That the program proposal be returned to the designated academic unit for further revision.

Upon approval by the PPC, the Dean of SGS will submit the entire proposal, with revisions, including the PRT review and response, along with the designated Faculty Dean's approval, to the SGS Council.

**5. ACADEMIC STANDARDS COMMITTEE AND SCHOOL OF GRADUATE STUDIES REVIEW**

The ASC or the SGS Council will review the proposal for academic quality and societal need and make one of the following recommendations:

- a. That the program be approved, with or without qualification;
- b. That the program proposal be returned to the originating unit for further revision;
- c. That the program not be approved.

**6. SENATE APPROVAL**

The Chair of the Academic Standards Committee or the Dean of SGS (as Chair of the SGS Council), will submit a report to Senate. Senate approval is the culmination of the internal academic approval process.

**7. QUALITY COUNCIL APPROVAL**

Once approved by Senate, the Proposal Brief, together with all required reports and documents, as outlined in the Ontario Universities Council on Quality Assurance Framework, will be submitted to the Quality Council for approval as per the required process. Following submission to the Quality Council, the university may announce its intention to offer the program if it is clearly indicated that QC approval is pending and no offers of admission will be made until that approval is received.

**8. REPORT TO THE BOARD OF GOVERNORS**

The Provost is responsible for presentation of the program to the Board for approval of financial viability.

**9. PROVOST**

Final implementation of the program is the responsibility of the Provost.

**10. PERIODIC PROGRAM REVIEW**

All new programs will be reviewed no more than eight years after implementation and in accordance with Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs.

**RYERSON UNIVERSITY**  
**POLICY OF SENATE**

**PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS**

<b>Policy Number:</b>	126
<b>Current Policy Approval Date:</b>	November 2, 010
<b>Policy Review Date:</b>	May 2013 <i>(or sooner at the request of the Provost and Vice President Academic or Senate)</i>
<b>Responsible Committee or Office:</b>	Provost and Vice President Academic

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**POLICY STATEMENT**

**I. SCOPE**

This policy governs the periodic review of all existing undergraduate and graduate programs, including those offered jointly with other post-secondary institutions.

Programs offered jointly with other post-secondary institutions will be subject to the periodic program review policies of all the institutions. These programs are included in the schedule of program reviews which will be published annually.

**II. AUTHORITY AND RESPONSIBILITY**

- A. Senate:** Final authority for the approval of periodic program review of all Ryerson programs rests with the Senate.
- B. Academic Standards Committee (ASC) and School of Graduate Studies Council (SGSC):** As committees of Senate, ASC and SGSC will assess periodic program reviews on Senate's behalf and bring recommendations to Senate with respect to their approval.

Where departments/schools choose to combine an undergraduate and graduate program review, the ASC and SGSC will coordinate their reports to Senate.

ASC and SGSC shall publish Periodic Program Review Manuals describing and supporting the review process, including:

- Guidance on the conduct of rigorous, objective and searching self-studies and the potential benefits of such studies;
- The responsibilities for the collection, aggregation and distribution of institutional data and outcome measures required of self studies; and
- The Periodic Program Review schedule.

**C. Deans**

1. The Faculty Dean, or Dean of Record for an Interdisciplinary program, has the authority to submit undergraduate periodic program reviews to the ASC and graduate periodic program reviews to the School of Graduate Studies.
2. The Dean of the School of Graduate Studies, as chair of the SGSC, has the authority for submission of the graduate periodic program reviews to Senate.

**D. SGS Programs and Planning Committee:** Assesses graduate periodic program reviews and makes recommendations to SGSC.

**E. Department/School/Program Councils:** Approval of these Councils is required before the periodic program review is submitted to the Faculty Dean. Multidisciplinary and Interdisciplinary Programs shall be reviewed as distinct programs and must establish an administrative entity that will be responsible for both curriculum and program review.

**F. Department/School Chairs/Directors and Graduate Program Directors:** The Chair/Director/Graduate Program Director is responsible for the presentation of the required follow-up report to the Dean and Provost by the specified date, normally within one year of the review.

**G. Vice Provost, Academic:** The Vice Provost, Academic shall forward required follow-up reports to the ASC for its information, review, and report to Senate. If it is believed that there has not been sufficient progress in addressing any issues raised by the Program Review, an additional update and course of action by a specified date may be required.

The Vice Provost, Academic will establish the schedule for periodic program reviews.

The Vice Provost, Academic will be responsible for the Ontario Universities Council on Quality Assurance (Quality Council) periodic audit process.

Following action by the Senate, the Provost will present a report that summarizes the outcomes of the Program Review to the Board of Governors for its information.

### III. PURPOSE

Periodic program reviews serve primarily to help ensure that programs achieve and maintain the highest possible standards of academic quality and continue to satisfy societal need. They also serve to satisfy public accountability expectations through a review process that is transparent and consequential. The process is endorsed by the Council of Ontario Universities (COU) and monitored by the Ontario Universities Council on Quality Assurance (Quality Council). Academic programs at Ryerson are also aligned with the statement of undergraduate and graduate degree-level expectations adopted by the COU. These degree-level expectations can be found in Appendix I and II of this policy.

The process is to be applied to all programs on a cycle of approximately eight years. Where there are related undergraduate and graduate programs, reviews of both programs may be combined if the department/school wishes to do so. Program reviews will be coordinated with any professional accreditation review. An accreditation review can be used to satisfy the program review requirement to the extent that it meets that requirement. The program must submit a supplementary report containing additional information required by the program review process, if any.

### IV. PROCEDURES

- The Provost shall establish the procedures related to this policy, and review those procedures as necessary.



- The procedures associated with this policy shall include all of the steps necessary for the preparation of an undergraduate or graduate program review.
- For undergraduate programs, the Academic Standards Committee will develop a manual that gives details of the process and supports the preparation of the review. The School of Graduate Studies Council will prepare a manual for graduate programs.

**APPENDIX I: DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS**

<b>UNDERGRADUATE DEGREE</b>	
<b>EXPECTATIONS</b>	<i>The following degree level expectations adopted from OCAV's Guidelines define a threshold framework for the expression of the intellectual and creative development of students. Under these Guidelines all undergraduate degree programs at Ryerson will be expected to demonstrate that at the completion of the program students would have acquired the following set of skills.</i>
<b>1. Depth and Breadth of Knowledge</b>	<p>a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</p> <p>b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c. A developed ability to:</p> <ul style="list-style-type: none"> <li>i) Gather, review, evaluate and interpret information; and</li> <li>ii) Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</li> </ul> <p>d. A developed, detailed knowledge of and experience in research in an area of the discipline;</p> <p>e. Developed critical thinking and analytical skills inside and outside the discipline;</p> <p>f. The ability to apply learning from one or more areas outside the discipline.</p>
<b>2. Knowledge of Methodologies</b>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li> </ul>
<b>3. Application of Knowledge</b>	a. The ability to review, present and critically evaluate

	<p>qualitative and quantitative information to:</p> <ul style="list-style-type: none"> <li>i) Develop lines of argument;</li> <li>ii) Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</li> <li>iii) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</li> <li>iv) Where appropriate use this knowledge in the creative process; and</li> </ul> <p>b) The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> <li>i) Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>ii) Propose solutions;</li> <li>iii) Frame appropriate questions for the purpose of solving a problem;</li> <li>iv) Solve a problem or create a new work; and</li> </ul> <p>c) The ability to make critical use of scholarly reviews and primary sources.</p>
<p><b>4. Communication Skills</b></p>	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>
<p><b>5. Awareness of Limits of Knowledge</b></p>	<p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>
<p><b>6. Autonomy and Professional Capacity</b></p>	<p>a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>i) The exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>ii) Working effectively with others;</li> <li>iii) Decision-making in complex contexts;</li> </ul> <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>

**APPENDIX II: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS**

<b>MASTER'S DEGREE</b>	
<b>EXPECTATIONS</b>	<i>This degree is awarded to students who have demonstrated:</i>
<b>1. Depth and Breadth of Knowledge</b>	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
<b>2. Research and Scholarship</b>	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> <li>i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>iii) Enables a treatment of complex issues and judgments based on established principles and techniques; <b>and,</b></li> </ul> On the basis of that competence, has shown at least one of the following: <ul style="list-style-type: none"> <li>i) The development and support of a sustained argument in written form; or</li> <li>ii) Originality in the application of knowledge.</li> </ul>
<b>3. Level of Application of Knowledge</b>	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
<b>4. Professional Capacity/Autonomy</b>	<ul style="list-style-type: none"> <li>a. The qualities and transferable skills necessary for employment requiring:           <ul style="list-style-type: none"> <li>i) The exercise of initiative and of personal responsibility and accountability; and</li> <li>ii) Decision-making in complex situations;</li> </ul>           and         </li> <li>b. The intellectual independence required for continuing professional development;</li> <li>c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li> <li>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</li> </ul>
<b>5. Level of Communications Skills</b>	The ability to communicate ideas, issues and conclusions clearly.
<b>6. Awareness of Limits</b>	Cognizance of the complexity of knowledge and of the potential

<b>of Knowledge</b>	contributions of other interpretations, methods, and disciplines.
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<b>DOCTORAL DEGREE</b>	
<b>EXPECTATIONS</b>	<i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:</i>
<b>1. Depth and Breadth of Knowledge</b>	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
<b>2. Research and Scholarship</b>	<ul style="list-style-type: none"> <li>a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</li> <li>b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</li> <li>c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ul>
<b>3. Level of Application of Knowledge</b>	<ul style="list-style-type: none"> <li>a. The capacity to undertake pure and/or applied research at an advanced level; and</li> <li>b. Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
<b>4. Professional Capacity/Autonomy</b>	<ul style="list-style-type: none"> <li>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</li> <li>b. The intellectual independence to be academically and professionally engaged and current;</li> <li>c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li> <li>d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</li> </ul>
<b>5. Level of Communication Skills</b>	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
<b>6. Awareness of Limits of Knowledge</b>	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

## **POLICY 126: PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS**

### **PROCEDURES**

#### **I. THE SELF-STUDY REPORT**

The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for programs to assess academic quality and societal need. It is essential that the self-study is reflective, self-critical and analytical, and that it actively involve both faculty and students in the process. The self-study consists of two parts: a narrative that addresses key areas, and appendices that include the data and information that form the basis for the narrative.<sup>3</sup>

- A. **NARRATIVE** – The narrative must provide a reflective, self-critical and analytical review of the program based on data and surveys, and must be the result of active involvement of faculty and students. The narrative must include, but is not limited to:
1. **Program History:** a brief history of the program's development; and
  2. **Program Outcomes:** a statement of the goals, learning objectives and program expectations and their consistency with the University's mission and academic plan, the Faculty academic plan, the school/department academic plan and the undergraduate and graduate Degree-Level Expectations<sup>4</sup> found in Appendix I and II of the policy.
  3. **Development Since Previous Program Review** – a report on how the program has met the goals and objectives of the developmental plan submitted in the previous Program Review and how it has addressed the Senate recommendations on that Program Review.
  4. **Societal Need**<sup>5</sup>
    - a. a description of current and anticipated societal need; and
    - b. an assessment of existing and anticipated student demand.
  5. **Admission Criteria**
    - a. a statement of admission requirements and an analysis showing they are appropriately aligned with the learning outcomes of the program; and
    - b. for graduate programs, the grade level for admission
  6. **Academic Quality**
    - a. description of the program curriculum and structure, including the relationship of the curriculum and individual courses to the Degree Level Expectations, program goals and learning objectives;
    - b. a description of how the curriculum reflects the current state of the discipline or area of study;
    - c. a description, where appropriate, of how the curriculum addresses issues of diversity and inclusion;
    - d. evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
    - e. an analysis and evaluation of the appropriateness and effectiveness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives;

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<sup>3</sup> The ASC and SGSC will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.

<sup>4</sup> Degree Level Expectations for graduate and undergraduate programs have been established by the Ontario Council of Academic Vice-Presidents (OCAV).

<sup>5</sup> Elements of employer surveys/focus groups may be relevant in this section.

- f. the appropriateness and effectiveness of the methods of assessing student achievement of the defined learning outcomes and degree learning expectations, particularly in students' final year of study;
- g. an analysis and evaluation of the level of achievement of students, consistent with the defined learning outcomes and degree learning expectations;
- h. for graduate programs, evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
- i. for graduate programs, evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;
- j. a statement of any variations from Ryerson's GPA policy and an analysis and evaluation of the appropriateness of these variations;
- k. a summary and evaluation of any partnership or collaborative agreements with other institutions.
- l. a summary and evaluation of any experiential learning opportunities.
- m. a summary and evaluation of library resources;
- n. a summary and analysis of the results of student surveys/focus groups and graduate surveys, including the quality of support to students and general student satisfaction with the program.

**7. Academic Quality Indicator Analysis** (Data to be included in Appendices). A summary and analysis of the following areas:

a. Faculty:

- faculty qualification and SRC record;
- class size
- percentage of classes taught by full and part-time faculty;
- numbers, assignment and qualifications of part-time faculty;
- for graduate programs:
  - the quality and availability of graduate supervision
  - faculty funding, honours and awards
  - faculty commitment to student mentoring

b. Students

- Number of applications and registrations;
- Attrition rates;
- Time-to-completion (for graduate programs), including evidence that that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;
- GPAs on graduation
- Graduation rates
- Faculty Course Survey results
- Academic awards and for graduate students, success rates in provincial and national scholarships and competitions
- For graduate students, scholarly output and commitment to professional and transferable skills.
- For graduate students, the level of funding.

c. Graduates

- Employment six months and two years after graduation
- Post-graduation study
- Alumni reports
- Results of employer surveys/focus groups (for graduate programs, where appropriate)

8. **Resources:** An analysis and evaluation of the appropriateness and effectiveness of the use of existing human, physical and financial resources, (e.g. laboratory, studio and computer facilities and space, respecting Ryerson's autonomy to determine priorities for funding, space, and faculty allocation) to support the program.
9. **Strengths, Weaknesses and Opportunities** - a self-critical analysis of the strengths, weaknesses and opportunities of the program, addressing:
  - a. academic quality based on the elements in sections 5-7 above;
  - b. opportunities for program improvement and enhancement; and
  - c. the ability of the program to meet its goals and Degree Level Expectations.
10. **Developmental Plan** - a 3-5 year developmental plan including:
  - a. priorities for implementation of the recommendations;
  - b. relationship of the priorities to the university, faculty and department/school/program academic plan; and
  - c. timeline for implementation.
11. **An Executive Summary** suitable for posting on the university website.

## B. APPENDICES

1. Appendix I: All data and survey information on which the narrative is based<sup>6</sup>, including but not limited to:
  - a. Program specific Degree Level Expectations;
  - b. Admissions requirements, admissions data, and information on student demand;
  - c. Student satisfaction survey (and/or focus group comments where appropriate);
  - d. Faculty Course Survey results as compared to the faculty and university;
  - e. Comments from service departments (for undergraduate programs);
  - f. Faculty data (faculty members listed by field, courses taught, full/part-time, class size, and, for graduate programs, funding, supervisory privileges etc.);
  - g. Data on enrolment in all program courses (required and elective);
  - h. Retention and graduation data (cohort data for graduate programs);
  - i. Student funding for graduate programs;
  - j. Recent graduate survey;
  - k. Employer survey (and/or focus group comments where appropriate);
  - l. Employment and publication data for graduate programs (where appropriate);
  - m. Library resources report;
  - n. Additional relevant data.
2. Appendix II: Faculty Curriculum Vitae
  - a. For Undergraduate programs
    - all faculty members in the program school or department; and
    - all other faculty who have recently taught required courses to program students.
  - b. For Graduate programs
    - all faculty members in the program school or department; and
    - all adjunct faculty.
3. Appendix III: Courses
  - a. List of courses offered (including mode of delivery, faculty member responsible, etc.)
  - b. Course outlines for all courses offered by the program.

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<sup>6</sup> Relevant statistical information is available from the University Planning Office.

4. Appendix IV: Documentation of Advisory Council comments (for undergraduate programs), Department/School/Program Council Approvals, and approval by the Dean(s).

Detailed guidelines for the above are contained in a Program Review Manual.

## **II. REVIEWS AND APPROVALS AT THE PROGRAM AND DECANAL LEVELS**

### **A. Department/School/Program Council**

The Chair/Director of the program will forward the full self-study report to the Faculty Dean<sup>7</sup> and, for graduate programs, the Dean of SGS who will review it and either refer it back to the program for further development or for presentation to the Department/School/Program Council (or other appropriate administrative entity in the case of multi-disciplinary or inter-disciplinary programs) for its review and approval. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed by the Council on the approval.

### **B. Program Advisory Council (for Undergraduate programs)**

Following approval by the Department/School/Program Council, the self-study report, along with any Department/School/Program Council qualifications or limitations, will be sent to the Faculty Dean for presentation to the Program Advisory Council (PAC) for its review and comments. A record will be kept of the date(s) of the meeting(s) and members attending the meeting(s).

### **C. Dean of the Faculty**

The Dean will approve the program review for preliminary submission to either the Academic Standards Committee or the School of Graduate Studies.

### **D. Assessment Prior to Submission to an External Peer Review Team**

1. Undergraduate Program reviews: The ASC will review the program review to determine if there are any issues prior to submission to a Peer Review Team.
2. Graduate Program Reviews: The Programs and Planning Committee of the SGS Council will review the program review to determine if there are any issues prior to submission to a Peer Review team.

## **IV. PEER REVIEW AND RESPONSE**

The program must undergo an external evaluation by a Peer Review Team (PRT). Members of the PRT will be given information on the University and its mission, a complete copy of the self-study report and a copy of the PRT Mandate.

### **A. Composition and Procedure<sup>8</sup>**

1. The PRT will consist of:
  - a. two faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario, where appropriate, who are at arms length from the program school/department; and
  - b. one additional reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university.

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<sup>7</sup> For multidisciplinary and interdisciplinary programs, a Dean will be designated to serve as the Faculty Dean.

<sup>8</sup> The Peer Review procedures are outlined in the *Peer Review Team Guide* found in the Program Review Manual.



2. The membership of the undergraduate PRT will be determined and appointed by the Dean based on written information provided by the program. The membership of the graduate PRT will be determined by the Dean of SGS in consultation with the faculty Dean. Information from the program will include names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson. If graduate and undergraduate reviews are done simultaneously, the Faculty Dean and Dean of SGS must decide if a combined PRT or separate PRTs are required.
3. The Faculty Dean or Dean of Record for undergraduate programs, and the Dean of SGS in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.
4. There will be a site visit, structured to include the opportunity for PRT discussion with students, faculty and staff.
5. In the case of accredited programs, at his or her discretion, the Vice Provost, Academic may require a separate Peer Review when the accrediting body's assessment does not fully cover all of the areas required by the University's program review process or may require an Addendum to the materials presented to an accreditation board associated with the academic discipline under review.

#### **B. The Peer Review Team Mandate**

The general mandate of the PRT is to evaluate the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. More specifically, the Peer Review will address:

1. the appropriateness of the program's goals and learning objectives and the consistency of the program's curriculum with these goals and objectives;
2. the currency, rigour, and coherence of the program's curriculum;
3. the appropriateness of the mode of delivery and methods used for the evaluation of student progress;
4. the appropriateness of the program's admissions requirements to the program goals and learning objectives;
5. the appropriateness and effectiveness of the use of existing human, physical and financial resources, (e.g. laboratory, studio and computer facilities and space, respecting Ryerson's autonomy to determine priorities for funding, space, and faculty allocation) to support the program;
6. the quality of support to students and general student satisfaction with the program;
7. the degree to which the scholarly, research and creative activity in the offering unit provides support for the program goals and learning objectives;
8. for graduate programs, the level of funding for graduate students; and
9. for graduate programs, the relevance of any fields within the program.

The PRT should, at the end of its report, specifically comment on:

1. the program's strengths, weaknesses and opportunities;
2. the program's developmental plan; and
3. recommendations for actions to improve the quality of the program, if any.

#### **C. Provided to the Peer Review Team Before the Site Visit**

The Peer Review Team will be provided with a Letter of Invitation, a site visit agenda and their mandate, along with the formal proposal and all relevant documentation. This communication will remind the PRT of the confidentiality of the documents presented.

#### **D. Provided to the Peer Review Team During the Site Visit**

3. The PRT will be provided with:
4. access to program administrators, staff, and faculty, administrators of related departments and librarians and students as appropriate; and
5. any additional information that may be needed to support a thorough review.
6. At the close of the site visit for an undergraduate program, the PRT will hold a debriefing involving the designated Faculty Dean, Vice Provost, Academic, and/or the Provost and any others who may be invited. For a graduate program, the Dean of SGS will also attend.

#### **E. Peer Review Team Report**

1. At the close of the site visit for an undergraduate program, the PRT will hold a debriefing involving the designated Faculty Dean, Vice Provost, Academic, and/or the Provost and any others who may be invited. For graduate programs, the Dean of SGS is included.
2. The PRT shall submit a written report to the Dean and Vice Provost, Academic within four weeks of its site visit.
3. A copy of the PRT report will be forwarded to the Chair/Director.

#### **F. Response to the PRT Report**

Within four weeks, the program will submit a written response to the PRT report for undergraduate program proposals to the Faculty Dean and for graduate program proposals to the Dean of SGS. The written response may include any of the following: corrections or clarifications of items raised in the PRT report; a revised developmental plan with an explanation of how the revisions reflect the recommendations or respond to the weaknesses or deficiencies identified in the report; and/or an explanation of why recommendations of the PRT will not be acted upon.

If the self appraisal report or the developmental plan is revised following, or as a result of, the PRT review, the original and the revised documents must be resubmitted to the Faculty Dean/Dean of SGS.

If the Faculty Dean(s) or the Dean of SGS believes that this document differs substantially from the original s/he is required to return it to the Department/School Council(s) for further endorsement before providing decanal endorsement.

##### Undergraduate Programs

The entire report, with revisions, including the PRT review and response and the Faculty Dean's approval, is submitted to the Vice Provost, Academic. The Vice Provost, Academic, will submit the proposal to ASC.

##### Graduate Programs

The entire report, with revisions, including the PRT review and response and the Faculty Dean's approval, is submitted to the School of Graduate Studies, for submission to the PPC. PPC will make one the following recommendations:

- a. That the report be sent to the SGS Council with or without qualification;
- b. That the report be returned to the program for further revision.

Upon approval by the PPC, the Dean of SGS will submit the entire report, with revisions, including the PRT review and response, along with the Faculty Dean's approval, to the SGS Council.

## **V. ACADEMIC STANDARDS COMMITTEE AND SCHOOL OF GRADUATE STUDIES REVIEW**

The ASC or the SGS Council will review the report and make one of the following recommendations:

- a. Approval of the review as submitted, with or without recommendations for further action.
- b. Conditional approval of the review, with conditions specified.
- c. Referral of the review to the Dean for further action in response to specified weaknesses and/or deficiencies.
- d. Rejection of the review as submitted.

If there is a concurrent review of an undergraduate and a graduate program, the chairs of the ASC and SGSC will consult to provide a joint report to Senate.

## **VI. SENATE APPROVAL**

The Chair of the ASC and/or SGS Council, will submit a report to Senate that summarizes the findings and conclusions of the review of the program, including the program's strengths and weaknesses, and outlining the actions to be taken on the recommendations arising from the review.

Senate is charged with final academic approval of the Program Review.

Senate shall publish the Executive Summary, report to Senate and the action of Senate for each Periodic Program Review on the Senate website following Senate action. Complete documentation, respecting the provisions of FIPPA, will be made available through the Senate office.

## **VII. FOLLOW-UP REPORT AND IMPLEMENTATION**

If the report includes a recommendation for approval of the program review, it will include a date for a required follow-up report to be submitted to the Dean and Provost on the progress of the developmental plan and any recommendations or conditions attached to the approval. The initial follow-up report is normally due by June 30 of the academic year following Senate's resolution. The Provost may require additional follow-up reports.

If the report is referred to the Dean, a date will be specified for the completion of a revised report. If the revised report is not filed by that date, the program review will be rejected.

The Chair/Director and Dean are responsible for requesting any additional resources identified in the report through the annual academic planning process. The relevant Dean(s) is responsible for providing identified resources, and Provost is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within 2 budget years of the Senate approval.

The follow-up report to Senate will include an indication of the resources that have been provided.

## **VIII. QUALITY COUNCIL**

The Provost will annually report outcomes of all Periodic Program Reviews to the Quality Council as per the required process.

## **IX. REPORT TO THE BOARD OF GOVERNORS**

The Provost is responsible for presentation of the program to the Board for its information.

**RYERSON UNIVERSITY**  
**POLICY OF SENATE**

**CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS**

Policy Number: 127  
Approval Date: November 2, 2010  
Responsible Committee or Office: Provost and Vice President Academic

**POLICY STATEMENT**

**I. SCOPE**

This policy governs changes to existing minors, undergraduate and graduate programs, including those offered jointly with other post-secondary institutions, recognizing that the university must be responsive to professional developments and advances in disciplinary knowledge. This applies to all programs, whether offered in full, in part, or in partnership with any other postsecondary institution.

**II. DEFINITIONS**

**Major Modifications:** Substantial changes in program/curriculum structure, content or delivery such as streams, mandatory co-ops or internships; mode of delivery (e.g. change between full/part-time program delivery, distance delivery of the entire program); substantial change in the balance of elective and required courses; substantial change in overall program hours; significant change to undergraduate program balance of professional/professionally related and liberal studies courses; and sufficiently extensive changes to course content such that the Degree Level Expectations of the program are substantially affected.

**Minor Modifications:** Changes which are not considered major modifications, such as: changes in course description, title or requisites; alteration to the number of course hours; repositioning of a course in a curriculum; adding or deleting a required course; changes in course weight; change in mode of a course delivery; reconfiguration or minor changes to courses in a Minor; change in admission policy; variation in policy for grading, promotion, graduation or academic standing; or change in program name and/or degree designation.

**III. AUTHORITY**

**Major Modifications:** Major Modifications must first be approved by Department/School Councils, Chairs/Directors and Deans (including Dean of the School of Graduate Studies for graduate programs), and then submitted to either the Academic Standards Committee (ASC) or the School of Graduate Studies Council (SGSC) for its review and recommendation to Senate with respect to approval. For the addition of a new field to an existing graduate program, Expedited Approval of the Ontario Universities Council on Quality Assurance is required.

Proposals must also include a statement on any additional resources that will be required (e.g. faculty, space, technology) and the Degree Level Expectations<sup>9</sup> which will be affected, if any. Reference must be included to any related changes that had occurred since the last program review.

**Minor Modifications:** Minor Modifications require Department/School Council, Chair/Director and Decanal approval (including the Dean of Graduate Studies for graduate programs). Consultation with other affected departments/schools/programs, including the Chang School of Continuing Education and the library, where relevant, is required. A statement of any changes in resource requirements is also required.

Information with appropriate sign-offs is forwarded for implementation as per Procedures, and changes are sent to Senate for information.

**Senate:** Senate has the ultimate authority to approve Major Modifications to curriculum, and may discuss and act upon any Minor Modification brought for information.

**Disputes:** If there is a disagreement within a department/school/program, or between departments/schools/programs with respect to any curriculum modification, the relevant Dean(s) shall decide how to proceed. Should there be a disagreement between Deans or between a Dean and a Department/School/Program or Faculty Council, the Vice Provost Academic shall decide how to proceed. Where necessary, the Vice Provost Academic will determine if a modification is considered major or minor.

#### **IV. PROCEDURES**

Procedures related to this policy will be developed and reviewed annually by the Chairs of the ASC, SGSC and delegates from the Registrar's Office and the School of Graduate Studies. These procedures will incorporate the process for undergraduate and graduate calendar changes.

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<sup>9</sup> Degree Level Expectations for graduate and undergraduate programs have been established by the Ontario Council of Academic Vice-Presidents (OCAV). A list of the DLEs can be found appended to Senate Policies 112 and 127. Programs establish their program outcomes based on these.

## PROCEDURES FOR SUBMISSION OF UNDERGRADUATE CURRICULUM MODIFICATIONS AND CALENDAR CHANGES

Forms, time lines and complete submission instructions can be found at

[www.ryerson.ca/calendar/edit](http://www.ryerson.ca/calendar/edit).

Please note that handwritten submissions will not be accepted.

### MINOR MODIFICATIONS

#### CATEGORY 1 MODIFICATIONS

**Description:** Category 1 Modifications typically include:

course description, title, and requisite changes; and/or  
minor alterations in course hours with a cumulative change of two hours or less for a single-term course, or four hours or less  
for a multi-term course.

**Consultation:** ..... Undergraduate Publications as needed

**Required approvals:** ..... Teaching Department/School.

**Form to be completed:** ..... Course Change Form – Active Courses (UCCF–A)

**Where to Submit:** ..... Undergraduate Publications, POD 362.

**Submission Deadline:** ..... **First Friday after October Senate meeting (See time line)**

#### CATEGORY 2 MODIFICATIONS

**Description:** Category 2 Modifications include:

course repositioning, additions, deletions;  
significant changes in course hours with a cumulative change of three hours or more for a single-term course or five hours or  
more for a multi-term course;  
mode of delivery and course weight variations; and/or  
minor changes to existing Minors (i.e., deleting one course and adding another; re-configuration of required and elective  
courses).

**Required Consultation:**

Undergraduate Publications must be consulted early in the process to ensure that possible issues regarding the affect of the  
change on students in each year of the program and out-of-phase students are considered.

**Required approvals:**

Department/School Council of the Teaching Department/School;  
Dean of the Teaching Department/School; and  
Department/School Council(s) and the Dean(s) of the affected Program Department(s)/School(s).

**Forms to be completed:**

**Course Change Form – Active (UCCF–A) for changes to active courses and/or**

**Course Change Form – New (UCCF–N) for the introduction of a new course**

**Approvals and Consultations Form (UAAC) – All of the following which apply must be indicated on the form. If  
additional space is needed for approvals, additional forms may be used.**

**Subject Librarian** regarding library resource needs/changes.

**Additional resources** needed (i.e. faculty, space, technology) as a result of the implementation of the proposed  
course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the  
University Planning Office for review.

**Chang School courses affected;** if any, consultation with the relevant Chang School Program Director, School  
Council and Dean are required.

**Deleting a course identified as “Required” in another program’s curriculum;** if any, that program’s  
Chair/Director, Departmental/School Council and Dean must approve the deletion.

**Deleting an elective course in another program’s curriculum;** if any, there must be consultation with that program.

**Minor** – if a change affects a Minor, the programs which are affected by the change must be notified.

**Course Change Summary Form (UCCS)**

Summarizes all significant course changes for the 2011/12 academic year.

**Every course listed in a UCCS form must have a corresponding UAAC form.**

**Where to Submit:** ..... Undergraduate Publications, POD-362  
**Submission Deadline:** ..... **First Friday after October Senate meeting(See time line)**  
**Last possible submission date to implement following year:**      **Second week of October (See time line)**

**CATEGORY 3 MODIFICATIONS**

**Description:** Category 3 Modifications include:  
 change in admission requirements or variation in policy on grading, promotion, graduation, or academic standing;  
 new Minors and substantial changes to existing Minors; and/or  
 changes to program name and/or degree designation with applicable implementation date with provisions for retroactivity.

**Required Consultations:**

Consultation with Undergraduate Publications and with the Chair of the Academic Standards Committee (ASC) is required early in the development process, and should continue as needed during proposal development.

**Required approvals:**

Department/School Council of the Teaching Department/School;  
 Dean of the Teaching Department/School;  
 Department/School Council(s) and the Dean(s) of the affected Program Department(s)/School(s); and  
 Senate. ASC evaluates the proposal and submits its recommendation to Senate.

**Forms and Documents to be completed:**

- **Course Change Form – Active (UCCF–A) and/or**
- **Course Change Form – New (UCCF-A)**  
 Although the complex change may not yet be approved, these forms must be completed and submitted to Undergraduate Publications by the deadline date.

**Approvals and Consultations Form (UAAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.**

**Chang School courses affected;** if any, consultation with the relevant Chang School Program Director, School Council and Dean are required.

**Deleting a course required in another program’s curriculum;** if any, that program’s Chair/Director, Departmental/School Council and Dean must approve the deletion.

**Deleting an elective course in another program’s curriculum;** if any, there must be consultation with that program. **Minor** – if a change affects a Minor the programs which are affected by the change must be notified.

- **Proposed curricular structure in Calendar format (UCAL):** Proposed curricular structure in Calendar format, submit by the deadline date to Undergraduate Publications.

**Proposal**

**Changes in admission, promotion grading graduation, or academic standing policy:** Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.

**New Minors and changes to existing Minors:** Include a rationale for the Minor and its curriculum. Cumulative academic development should be demonstrated and academic/learning objectives should be articulated.

**Changes to program name and/or degree designation:** Include an explanation of why the current designation is inappropriate and why the proposed designation is preferable; designations used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed designation; confirmation of recognition of the proposed designation by industry and/or relevant professions; where relevant, views of alumni and current program students; and **provisions for retroactivity.**

**Category 3: Where to Submit and Submission Deadlines**

Submit to	Documents	Final Deadline
Office of Vice Provost, Academic	- Twenty hard copies and an electronic copy of the proposal - A copy of the completed UAAC Form - At least one week prior to consideration by the ASC.	Last week of June
Undergraduate Publications	UCCF-A/N, UAAC and UCAL forms	First Friday after October Senate meeting

Due to their large workload, ASC cannot guarantee that curriculum and program changes submitted after the June deadline will be discussed in time for approval at the following November Senate meeting, but will make every attempt to do so where possible. Changes submitted by the deadline will be given priority. Approval at the November meeting is required for Calendar implementation in the following year.

## MAJOR MODIFICATIONS

**Description:** Major Modifications include:

- Substantial change in program/curriculum structure, content, or delivery, such as: streams, options; mandatory co-ops and internships;
- Addition or deletion of a specialization, option or major in an existing program;
- Change in mode of program delivery (e.g change to a full or part-time programs, distance delivery; etc.);
- Significant change in the balance of elective/required courses;
- Change in overall program hours (more than 30%);
- Significant change in program balance of professional/professionally related and liberal studies courses; and/or
- Extensive changes to course content such that the Degree Level Expectations of the program are substantially affected.

**Approvals and Consultations Form (UAAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.**

**Subject Librarian** regarding library resource needs/changes.

**Additional resources** needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

**Proposed curricular structure in Calendar format (UCAL):** Proposed curricular structure in Calendar format, submit by the deadline date to Curriculum Advising

**Proposal:** Include any of the following items which pertain:

- an introductory summary of the proposed changes and a rationale for them in light of stated program objectives;
- an indication of those changes which are the result of a previous periodic program review;
- an indication of what additional resources are required, including space, faculty and staff;
- a list or table permitting easy comparison of existing and amended programs by semester and year, including course numbers and titles, course hours in lecture, lab or studio, and course designation by program categories (professional, professionally-related and liberal studies);
- if there are changes to electives, rationale for change and indication of actual availability of electives;
- calendar format description of new or amended courses;
- a statement of program balance (among professional,/professionally-related, and liberal studies) for existing and amended programs;
- an indication of how and when changes will be implemented;
- a summary of implications for external recognition and/or professional accreditation;
- in the case of extensive changes, a summary of views of the Advisory Council; and
- the effect upon the program's Degree Level Expectations, if any.

**Where to Submit and Submission Deadlines**

Submit to	Documents	Final Deadline
<b>Office of Vice Provost, Academic</b>	Twenty hard copies and an electronic copy of the proposal - A copy of the completed UAAC Form At least one week prior to consideration by the ASC.	<b>Last week of June</b>
<b>Undergraduate Publications</b>	UCCF-A/N, UAAC and UCAL forms	<b>First Friday after October Senate meeting</b>

Due to their large workload, ASC cannot guarantee that curriculum and program changes submitted after the June deadline will be discussed in time for approval at the following November Senate meeting, but will make every attempt to do so where possible. Changes submitted by the deadline will be given priority. Approval at the November meeting is required for Calendar implementation in the following year.



**Undergraduate Curriculum Modifications: Approvals and Consultations (UAAC)  
 To be submitted for Category 2, Category 3 and Major Modifications**

**SCHOOL/DEPARTMENT INITIATING THE MODIFICATION:** \_\_\_\_\_

List the courses that following approvals, consultations and additional information refers to: i.e. HST 508, HST 405.  
 \_\_\_\_\_

**1. LIBRARY CONSULTATION**

Many types of course/program modifications have implications for Library resources. In such cases, consultation with the subject librarian is to take place before a modification form is submitted. Yes No

- 1a.** Are there serious deficiencies in current Library resources available to support this change? .....
- 1b.** If so, how will these be rectified? \_\_\_\_\_

Name of subject area librarian \_\_\_\_\_ Date(s) of consultation \_\_\_\_\_

**2. ADDITIONAL RESOURCES REQUIRED?**

- 2a.** Are additional resources (e.g., faculty, space, technology) required to implement and sustain the proposed changes .....
- 2b.** If yes, specify course(s) requiring the resources. \_\_\_\_\_

**3. CONTINUING EDUCATION COURSES AFFECTED?**

- 3a.** Is there a Chang School Offering? .....
- 3b.** Are any Chang School courses and/or Certificate programs affected by this change? .....
- 3c.** If yes, specify course and obtain Chang School approval below: \_\_\_\_\_

**4. MINORS AFFECTED?**

- 4a.** Are any Minors affected by this change? .....
- 4b.** If yes, specify Minor and course(s) and obtain the approval of the Program that oversees the Minor below: \_\_\_\_\_

**5. UNDERGRADUATE PUBLICATIONS AND ACADEMIC STANDARDS COMMITTEE CONSULTATION** Yes No

- 5a.** Undergraduate Publications for significant and Category 3 and Major Modifications .....
- 5ab** Academic Standards Committee for Category 3 and Major Modifications .....

**6. APPROVALS and SIGNATURES**

All Category 2, Category 3 and Major Modifications require the approval of the Teaching Department, their Department/School Council and their Dean. The approval of other Program Departments, their Department/School Council and their Dean may also be required. Approval by the Chang School is required only if the proposed changes directly affect Chang School offerings or the changes are initiated by The Chang School.

		Name	Signature	Date
<b>Teaching</b>	Department/School			
	D/S Council Approval			
	Chair/Director			
	Dean			
<b>Program</b>	Department/School			
	D/S Council Approval			
	Chair/Director			
	Dean			
<b>CE</b>	CE Council Approval			
	CE Program Director Approval			
	Dean			



## PROCEDURES FOR SUBMISSION OF GRADUATE CURRICULUM MODIFICATIONS AND CALENDAR CHANGES

Forms, time lines and complete submission instructions can be found at  
[www.ryerson.ca/graduate/TBA](http://www.ryerson.ca/graduate/TBA)

**Where to submit:**

All graduate curriculum and calendar changes must be submitted to the office of the Director of Graduate Academic Administrative Services, YDI 1112.

**Submission Deadlines:**    **First week in October (For Winter term changes)**  
   **First week of February (For Spring/Summer term changes)**  
   **First week of April (For Fall term changes)**

**Required Consultation:**

The Director of Graduate Academic Administrative Services should be consulted early in the process to ensure that possible issues regarding the affect of the change on current and incoming students are considered.

### MINOR MODIFICATIONS

#### CATEGORY 1 MODIFICATIONS

**Description:** Category 1 Modifications typically include:

- course description, title, and requisite changes;
- minor alterations in course hours with a cumulative change of two hours or less for a one credit course or four hours or less for a two credit course.

**Required approvals:**

Graduate Program

**Forms to be completed:**

- Graduate course Change form – Active Courses (GCC-A)
- Graduate Course Change Summary form (GCCS)
  - Summarizes all course changes for the term submitted
  - Every course listed in a GCCS form must have a corresponding GCC form

#### CATEGORY 2 MODIFICATIONS

**Description:** Category 2 Modifications include:

- course repositioning, additions, deletions;
- significant changes in course hours with a cumulative change of three hours or more for a one-credit course or five hours or more for a two or more credit course;
- mode of delivery and course weight variations;

**Required approvals:**

Department/School/Program Council;  
Dean of the teaching Department(s)/School(s);  
the Dean of SGS

**Forms to be completed:**

- Graduate Course Change form – Active (GCC–A) or - New (GCC–N)
  - for changes to active or the introduction of new courses respectively

Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.  
Subject Librarian: regarding library resource needs/changes.

Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

Deleting an elective course in another program's curriculum: there must be consultation with that program.

#### Graduate Course Change Summary form (GCCS)

Summarizes all course changes for the term submitted.

Every course listed in a GCCS form must have a corresponding GCC-A or -N form.

### **CATEGORY 3 MODIFICATIONS**

**Description:** Category 3 Modifications include:

- change in admission policies or variation in policy on grading, promotion, graduation, or academic standing;
- new Fields and substantial changes to existing Fields;
- changes to program name and/or degree designation with applicable implementation date;

**Required approvals:**

Department/School/Program Council;

Department/School Council(s) and the Dean(s) of affected Program(s)/Department(s)/School(s);

Dean of SGS

Senate, for information.

**Forms and Documents to be completed:**

Proposal

Changes in admission, promotion, grading, graduation, or academic standing policy:

Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.

Changes to program name and/or degree designation:

Include an explanation of why the current designation is inappropriate and why the proposed designation is preferable; designations used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed designation; confirmation of recognition of the proposed designation by industry and/or relevant professions; where relevant, views of alumni and current program students;

- o Provisions for retroactivity.

Proposed curricular structure in Calendar format (GCAL): Proposed curricular structure in Calendar format

Graduate Course Change form – Active (GCC–A) or - New (GCC–N)

for changes to active or the introduction of new courses respectively

Although the change is not yet approved, these forms must be completed and submitted by the deadline date.

Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.

Subject Librarian: regarding library resource needs/changes.

Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

Deleting an elective course in another program's curriculum: there must be consultation with that program.

- Graduate Course Change Summary form (GCCS)
  - o Summarizes all course changes for the term submitted.
  - o Every course listed in a GCCS form must have a corresponding GCC-A or -N form.

### **MAJOR MODIFICATIONS**

**Description:** Major Modifications include:

Change in program/curriculum structure, content, or delivery, such as: streams, options; mandatory co-ops and internships;

Change in mode of program delivery (full-/part-time programs, distance delivery; etc.);

Significant change in the balance of elective/required courses;

Change in overall program hours (more than 30%);

Extensive changes to course content such that the Degree Level Expectations of the program are substantially affected.

**Required approvals:**

Department/School/Program Council;

Department/School Council(s) and the Dean(s) of affected by the change(s)  
Graduate Programs and Planning Committee, Graduate Council  
Senate.

**Forms and Documents to be completed:**

Proposal: Include any of the following items which pertain:

1. an introductory summary of the proposed changes and a rationale for them in light of stated program objectives;
2. a list or table permitting easy comparison of existing and amended programs by semester and year (if appropriate), including course numbers and titles, and course hours in lecture, lab or studio
3. if there are changes to electives, rationale for change and indication of actual availability of electives;
4. calendar format description of new or amended courses;
5. an indication of how and when changes will be implemented, including retroactivity;
6. a summary of implications for external recognition and/or professional accreditation;
7. effect upon the program's Degree Level Expectations, if any.

Proposed curricular structure in Calendar format (GCAL): Proposed curricular structure in Calendar format

Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.

Subject Librarian: regarding library resource needs/changes.

Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

## **Graduate Approvals and Consultations (GAC)**

To be submitted for Minor Modifications (Categories 2 and 3) and Major Modifications

**GRADUATE PROGRAM INITIATING THE MODIFICATION:** \_\_\_\_\_

List the courses that the following approvals, consultations and additional information refers to: i.e. EE8901, CC8620

### 1. LIBRARY CONSULTATION

Many types of course/program modifications have implications for Library resources. In such cases, consultation with the subject librarian is to take place before a modification form is submitted.

**Yes    No**

**1a.** Are there serious deficiencies in current Library resources available to support this change? .....    

**1b.** If so, how will these be rectified?

Name of subject area librarian \_\_\_\_\_ Date(s) of consultation \_\_\_\_\_

### 2. ADDITIONAL RESOURCES REQUIRED?

**Yes    No**

**2a.** Are additional resources (e.g., faculty, space, technology) required to implement and sustain proposed changes    

**2b.** If yes, specify course(s) requiring the resources.

### 3. CONSULTATION

**Yes    No**

**3a.** Director of Graduate Academic Administrative Services .....    

**3b** Programs and Planning Committee .....    

### 4. APPROVALS and SIGNATURES

All Minor Category 2, Category 3 and Major Modifications require the approval of the Teaching Dept, their Dept/School Council and their Dean. The approval of other Program Depts, their Dept/School Council and their Dean may also be required.

		Name	Signature	Date
<b>Teaching</b>	<b>Department/School</b>			
	<b>Dept/School Council</b>			
	<b>Chair/Director</b>			
	<b>Dean</b>			
<b>Graduate Program</b>	<b>Program Council</b>			
	<b>Director</b>			
	<b>Graduate Dean</b>			
<b>SGS</b>	<b>Programs &amp; Planning Committee</b>			
	<b>Graduate Council</b>			
<b>Senate</b>				

GRADUATE PROGRAM INITIATING CHANGE: \_\_\_\_\_

DATE of SUBMISSION: \_\_\_\_\_

MINOR MODIFICATIONS – CATEGORY 1				
Course code/ Number	Course Title	Description of Change	Graduate Program(s) affected by the change	Implementation Date

MINOR MODIFICATIONS – CATEGORY 2				
Course code/ Number	Course Title	Description of Change	Graduate Program(s) / School(s) / Department(s)/ affected by and informed of change	Implementation Date

MINOR MODIFICATIONS – CATEGORY 3		
Description of Change	Graduate Program(s) / School(s) / Department(s)/ affected by and informed of change	Implementation Date

MAJOR MODIFICATIONS		
Description of Change	Graduate Program(s) / School(s) / Department(s)/ affected by and informed of change	Implementation Date

## **Report of the Awards & Ceremonials Committee**

November 2, 2010

#F2010-1

- 1. Student Awards:** As Ryerson has grown, so have the number and scope of student awards of various kinds. These awards have been managed in a variety of ways by a variety of different groups, and it was agreed that there needed to be a common set of practices and definitions that governed award administration.

The Student Awards Policy establishes definitions for the various types of awards and the policies which govern their establishment and management. The policy development is the result of the work of an Awards Action Committee, consisting of members from the Convocation and Awards Office, Registrar's Office (Student Financial Assistance and Undergraduate Admissions), Financial Services, and University Advancement (Financial Administration and Stewardship Office). This committee will be ongoing and responsible for establishing the procedures related to this policy.

**MOTION:** *That Senate approve Policy 161: Student Awards Policy.*

- 2. Report on Convocation and Awards (attached - for information only)**

Respectfully submitted,

Alan Shepard, Chair  
For the Committee:

A. Alaica, K. Alnwick, M. Braun, D. Foster, U. George, J. Hercz, A. Lohi,  
M. Lovewell, A. MacKay, P. Monkhouse, J. Norrie, R. Ott, M. Rodriguez  
D. Rose, D. Schulman, A. M. Singh, S. Upreti, K. Webb



**RYERSON UNIVERSITY  
POLICY OF SENATE**

**STUDENT AWARDS POLICY**

Policy Number:	161
Approval Date:	November 2, 2010
Policy Review Date:	Fall 2013
Procedure Review:	One year after approval date and subsequently every two years or at the request of the Provost and Vice President Academic or Senate Awards and Ceremonials Committee
Responsible Office(s):	Provost and Vice President Academic
Effective Date:	January 1, 2011

**I. INTRODUCTION**

The Ryerson University Senate establishes and bestows student awards and scholarships to encourage and recognize high levels of academic achievement, athletics, community involvement, extra-curricular activities, research, etc. Bursaries are given to assist those who demonstrate financial need.

Awards, bursaries and scholarships (See section IV for definitions) are provided exclusively for students entering, registered in, or graduating from graduate, undergraduate, or continuing education programs at the University.

Awards, bursaries and scholarships may be available at a University, Faculty, or academic program level.

All existing awards, bursaries and scholarships must be reviewed for conformity with this policy within five years of the approval date.

Any exceptions to this policy must be approved by Senate's Awards and Ceremonials Committee.

**II. SCOPE**

This policy governs the establishment, criteria development, definitions, equitable competition, and the fair and wide distribution of funding for all student awards, bursaries, and scholarships at Ryerson University. This policy does not apply to external awards to which a student can apply or be nominated.

### III. ROLES AND RESPONSIBILITIES

Senate's Awards and Ceremonials Committee may interpret this policy as needed.

Senate's Awards and Ceremonials Committee has the final approval on the creation, amendment, and discontinuation of awards, bursaries and scholarships. Other organizational units will be asked from time to time to provide recommendations and consultations.

This policy does not govern the funding of awards, bursaries or scholarships or any associated financial matters.

Procedures: The establishment and administrative management of awards, bursaries and scholarships is outlined in the *Procedural Agreement on the Roles and Responsibilities of Award Administration (PARRAA)*. See Appendix 1

### IV. TYPES OF AWARDS, BURSARIES, and SCHOLARSHIPS

- a. **Awards** (monetary)  
Based on a combination of criteria that include, but are not limited to, two or more of the following: academic achievement; financial need; other donor specific requirements such as community involvement, disability, extra-curricular activities, or travel, etc. Awards may be one-time only or renewable with the student's continued compliance with the award criteria.
- b. **Bursaries** (monetary)  
Based on demonstrated financial need.
- c. **Scholarships** (monetary)  
Based on overall academic excellence or academic achievement in a specific course or program of study. Scholarships may be one-time only or renewable with the student's continued compliance with the award criteria.
- d. **External Awards, Bursaries and Scholarships** (monetary and non-monetary)  
Are fully funded and administered outside of Ryerson University. Ryerson assumes no responsibility for any part of the funding, administration and selection processes but may decide to publicize the award as a service to the University community.
- e. **Entrance Awards and Scholarships** (monetary)  
Awarded to students entering their 1st year.
- f. **Recognition Awards** (monetary and non-monetary)  
Based on one or more of the following normally non-academic criteria: demonstrated qualities of leadership, innovative skills, service to the university or community at large, outstanding athletic or artistic participation.
- g. **Deans' List Distinction** (non-monetary)  
Based on an undergraduate student's 3.50 or higher grade point average at the end of the academic year (other conditions also apply). Non-monetary.

- h. **Honours Graduation Distinction** (non-monetary)  
Based on an undergraduate degree program student graduating with an overall cumulative grade point average of 3.50 or higher. The academic distinction of 'with honours' is recorded on the student's transcript and graduation award document.
- i. **Prizes** (non-monetary and/or of monetary worth (e.g. book, medal))  
Based normally on academic excellence in a particular academic area and, in some cases, other forms of earned merit in a specific area of study or competition.
- j. **Fellowships** (monetary)  
Based on academic excellence and given to a graduate studies student.
- k. **Sponsored Competitions**  
Proceedings of, and monetary or non-monetary prizes, awards, or rewards from competitions where the sponsor derives a benefit from the competition are not part of the policy or the awards process.

**IN THE FOLLOWING SECTIONS, THE TERM AWARDS REFERS GENERICALLY TO ALL AWARDS, BURSARIES, AND SCHOLARSHIPS, ETC.**

## **V. BASIS OF AWARDS**

Awards may be granted on the basis of one or more of the following:

- a. Overall academic performance using high school, term, or cumulative grade point averages.
- b. Including but not restricted to academic performance in a particular program, course, project, thesis, proposal, or paper using a cumulative or term grade point average or course grade, or individual paper grade.
- c. Achievement in a skill related to the student's academic area in addition to attaining minimum academic requirements.
- d. Non-academic achievements or the display of other qualities deemed worthy of consideration by the University or a Faculty or Department of the University.
- e. Demonstrated financial need.

## **VI. GUIDELINES FOR AWARDS**

### **General Terms and Conditions of Awards**

Terms and conditions specific to each award, bursary, and scholarship are derived from this policy and must:

- a. ensure equity in competition and distribution;
- b. ensure fair and wide distribution of funds;

- c. be free of criteria based on personal characteristics as noted in the Policy on Scholarships and Awards in the Ontario Human Rights Code; and
- d. abide by any relevant government policy and/or guidelines.

### **Establishing an Award**

- a. Terms of Awards must benefit students and must have a minimum of limiting criteria.
- b. Criteria may be mathematical in nature (e.g., to be given to the student with the highest mark in a particular program) or judgmental (where other criteria are included such as participation or demonstrated interest and achievement in a subject as deemed by a selection committee).
- c. Only awards funded by the establishment of an endowed or annual trust fund will be considered formal awards.
- d. The university, upon the establishment of a trust fund to support an Award, undertakes to abide by the terms attached to the funds received provided that such terms are consistent with other Ryerson University policies (see section V).
- e. Faculties or academic programs can issue Awards which are not endowed or for which an annual trust fund has not been established if normally acceptable criteria, financial cost centres, advertising, record keeping, recipient selection and award presentation procedures are established and/or used. Outlined procedures must be followed for the reporting and vetting such Awards prior to choosing a recipient. These Awards will not be advertised or reported by the University. These Awards must be reported annually to the Convocation and Awards Office as per procedures.

### **Selection of Award Recipients**

- a. All selection committee members must be current Ryerson: employees; Advisory Council members; or students, only where appropriate and approved by a relevant Dean or the Vice Provost, Students. An Award's donor may not be involved in the selection process, and no selection committee member should have a conflict of interest with any applicant.
- b. Senate's Awards and Ceremonials Committee, or designates, will select all university-wide Award recipients.
- c. Senate's Awards and Ceremonials Committee will determine the generic composition of university-wide, faculty-wide and program selection committees.
- d. With the express approval of Senate's Awards and Ceremonials Committee, a deceased student may be considered for a posthumous award if all essential criteria and conditions have been met.
- e. Selection committees are responsible for ensuring and maintaining confidentiality and transparency of the candidate consideration and recipient selection processes. Conflicts of interest must be declared.

- f. If a selection committee determines that no applicants, candidates, or nominees meet the outlined criteria, the award shall not be given to any recipient that year.
- g. The university reserves the right not to grant an Award in the absence of a suitable candidate, or to limit the number of Awards where too few suitable candidates exist (e.g. entrance scholarships).
- h. Senate's Awards and Ceremonials Committee will establish the minimum level of scholarship, academic standing and acceptable conduct standards for all Awards (i.e. Clear Academic Standing, no contraventions of Ryerson University's Codes of Conduct, etc.).

#### **Amendment of Established Awards**

The terms and conditions of established Awards represent a formal agreement between the donor and Ryerson University. Amendments may, however, become necessary due to changes or cancellations of particular courses or programs which have been named in the terms, or when there are no longer eligible students. Where the terms of such Awards become impossible to fulfill, the University may amend the terms, in consultation with the donor where possible, to maintain the original intent of the donor as closely as possible.

Subject to the availability of funds, the university reserves the right to amend the terms of, to adjust the monetary value of, or to withdraw or suspend the granting of Awards.

The process for amending Awards is established in the procedures and shall be the same as if a new Award were being established.

#### **Discontinuation of Established Awards**

Senate's Awards and Ceremonials Committee will consider and make final decisions regarding recommendations for the discontinuation of an established Award.

#### **Award Regulations**

##### **a. Student Eligibility**

To be eligible for scholarships, a student must have demonstrated an acceptable level of academic achievement. Only financial need must be demonstrated for bursary eligibility.

A student can apply, be nominated, or be independently chosen or identified as a candidate for an Award, depending on the terms established for the Award.

Second baccalaureate degree students are normally eligible for academic Awards which they have not already received while pursuing another undergraduate degree at the university unless specified in the terms of a particular Award.

Appropriate accommodations in Award criteria may be made for students with disabilities.

## **b. Student Information**

The *Freedom of Information and Protection of Privacy Act*, Ryerson University's *Information Protection and Access Policy*, and the Registrar's *Notice of Collection and Use of Personal Information* shall govern all aspects of the awards process including, but not restricted to, application/nomination forms, selection committee decisions and information provided to donors and others concerning Award recipients, including publications such as Convocation programs and Award recipient listings.

## **c. Award Distribution**

To ensure a fair and wide distribution of Awards and funds an eligible student may be granted:

- a travel grant;
- any number of non-monetary Awards such as books and medals;
- an Award granted on the basis of an application;
- Awards continued from a previous year (including entrance scholarships), except as provided by the particular terms of an Award;
- an academic grant; and/or
- any external Award that falls outside the jurisdiction of this policy.

The total monetary award a student may receive each year, from either one or multiple Awards, may not exceed the highest monetary value of an existing university award or an upper limit as determined annually by Senate's Awards and Ceremonials Committee.

To receive the monetary value of any in-course or renewable Awards, a student must be registered in an undergraduate program at the university during Term 1 of the fall/winter session that follows the review period on which the Award is based. An exception may be made for students who transfer to another program or university to graduate, and for students who may not be registered for an academic semester or year due to illness, exchange, co-op, internship, or graduation, etc.

Awards may be deferred up to one year unless otherwise specified in the terms of a particular Award.

## **d. Award Recognition**

- Scholarship and award recipients can reasonably expect that their names will be released to donors and there will be some form of public recognition.
- Bursary recipients will not be named in any public way without the express permission from the recipient.

## **e. Payment of Awards**

- Funds from all monetary Awards will be deposited in the student's Ryerson fees account.
- A student who withdraws, reduces his/her course load or otherwise alters his/her program of study so that they no longer meet the criteria for granting the award will be required to forfeit all or part of the Award .
- all Award payments will receive appropriate tax receipts.

**Award Process and/or Recipient Decision Concerns**

All recipient selections will be fair and transparent.

Any concerns about a selection process should be addressed to the initial selection committee for resolution. Unresolved concerns should be addressed to the Senate's Awards and Ceremonials Committee.

**V. RELATED UNIVERSITY POLICIES**

Ryerson University Benefactor Naming Policy - Procedure

Ryerson University Coordination of Donation Appeals and Gift Acceptance Policy - Procedure

Ryerson University Endowment Funds Policy – Procedure

Ryerson University Execution of Document/Signing Authority/Contracts Policy – Procedure

These named policies, among others, may also affect the establishment, management, and approval of awards, bursaries and scholarships.

**VI. APPENDICES**

Procedural Agreement on the Roles and Responsibilities of Awards Administration

**Report #F2010-1 of the Awards & Ceremonials Committee  
November 2, 2010**

**Spring 2010 Convocation:**

There were 4925 candidates in total approved for Spring 2010 graduation; including 3967 Undergraduate, 274 Masters, 8 Doctorates, 641 Certificates, 1 Diploma, and 34 Undergraduate Certificate students

This compares to 4798 candidates in total approved for Spring 2009 graduation; including 3948 Undergraduate, 243 Masters, 9 Doctorates 570 Certificate, 28 Undergraduate Certificate students.

Of the Spring 2010 Undergraduate candidates, 768 graduated with Honours, as compared to 719 for Spring 2009.

**Governor General's Academic Silver Medal** was awarded to Hamed Basseri (Medical Physics) and Theodora Iunia Gheorghe (Biology)

**Ryerson Gold Medals and Howard Kerr Memorial Scholarships** were awarded to:

**Faculty of Arts:** Danielle Gauer (Criminal Justice)

**Faculty of Communication & Design:** Sophie McCulloch (Fashion Communication)

**Faculty of Community Services:** Shani Halfon (Early Childhood Education)

**Faculty of Engineering, Architecture & Science:** Rodrigo Ortigoza (Aerospace Engineering)

**Ted Rogers School of Business Management:** Natalie Thiesen (Hospitality and Tourism Management)

**Chang School of Continuing Education:** Nicolette Linton (Landscape Design)

**Yeates School of Graduate Studies:** Alana West (MA Photographic Preservation and Collections Management)

**Brian Segal Award** was awarded to Latoya Dickenson (Hospitality and Tourism Management)

**Honorary Doctorates** were awarded at the following Faculty and School Convocation ceremonies:

**Faculty of Arts:** David E. Smith

**Faculty of Communication & Design:** none

**Faculty of Community Services:** The Honourable Louise Arbour, CC, Paula N. Goering,  
Frances Lankin

**Faculty of Engineering, Architecture and Science:** William Alsop

**G. Raymond Chang School of Continuing Education:** Kyle Rae

**Ted Rogers School of Management:** Tony Gagliano

**Fall 2010 Convocation:**

There were 1914 candidates in total approved for Fall 2010 graduation; including 903 Undergraduate, 618 Masters, 16 Doctorates and 362 Certificate, 15 Undergraduate Certificate students.

This compares to 1779 candidates in total approved for Fall 2009; including 826 Undergraduates, 578 Masters, 5 doctorates and 338 Certificate, 1 Diploma, and 31 Undergraduate Certificate students.

Of the Fall 2010 Undergraduate candidates, 116 graduated with Honours, as compared to 133 for Fall 2009.



- 2 -

**Governor General's Academic Gold Medal** was awarded to Andrea Harris (MA Clinical Psychology)

**Honorary Doctorates** were awarded at the following Faculty Convocation ceremony:

Faculty of Arts / Community Services – Madame Justice Beverley McLachlin, PC

Respectfully submitted,

Alan Shepard, Provost and Vice President Academic  
Chair, Awards and Ceremonials Committee:

A. Alaica, K. Alnwick, M. Braun, D. Foster, U. George, J. Hercz, A. Lohi, M. Lovewell, A. MacKay,  
P. Monkhouse, J. Norrie, R. Ott, M. Rodriguez, D. Rose, D. Schulman, A. M. Singh, S. Upreti, K. Webb

Report of the Senate Nominating Committee  
November 2, 2010  
F2010-2

**Awards & Ceremonials Committee**

Martha Lee-Blickstead, Program Director (Community Services) Chang School  
representative (to replace Janet Hercz)

**Senate Learning and Teaching Committee**

Dalia Hanna, Program Coordinator  
Michelle Schwartz, Online Resources Developer  
Don Kinder, Librarian  
Lina Kiskunas, Student, Nursing  
Yeganeh Bhezavati, Student, Industrial Engineering

**Research Ethics Board**

Sharon Wong, Nutrition  
Patrizia Albanese, Sociology  
Fernando Pardo, Marketing  
Noami Koerner, Psychology  
Kimberly Nesbeth, Psychology  
Archana Patel, Community member

**MOTION:** *That Senate approve the nominations to Senate standing committees as presented.*

Respectfully submitted,

Diane Schulman  
Secretary of Senate

For the Nominating Committee: A. Anderson, R. Banerjee, K. El Sayed, J. Leshchyshyn, M. Lovewell, M. Munawar, P. Nichols, M. Panitch, J. Turtle

# REPORT OF ACADEMIC STANDARDS COMMITTEE

## Report #F2010-2; November 2010

In this report Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following proposals:

- Curriculum changes in the *Bachelor of Arts, Geographic Analysis* program.
- A minor in News Studies from the School of Journalism.
- A minor in *Fashion Studies* from the School of Fashion.

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

### 1. Geographic Analysis: Curriculum Changes

The proposed curriculum changes to the *Bachelor of Arts, Geographic Analysis* (GA) are intended to substantially harmonize the GA curriculum with the common first-year platform of the Faculty of Arts. The changes will permit GA to participate in the common platform without undermining its own unique, professionally-focused curriculum. The changes will expose GA students to a multidisciplinary first-year emphasizing development of universal skills and perspectives. It will also facilitate program transfer, recognizing the fact that the entering cohort is young and may benefit from having additional time to decide on its commitment to a particular field of study. There are anticipated benefits for recruitment in this model as well as opening the opportunity for GA to participate in double majors curricula.

A summary of the proposed changes is given below. Appendix 1 provides the complete revised curriculum.

- Y1 of GA maps closely onto the common platform template, except for the substitution of GEO 141 for one of the open Arts/non-Arts first-year electives of the common platform. Note that GEO 141 will be pre-approved as a transfer credit for an open Arts/non-Arts first-year elective in other Arts platform program to facilitate student transfer from GA to other programs.
- Y2 also maps closely to the common platform, except for the replacement of SSH 301 with a GEO course.
- Y3 and Y4 of GA are unchanged and map 1:1 onto the common platform template.
- GEO 27A/B will be semesterized as GEO 527 and GEO 627.
- GEO 643 (Field Methods) and 644 (Spatial Databases) have been added.
- Practicum (GEO 771) will remain in 7<sup>th</sup> semester as is at present.
- GEO 102 (Economic Geography) has been re-numbered and re-titled GEO 530 (Urban Economic Geography).
- Grade 12 English requirement changed from 65% to 70% to harmonize with other programs on the Arts Platform.

## Recommendation

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

*That Senate approve the proposed curriculum changes in the Bachelor of Arts, Geographic Analysis Program.*

## 2. News Studies Minor: School of Journalism

The proposed six-course minor in News Studies will provide students with a critical perspective on the role and context of news media. Students will obtain an understanding of the practice and goals of journalism and a sense of the practice of reporting and multimedia production.

The proposed minor will increase the range of minors available to Ryerson students in at least three different Faculties. The central purpose of the proposed minor is to fill a need for non-journalism program students to better understand news media as a preparation for future scholarship, and/or various careers. The ability to understand and appraise news media intersects with disciplines from the humanities, social sciences, communication and design as well as from the world of business.

A summary of the proposed minor is given below. Appendix 2 provides the complete curriculum.

- One of two foundation course (JRN 120 or NMS 101)
- At least three courses from a second groups of courses dealing with practice/history/theory of journalism/news media
- No more than two courses from a third group of courses which examine specialized reporting areas.

## Recommendation

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

*That Senate approve the proposed minor in News Studies to be offered by the School of Journalism.*

## 3. Fashion Studies Minor: School of Fashion

The proposed 6-course minor provides an opportunity for students from the Retail Management program, and other programs in the future, to gain an understanding of the various components of the fashion industry, including history, design and marketing. Students who complete the minor will be able to understand the development, production and marketing of merchandise and the interrelationship of each level of the fashion industry; obtain a broad understanding of historical, social, cultural and ethical issues in contemporary fashion studies; and develop research skills and critical analysis/thinking in relation to material objects and theoretical approaches to dress, fashion and representations.

A summary of the proposed minor is given below. Appendix 3 provides the complete curriculum.

- Four required foundations courses (FSN 101, FSN 121, FSN 123 and FSN 223);
- Selection of two professional elective courses from a list of ten.

## Recommendation

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

*That Senate approve the proposed minor in Fashion Studies to be offered by the School of Fashion.*

Respectfully Submitted,



Chris Evans, Chair for the committee

---

### ASC Members:

#### **Keith Alnwick, Registrar**

Diane Schulman, Secretary of Academic Council (non-voting)

Chris Evans, ASC Vice-Chair, Vice Provost Academic

Marsha Moshe, Arts

Andrew Hunter, Philosophy

Jane Saber, Business Management

Tim McLaren, Information Technology Management

Alex Bal, Image Arts

Gene Allen, Journalism

Pamela Robinson, Urban Planning

Jacque Gingras, Nutrition

Jacob Friedman, Mechanical & Industrial Engineering

Noel George, Chemistry & Biology

Cecile Farnum, Library

Des Glynn, Continuing Education

Andrew West, Politics & Public Administration

Jennifer Cartwright, Business Management

## **Appendix 1: Geographic Analysis: Revised Curriculum**

### **Bachelor of Arts GEOGRAPHIC ANALYSIS**

#### **1<sup>st</sup> and 2<sup>nd</sup> SEMESTER**

**Revised Program Commencing 2011-2012**

#### **REQUIRED:**

GEO 131	Energy, Earth, and Ecosystems
GEO 141	Geography and GIS
GEO 151	Location, Location, Location
SSH 105	Critical Thinking
SSH 205	Academic Writing and Research

**REQUIRED-GROUP 1:** Four courses from Table I.

**PROFESSIONALLY-RELATED:** One course from Table III.

#### **3<sup>rd</sup> & 4<sup>th</sup> SEMESTER**

**Revised Program Commencing 2012-2013**

#### **REQUIRED:**

GEO 161	Introductory Analytical Techniques
GEO 241	Cartographic Principles and Practice
GEO 361	Inferential Statistics in Problem Solving
GEO 441	Geographic Information Science

**PROFESSIONAL:** Three courses from the following.

GEO 221	Location Analysis
GEO 231	Principles of Demography
GEO 313	Geography of the Physical Environment
GEO 351	The Internal Structure of the City
GEO 411	Resource and Environmental Planning
GEO 421	Retail Economy

**LIBERAL STUDIES:** Two courses from Table A.

**PROFESSIONALLY-RELATED:** One course from Table I, III, or IV.

**Bachelor of Arts  
GEOGRAPHIC ANALYSIS**

**5<sup>th</sup> & 6<sup>th</sup> SEMESTER**

**Revised Program Commencing 2013-2014**

**REQUIRED-GROUP 1:** Two courses from the following:

GEO 521	Geodemographics
GEO 541	GIS Programming
GEO 542	Introduction to Remote Sensing
GEO 561	Multi-variate Analytical Techniques
GEO 641	GIS and Decision Support
GEO 642	Advanced remote Sensing and GIS
GEO 643	Field Methods
GEO 644	Spatial Databases

**LIBERAL STUDIES:** Two courses from Table B.

**PROFESSIONAL:** Four courses from Table II.

**PROFESSIONALLY-RELATED:** Two courses from Table III, or IV.

**7<sup>th</sup> & 8<sup>th</sup> SEMESTER**

**Revised Program Commencing 2014-2015**

**REQUIRED:**

GEO 771	Practicum
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**REQUIRED-GROUP 1:** Two of the following:

GEO 772	Individual Research Paper
GEO 871	The Professional Geographer
GEO 873	Geographic Entrepreneurship and Consulting

**LIBERAL STUDIES:** Two courses from Table B.

**PROFESSIONAL:** Four courses from Table II.

**PROFESSIONALLY-RELATED:** Two courses from Table III, or IV.

**Bachelor of Arts  
GEOGRAPHIC ANALYSIS**

**PROFESSIONAL TABLE I  
Revised Program Commencing 2011-2012**

**A total of four courses are required to graduate, as grouped and noted below. No more than two courses may be taken from any one subject area, including HST, PHL and GEO subject areas.**

**Minimum of two courses from the following:**

ACS 100	Ideas that Shape the World I
ACS 200	Ideas that Shape the World II
ENG 108	The Nature of Narrative I
ENG 208	The Nature of Narrative II
FRE ***	A French course
FRE ***	A French course
HST VVV	new History course
HST XXX	new History course
HST YYY	new History course
HST ZZZ	new History course
PHL 101	Plato and the Roots of Western Philosophy
PHL 201	Problems in Philosophy
PHL 333	Philosophy of Human Nature
PHL 366	Introduction to Existentialism

**Minimum of two courses from the following:**

CRM 100	Introduction to Canadian Criminal Justice
CRM 102	Introduction to Crime and Justice
ECN 104	Introductory Microeconomics
ECN 204	Introductory Macroeconomics
EUS 102	<b>NEW</b> Environment and Sustainability
EUS 202	<b>NEW</b> Sustaining the City's Environment
GEO 131*	Energy, Earth, and Ecosystems
GEO 141*	Geography and GIS
GEO 151*	Location, Location, Location
POG 100	People, Power and Politics
POG 110	Canadian Politics
PSY 102	Introduction to Psychology I
PSY 202	Introduction to Psychology II
SOC 105	Introduction to Sociology
SOC 107	Sociology of Everyday Life
SSH 100	Introduction to the Social Sciences
SSH 102	Learning and Development Strategies

**\* Required courses GEO 131, GEO 141 and GEO 151 are not available as a choice in Table I.**



**Bachelor of Arts  
GEOGRAPHIC ANALYSIS**

**PROFESSIONAL TABLE II  
Revised Program Commencing 2011-2012**

**Table II**  
**During years 3 and 4, take twelve courses from the following:**

GEO 372	Global Shift in the 21st Century
GEO 431	Recreation Analysis
GEO 530	Urban Economic Geography
GEO 513	Physical Geography in Decision Support
GEO 514	Resource Management in Northern Canada
GEO 527	Inequalities in Urban Neighbourhoods
GEO 551	Urbanization and Regional Development
GEO 553	Studies in Rural Geography
GEO 612	Environmental Decision Making
GEO 621	Advanced Retail Analysis and Planning
GEO 631	Exploration in Travel and Tourism
GEO 637	Accessibility of Urban Social Services
GEO 645	Place and Population Health
GEO 652	Urban Transportation Systems
GEO 671	Development and Environmental Law
GEO 691	Canadian Immigration: Patterns and Place
GEO 773	Field Studies

**METHODS (Minimum of two required)**

GEO 521	Geodemographics
GEO 541	GIS Programming
GEO 542	Introduction to Remote Sensing
GEO 561	Multivariate Analytical Techniques
GEO 641	GIS and Decision Support
GEO 642	Advanced Remote Sensing and GIS
GEO 643	Field Methods for Geospatial Data
GEO 644	Spatial Databases

**CAPSTONE (Minimum of two required)\***

GEO 772	Individual Research Paper
GEO 871	The Professional Geographer
GEO 873	Geographic Entrepreneurship and Consulting

\* Students are advised to take these courses in their 7<sup>th</sup> and/or 8<sup>th</sup> semester.

## Appendix 2: Minor in News Studies

The following courses offered by the School of Journalism will be included in the Minor. To graduate with the Minor, students will be required to have six of the courses listed below, which must include:

**Required (Select one):**

- JRN 120      The Culture of News OR  
NNS 101      Introduction to News (new course)

*NOTE: Students cannot receive credit for **both** JRN 120 **and** NNS 101.*

**Select a minimum of three courses:**

- JRN 121      Introduction to Reporting  
JRN 123      Ethics and Law in the Practice of Journalism  
JRN 400      Critical Issues in Journalism  
JRN 401      History of Journalism  
JRN 402      Theory in Journalism and Mass Communications  
JRN 403      Journalism and Ideas  
JRN 404      Journalism's Best  
JRN 405      Special Topics in Journalism Theory  
JRN 412      Documentary Survey  
NNS 102      Understanding Multimedia Journalism (new course)  
NNS 103      Basics of Photojournalism (new course)  
PHL 800      Media Ethics and the Law

*NOTE: JRN 123 and PHL 800 are antirequisites.*

**Select a maximum of two courses** (*Departmental consent is required for enrolment into these courses*):

- JRN 500              Journalism & the Arts\*  
NNS 502 (JRN 502) Journalism & the World of Business\*\*\*  
JRN 504              Fashion Journalism\*  
JRN 505              Health & Science Journalism\*  
JRN 506              International Journalism\*\*\*\*  
NNS 507 (JRN 507) Journalism: Justice & the Courts\*\*\*  
JRN 508              Literary Journalism\*\*\*\*  
JRN 509              Journalism & the Political Arena\*\*  
NNS 510 (JRN 510) Reporting Religion\*\*\*  
JRN 512              Reporting Sports\*

\* Lecture: 3 hrs. Journalism and news-studies students in separate sections, evaluated differently.

\*\* Lecture: 2 hrs, Lab: 1 hr. Journalism and news-studies students in separate labs, evaluated differently.

\*\*\* Lecture: 3 hrs. Cross-listed. Journalism and news-studies students evaluated differently.

\*\*\*\* Lecture: 3 hrs. No differentiation among students.

*NOTE: Where journalism and news-studies students are treated differently for projects, evaluation and/or assignment to labs or sections, the differences will be clearly explained in course outlines.*

## NOTES

- JRN 121 will continue to prerequire JRN 120.
- Current prerequisites for listed JRN courses will be adjusted to allow enrolment of students in the Minor.
- The Minor is not available to students in the Bachelor of Journalism program.

## Appendix 3: Minor in Fashion Studies

The following courses offered by the School of Fashion will be included in the Minor:

### Required (4 courses):

FSN 101 Textiles I  
FSN 121 Fundamentals of Design & Colour I  
FSN 123 Introduction to Fashion I: The Industry  
FSN 223 Introduction to Fashion II: Concepts & Theory

### Professional Electives (select 2 courses):

FFC 521 Fashion Promo I  
FFC 621 Fashion Promo II  
FSN 221 Fundamentals of Design & Colour II  
FSN 302 History of Costume I  
FSN 400 Fashion in International Markets  
FSN 503 Design, Text and Ideas  
FSN 504 Fashion Culture – from Suffragettes to CEOs  
FSN 509 Topics in Fashion History  
FSN 510 Symbiosis & Evolution  
FSN 555 History of Fashion Illustration

**Report of the Academic Governance and Policy Committee  
November 2, 2010**

**Addendum**

**1. Amendment to Policy 112: Development of New Graduate and Undergraduate Programs**

**2.1.2 The New Program Advisory Committee (for undergraduate programs only):** Once authorization to proceed has been given, a New Program Advisory Committee will be constituted. This Committee will consist of at least 5 members. The designated academic unit will provide the relevant Dean(s) with a list of suggested members and brief biographical sketches. The suggested members may be drawn, as appropriate, from business, industry, labour, agencies, government, and other universities. As the proposal is developed, the role of the committee is to provide advice on:

- a. program objectives;
- b. proposed courses and curriculum structure;
- c. equipment and other required support (where relevant);
- d. likely employment patterns for graduates; and
- e. any other aspects of the proposed program related to its objectives, structure, and societal relevance.

In general, the committee's advice will be sought periodically during the development of the proposal. Its working relationship with the designated academic unit should be iterative.

**2. Policies 112, 126 and 127:** Change *School of Graduate Studies (SGS)* to *Yeates School of Graduate Studies (YSGS)* throughout.

**10. Members' Business**

Pursuant to Article 9.7.9 of the Senate Bylaw, I am giving notice of motion for consideration at the regular December meeting of Senate.

WHEREAS: The University has invested considerable effort in an ongoing attempt to ensure that a high standard of academic integrity is practised at Ryerson; and

WHEREAS: The conduct of make-up tests and exams is highly problematic for many faculty and students, and often fails to meet a high standard of academic integrity; and

WHEREAS: Many members of faculty from a wide variety of departmental homes have recently expressed considerable and thoughtful concern about the proliferation of make-up tests and exams, and the absence of an adequate, efficient, and standardised method of conducting make-up tests and exams;

NOW THEREFORE BE IT RESOLVED THAT: Senate request the Vice Provost Academic and the Vice Provost Students to jointly investigate the options available – including, but not necessarily restricted to, the establishment of a University-wide Examination Centre – to ensure that make-up tests and exams are conducted efficiently and with a high standard of academic integrity; and

BE IT FURTHER RESOLVED THAT: the Vice Provost Academic and the Vice Provost Students report on their investigation before Senate recesses for the Summer of 2011.

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**NEIL THOMLINSON, Ph.D**, Chair  
Dept. of Politics & Public Administration