

RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, June 5 2012

SENATE MEETING AGENDA [AMENDED]*

Tuesday, June 5, 2012

THE COMMONS - POD 250

4:30 p.m. Light dinner will be served.
5:00 p.m. Meeting starts at 5:00 p.m. 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 May 1, 2012 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports:
 - Pages 4-7 7.1 Report of the President
 - 7.1.1 President’s Update
 - 7.1.2 Progress Indicators and Related Statistics (*attached*) – P. Stenton
 - 7.1.3 Academic Plan Update 2008-2013 – A. Shepard
http://ryerson.ca/senate/documents/academicplan_update_June_5_2012.pdf
 - 7.2 Report of the Vice President Research and Innovation – W. Cukier
 - 7.3 Report of the Secretary
 - 7.4 Committee Reports
 - Pages 8-12 7.4.1 Report of the Curriculum Review Committee – C. Evans
 Policy Recommendations listed. See Complete White Paper:
http://www.ryerson.ca/senate/documents/CRC_White_Paper_May_3_2012.pdf

Motion #1: [*Amended to read:] Whereas the White Paper recommends (Recommendation #7, p. 6) that “the University expresses its intent to make the breadth elective category a field for mandated breadth over time – “ and
 Whereas there is no time like the present to express such an intent (with appropriate provisos),
 Be it resolved that Senate adopt the following amended Recommendation #7 (addition in bold and italics):

Recommendation 7: Long-Term Goals of the Breadth Elective Category. ~~As highlighted in this document's preamble, the CRC recommends that the University express its intent to make the breadth elective category a field for mandated breadth over time—~~*The 'breadth elective' category should, as sufficient courses are offered, become a field wherein mandated breadth is appropriate and feasible. The extent and nature of such mandated breadth will need to be revisited by Senate as courses become available. In endorsing this recommendation Senate is expressing its intent that almost all schools/departments will make spaces and/or courses available to students not registered in their programs, to a degree consistent with their resources and negotiated with the Provost,* while recognizing that this will not be possible at the outset of the implementation process, when most breadth electives are bound to continue to emanate from the Faculty of Arts. The model of mandated breadth adopted in the long term might include not just a required number of courses from the social sciences and humanities, but possibly also from a science and technology category as well as from a category of applied areas such as business and design. There will need to be a commitment by the University to ensure that sufficient courses exist in whatever set of breadth categories is finally selected.

Motion #2: *That Senate establish (in accordance with Article 7.1 of the Senate Bylaw) a new ad hoc committee and refer the draft Omnibus Curriculum Policy #2 to it (in accordance with Senate Bylaw 9.7.21.4), and that the terms of reference, composition, and timeline of the ad hoc committee be as follows:*

- *Terms of Reference:* The Committee is hereby charged to further identify for Senate's approval key principles comprising the general goals of the new curricular structure (including definitions of "breadth" and "writing course" or "writing requirement"); to further elaborate draft Policy #2 and identify and make recommendations regarding the implementation of that Policy and the "White Paper" more generally; and to hold at least one round of public consultations with the Ryerson community prior to reporting back to Senate.
- *Composition:* The Committee shall consist of the Vice-Provost Academic, the Interim Secretary of Senate, the Vice-Provost Students, the Registrar, one faculty member from each Faculty named by the Deans thereof (in consultation with the Chairs/Directors thereof), one member from the Chang School named by the Dean in consultation with the School Council, two student Senators elected by and from the student Senators for 2012-13.
- *Timeline:* The ad hoc Committee shall report in time for consideration at the February meeting of Senate. Should the Committee find this timeline inadequate, it shall report so to the December meeting of Senate and seek an extension, which will not be unreasonably withheld.

- Pages 13-35 7.4.2 Report #W2012-4 of the Academic Governance and Policy Committee:
- Pages 14-17 **Motion #1:** *That Senate approve the Streamlined Procedural Framework for Dealing with Suspicion of Academic Misconduct (Policy #60), which would then serve as the basis for the Committee’s ongoing review of Senate Policy 60.*
- Pages 18-23 **Motion #2:** *That Senate approve the bylaws of the School of Accounting and Finance*
- Pages 24-27 **Motion #3:** *That Senate approve Policy #2: Undergraduate Curriculum Program Structure*
- Page 28 **Motion #4:** *That Senate approve the amended section 6.3.6 of the Senate Bylaw (amendment of the Research Ethics Board’s Terms of Reference)*
- Pages 29-36 **Motion #5:** *That Senate approve the revised YSGS Course Management Policy #151, as approved by YSGS Council at its April 12, 2012 meeting*
- Pages 37-40 7.4.3 Report of the Nominating Committee
Motion #1: *That Senate approve the nominee from Arts to complete the Arts Faculty representative’s 2012-2013 term on Senate*
Motion #2: *That Senate approve the membership of Standing Committees as presented in this report*
- Pages 41-49 7.4.4 Report #W2012-5 of the Academic Standards Committee
Motion: *That Senate approve the proposed concurrent Bachelor of Arts (Early Childhood Studies, Ryerson University) – Bachelor of Education (Primary/Junior, York University) degree program.*
8. Old Business
Motion on Class time –
Motion: *That Senate request the Secretary of Senate consult with faculty members and student representatives, then report back to the October meeting before implementing the motion passed at the May Senate meeting to shift class start times from ten minutes after the hour to on the hour.*
9. New Business as Circulated
10. Members’ Business
11. Consent Agenda
- Page 50 11.1 From Chang School: Discontinuation of Nursing Leadership and Management Certificate
- Pages 51-53 11.2 From Health Services Management: New Course (EID 100) – Digital Skills and Innovation for the Global Economy
12. Adjournment

MINUTES OF SENATE MEETING

Tuesday, May 1, 2012

MEMBERS PRESENT:

Ex-Officio:	Faculty:		Students:
K. Alnwick	H. Alighanbari	A. Miri	S. Bentley
J. P. Boudreau	T. Antimirova	K. Raahemifar	K. Brown
G. R. Chang	R. Boyagoda	R. Ravindran	H. Canas
C. Evans	D. Chant	D. Rose	S. El-Tawil
G. Fearon	D. Checkland	J. Saber	T. Ly
U. George	R. Church	A. Saloojee	W. Manzoor
G. Hauck	D. Denisoff	C. Schryer	G. Morshed
J. Isbister	M. Dionne	M. Sharpe	S. Ortiz
A. Kahan	D. Elder	J. Turtle	V. Ovoian
M. Lachemi	L. Fang	N. Walton	
H. Lane Vetere	A. Ferworn	K. Webb	
M. Lefebvre	A. Furman	A. Wellington	
S. Levy	L. Lavallée	J. Wolofsky	
J. Mactavish	V. Lem		
A. Shepard	J. Martin		
P. Stenton	D. Mason		
SENATE ASSOCIATES:			ALUMNI:
M. Lee Blickstead			T. Barnett
A. M. Brinsmead			
J. Girardo			
F. Tang			
REGRETS:	ABSENT:		
R. Banerjee	U. Asagwara		
W. Cukier	M. Braun		
C. Demetriades	M. Coomey		
K. El Sayed	N. Hamzavi		
J. Hanigsberg	A. McAllister		
K. Jones	M. Palermo		
Z. C. Zhuang	A. Rauhala		
	L. Salvador		
	R. Zanussi		

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
Moved by D. Mason; seconded by L. Fang
Motion Approved.
3. Announcements – D. Elder announced the Memorial Services for Angela Ross and thanked President Levy for a scholarship to be created in her name
4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the May 1, 2012 meeting*
Moved by D. Checkland; seconded by K. Alnwick
Motion Approved.
5. Matters Arising from the Minutes - none
6. Correspondence - none
7. Reports:
 - 7.1 Report of the President
 - 7.1.1 President's Update
 - 7.1.2 Achievement Report
 - 7.2 Report of the Secretary
- CESAR Senate representative - H. Wong
 - 7.3 Presentation by C. Evans, Vice Provost Academic – Summary of the forthcoming Curriculum Renewal Committee White Paper - (for information only).
 - 7.4 Committee Reports
 - 7.4.1 Report #W2012-1 of the Senate Learning and Teaching Committee (for information only)
 - 7.4.2 Report #W2012-4 of the Academic Standards Committee
G. Fearon moved all motions

Motion #1: *That Senate approve the proposed Chang School Certificate in Energy Management and Innovation*
Seconded by D. Rose
Motion Approved

Motion #2: *That Senate approve the proposed Chang School Certificate in Advanced Nursing Leadership and Management*
Seconded by K. Raahemifar
Motion Approved.

Motion #3: *That Senate approve the proposed Chang School Certificate in Infrastructure Asset Management and Renewal*
Seconded by M. Lachemi
Motion Approved.

Motion #4: *That Senate approve the proposed Chang School Certificate in Robotics and Embedded Systems*

Seconded by L. Fang

Motion Approved.

Motion #5: *That Senate approve the proposed Chang School Certificate in Mining Management*

Seconded by K. Webb

Motion Approved.

Motion #6: *That Senate approve the proposed Bachelor of Science degree program in Biomedical Sciences*

Seconded by K. Alnwick

Motion Approved.

Motion #7: *That Senate approve the proposed Bachelor of Commerce degree program in Real Estate Management*

Seconded by K. Webb

Motion Approved.

7.4.3 Report #W2012-1 of the Yeates School of Graduate Studies:

Motion: *That Senate approve the Option in Medical Physics in the PhD and MSc Physics program, as approved by YSGS Council at its April 12, 2012 meeting*

Moved by J. Mactavish; seconded by M. Lachemi

Motion Approved.

8. Old Business

9. New Business as Circulated

10. Members' Business

Motion to shift the start time of classes from 10 after the hour to on the hour.

Moved by D. Mason; seconded by D. Rose

Motion Approved.

11. Consent Agenda

12. Adjournment

Meeting adjourned at 6:17 p.m.

Ryerson University
President's Update to Senate
June 5th, 2012



Everyone Makes a Mark

Prince of Wales visit – Ryerson is honoured and proud to host a visit by the Prince of Wales as part of the tour of Canada marking the Queen's Diamond Jubilee. Escorted by Ontario Premier Dalton McGuinty, and Minister of Training, Colleges and Universities Glen Murray, His Royal Highness is meeting with teams of students and alumni at the Digital Media Zone who are developing innovative and entrepreneurial ideas into businesses. The visit responds to the Prince's interest in providing education and entrepreneurship opportunities for young people.

Thank you – As 2011-12 draws to a close, sincere thanks are extended to all members of Senate for continuing leadership in guiding Ryerson development and distinction, support for student success, and dedication to the mission and vision of the university.

Farewell – On the occasion of the Provost and Vice President Academic's last Senate meeting, we extend to Alan Shepard our deepest thanks and appreciation for his leadership and service as a great Chief Operating Officer and colleague, at a time in Ryerson history when his talents and contributions have played a significant role in shaping our future. Alan will be an outstanding president at Concordia University, and we wish him all the very best.

Interim Provost & Vice President Academic – As announced in Ryerson Today, Vice-Provost Faculty Affairs John Isbister has been appointed Interim Provost & Vice President Academic effective July 1st, 2012. John brings to the position a breadth of related experience, and on behalf of Senate we look forward to working together on continuing the advancement of Ryerson priorities. I know that all members of our community will provide John with the support he needs in the months ahead, and I want to thank him for taking on this leadership role.

Provost Search – As announced on May 14th in Ryerson Today, the Search Committee for the Provost and Vice President Academic is being established and, at the time of writing this update, nominations for the committee are being invited. I will provide updates as the search process unfolds, and appreciate the reliance I have always been able to place on the community's encouragement and assistance.

Boctor Laboratory – On April 26th, 2012 an engineering lab was named in honour of Stalin Boctor, former dean of FEAS who passed away last year. Lab ENG 301, used by hundreds of first- and second-year students, is now the Dr. Stalin Boctor Circuits and Systems Laboratory. FEAS Dean Mohamed Lachemi also announced the establishment of four Dr. Stalin Boctor Awards supported by friends and colleagues, to be presented for the first time in Fall 2012.

Psychology Accreditation - The Canadian Psychological Association has granted accreditation to the Doctoral Training Program in Clinical Psychology at Ryerson for a period of 4 years. The Accreditation Panel commended the participants in the process and noted the program's many strengths, including multidisciplinary consultation; early integration of practice, theory and research; and excellent research facilities. Congratulations and thanks are extended to Candice Monson, the Clinical Program Committee, and everyone involved in this wonderful achievement.

National Ballet School-FCAD Partnership – On May 10th the National Ballet School and the Faculty of Communication & Design announced a partnership to encourage cross-discipline collaboration and communication between students, faculty and institutions. The partnership is being launched with the Assemblée Internationale 2013 (AI 13), a festival produced and hosted by the National Ballet School from April 28 – May 4, 2013 that will bring 19 international partner schools to NBS for seven days. FCAD will undertake two projects in support of the festival. Faculty, staff and students from the RTA School of Media and the RTA Transmedia Centre will provide state-of-the-art technical resources for live-streaming a choreographed work performed simultaneously in real time by students in Toronto and Amsterdam, including interaction through a live-feed projected on the stage in each venue. Faculty and students from the School of Image Arts will create a “behind-the-scenes” documentary of the AI 13 experience, from the planning stages of the festival to its performances and conclusion. The NBS-FCAD partnership will continue beyond AI 13, with both partners celebrating the festival as a great launch on an international scale.

Black Star Collection – The June 2012 issue of *B&W+Color* photography magazine published in Novato, California features an excellent article on the Black Star Collection, the School of Image Arts and Ryerson. Congratulations and thanks to Don Snyder for initiating the story, written by Senior Contributing Editor Richard Pitnick. Among the great quotes, the article describes the Black Star Collection as “one of the most significant collections of photographs ever assembled: a veritable mosaic of 20th-century history chronicled in over a quarter million images by the most accomplished documentary and news photographers from the golden age of photojournalism” and promotes the Ryerson Image Centre as “a national and international center of excellence dedicated to the collection, research and exhibition of photography and related media.” The article observes that “the Black Star donation served as a validation of Ryerson’s long history of working with historic materials and original, collector’s-quality prints to teach students and train future photographic artists and scholars.”

Ryerson @ Yonge-Dundas Square – Two recent FEAS events brought Ryerson talent and energy to the community with a demonstration of city-building as an academic outreach activity. Congratulations to all students, faculty and staff for a brilliant use of the public space so close to campus. I was so impressed by the crowds and the fantastic activities, and judging by this great success Yonge-Dundas Square has become a Ryerson venue:

- *Science and Engineering @ Ryerson* was held on Saturday May 12th as part of Science Rendezvous, a free nationwide event and Canada’s largest public science festival. Ryerson hosted a full day of science, engineering and family fun in the Square, with interactive exhibits, demonstrations and stage shows presenting marvels of science and technology.
- *Design on Dundas* hit the Square on Friday, May 18th, showcasing the design projects of Ryerson engineering, architecture and science students, and hosting design competitions such as rocketry and popsicle-stick bridge building for high school students – with prizes awarded to the winning teams and the top three Ryerson student designs.

CUE-SIFE Partnership – An initiative called *Energy Savers* has been developed by the Centre for Urban Energy (CUE) and Students in Free Enterprise (SIFE) to help consumers save money by recognizing and repairing common energy loss problems. Starting in May 2012, trained student teams of *Energy Savers* will canvas Toronto neighbourhoods where older houses are more likely to be less energy efficient. Interested customers will have the *Energy Savers* team

conduct a home audit looking at windows, doors, appliances, and even smart meters, to see where energy conservation measures can be taken. The team will also be prepared to caulk windows, install timers, teach homeowners how to properly program their thermostats and offer information on available programs and government rebates for further savings. Estimates suggest that the *Energy Savers* initiative has the potential to save homeowners \$150 to \$300 a year.

National and International Distinction –

- Patrizia Albanese, interim chair of the Department of Criminal Justice and Criminology, is the new president-elect of the Canadian Sociological Association. The three-year-term begins on May 31, 2012.
- Madeleine Lefebvre, Chief Librarian, was elected Member-at-Large (Canada) for the OCLC's Americas Regional Council, announced during the Global Council Meeting in Ohio on April 16th–18th, 2012 attended by 48 delegates from 17 countries.
- Ravi Ravindran, Department of Mechanical and Industrial Engineering, has been elected vice-president of the American Society of Materials, only the fourth Canadian elected to an executive position in the society's 100-year history. He will serve as a member of the board of trustees of ASM beginning in October, and will subsequently serve as president.
- Tony Hernandez, Director of the Centre for the Study of Commercial Activity, Ted Rogers School of Management, is one of only six research professionals worldwide to receive a 2012 ICSC Research Award for Outstanding Service from the International Council of Shopping Centers. ICSC is the global industry trade association linking more than 25 national and regional councils throughout the world, with more than 55,000 members in over 90 countries.
- Frank Russo, Department of Psychology, received the 2012 Early Career Award from the Canadian Society for Brain, Behaviour and Cognitive Sciences, recognizing exceptional contributions by a new researcher (within 10 years of receiving a PhD) to knowledge in brain, behaviour, and cognitive science. Professor Russo has also been named the inaugural Ryerson Fellow at Massey College for 2012-13.
- The Canadian Journalism Project, better known through its J-source and ProjeJ websites, received the Canadian Association of Journalists (CAJ) President's Award, notable for being given at the president's discretion to individuals or organizations that have made exemplary contributions to Canadian journalism. Since inception in 2007 under the leadership of Ryerson journalism professor Ivor Shapiro, the project has grown to include journalism programs at almost every university, and a number of colleges, as well as media outlets and journalism groups. The Canadian Association of Journalists has 600 members across Canada.
- *Margarita*, a film co-written by Chang School journalism teacher Margaret Webb, and her first feature-length screenwriting credit, was chosen to open the 2012 Inside Out Film Festival in Toronto, and previously won the 2012 Audience Favourite Award at the International Women's Film Festival in France.
- The 2012 Cannes Film Festival has chosen *Antiviral*, by Image Arts student Brandon Cronenberg for inclusion in the Un Certain Regard category, an award for young and innovative directors presenting films 'that have an original aim and aesthetic.' The *Globe and Mail* profile quotes Cronenberg crediting the Ryerson film program as the place where his 'love affair with movies officially began.'

- At the 2012 Students in Free Enterprise (SIFE) National competition in Calgary, SIFE Ryerson faced 50 teams and 700 students from across Canada in 3 rounds of competition, placing 2nd overall, and named 2012 Capital One SIFE Financial Education Challenge National Champion, and 2012 TD SIFE Entrepreneurship Challenge National Champion.
- Peytec Inc., a DMZ consulting engineering company co-founded by Peyman and Alireza Moeini, won the \$25,000 prize in the Experiential Learning Competition at the Ontario Centres of Excellence Discovery 2012. The prize recognizes the global potential of ‘Tamper-Aware RFID (radio frequency identification) Technology’ in deterring shoplifting with a system that identifies, triangulates and photographs suspected thefts in real-time. I am proud to add that every year when I attend OCE Discovery it is clear that Ryerson innovation in many disciplines dominates the event, which brings together a range of sectors and representatives from industry, academia, government, investors and entrepreneurs.
- Electrical and Computer Engineering students Igor Ivanecky and Elmer Atagu won second prize in the 2012 James Ham Safe Design Award Competition for their design of an iPhone Driver Alertness Monitoring System. The annual competition, run by Minerva Canada Safety Management Education Inc., challenges Canadian university engineering students to make an original contribution toward integrating safety into engineering design.
- Varsity Athletics – Ryerson coaches are being chosen to take their expertise international:
 - Rams men's basketball coach *Roy Rana* guided the World Selects to victory over the USA Basketball Men's Junior National Select Team at the 2012 Nike Hoop Summit; and has been named Head Coach of the 2012 Canadian Junior Men's National Team competing in the FIBA Americas U18 Championship in Brazil from June 16-20, 2012.
 - Rams coach and coordinator of men's and women's soccer *Kevin Souter* has been named by Canadian Interuniversity Sport to the coaching staff of the Canadian women's soccer team competing at the 2013 Summer Universiade in Kazan, Russia.

Government and Institutional Relations –

Note: We continue to engage on an ongoing basis with ministers and officials at all levels of government to discuss shared priorities and academic advancement.

April 23, 2012: I attended the Canadian Club lunch to hear Shawn Atleo, National Chief of the Assembly of First Nations. Atleo will receive a Ryerson honorary doctorate in the Fall 2012 Convocation.

May 2, 2012: Ryerson was proud to be at the ‘Celebrating Champions of Public Education’ dinner hosted by the Learning Partnership, and honouring Peter Gilgan, President and CEO of Mattamy Homes.

May 3, 2012: We welcomed Ian Shugart, Deputy Minister of Human Resources and Skills Development Canada, on a visit to campus in his capacity as the new DM champion for Ryerson University. The Deputy Minister University Champion Program aims at strengthening linkages between the Government of Canada and Canadian universities.

May 3, 2012: I attended the Public Policy Forum Dinner at which guests had the opportunity to hear reflections from five former Prime Ministers.

Curriculum Renewal at Ryerson University: White Paper

CURRICULUM RENEWAL COMMITTEE POLICY RECOMMENDATIONS

June 5, 2012

Recommendation 1. An omnibus curriculum policy. The CRC recommends replacing the large number of separate Senate policies (see Appendix 2) with a single policy (see Appendix 3).

Recommendation 2: Course Categories. The CRC recommends the following names for the Senate framework's proposed course categories:

- core courses (C)
- breadth electives (BE)
- open electives (OE)

Recommendation 3a: Breadth Electives as Open Electives. The CRC recommends that students be allowed to use breadth electives as open electives, with the caveat that 6 courses from the breadth elective category (4 for students in engineering) will still be required to serve as breadth electives. That is, once the required number of breadth electives has been achieved, a student may choose to use additional breadth electives to fulfil open elective slots in his/her program.

Recommendation 3b: Core Electives as Open Electives. The CRC recommends that students must choose at least two of their open electives from outside their core electives. The Registrar's Office will need to offer advice on exactly how this multi-purposing of core electives could affect student choice in terms of course scheduling and timetabling.

Recommendation 4: Writing Intensive Courses. The CRC recommends that Ryerson adopt the concept of writing-intensive (W) courses. These are courses designed to include an individually prepared writing component outside of class that develops the student's critical skills and ability to mount a sustained argument. Courses in any of the main categories (core, breadth elective or open elective) may be designated as writing-intensive (W). Programs should have the same number of writing intensive courses in the new curriculum as the number of liberal studies courses they have in the current curriculum; that is six in all programs except engineering, where the required number would be four.

Recommendation 5: The Breadth Elective and Writing Committee. The CRC recommends that a new committee reporting to the Academic Standards Committee (ASC) be created to replace the Liberal Studies Committee. This new committee will approve courses for designation as breadth electives and/or writing-intensive. It is envisioned that the Breadth Elective and

Writing Committee (BEWC) make recommendations to the ASC, which will in turn make recommendations to Senate. This is in line with Ryerson's Institutional Quality Assurance Process (IQAP) policies. The composition of this BEWC is envisioned to include the Vice Provost Academic as chair, two faculty representatives from each Faculty, one representative from the Chang School and four undergraduate students. Where possible, at least two of the faculty representatives and one of the students should be on the ASC. The criteria and procedures used by the BEWC in designating breadth elective and writing courses will be established by the BEWC during the implementation phase of the curriculum renewal. As a general principle, the CRC seeks a commitment that the writing content of programs will not be less than students obtain with the current liberal studies system.

Recommendation 6: Open Elective Restrictions and Exclusions. The CRC recommends consistent monitoring of both restrictions and exclusions by programs of open electives, with the exact mechanism by which restrictions and exclusions are monitored and/or approved being developed by the special implementation task force.

Recommendation 7: Long-Term Goals of the Breadth Elective Category. As highlighted in this document's preamble, the CRC recommends that the University express its intent to make the breadth elective category a field for *mandated breadth* over time—while recognizing that this will not be possible at the outset of the implementation process, when most breadth electives are bound to continue to emanate from the Faculty of Arts. The model of mandated breadth adopted in the long term might include not just a required number of courses from the social sciences and humanities, but possibly also from a science and technology category as well as from a category of applied areas such as business and design. There will need to be a commitment by the University to ensure that sufficient courses exist in whatever set of breadth categories is finally selected.

Recommendation 8: Policy vs Procedures. The CRC recommends that the procedures flowing from the elements of Policy 2 (e.g., criteria and procedures for approving writing courses) be described in a procedures document that is separate from the policy document. This will facilitate modifications to procedures without having to formally review the policy. Given that the phase-in of the new curriculum framework will by nature have transitional elements, the CRC feels it is essential to have this flexibility to modify procedures in a simple manner as needed. The CRC strongly believes that the procedure documents must be housed in such a way as to ensure that they are available to the entire Ryerson community at all times. A probable approach is a curriculum webpage or a link on the Senate webpage.

Recommendation 9: Retaining the Course Intentions System. The CRC recommends that a concerted effort be taken by the special implementation task force to look at practical ways to improve the course intentions system as it currently operates.

Recommendation 10: Improving Course Offerings and Ensuring Access. The CRC recommends that the special implementation task force also consider strategies to improve course offerings and the number of seats available in open electives.

Recommendation 11: Presentation of Electives. The CRC recommends that new subject-based categories (*understood at the beginning of the implementation process to be for guidance purposes rather than a prescriptive tool*) be used to structure the range of elective selections into a more manageable format for students. The special implementation task force should decide on these categories.

Recommendation 12: Academic Advising Report of the University Committee on Student Success. The CRC endorses five key recommendations from the Advising Report:

- Establish a central coordinating function related to academic advising at Ryerson.
- Develop early warning systems that flag students who may be in academic difficulty.
- Develop a list of outcomes for advising at Ryerson.
- Develop a common interpretation, implementation and communication of policies and procedures
- Make RAMSS more user-friendly and build additional tools to assist students.

Recommendation 13: Special Implementation Task Force. Because of the large and highly complicated nature of phasing in a new curriculum structure for over 70 programs, the CRC recommends the appointment of a special implementation task force to oversee planning this process, including the development of accompanying policies and procedures. This task force should include members of the Registrar's Office as well as faculty and student representatives. The key goals for the task force include the following:

- Develop a mechanism and criteria related to creation and maintenance of restrictions and exclusions for open electives.
- Develop strategies and processes to ensure student access (improved course intentions, use of SCIF, mandated seats in open electives, and caps on class sizes as appropriate).
- Develop strategies to present open and breadth electives to students that facilitate student choice.
- Develop processes to ensure W-courses as graduation requirements are introduced in the appropriate sequence.
- Identify resource needs related to implementation.

Recommendation 14: Establishing Breadth Elective and Writing Course Criteria. The CRC recommends that the Breadth Elective and Writing Committee (BEWC) be tasked with

establishing criteria and procedures for approving breadth electives and writing intensive courses.

Recommendation 15: Timing of the New Framework Rollout. The CRC recommends a phased-in rollout of the new curriculum framework, with some programs adopting the model before others, and the new framework then being sequentially introduced year by year in existing programs' calendar curricula.

Recommendation 16: Moratorium on Minor Curriculum Changes. The CRC recommends a moratorium on minor curriculum changes during the phase-in of the new framework, starting with calendar changes submitted in October 2013 for implementation in September 2014. It is envisioned that the moratorium will cover the following:

- new courses added to existing professional (P) or professionally related (PR) tables
- existing courses added to current professional or professionally related tables
- courses deleted from existing professional or professionally related tables
- course repositioning from required to professionally related or from professionally related to required
- course repositioning from upper semesters to lower semesters or vice versa
- additions or deletions to existing minors curriculum
- new options/concentrations
- additions or deletions to liberal studies tables A and B
- additions, deletions or changes to restrictions for any tables – professional, professionally related or liberal studies

Recommendation 17: Scheduling of Breadth Electives. The CRC recommends that, as a transition strategy, bands for breadth electives be maintained at least for now, but with the expectation that an assessment of the value of this banding take place over time.

Recommendation 18: The Status of Accredited Programs. As the new framework unfolds, it is important that the dictates of accreditation be respected. However, there is an expectation that accredited programs will work towards finding creative ways to enhance curriculum flexibility and student choice within the scope of their accreditation standards.

Recommendation 19: Defining the Lists of Open Electives. The CRC recommends the process outlined below as a way to establish the list of open electives. In the context of this process the following terms are defined:

- *Restriction* – a course restricted to students in a specific program only.
- *Exclusion* – a course that program schools or departments will not allow their own students to take as an open elective.

Steps to develop lists of open electives:

1. Compile list of all courses at Ryerson
2. Restrictions
 - a. Identify clear restrictions centrally
 - b. Have offering departments identify additional restrictions
3. Exclusions
 - a. Update list by removing restricted courses
 - b. Have each program review non-restricted courses and identify which courses would be excluded as an open elective option for their program students

**Report of the Academic Governance and Policy Committee
June 5, 2012**

1. Approval of Streamlining of Process to deal with Suspicion of Academic Misconduct (Policy 60 Review Committee's report attached)
MOTION: *That Senate approve the Streamlined Procedural Framework for Dealing with Suspicion of Academic Misconduct (Policy #60), which would then serve as the basis for the Committee's ongoing review of Senate Policy 60.*
2. School of Accounting and Finance Bylaws: Proposed Bylaws and rationale (attached).
MOTION: *That Senate approve the bylaws of the School of Accounting and Finance.*
3. Approval of Draft Undergraduate Curriculum Program Structure – Policy #2 (attached)
MOTION: *That Senate approve Policy #2: Undergraduate Curriculum Program Structure.*
4. Amendment of the Senate Bylaw (attached) re Research Ethics Board's (REB) terms of reference (attached), approved at the April 3 Senate meeting
MOTION: *That Senate approve the amended section 6.3.6 of the Senate Bylaw.*
5. **MOTION: Amendment of YSGS Course Management Policy #151:
*That Senate approve the revised YSGS Course Management Policy #151, as approved by YSGS Council at its April 12, 2012 meeting***
6. Nomination Committee Report (membership of Senate Standing Committees)
MOTION #1: *That Senate approve the nominee from Arts to complete the Arts Faculty representative's 2012-2013 term on Senate*

MOTION #2: *That Senate approve the membership of Standing Committees as presented in this report*

Respectfully submitted,

Alan Shepard, Chair
For the committee

K. Alnwick, R. Banerjee, A.M. Brinsmead, C. Evans, G. Hauck, H. Lane Vetere, M. Lovewell,
W. Manzoor, A. Miri, M. Palermo, L. Salvador, C. Schryer, M. Sharpe, J. Turtle, Z. Zhang

To: Professor Mark Lovewell, Interim Secretary of Senate
From: Dr. Avner Levin, Chair,
Policy 60 Review Committee
Object: Streamlining of Process to Deal with Suspicions of Academic Misconduct

The Principles of Academic Integrity

As members of the Ryerson community we stand on the shoulders of those who have taught us what they know so that we can move forward on our own. Showing respect for the ideas of others by recognizing their contribution to our learning and demonstrating how they have influenced our thinking is essential to academic honesty and the integrity of the Ryerson community.

Society can be confident that the professional services provided by Ryerson alumni will stand the test of time only if the individuals who contribute to their creation and delivery are capable of doing so on the basis of their own knowledge and expertise. Ethical behaviour predicated on academic integrity must therefore be the norm for all members of the Ryerson community whether student, staff, faculty or alumnus. This behaviour should be based on honesty, trust, fairness, respect and responsibility – the five values that underpin academic integrity and ethical behaviour (The Center for Academic Integrity, “The Fundamental Values of Academic Integrity” October, 1999).

Academic Integrity at Ryerson

The University’s Academic Integrity Policy emphasizes the importance of educating community members on ways and means of achieving the highest level of academic integrity. It delineates two means for fostering an environment where academic honesty flourishes, setting out the standards required for demonstrating academic integrity, and demarcating all community members’ responsibility for understanding how to achieve the highest level of academic integrity and the importance of orienting students on how to do so.

The policy also defines academic dishonesty and misconduct and the consequences which flow from such behaviour. It describes the process for dealing with suspicions of academic dishonesty and subsequent determinations. Consistent with the educational mission of the University, this policy must always be applied in a fashion reflective of our commitment to supporting individual learning and personal development; and treating academic dishonesty with the seriousness it deserves based on the principles of natural justice. This means University personnel should understand the impact of both an accusation and a finding of academic misconduct and make every effort to ensure the procedures that flow from the policy are handled in a fair, sensitive and timely manner.

These principles of natural justice must apply to all decision-making points. This means giving students the opportunity to be fully informed of the nature of the suspicion and the right to respond; and if a finding of academic misconduct is made, ensuring that it be done so on an impartial basis. In addition, all appeal mechanisms must be conducted in a timely manner and with the degree of formality that is required to maintain the principles of natural justice.

The Committee's Deliberations

Policy 60 was scheduled for review in Fall 2011 and a Policy 60 Review Committee has been meeting since January 2012. The committee's ongoing review has focused on how to streamline the way the University deals with suspicions of academic dishonesty, making the application of Policy 60 more consistent and timely for all parties, while maintaining the University's emphasis on education and our strong commitment to fostering an environment where academic honesty and freedom flourish.

We are submitting to Senate an overview of our streamlining proposal. Based on Senate's feedback, we can then proceed to a detailed revision of the wording of the policy. We believe our proposal aligns with the University's educational mission by ensuring Policy 60 would continue to be reflective of the University's commitment to supporting individual learning and personal development, while treating academic misconduct with the seriousness it deserves.

Current Process

It is useful first to summarize the present process. According to Policy 60, when suspected academic misconduct is brought to the attention of the Academic Integrity Office, the student engages in either a facilitated or non-facilitated discussion with the relevant faculty member decision-maker. If, as a result of this discussion, it is deemed that academic misconduct has occurred, the Registrar assigns a disciplinary notice. For course-specific cases, at a minimum a grade of zero is assigned for the relevant work but there are stricter penalties available if the faculty member feels it is warranted.

At the second level of the current process, students have the right to appeal the faculty member's decision to an Academic Integrity Council Hearing Panel. In cases where the faculty member recommends a disciplinary suspension, disciplinary withdrawal, or expulsion, the appeal to the Academic Integrity Council Hearing Panel is automatic. At the next and final level, the student may appeal the Academic Integrity Council Hearing Panel's decision to a Senate Appeals Committee Panel. In cases where the Academic Integrity Council has recommended disciplinary withdrawal or expulsion, the appeal to the Senate Appeals Committee Panel is automatic.

Proposed Process

The Policy 60 Review Committee's proposed process begins with the option of a faculty-student discussion, which in some instances will result in a resolution. Cases with no resolution would be referred to the Academic Integrity Office. Faculty members would have the option of sending a case directly to the Academic Integrity Office without an initial discussion with the student. Regardless of the particular path chosen, faculty members and students could consult with the Academic Integrity Office at any time.

In cases where faculty members elected to discuss matters directly with the student, they could impose penalties of at most x% of the total course grade (with x yet to be determined), and only if the student admitted to having committed the academic misconduct. All other cases would be referred to the Academic Integrity Office. However, even in cases resolved in the context of the faculty-student discussion, the instance of academic misconduct would be sent to the Academic Integrity Office and recorded in a confidential and secure central data base which would enable the Academic Integrity Office to track individual students and thus deal with repeat offenders.

If and when a case reached the level of an interview with the Academic Integrity Office, the student would have the right to have an advocate (ie. support person, student advocate or legal counsel). If students did not agree with either the finding of misconduct or the particular penalty imposed (or both), they would have the right to appeal to a Senate Appeals Committee Panel. At this stage, students would again have the right to a support person, student advocate or legal counsel. Where a student's disciplinary suspension, withdrawal or expulsion was the imposed penalty, there would be a final option to appeal to the Provost or Provost's designate. While this process explicitly recognizes a possible role for legal counsel, we are committed to establishing procedures that will establish the facts of the case and are as nonadversarial as possible.

This entire process would be overseen by a Senate Committee on Academic Integrity, which would receive and review an annual report from the Academic Integrity Office, appoint the Senate Appeals Committee Panel members and ensure they were adequately trained. The Senate Committee on Academic Integrity would also receive all panel hearing outcomes and report annually to Senate.

Education would be an important component of the policy, with a requirement for mandatory education on the policy and on academic integrity in general for the Ryerson community.

Similarities and Differences

One similarity between the current and proposed processes is that both could begin with faculty/student interaction. Another is that both processes involve the same form of Senate appeal. Finally, both processes stress the importance of education of students and faculty members by the Academic Integrity Office, with the Office's role also including the provision of advice on policy and procedures to the community and keeping records.

An important difference is that in the proposed process there would be a wide range of penalties, from reprimand to expulsion. However, even in instances of the most minor penalties, there would be a record of the case. In some instances, a discussion between faculty member and student would result in a resolution. All cases still contested after this discussion, as well as those cases where the faculty member or the student waived the right to the discussion, would be referred to the Academic Integrity Office. In the proposed process, the faculty member would not be able to decide unilaterally on a student's "guilt" or "innocence", and in instances where resolution was found, the faculty member could impose penalties only less than a certain percentage of the total course grade. The facilitated discussion of the current process would be replaced by a formal interview in which the Academic Integrity Office would have the authority to determine if the allegation of academic misconduct was founded and, if so, what the penalty should be, and with a process that explicitly allows for a student to have a support person, student advocate or legal counsel.

Unlike the current process, the proposed process would be overseen by a Senate Committee on Academic Integrity, with this body issuing annual reports to the community. Moreover, in the proposed process only instances of disciplinary suspension, withdrawal and expulsion would be on the student record, while the current disciplinary notice would disappear. The Academic Integrity Office would gain a more central role, conducting a formal interview with the faculty member and student in contested cases, and with decision-making authority over "guilt" or "innocence" as well as the right to determine all penalties more than a certain percentage of the

total course grade. In addition, the Academic Integrity Office would track all findings and penalties in a private and confidential central database.

Motion

The Policy 60 Review Committee sees these proposed new features as significant and beneficial to the University's implementation of principles of Academic Integrity. At the Committee's May 11th meeting it was unanimously agreed that Senate approve this streamlined procedural framework, which would then serve as the basis for the Committee's ongoing review of Senate Policy 60.

TO: Mark Lovewell
Interim Secretary of Senate

FROM: Vaness Magness
Interim Chair of Accounting Department, TRSM

Date: May 14, 2012

SUBJECT: SAF BYLAW

I'm going to respond on Daria Sydor's behalf, as I'm currently serving as the interim Chair of the Accounting Department. I'll also speak for Dr. Goss - Chair of Finance - as I am familiar with his views.

Our original draft of the proposed bylaws specified the Council Chair position would rotate from meeting to meeting. Members in both the accounting and finance departments were comfortable with this proposal. When we submitted our draft to Diane Schulman, back in January, she told us that she believed the position of Chair should rotate on an annual basis. We revised our proposal in accordance with her recommendation. (In truth, I don't recall whether it was her own recommendation, or the recommendation of the existing AGPC members at that time.)

Your committee members have suggested that the position of Chair rotate on a biannual basis. Dr. Goss feels this is too much of a change from the position his department had originally agreed to, and that it would be necessary to go back to all the members again before he can, in good conscience, agree to the new change. I agree with Dr. Goss's concerns, but I have an additional view regarding the comments that you provide in your email below. You say the AGPC members feel that having the Council chairship rotate every year fails to give the incumbent time to become comfortable in the role. Personally, I don't believe this is the case. It is highly unlikely that the incumbent will assume the position of Chair without some previous history as a committee chair. He or she will have been a departmental chair, or will have chaired some other Ryerson council or committee. I don't feel that anyone with experience of this nature requires 2 years to become accustomed to the role of Chair for this particular committee.

A Proposal to the Governance Committee of Senate

for

The Ted Rogers School of Management School of Accounting and Finance Bylaws

The Ted Rogers School of Management School of Accounting and Finance Bylaws

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1. Definitions

- a. Dean – the Dean of the Faculty of Business
- b. SAF – the School of Accounting and Finance
- c. SBM – the School of Business Management
- d. Common/Core Curriculum refers to that part of the curriculum that is common to and required for all students in the SAF
- e. Department Council(s) refers to either of or both of the Accounting and Finance Department councils
- f. SBM Council – the School of Business Management council
- g. Department(s) refers to either of or both of the Accounting and Finance departments
- h. Department Chair(s) refers to either of or both of the Accounting and Finance Department Chairs
- i. Chair of Department Council – the Chair of the Department Council as defined by these bylaws.
- j. Full-time Faculty – full-time faculty members including Limited Term Faculty from one or both of the Accounting and Finance Departments
- k. Members – Members of the SAF Council.
- l. Sessionals – Part-time instructors teaching in one or both of the Accounting and Finance departments and who are members of a CUPE bargaining unit.
- m. Undergraduate Students – students who have registered in the SAF.
- n. Students - undergraduate students in Bachelor of Commerce program
- o. Academic Year – the twelve month period beginning September 1st

2. Governance of SAF Council

- a. Mandate

The SAF Council will discuss and, where appropriate, make decisions on matters relating to

- the mission of the SAF;
- other Schools within the TRSM;
- common/core curriculum;
- matters related to admissions criteria for the SAF;

- graduate programs to be referred to the Yeates School of Graduate Studies Council, as well as other programs that are not part of the undergraduate SAF program (i.e. professional development, executive development, certificate and other non-degree programs)
 - research;
 - the Advisory Council for the SAF and any future student internship or other placement programs for the SAF;
 - the transfer of students into or out of the SAF and or between disciplines within the SAF;
 - student engagement and student affairs as they relate to the SAF (i.e. awards/appeals);
 - majors and minors offered to students of the SAF, unless these programs are governed by another governing bodies;
 - sub-committees of SAF Council, both standing and ad hoc;
 - other matters as agreed according to a vote of this Council.
- b. Composition and duration of term
- i. The Chair of SAF Council will alternate on a yearly basis between Departmental Chairs.
 - ii. The Administrative Assistant to the Departmental Chair who is serving as SAF Chair will be Secretary of SAF Council.
 - iii. Membership includes
 - all full-time faculty members, including the SAF Chair;
 - undergraduate students not less than one third times the number of full-time faculty members¹, elected by and from each department's student body; and,
 - a minimum of one and up to three Sessionals per Department, elected by the Sessionals.
 - iv. Elected members will serve for one Academic Year and are limited to two consecutive Academic Years.
- c. Voting
- i. A quorum of at least half of the voting members from each Department is required for a vote.
 - ii. No absentee or proxy voting is permitted.
 - iii. All members as defined in Section 2b(iii) are voting members.
 - iv. For any proposal to pass, a majority of members from each department must support the proposal². If the votes within one Departmental are tied, the Chair of that department is accorded a second vote.
 - v. The Chair may ask all non-voting attendees to leave the room during a vote.

¹ For example, if Finance has 10 full-time faculty members and Accounting has 6 full-time faculty members then up to 4 Finance students and 2 Accounting students.

² For example, if there are 6 accounting members at a meeting and 9 finance members, and the vote on a proposal is 3 accounting yes, 1 no, 2 abstain, and 8 finance yes and 1 abstain, the proposal will not pass because a majority of accounting members at the meeting did not vote "yes". Only 3 of 6 voted yes.

- vi. Voting will normally be by show of hands, however, any member can request a secret ballot, in which case the Secretary of the meeting and Departmental Chairs will confirm the result.
- d. Procedures
- i. SAF Council meetings will be called at least twice per academic year, the dates and times to be set at the start of each year. Additional meetings can be scheduled at the request of either Departmental Chair.
 - ii. The SAF Chair can delegate responsibility for chairing a meeting of SAF to any full-time faculty member.
 - iii. The Chair of a meeting will determine the agenda and the order of discussion. Anyone can bring up an agenda item with the Chair but only members and the Dean can require that an item be put on the agenda.
 - iv. Meetings will normally be open to non-members.
 - v. The role of the Secretary is to
 - provide notice of meetings at least two weeks before meeting, and the agenda at least 3 days before the meeting;
 - attend meetings, prepare, edit, and distribute minutes; and,
 - maintain all SAF documentation.
 - vi. SAF Council meetings will follow the Senate's Rules of Order, however the Chair of the meeting has the authority to limit discussion on any topic.
- e. SAF Sub-Committees³
- i. Standing and ad hoc sub-committees can include but are not limited to the following: governance, curriculum, research, student engagement, transition, graduate programs, and school mission.
 - ii. The Curriculum Sub-Committee will provide a written annual report on its work to the SAF at the last SAF Council meeting of the year.
 - iii. The Sub-Committee Chair will be responsible for calling and conducting sub-committee meetings, and for reporting back to SAF Council in a timely manner.
 - iv. Quorum is two thirds of the sub-committee members.
 - v. A full-time faculty member or sessional must be elected (by simple majority) to chair a sub-committee.
 - vi. Composition and duration of term:
 - a) There must be an equal number of SAF members from each Department. Non-members may be asked to participate on a consultative basis.
 - b) A sub-committee member's service is limited to two-years, unless no other member from his or her Department wishes to take the position.
 - c) The Chairs of each department must sit on any Governance Sub-Committee.

³ Senate Policy 45 governs the composition of a Curriculum Subcommittee of School Council. Clause 2e(ii) above deals with all sub-committees of SAF Council. Should any policy for any SAF sub-committee conflict with Policy 45, the Senate policy will take precedence.

f. Review and Amendment of SAF Bylaws

- i. These bylaws will be reviewed and amended (if necessary) within one year of the commencement of the program (i.e. before September 2014).
- ii. Notwithstanding 2f(i), review/amendment can be conducted as needed if the Chairs of the Departments so agree, or at the Dean's request.
- iii. Voting procedures are as defined in section 2c above.
- iv. Amendments do not come into effect until approved by Senate

g. Dispute Resolution

- i. Any member may initiate a dispute resolution process as described 2.g.iii.
- ii. Disputes will be resolved by the academic administrative levels at Ryerson University in the following order:
 1. The Dean's designate, if any
 2. The Dean
 3. The Provost

Appendix 3 – Draft Omnibus Curriculum Policy

RYERSON UNIVERSITY

ACADEMIC POLICIES AND PROCEDURES

UNDERGRADUATE PROGRAM CURRICULUM STRUCTURE [AMENDED – Section IV.A. - JUNE 5, 2012]

Policy Number: 2

Approval Date: TBD

Effective Date: TBD

Responsible Office: Vice Provost Academic

I. FUNDAMENTAL PRINCIPLES

- Ryerson is known for its mission to provide career-relevant education and must ensure sufficient rigour and depth to serve this mission.
- Students should have flexibility to define their personal educational and career goals. While it is recognized that there are sometimes constraints on curriculum such as external accreditation requirements, students should be given as much curricular choice as possible, including the ability to undertake a minor area of study.
- Graduates must be well rounded, with a breadth as well as a depth of knowledge.
- The undergraduate degree level expectations (UDLEs), which are now part of Ryerson's Institutional Quality Assurance Process (IQAP), establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis. The curriculum should ensure that students meet these educational objectives.

II. DEFINITIONS

- A. Degree:** an academic credential awarded upon successful completion of a program.
- B. Program:** a prescribed set of courses, normally 40 in number, and where applicable other academic requirements such as research and practice, leading to a degree, as approved by Senate.
- C. Major:** A Senate-approved program with a curricular focus, offering both breadth and depth within an area of study. A major consists of 25 to 30 core courses and is noted on both the degree and the academic record.
- D. Combined Major:** A Senate-approved program with a curricular focus in more than one area offering both breadth and depth within the areas of study. A combined major consists of 25 to 30 core courses and is noted on both the degree and the academic record.

- E. Concentration:** A Senate-approved, program-specified group of 6 to 12 courses within a program. More than one concentration may be obtained within a program, but an individual course can be applied only to one concentration. A concentration is noted on the academic record.
- F. Minor:** 6 courses, mainly outside the major and selected by a student from a Senate-approved minor curriculum, which provide an opportunity to explore a secondary area of undergraduate study. (See section V for Requirements for a Minor). Completion of a minor is noted on the academic record.

III. COURSE CATEGORIES

Programs are composed of three basic categories of courses:

A. Core

1. Core (C) courses, in combination, are required courses considered foundational and integral to the program area(s) of study, establishing an essential knowledge base for a career or further study in the discipline(s). There may be choices of courses offered within the C courses of a program. The courses that comprise such choices shall be referred to as core electives.
2. Core courses within a major or a combined major represent a proportion exceeding 60% and up to 75% of the program (25 to 30 core courses in a 40-course program).
3. The C courses that comprise a major or combined major are Senate approved and include courses offered by all relevant departments/schools that are considered essential to the core area(s) of study.

B. Breadth Elective

1. Breadth electives (BE) are specifically intended, as a category, to expose students to varied and diverse ways of seeing the world. A BE course assists students in developing their capacity to understand and critically appraise the issues and context of a discipline outside their major or combined major, and specifically exposes the students to varied types and methods of reasoning and analysis, and modes of communication.
2. Courses must be approved by the Breadth Elective and Writing Committee (BEWC) of the Academic Standards Committee (see below) for inclusion in the BE category, based upon meeting established criteria.
3. Students are required to complete 6 BE courses¹.

C. Open Elective

1. Open electives (OE), as a category, provide students with the ability to make their own choices related either to personal interest and exploration or to their particular career paths. An OE course allows students to experience subject matter either outside or within their major area or combined major areas.

¹ Four in the case of engineering programs.

2. OEs include all courses at the University that are not limited to program students. Students are required to meet all pre-requisite requirements. Programs may exclude their own program students from taking certain courses that are too similar to the content of their core courses.
3. OE courses can comprise 10% to 35% (i.e. 4 to 14) but normally 10% to 25% (4 to 10 out of 40 courses).
4. BE courses beyond what are required for that category may be taken as OEs, but will be treated as BE for the purpose of a minor.
5. A student may use all but two of their open elective slots to take non-required core courses.

IV. WRITING REQUIREMENT

- A. Students are required to complete 6 courses (**4 in engineering**) designated as writing-intensive (W). These may be in any category (C, BE or OC).
- B. A W course is any course designed to include individually written, out-of-class assignments that require the student to carry out an analysis of the assignment's subject and make and justify an evaluative, comparative or explicatory judgment, and that provide the student with commentary on the clarity of organization, logic, syntax, and grammar of their writing.
- C. W courses must be approved by the BEWC for inclusion in this category, based upon established criteria.
- D. The BEWC is responsible for establishing and overseeing appropriate criteria and procedures for design and approval of W courses.

V. REQUIREMENTS FOR A MINOR

- A. A minor consists of 6 one-semester courses. If the courses are included in the approved minor curriculum, up to two C courses and up to two BE courses may be applied to a minor. These two BE courses can also be used in fulfillment of the BE requirement.
- B. No course substitutions will be permitted in the completion of minors.
- C. All students are eligible to take any minor except those specifically excluded by their program because they are too closely related to the major area of study.
- D. Where it is possible, a student may take more than one minor. However, an individual course may be used to satisfy the requirements of only one minor.
- E. It is acknowledged that scheduling issues may prevent individual students from being able to access all of the courses in a specific minor in the time frame they are completing the requirements for their degree.
- F. Courses in the minor may need to be taken above and beyond those in a student's program, possibly with additional fees.
- G. A minor must be completed before graduation.

VI. AUTHORITY

- A. **Academic Standards Committee**
 - a. **Curriculum Recommendations to Senate:** The Academic Standards Committee of Senate (ASC) has the authority to interpret this policy and make recommendations to Senate with regard to program curricula, including justifiable exceptions, based on the general principles as outlined above.

- b. **Breadth Elective and Writing Committee:** The Breadth Elective and Writing Committee (BEWC) makes recommendations to ASC with respect to approval of breadth elective (BE) and writing-intensive (W) courses. These approvals are reported to Senate for its information.
 - c. **Membership of the BEWC:**
 - i. The Vice Provost Academic, or designate, who shall serve as chair.
 - ii. Two faculty representatives from each Faculty. One of the Faculty representatives will be elected as Vice Chair by the full committee, and at least two should be members of the ASC.
 - iii. A representative of the Chang School.
 - iv. Four undergraduate students, one of whom is a member of the ASC where possible.
 - d. **Mandate of the BEWC:**
 - i. To review all submissions for approval of BE and W courses and make a recommendation to the ASC with respect to their approval in keeping with the guidelines outlined for such courses.
 - ii. To work with individual departments/schools with respect to the development of BE and W courses.
 - iii. To make recommendations to the ASC with respect to criteria and procedures regarding BE and W courses.
- B. Senate** - Senate has the authority over all curriculum matters as outlined in the Institutional Quality Assurance (IQAP) policies.
- C. Vice Provost Academic** - The Vice Provost Academic, in consultation with the Registrar, shall establish procedures with respect to the administration of this policy.

.....

The CRC believes that the criteria for both W and BE courses should be part of a procedures document, not part of the policy proper. The procedures may be an appendix to the policy document.

Suggestions for writing-intensive course criteria

A writing-intensive course must:

- include single-authored, out-of-class assignment(s) totalling at least 1,500 (2,000?) words in a combination of no more than three assignments;
- require the student to carry out an analysis of the assignment's subject and make and justify an evaluative, comparative or explicatory judgment;
- attach a weight of at least 25% (35%?) to the contribution made by the assignment(s) to the student's final grade on the course; and
- provide commentary on the clarity of organization, logic, syntax, and grammar of student writing, and explicitly indicate that such attributes will form part of the basis upon which the assignment will be evaluated.

Approval of Senate Bylaw – section 6.3.6 regarding approved amendment to REB Terms of Reference – May 1, 2012.

6.3.6 Research Ethics Board (REB):

6.3.6.1 *General Purpose:* Reviews and evaluates all proposed or ongoing research involving human ~~subjects~~ participants that is conducted within or under the auspices of Ryerson University by faculty, staff, or students of the University so as to protect research ~~subjects~~ participants and ensure that research is conducted in an ethical manner. No research involving human ~~subjects~~ participants shall be undertaken without the prior **written** approval of the REB.

6.3.6.2 *Reporting:* The REB reports directly to Senate regarding its regular business. It directs to the SRCAC recommendations regarding policy changes or changes to its terms of reference or composition.

YEATES SCHOOL OF GRADUATE STUDIES

REPORT TO SENATE, JUNE 5, 2012

1. YSGS Graduate Course Management Policy (for approval)

Motion:

“That Senate approve the revised YSGS Course Management Policy (Senate Policy 151), as approved by YSGS Council at its April 12, 2012 meeting.”

Submitted by:

A handwritten signature in blue ink, appearing to read "J Mactavish", with a large, sweeping flourish underneath.

Jennifer Mactavish, Dean
Chair, Yeates School of Graduate Studies Council

RYERSON UNIVERSITY GRADUATE COURSE MANAGEMENT POLICY

Policy Number: 151

Approval Date: xxxx2012

Previous Approval Date: October 10, 2000

Reformatted: February 2002

Implementation Date: Fall, 2012

Responsible Committee or Office: Dean, Yeates School of Graduate Studies

1 PREAMBLE

In the Yeates School of Graduate Studies, the pursuit of scholarship and research is a collaborative academic process in which faculty¹ and students come together in an environment influenced by their disciplines and the broader intellectual traditions of the university. An academic course represents a discrete learning endeavor in which an intensive sharing of knowledge, expertise, experience and perspective may occur.

The central purpose of the course management policy is to provide a framework of common understanding for students and faculty concerning the structures, processes, objectives, and requirements that pertain to *graduate courses* courses offered through the School of Graduate Studies at Ryerson.

Course outlines are required by the University and it is the obligation of faculty members to prepare outlines for their courses that adhere to this policy. It is the responsibility of Program Directors to ensure that course outlines are produced that meet policy requirements.

In creating the policy, we recognize ~~It recognizes~~ the importance of advanced education, research and scholarship while (a) defining the types of information that both students and faculty need in order to optimize the learning value of any given course, and (b) making clear to students and faculty alike the principles and procedures that have been adopted by the University that affect the operation of academic courses. In a more general sense, the course management policy is intended to reflect principles that are fundamental to teaching and advanced study at the graduate level.

It is recognized that no ~~No~~ course management policy can ~~replace or succeed in the absence of the basic~~ qualities of professionalism and mutual respect, both between and among faculty and students, and the shared commitment to learning. Ryerson's Graduate Course Management Policy fits comfortably within the following statement of values: As an academic community, Ryerson seeks to establish and maintain an environment conducive to effective teaching, learning and Scholarly, Research and Creative (SRC) activity. This requires support from all members of the community for academic and intellectual freedom, maintenance of the highest standards of integrity in teaching, learning, research and evaluation, and personal behavior which supports these freedoms and standards of integrity. ~~(Student Code of Conduct).~~

Policy

Policy Element 1: Statement of General Principles

~~Academic courses are highly varied in format, delivery, objectives and structure. No course management policy can anticipate all possible circumstances and configurations. In cases where a course must vary from approved course management policy, this may be authorized by the relevant program director and~~

¹ In this document, the term "faculty" includes any person teaching a graduate course.

~~AVPA.~~ Students will be informed in writing of such variances at the beginning of the course, or if they arise during the course, at the earliest possible opportunity.

2 COURSE OUTLINES/SYLLABI

2.1 Provision of Course Outlines

2.1.1 Students will be provided at the beginning of every course with an outline, ***either electronically on the University's Course Management System, or in hard copy***, that includes, as a minimum, information on the items specified below. Outlines may be supplemented by more detailed topical or project information ~~that is provided~~ periodically during a course.

2.2 ~~Basic~~ ***General Information about the course that must be included***

- 2.2.1 ~~Name and number of course~~ ***Course name and number***; semester and year, if appropriate; and requisites ***and exclusions***, if any
- 2.2.2 Faculty member's name; office location; scheduled student consultation hours; office telephone number; e-mail address; faculty/course web site(s) if available. ***If any of this information is unknown when the outline is prepared, it will be provided in writing at the beginning of the course. Student consultation hours may be communicated by other means.***
- 2.2.3 ***Method of posting grades and method of returning academic work in a manner which respects the privacy of students.***
- 2.2.4 ***Any instructions or limitations on student use of email for faculty contact, as well as any preference for means of student contact.***

2.3 Course Description

2.3.1 ***Calendar course description***

- 2.3.2 An explanation of the academic focus and scope of the course, the objectives and/or intended learning outcomes, and topics with their approximate sequence and schedule
- 2.3.3 Texts, reading lists and other course materials and/or equipment
- 2.3.4 A description of the teaching method(s) that will be used (e.g. lecture, laboratory, studio, cases, problem-based learning, seminar, field work, oral presentations, or combinations of these)

2.3.5 ***A schedule of field trips or required activities outside of class time***

2.4 Expectations/Requirements ~~of Students~~

- 2.4.1 A list of all assignments, tests, exams, group and other work to be graded, and a general

description of these.²

- 2.4.2 A ~~course~~ schedule, ~~identifying project of~~ deadlines **for graded work** and a close approximation of test dates³
- 2.4.3 The penalty for not meeting submission deadlines.**
- 2.4.4 The weighting of each assignment, test, and/or other unit of evaluation
- 2.4.5 Specific details on any Information Technology requirements for courses utilizing IT in course work, assignments or exams.**
- 2.4.6 Specific requirements for field placement, if appropriate**
- 2.4.7 Program and/or class policies on the appropriate use of cellular phones, laptop computers and other electronic devices in the classroom.**
- 2.4.8 The requirement for medical documentation/notification for missed work, or other issues as set out in the Graduate Academic Consideration and Appeals Policy.**
- 2.4.9 The requirement to adhere to the principles of academic integrity as set out in the Student Code of Academic Conduct⁴ which means that such things as cheating, inappropriate collaboration, fraudulent excuses and the like will not be tolerated.**
- 2.4.10 The requirement for approval by the Animal Care Committee⁵ or the Research Ethics Board⁶ of work involving research with animal or human subjects/participants.**
- 2.4.11 Other student requirements related to the course.

3 ASSESSMENT AND FEEDBACK ON STUDENT PERFORMANCE

Timely (normally within ten business days) and constructive feedback in response to student work is an essential element in the leaning process. Constructive feedback refers to any type of instructor response that serves to inform, guide, encourage, and/or instruct the student in respect to relevant course work or research.

² Specific and appropriately detailed information on the format of tests, exams, and assignments, including group work, will be provided by the course instructor as early in the course as possible. Save for extraordinary circumstances, this will be at least three weeks before the evaluation in question.

³ In the case of intensive courses and other courses offered in a rhythm outside the conventional semester pattern, e.g., three-weekend courses, standard schedules cannot apply. In such cases the student must be informed in writing at the beginning of the course what time-lines will prevail for all projects, tests, exams, and other graded and required non-graded work.

⁴ <http://www.ryerson.ca/senate/policies/pol60-fall2009.pdf>

⁵ <http://www.ryerson.ca/content/dam/senate/policies/pol52.pdf>

⁶ <http://www.ryerson.ca/content/dam/senate/policies/pol51.pdf>

- 3.1 *It is important that all ~~All student term work should be returned~~ be graded and returned with reasonable promptness.⁷ In the case of work that the faculty member will retain, students should receive feedback on the content in addition to a numerical grade.*
- 3.2 *Where an assignment or test requires students to build directly on the proficiencies developed through earlier work, they should have the benefit of feedback on the earlier work before the subsequent assessment.*
- 3.3 *Should a student miss a test or equivalent (e.g. studio or presentation), with appropriate documentation, a make-up will be scheduled as soon as possible in the same semester. Make-ups should cover the same material as the original assessment but need not be of an identical format. Only if it is not possible to schedule such a make-up may the weight of the missed work be placed on the final exam, or another single assessment. If a student misses a scheduled make-up test or exam, with the appropriate advance notification and/or the documentation, the grade may be distributed over other course assessments. If there is no appropriate advance notification and/or the documentation, a grade of zero will be assigned.*
- 3.4 *Final examinations must be scheduled by University Scheduling in the examination week(s) as specified in the Yeates School of Graduate Studies Significant Dates on the YSGS website.⁸*
- 3.5 *Students who miss a final exam with the appropriate advance notification and/or documentation and who cannot be given a make-up exam prior to the submission of final course grades, must be given a grade of INC, and a make-up exam (normally within two weeks of the beginning of the next semester) that carries the same weight and measures the same knowledge, must be scheduled. If a student misses a scheduled make-up exam, a grade of zero will be assigned.*
- 3.6 *While it is preferable to post grades electronically on the Course Management system, grades on assignments, tests and exams, including final exams which are posted in hard copy, must be posted by numerically sorted student identification number after at least the first two digits have been removed, Instructors must inform students in all course management documentation of the methods to be used in the positing of grades. Students who wish not to have their grades posted in hard copy must inform the instructor in writing prior to the due date of the first assignment.*
- 3.7 *All grades during the term on assignments or tests must be posted or made available to students through the return of their work. If work is returned to the student, it must be in a confidential manner consistent with FIPPA requirements.*
- 3.8 *Final exams, and in some cases final papers, are not returned, but are retained for a period of one year after the end of the semester. Programs must develop procedures to ensure that the disposal of examination papers respects the privacy of the students' work **and adheres to FIPPA***
- 3.9 *Grades on final exams must be posted. However, as there may be other consideration in the determination of final grades, students will receive their official final grade in the course only*

⁷ When faculty members are away from Ryerson for any extended period of time, final exam papers should be left with, or made accessible to, the graduate programs.

⁸ <http://www.ryerson.ca/graduate/dates/index.html>

from the Registrar. Final official course grades may not be posted or disclosed anywhere by an instructor.

- 3.10** *It is the responsibility of the Program to develop systems or determine procedures for the confidential return of graded work. It is the instructor's responsibility to ensure that these procedures are followed.*
- 3.11** The assignment of an incomplete grade (INC) normally follows discussion between the faculty member and student concerning the work to be completed and the relevant due date(s). To confirm arrangements that are already mutually understood or to provide the necessary information where prior consultation has not taken place, the faculty member will complete the official INC form that specifies the work to be completed and the due dates. Copies of this INC form must be submitted to the graduate program office, which will in turn provide a copy to the student.⁹ *It is the student's responsibility to follow up with the graduate program office if a copy is not received.*

The due date set by the faculty member will be no later than the end of the following semester, but will normally be earlier than this.

4. CHANGES TO AN ANNOUNCED EVALUATION SCHEME

- 4.1 During the semester, it is sometimes necessary or desirable for a faculty member to revise the plan of student evaluation contained in the course outline. When this is the case, the faculty member will:
- 4.1.1 inform the class of changes;
 - 4.1.2 make such revisions as early as possible in the course;
 - 4.1.3 confirm the changes both orally and in writing (handout or posting to course website);
 - 4.1.4 ***submit a copy of the revision to the graduate program director for approval.***
- 4.2 When such a change involves only the extension of a deadline, a minimum of one week's notice is normally required. In the case of other changes (e.g., in the number, mix, and/or weighting of methods of evaluation) students will be given as much notice as possible, normally at least three weeks, in order to adjust their course work plans.
- 4.3 Once students have begun work on a particular component of the evaluation scheme, changes will be made to that component only under extraordinary circumstances. When such changes must be made, students will, if at all possible, be given the opportunity to complete the evaluation(s) as initially set out and with the same course weight, if they so wish.
- 4.4 When changes are made to the plan of student evaluation or to the nature of a particular assignment/test to accommodate the needs of an individual student or of a group within the class, the nature of the accommodation will be outlined in writing with a copy retained by the student(s) concerned and the faculty member(s).
- 4.5 In the case of emergencies such as faculty illness, the director of the graduate program is responsible for restructuring the evaluation scheme, if required, in such a way as to maintain course integrity

⁹ ~~This will normally be done by regular or electronic mail. If the student does not receive a copy by mail, however, he/she is responsible for obtaining it from the teaching department.~~

while not creating undue disadvantage for students. Normal periods of notification may be waived in such circumstances.

5 RECORD KEEPING

Instructors are required to:

- 5.1 *Submit a copy of all course outlines and any revisions, in the requested format, to their graduate program office at the beginning of each term;*
- 5.2 *Only assess the work of officially registered students*
- 5.3 *Maintain a grade calculation sheet, all final examinations and in some cases final papers for each class taught for a period of one year after the end of the term.*
- 5.4 *Records no longer required at the end of the required holding period must be disposed of in a manner consistent with FIPPA.*

6 RELEVANT POLICIES

Instructors and graduate students are required to adhere to all relevant University policies, including those related to courses and research. All policies can be found at:

<http://www.ryerson.ca/senate/policies>

Plagiarism

Instructors should emphasize to students the importance of the policy on plagiarism in the Ryerson University Code of Academic Conduct: <http://www.ryerson.ca/senate/policies/pol60.ppdf>

Plagiarism is defined in the policy as “claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. “ There are many different types of plagiarism, including but not limited to:

- *Purchasing an essay*
- *Using work from a website, book, article, text without citation or with incorrect citation*
- *Making minor changes to an author’s words or style and then presenting the material as your own*
- *Reusing work you have already submitted*
- *Omitting quotation marks*
- *Paraphrasing too close to the original work*
- *Working with another student but failing to credit that student on the final product*
- *Having a third party re-write or edit your work*

Students should be encouraged to inquire if in doubt.

Other policies include, but are not limited to, the following:

Academic accommodation of students with disabilities:

<http://www.ryerson.ca/senate/policies/pol159.pdf>

Examination Policy: <http://www.ryerson.ca/senate/policies/pol135.pdf>

Religious Observances: <http://www.ryerson.ca/senate/policies/pol150.pdf>

Ethics Review of Research: <http://www.ryerson.ca/senate/policies/pol51.pdf>
<http://www.ryerson.ca/senate/policies/pol52.pdf>

Official University communications via e-mail <http://www.ryerson.ca/senate/policies/pol157.pdf>

Academic Appeals: <http://www.ryerson.ca/senate/policies/pol152.pdf>

Student Code of Academic Conduct <http://www.ryerson.ca/senate/policies/pol60-fall2009.pdf>

Report of the Nominating Committee - W2012-#3
Academic Governance and Policy Committee [Amended]
June 5, 2012

1. John Shields – Arts (Politics) - to replace Randy Boyagoda for the 2012-2013 term.
Motion #1: That Senate approve the nominee from Arts to continue the Arts Faculty representative's 2012-2013 term on Senate.

2. The following are nominated to serve on Standing Committees of Senate. Faculty terms are two years and student terms are one year. Names with an asterisk (*) denote new members.
Motion #2: That Senate approve the nominees for various Standing Committees as presented in this report.

ACADEMIC GOVERNANCE AND POLICY COMMITTEE				
16 MEMBERS - 2012-2013				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
Provost and Vice President Academic (Chair)	John Isbister (Interim)			
Vice Provost, Academic (Vice Chair)	Chris Evans			
Vice Provost, Students	Heather Lane Vetere			
Registrar	Keith Alnwick			
Secretary of Senate (non-voting)	Mark Lovewell (Interim)			
SENATORS				
	Gerd Hauck	Dean, Communication & Design	2013	1
	John Turtle	Faculty, Arts	2013	2
	*Vanessa Magness	Faculty, Business	2014	1
	Catherine Schryer	Faculty, Communication & Design	2013	1
	*Lynn Lavallée	Faculty, Community Services	2014	1
	Ali Miri	Science	2013	1
	*Alan Fung	Mechanical & Industrial	2014	1
	Anne-Marie Brinsmead	Chang School Program Director	2013	1
	Mary Sharpe	Chair/Director	2013	1
	*Arif Khalil	Graduate Student Senator	2013	1
	*Melissa Palermo	Undergraduate student	2013	2
	*Jay Sudhir	Undergraduate Student	2013	1

SENATE PRIORITIES COMMITTEE				
13 MEMBERS - 2012-2013				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
President (Chair)	Sheldon Levy			
Vice Chair, Senate (Vice Chair)	Nancy Walton			
Provost and Vice President Academic	John Isbister (Interim)			
Vice Provost, University Planning	Paul Stenton			
Secretary of Senate (non-voting)	Mark Lovewell (Interim)			
ELECTED SENATORS				
	Ken Jones	Dean	2013	2
	Madeleine Lefebvre	Dean, Vice Provost, or Chief Librarian	2013	2
	David Checkland	Faculty Senator	2013	2
	Dave Mason	Faculty Senator	2013	2
	Michelle Dionne	Faculty Senator	2013	1
	*Ana Pejovic-Milic	Faculty Senator	2014	1
	*Md. Sirajul Islam	Graduate Student Senator	2013	1
	*Rodney Diverlus	Undergraduate Student Senator	2013	1

SCHOLARLY RESEARCH AND CREATIVE ACTIVITY COMMITTEE				
21 MEMBERS - 2012-2013				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
Vice President Research & Innovation	Wendy Cukier	Chair		
Chair, Research Ethics Board	Nancy Walton			
Chair, Animal Care Committee	Raffi Karshafian			
Director, Research Grants	Greg Singer			
Dean, Graduate Studies	Jennifer MacTavish			
Secretary of Senate (non-voting)	Mark Lovewell (Interim)			
Associate Dean, Arts	Janet Lum			
Associate Dean, Business	Murtaza Haider			
Associate Dean, Comm. & Design	Charles Davis			
Associate Dean, Community Services	Janice Waddell			
Assoc. Dean, Research & Graduate Programs, Eng Arch & Science	Sri Krishnan			
	Mohamed Lachemi	Dean	2013	1
	Patrizia Albanese	Faculty, Arts	2013	1
	Kernaghan Webb	Faculty, Business	2013	3
	Catherine Schryer	Faculty, Communication & Design	2013	1
	Beth McCay	Faculty, Comm. Services	2013	2
	Guangjun Liu	Faculty, Eng Arch & Science	2013	1
	Brian Cameron	Librarian	2013	2
	Charles Sule	Graduate Student (Env. Applied Science & Management)	2013	4
	*Tiffany Landau	Undergraduate Student, Criminal Justice	2013	1

SENATE ACADEMIC STANDARDS COMMITTEE				
18 MEMBERS - 2012-2013				
	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Registrar	Keith Alnwick			
Secretary of Senate (non-voting)	Mark Lovewell (Interim)			
FACULTY				
Vice-Chair	Chris Evans	Vice Provost, Academic		
Arts	John Turtle	Psychology	2013	1
	Andrew Hunter	Philosophy	2013	2
Business	Kelly MacKay	Hospitality & Tourism	2013	2
	<i>Vacant</i>			
Communication & Design	Ian Baitz	GCM	2013	1
	*Jean Bruce	Image Arts	2014	1
Community Services	*Jennifer Poole	Social Work	2014	1
	*Nick Bellissimo	Nutrition	2014	1
Eng. & Architectural Science	*Jason Lassaline	Assoc. Chair, Aerospace Eng.	2014	1
Science	Noel George	Chemistry and Biology	2013	2
Librarian	Trina Grover	Library	2013	1
Continuing Education	Des Glynn	CE		
STUDENTS				
	*Eszteella Vezer	Psychology	2013	1
	*Melissa Palermo	Image Arts – New Media	2013	1

SENATE APPEALS COMMITTEE				
25 MEMBERS - 2012-2013				
	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Secretary of Senate	Mark Lovewell (Interim)	(non-voting)		
FACULTY				
Arts	John Caruana	Philosophy	2013	1
	*Marilyn Hadad	Psychology	2014	1
	*Martin Greig	History	2014	1
	*Klaas Kraay	Philosophy	2014	1
	*Amina Jamal	Sociology	2014	1
	*Tomaz Jardim	History	2014	1
Business	David Valliere	Business Management	2013	3
	Peter Pille	ITM	2013	4
	Asher Alkoby	Business Management	2013	1
	*Fei Song	Business Mgmt. (HRMOB)	2014	1
Communication & Design	*Peggy Shannon	Theatre	2014	1
	*Jana Macalik	Interior Design	2014	1
Community Services	*Kristin Smith	Social Work	2014	1
	Linda Cooper	Nursing	2013	3
	*May Friedman	Social Work	2014	1
	Kileen Tucker-Scott	Nursing	2013	2
Eng. & Architectural Science	George Kapelos	Architecture	2013	2
	*John Enright	Aerospace Engineering	2014	1
Science	Catherine Beauchemin	Physics	2013	1
	<i>Vacant</i>		2014	1
Continuing Education	*Anne Marie Brinsmead	CE - Arts	2014	1
	Don Rose	Nursing	2013	1
STUDENTS				
Arts	Jaclyn Dell'Unto	Psychology	2013	3
Arts	Fairuz Shickh	Psychology	2013	1
Arts	Michelle Opasinis	Public Admin & Governance	2013	2
Arts	Darlene Ferreira	Public Admin & Governance	2013	2
Arts	Tom Tang	Economics	2013	2
Business	*Jay Sudhir	Business Management	2013	1
Business	Nancy Sandu	Business Management	2013	2
Communication & Design	<i>Vacant</i>		2013	1
Community Services	*Sarabeth Silver	Nursing	2013	1
Science	*Monika Madik	Biology	2013	1
Engineering Architecture & Science	Bhavna Sahajpal	Medical Physics	2013	3
Continuing Education	*Tien Ly		2013	1
Graduate Studies	Charles Sule	En Sci Man	2013	2
Graduate Studies	Kateryna Aksenchuk	Nursing	2013	2
Graduate Studies	*Arif Khalil	Mechanical & Industrial Eng.	2013	1

AWARDS & CEREMONIALS COMMITTEE				
18 MEMBERS				
2012-2013				
	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Provost	John Isbister (Interim)			
Dean of Graduate Studies	Jennifer Mactavish			
Registrar	Keith Alnwick	(non-voting)		
Secretary of Senate	Mark Lovewell (Interim)	(non-voting)		
Director, Convocation & Awards	Ann MacKay	(Resource Person)		
FACULTY				
Arts	*John Shields	Politics	2014	1
Business	Kernaghan Webb	Business Management	2013	4
Communication & Design	Marta Braun	Image Arts	2013	2
Community Services	*Ken Moffat	Social Work	2014	1
Eng. & Architectural Science	*Ravi Ravindran	Mechanical & Industrial Eng.	2014	1
Science	*Debora Foster	Chemistry & Biology	2014	1
DEANS/CHAIRS/DIRECTORS (At least one Chair/Director)				
Arts	Andrew Hunter	Chair, Philosophy	2013	1
Business	Carlyle Farrell	Chair, Global Management Studies	2013	1
Communication & Design	Robert Ott	Chair, Fashion	2013	2
Community Services	Usha George	Dean, Community Services	2013	2
Engineering Architecture & Science	Sri Krishnan	Associate Dean	2013	1
CONTINUING EDUCATION				
	Martha Lee-Blickstead	Program Director,	2013	1
	Peter Monkhouse	Director	2013	3
STUDENTS				
Undergraduate	*Annalise Huynh	Public Administration & Governance	2013	1
Graduate	Amanda Alaica	Civil Engineering	2013	3

Note: The following committees' membership will be finalized for approval at the October Senate meeting.

- Animal Care Committee
- Research Ethics Board
- Senate Learning and Teaching Committee

Respectfully submitted,

Mark Lovewell, for the Nominating Committee

R. Banerjee, G. Hauck, W. Manzoor, A. Miri, L. Salvador, C. Schryer, J. Turtle, Z. Zhang

REPORT OF THE ACADEMIC STANDARDS COMMITTEE

Report #W2012–5; June, 2012

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

- The concurrent *Bachelor of Arts (Early Childhood Studies, Ryerson University) – Bachelor of Education (Primary/Junior, York University) degree program.*

A. PROPOSAL FOR A CONCURRENT DEGREE PROGRAM LEADING TO THE BA (EARLY CHILDHOOD STUDIES, RYERSON UNIVERSITY) AND THE BEd (PRIMARY/JUNIOR, YORK UNIVERSITY)

1. Introduction, Societal Need and Career Opportunities: The School of Early Childhood Studies (ECS) at Ryerson University and the Faculty of Education at York University have the expertise and capacity to produce a new kind of teacher for an educational system that will be transformed within five years. A Ryerson University/York University concurrent BA/BEd program will qualify graduates to teach at the kindergarten, primary and junior levels. Graduates will also have the option to enter the job market and the new collaborative teaching team in full day kindergarten programs as a registered early childhood educator or a certified teacher. Graduates from a BA-ECS/BEd will have in depth understanding of differentiated instruction and thus will be leaders prepared to make a real difference in the lives of children and their families from diverse backgrounds. Both the Ryerson and York programs have explicit statements that express a commitment to the values of equity, diversity and inclusion in their curriculum.

The School of Early Childhood Studies at Ryerson University offers a four-year undergraduate degree (BA) in Early Childhood Studies. It has earned a reputation for graduating outstanding early childhood educators who are experts in the theory and application of child development, play-based curriculum instructional methods, special education and assessment in teaching young children in a variety of settings.

The Faculty of Education at York University already offers an accredited consecutive program that is articulated specifically for degree graduates with an early childhood education component, including those from the Ryerson BA in ECS. The proposed new programming will see this consecutive 45-student cohort move to a concurrent model of delivery. This will allow the overall allocation of spaces to remain the same, while also providing the opportunity for a more cohesive, collaborative program. It is proposed that the program will be housed on the Ryerson campus, with faculty from York teaching BEd courses on-site. Students will be required to complete all the courses and practicum requirements outlined by the Faculty of Education at York University, under the auspices of its Ontario College of

Teachers accreditation in Initial Teacher Education. Graduates of the concurrent program will receive a Ryerson University BA in ECS and a York University BEd.

The proposed programming requires no new courses or new faculty hires. The proposal is requesting one part-time administrative staff position dedicated to the concurrent program. The first 45-student cohort will enter the curriculum in the 2014/2015 academic year.

2. Admission Requirements, Eligibility to Continue: The entry and eligibility to continue/graduate requirements for the BEd (Primary/Junior) are consistent with the existing Consecutive Bachelor of Education academic rules and regulations at York University. The two adjustments to current requirements are as follows:

Admission Requirements: A total of 152 students are accepted into the Ryerson BA in Early Childhood Studies program. Admission requirements include O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English and one Grade 11 U/M or Grade 12 U/M Mathematics or Science course. ENG4U/EAE4U is the preferred English. The grade(s) required in the subject prerequisites (normally in the 70-75% range) will be determined subject to competition.

School of Early Childhood Studies, Ryerson University students can apply to the York University BEd (Primary/Junior) program with an application deadline of March of their Year 1 and prior to the start of the concurrent program curriculum in their September, Year 2. The admissions process will be the same as that for the existing consecutive program. Applicants must have completed at least 8 Ryerson courses (8.00 credits) by the end of the Winter semester in the Ryerson program and have earned a minimum B overall grade point average in the degree program of study. Acceptance will be based on grades from the Fall and Winter semesters in Year 1 of the Ryerson School of Early Childhood Studies, an experience profile, a personal statement, two references and an interview. Students will be informed that meeting the minimum GPA does not guarantee acceptance into the program.

Concurrency and Continuance Rules and Convocation: Students in the Concurrent BEd (Primary/Junior) will complete their BA degree in years one to five at Ryerson University; and their BEd York University credits in years two to five (for four years of concurrency). Students in the concurrent BEd (P/J) BA (ECE) program must maintain a 2.0 Ryerson GPA in each semester in the program as well as must maintain grades at a C+ or above level in any of their York BEd courses to be qualified to continue. Concurrent Ryerson/York students must complete both degrees within four years of concurrency and both degrees must be conferred at the same term.

3. Curriculum: This section provides an outline of the curriculum. A detailed curriculum chart is provided below. There are no new courses being proposed for either the BA or BEd programs. The proposed mode of delivery for the BA-BEd program is face-to-face with an instructor/professor and replicates the mode of delivery that exists in the current BA and consecutive BEd programs. All BEd courses including field supervision will be taught by York University faculty at Ryerson University.

The course requirements of the BA in Early Childhood Studies within the concurrent model will remain the same as the regular program which currently exists at Ryerson. The School's curriculum follows

Ryerson's University's tripartite curriculum model with core professional courses, professionally-related electives and liberal studies electives. Student achievement of degree level expectations is supported by six thematic clusters of program learning outcomes: human development, early childhood curriculum, special needs, working with families, interpersonal skills and social policy. Field education experiences constitute one quarter of a student's timetable each year.

The course requirements of the BEd (Primary/Junior) mirror those of the existing consecutive BEd program. The courses are of three kinds: 1) practicum seminar courses that focus directly on teaching and learning and are integrated with supervised practicum experiences in schools, 2) foundations courses that provide teacher candidates with background understandings related to education, and 3) elective courses. The York BEd learning outcomes are clustered in the following categories: ethical stance, curriculum, pedagogy, autonomy, worldliness. Both the School of ECS and York University have explicit statements about their program's commitment to equity, diversity and inclusion. These points are articulated more completely in the full proposal document.

Foundation and practicum seminar courses currently offered in the existing BEd program will be required for the BEd (Primary/Junior) degree. The academic requirements of the original consecutive Bachelor of Education at the Primary/Junior division will remain intact. There will be one change from the existing B.Ed structure. Students will not be required to take the course ED/CMYR 2500 3.00 - Human Development. This is due to the extensive coverage of material related to human development, with particular emphasis on the early years, within the concurrent BA degree. In place of this course students will choose one further elective course. The mandatory York courses (18.00 York credits) taken by students will be:

ED/INLE 2200 3.00 Inquiries into Learning; ED/INSC 2300 3.00 Inquiries into Schooling ; ED/CMYR 2100 0.00 Practicum Seminar 1: Education in Communities and Their Schools ; ED/PRJL 3031 3.00 - Teaching Language in the P/J Divisions; ED/PRJM 3031 3.00 - Teaching Mathematics in the P/J Divisions; ED/PRIJ 3031 1.50 - Science and Technology in the P/J Divisions; ED/PRIJ 3032 1.50 - Health and Physical Education in the P/J Divisions; ED/PRIJ 3033 3.00 - Teaching the Arts and Social Studies in the P/J Divisions; ED/PRAC 4000 0.00 Practicum Seminar ED2 and ED3 ; ED/PRAC 4000 0.00 Practicum Seminar ED2 and ED3

Students will take an additional York 12.00 credits of Education electives for the Primary/Junior certification level. These are chosen from a list of appropriate courses.

CURRICULUM OVERVIEW

Year of Program	Ryerson Courses	York Courses	Notes
Year 1: Semester 1	CLD 101 Human Development I CLD 102 Observation/ELC CLD 111 Curriculum 1: Environments PSY 102 Intro to Psychology I Liberal Studies: 1 from Table A		Students will apply in their first year to York's concurrent program. The admissions process will be handled as usual through York.
Year 1: Semester 2	CLD 103 Human Development II CLD 212 Curriculum II CLD 161 Field Education I SOC 104 Understanding Society Liberal Studies: 1 from Table A		
Year 2: Semester 3	CLD 231 Families in a Cdn Context I CLD 241 Children with Special Needs *CLD 262 (not 363) Field Education: Community Focus CLD 121 Competent Learner	ED/INLE 2200 3.00 Inquiries into Learning *ED/CMYR 2100 0.00 Practicum Seminar 1: Education in Communities and Their Schools	*Both programs have a community placement requirement. Ryerson's is approximately 130 hours; York's is 50. Ryerson has a 12 hour seminar; York has a 24 hour seminar. Ryerson's course has credit; York's does not.

Year of Program	Ryerson Courses	York Courses	Notes
	Professional Elective : 1 course		
Year 2: Semester 4	<p>CLD 213 History and Philosophy of ECE</p> <p>CLD 215 Creative Arts I</p> <p>CLD 251 Interpersonal Communication</p> <p>Liberal Studies: 1 Course from Table A</p>	<p>ED/INSC 2300 3.00 Inquiries into Schooling</p> <p>ED/CMYR 2100 0.00 Community Placement continues</p>	
Year 3: Semester 5	<p>CLD 314 Literacy in the Early Years</p> <p>CLD 332 Research I: Methods</p> <p>CLD 332 Families in a Cdn Context II</p> <p>POL 220 Cdn Politics & Social Policy</p>	<p>ED/PRIJ 3033 3.00 - Teaching the Arts and Social Studies in the P/J Divisions</p> <p>ED/PRAC 4000 0.00 Practicum Seminar ED2 and ED3</p>	
Year 3: Semester 6	<p>CLD 323 Research II: Applications</p> <p>CLD 342 Assessment for Programming</p> <p>CLD 363: Field Education: Special Needs</p>	<p>** ED/PRJL 3031 3.00 - Teaching Language in the P/J Divisions</p> <p>ED/PRAC 4000 0.00 Practicum Seminar ED2 and ED3 continues</p>	** Language and Literacy is in this semester so it can follow Ryerson's Literacy in the Early Years course, which will provide a foundation.

Year of Program	Ryerson Courses	York Courses	Notes
Year 4: Semester 7	<p>CLD 315 Creative Arts II</p> <p>CLD 317 Concept Developments in Math</p> <p>CLD 464 Senior Internship (2 day a week placement or an international placement in spring/summer prior to 7th semester)</p> <p>Liberal Studies: 1 course from Table B</p>	<p>*ED/XXXX 3.00 Education Elective</p> <p>Or</p> <p>Ryerson Elective (under review)</p>	
Year 4: Semester 8	<p>CLD 307 Cognitive Development</p> <p>CLD 445 Inclusion and Consultation</p> <p>Professional Elective : 1 from list</p> <p>Professionally related: 1 from Table 1</p>	<p>*ED/PRJM 3031 3.00 - Teaching Mathematics in the P/J Divisions</p>	<p>*Mathematics in the P/J division was put in this semester to follow Ryerson's Concept Developments in Mathematics in Semester 7.</p>
Year 5: Semester 9	<p>Liberal Studies: 1 course from Table B</p> <p>Professional Elective: 1 from the list</p> <p>Professional related course: 1 from Table</p>	<p>ED/PRIJ 3031 1.50 - Science and Technology in the P/J Divisions</p> <p>ED/PRIJ 3032 1.50 - Health and Physical Education in the P/J Divisions</p>	

Year of Program	Ryerson Courses	York Courses	Notes
		*ED/XXXX 3.00 EDUC Elective Or Ryerson Elective PRAC 4000 0.00 Practicum Seminar ED2 and ED3	
Year 5: Semester 10	Liberal Studies: 1 course from Table B Professional Elective : 2 from the list Professional related course: 1 from Table	*ED/XXXX 3.00 and ED/XXXX 3.00 (2 Education Electives) Or Ryerson Elective(s) (under review) ED/PRAC 4000 0.00 Practicum Seminar ED2 and ED3 continues	

Year of Program	Ryerson Courses	York Courses	Notes
Course Totals	<p>40 courses</p> <ul style="list-style-type: none"> • 27 required • 6 Liberal Studies • 4 Professional • 3 Professional related <p>4 Field Placements (included in courses above)</p>	<p>10 courses (30 credits)</p> <ul style="list-style-type: none"> • 6 (18 credits) required • 4 (12 credits) electives <p>1 Community Placement</p> <p>2 School Placements</p>	

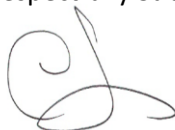
4. Resources: The proposed program is not resource intensive. No additional faculty hires are required. A Ryerson part-time program coordinator (i.e., equivalent of one day per week) will be required to advise, support and guide concurrent program students in accordance with policies and procedures. Library holdings at Ryerson adequately support the ECS curriculum and those at York support the BEd curriculum. The full proposal contains a York University Library report endorsing the suitability of its collection.

5. ASC Analysis: The ASC is very supportive of this program proposal. It offers benefits to both institutions and an exciting option for Ryerson students. During the implementation phase **the ASC recommends that the School of Early Childhood Studies engage in a dialogue with the Ryerson Library to explore ways to enhance its BEd-relevant collection.** Students in this concurrent program will be both Ryerson students and York students. Each institution has its own variations on academic governance processes such as appeals, drop dates etc. **The ASC strongly recommends that the School of Early Childhood Studies, in partnership with York, develop a program-specific student handbook which presents these details to facilitate student awareness of deadlines, GPA thresholds etc.**

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed concurrent Bachelor of Arts (Early Childhood Studies, Ryerson University) – Bachelor of Education (Primary/Junior, York University) degree program.*

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Keith Alnwick, Registrar

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jennifer Cartwright, Ted Rogers School of Management, Business Management, Student ASC Member

Trina Gover, Librarian, Library

Chris Evans, Vice-Chair and Vice Provost Academic

Jacob Friedman, Faculty of Engineering, Architecture, and Science, Mechanical and Industrial Engineering

Noel George, Faculty of Engineering, Architecture, and Science, Chemistry and Biology

Jacqui Gingras, Faculty of Community Services, Nutrition

Des Glynn, Chang School of Continuing Education

Andrew Hunter, Faculty of Arts, Philosophy

Suanne Kelman, Faculty of Communication and Design, Journalism

Tim McLaren, Ted Rogers School of Management, Information Technology Management

Pamela Robinson, Faculty of Community Services, Urban and Regional Planning

Diane Schulman, Secretary of Senate, Non-voting ASC Member

John Turtle, Faculty of Arts, Psychology

Andrew West, Faculty of Arts, Politics, Student ASC Member



Memo

Date: May 17, 2012

To: Dr. Mark Lovewell, Interim Secretary of Senate

From: Dr. Gervan Fearon, Chair, Chang School Council

Subject: Discontinuation of the Certificate in Nursing Leadership and Management

On March 12, the Daphne Cockwell School of Nursing School Council approved the discontinuation of the current Certificate for Nursing Leadership and Management and approved the proposal for a Certificate in Advanced Nursing Leadership and Management. On March 21, 2012, The Chang School Council approved the Certificate Review for the existing Certificate for Nursing Leadership and Management and approved the Proposal for a Certificate in Advanced Nursing Leadership and Management as well. This change was approved at the Ryerson Senate on May 1, 2012.

This memo confirms that the final intake of students for the discontinued certificate students will occur by June 30 2012. Students enrolled in the discontinued certificate will be allowed six years from the time of admission to complete the certificate requirements.

All of the required courses and the Group A and B electives within the discontinued certificate are offered through the Chang School to nurses completing the Post-Diploma BScN degree in collaboration with the Daphne Cockwell School of Nursing, ensuring the ongoing availability of the courses to students completing the certificate.



Memorandum

To: Dr. Chris Evans
Vice-Chair, Senate Academic Standards Committee

From: Sarena Knapik
Assistant Registrar, Curriculum Management

Subject: New Course: EID 100 Digital Skills and Innovation for the Global Economy
Date: May 29, 2012

The Office of Curriculum Management (Curriculum Advising, Transfer Credit and Publications Units) of the Office of the Registrar is responsible for responding to all vetted and approved curriculum changes brought forward by our academic colleagues as part of the annual submissions process for the publication of the university undergraduate course calendar and the annual building of undergraduate program curriculum (Academic Advisement Report etc.) in SAS. This process involves a series of required consultations, approvals and presentation of documents within a prescribed time-line as outlined in the memo forwarded to all Deans, Chairs and Directors by Dr. Evans dated May 16, 2012, titled, *Undergraduate Curriculum Modification: Preparation and Submission of Undergraduate Curriculum, Course and Program Changes for the Purpose of Calendar Production and SAS Implementation*. This means that, normally, any new course offerings etc., for implementation for the start of the next academic school year, would be approved by Senate by November of the year *prior to* implementation. No further changes to curriculum for posting to the course calendar are accepted after November Senate meeting. Based on this confirmed program information as of November, the course calendar publication schedule and the academic undergraduate advisement 'build' for all programs goes into production; mid-December through March.

The new course, EID 100 Digital Skills and Innovation for the Global Economy, has been approved outside of the normal process/time-line. Because of the expected benefit to student choice, the implementation for the course is the 2012-2013 academic year. Therefore, schools/departments have been given the opportunity to offer the course as an addition to their Professionally-Related elective course tables, effective September 2012. Our office cannot make changes to the 2012-2013 undergraduate course calendar published on-line, however, the addition of EID 100 to program PR elective tables built in SAS can be accommodated for September 2012. Please note that the addition of this course will be to the curriculum approved for implementation for September 2012 (therefore, what was approved by November 2011).

Schools and departments have been invited to engage the review, consultation and approval process with their colleagues when considering adding EID 100 to their PR elective table for September 2012. To help expedite the process for this course, the request to add the course to a program PR table is vetted by Dr. Evans (Academic Standards), via e-mail. With this level of approval, the Office of Curriculum Management will amend the PR elective tables of the programs that have approved the addition of EID 100.

To-date, the following programs have approved the addition of EID 100 to their PR elective table effective September 2012: Faculty of Arts - All Arts Programs - CRM, ENG, GEO, ICON, HIS, EUS, PSY, SOC, POG, (*PHL for 2013*), Undeclared Arts, ACS, School of Health Services Management - Health Services Management and Health Information Management, Child and Youth Care, Biology.

It is expected that this list is not all-inclusive and that there may be further approvals to come, effective September 2012. Programs may also wish to add EID 100 to their PR elective table - to be implemented for the 2013-2014 academic year, using the normal process for approval/course calendar publication time-line. Please see the course description below for consideration:

EID 100 Digital Skills and Innovation for the Global Economy

This course will introduce students to the use of computers, the Internet, and an extensive set of digital tools in order to develop a working knowledge of digital technologies, and learning techniques for assessing various forms of knowledge media intended for a wide variety of disciplines. Students will be expected to explore and understand the appropriate use of digital technologies, critically review the role of technology and media in career development and the broader society, and to demonstrate understanding of how digital media can be integrated into their own projects and processes or those of the industry sector. 3 hours/week, 1 credit

UNDERGRADUATE SIGNIFICANT COURSE CHANGE SUMMARY FORM (CCS)

Use only for course additions, deletions, and changes that required signatures on the *Approvals and Consultations (AAC) Form*.

SCHOOL/DEPARTMENT INITIATING THE COURSE CHANGE: Health Services Management

DATE of SUBMISSION: May 23, 2012

Course Code/ Number	Course Title	Nature of Change					Identify Change (i.e., add to Required-Group 1)	Program(s) / School(s) / Department(s) / continuing education affected by and informed of change	Implementation Date	
		New Course (Y/N)	Existing Courses Check one			Check one				
			Re-position	Addition	Deletion	Required				Elective
EID 100	Digital Skills and Innovation for the Globl	Y					add to Professionally Related Electives	Health Svcs Mgmt (HS001) Health Info Mgmt (HI001)	Fall 2013 2012 LGE	