

RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, April 2, 2013

SENATE MEETING AGENDA

Tuesday, April 2, 2013

THE COMMONS - POD 250

4:30 p.m. Light dinner available
5:00 p.m. Senate Meeting starts

- 1. Call to Order/Establishment of Quorum
- 2. Approval of Agenda
- 3. Announcements
- Pages 1-4 4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the March 5, 2013 meeting*
- 5. Matters Arising from the Minutes
- 6. Correspondence
- 7. Reports:
 - Pages 5-8 7.1 Report of the President
 - 7.1.1 President's Update
 - 7.1.2 Achievement Report
 - Pages 9-12 7.2 Report of the Secretary
 - 7.2.1 Senate Election Results – 2013
 - Pages 13-25
Pages 14-16 7.3 Committee Reports
 - 7.3.1 Report #W2013-3 of the AGPC –
 - 7.3.1.1 Amendment of the Research Ethics Board's (REB) Terms of Reference, composition and membership (attached)

Motion #1: *AGPC recommends that Senate approve the revised procedural documents on the composition and terms of reference of the REB as submitted*

Motion #2: *AGPC recommends that Senate approve the proposed membership of the REB*

- Pages 17-19 7.3.1.2 Amendment of the Senate bylaw: Senate Learning and Teaching Committee’s Terms of Reference (attached)
- Motion #3:** *AGPC recommends that Senate approve to amend the Senate bylaw Section 6.3.5.1 to modify the general purpose of the Senate Learning and Teaching Committee as described in the report*
- Pages 20-25 7.3.1.3 Amendment of Policy #134 – Revision of Policy #134: *Undergraduate Academic Consideration and Appeals*, to account for new medical, religious and other documentation submission process (attached)
- Motion #4:** *AGPC recommends that Senate approve to amend Policy #134: Undergraduate Academic Consideration and Appeals based on the following wording (attached).*
- 7.3.1.4 Approval of replacement Awards & Ceremonials Committee member from Chang School – Nenita Ponce de Leon Elphick – to complete the term
- Motion #5:** *AGPC recommends that Senate approve the above-named Chang School replacement nominee to complete the term on the Awards & Ceremonials Committee*
- Pages 26-37 7.3.2 Revised Policy #45 as submitted by the SPC Working group (attached)
- Motion:** *That Senate approve the amended Policy #45 – Constitutional Provisions for Department/School Council*
- Pages 38-42 7.3.3 YSGS Submissions:
- 7.3.3.1 Program Changes: MHSc Nutrition Communication (for information)
- 7.3.3.2 Policy Changes: YSGS Membership policy
- Motion:** *That Senate approve the revised YSGS Membership Policy as approved by YSGS Council at its March 14, 2013 meeting*
- Pages 43-59 7.3.4 Report #W2013-3 of the Academic Standards Committee
- Motion #1:** *That Senate approve the name change of the BA (Radio and Television) to the BA (Media Production)*
- Motion #2:** *That Senate approve the curriculum changes to the BA (Media Production)*

Motion #3: *That Senate approve the curriculum changes to the BFA (New Media)*

8. Old Business
9. New Business as Circulated
10. Members' Business –
- Pages 60-61 11. Consent Agenda
11.1 – Course additions: Hospitality and Tourism Management, Faculty of Engineering and Architectural Science
12. Adjournment

SENATE			
MINUTES OF MEETING			
TUESDAY, March 5, 2013			
MEMBERS PRESENT:			
Ex-Officio:	Faculty:		Students:
J. P. Boudreau	D. Chant	A. Pejovic-Milic	T. Barnett
W. Cukier	D. Checkland	K. Raahemifar	Y. Barsoom
C. Evans	M. Dionne	S. Rahkmayil	T. Landau
J. Hanigsberg	D. Elder	D. Rose	M. Madik
J. Isbister	A. Ferworn	A. Saloojee	M. Tabatabaei Anaraki
M. Lachemi	D. Greatrix	C. Schryer	J. Rodriguez
H. Lane Vetere	F. Gun	M. Sharpe	M. Palermo
M. Lefebvre	E. Kam	K. Tucker-Scott	
A. Levin	L. Lavallee	J. Turtle	
S. Levy	V. Magness	D. Valliere	
J. Mactavish	J. Martin	P. Walsh	
D. O'Neil Green	D. Mason	N. Walton	
P. Stenton	A. Miri	J. Wolofsky	
	J. P. Pascal	C. Zamaria	
SENATE ASSOCIATES:			ALUMNI:
A.M Brinsmead			
REGRETS:	ABSENT:		
L. S. Bloomberg	D. Brogan	A. Williams	
G. Fearon	M. Coomey	M. Yahya	
U. George	C. Demetriades		
J. Girardo	L. DiCintio		
G. Hauck	R. Diverlus		
K. Jones	A. Fung		
A. Kahan	A. Hunter		
H. Wong	A. Khalil		
	M. Lee-Blickstead		
	J. Maldonado		
	A. Randall		
	J. Shields		
	M. Sirajul Islam		
	J. Sudhir		

1. Call to Order/Establishment of Quorum
2. Approval of Agenda

Motion: *That Senate approve the March 5, 2013 agenda*

D. Elder moved; A. Saloojee seconded

Motion approved.

3. Announcements – Invitation to FCS launch of Social Innovation Program – Guest speaker – March 19, 2013

4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the January 29, 2013 meeting*

A. Ferworn moved; M. Lachemi seconded

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 (highlights)

- President Levy announced the appointment of Mohamed Lachemi as Provost and Vice President Academic. He thanked John Isbister and Avner Levin for their interim roles as Provost and Vice President Academic, and Vice President Faculty Affairs respectively.
- The search for the new Dean of Chang School is complete. An announcement will be made shortly.
- Congratulations to organizers who put together Black History month Awards event on March 4, 2013.

7.1.3 Budget issues were presented by Paul Stenton, Vice Provost, University Planning

7.2 Report of the Secretary – verbal report – CESAR Replacement

7.3 Committee Reports

7.3.1 Presentation on Policy #46 – C. Evans

7.3.2 Report #W2013-2 of the AGPC –

7.3.2.1. Policy 46: *Policy on Undergraduate Grading, Promotion, and Academic Standing (The "GPA" Policy)*, Section 2.1.2 - regarding FEAS/FoS. See <http://www.ryerson.ca/senate/policies/pol46.pdf>

Motion: *That Senate approve to amend Policy 46 (Policy on Undergraduate Grading, Promotion, and Academic Standing) to introduce a single scheme of Graded Course Performance Designations*

and to adjust the threshold for Clear standing from 2.00 to 1.67 to be implemented starting in the Fall Term 2013, through the following changes in the wording of the policy.

D. Mason moved; A. Ferworn seconded.

Question from community regarding the effect on engineering students.

Motion approved.

7.3.1.2 Policy #45: Constitutional Provisions for Department/School Councils (attached)

Motion: *That Senate approve the amended Policy #45 – Constitutional Provisions for Department/School Councils*

M. Lovewell moved; D. Mason seconded.

Questions/Comments:

A. Saloojee suggested that Senate address concerns of members before adopting motion.

D. Mason suggested a clearer repository of information

J. Isbister and M. Lovewell agreed to establish a working committee who will meet and report to the next Senate meeting with a slightly revised policy document.

J. Rodriguez reminded the meeting of AODA's template which can be used to ensure policies meet disability requirements:

D. Valliere mentioned TRSM's three operating levels and was concerned about the effects on their department.

Motion: *That Senate table this motion and create a working group to make on minor revisions.*

D. Checkland moved; M. Dionne seconded this motion

J. Mactavish suggested that a timeline be established

J. Rodriguez suggested keeping the language simple for accessibility purposes.

Motion to table approved.

7.3.3 Update on Report #W2013-1 of the Senate Priorities Committee:

Motion #2 - on Creation of Schools/Departments and Task Force on Interdisciplinary Programs – (D. Checkland)

C. Schryer from Professional Communication has been added to represent FCAD on the task force.

7.3.4 Report #W2013-2 of the Academic Standards Committee Curriculum Implementation Committee has been meeting and a report is expected at the next Senate meeting.

7.3.5. Chris Evans moves all four motions.
Motion #1 - seconded by J. Wolofsky
Motion Approved

Motion #2 - seconded by J. Martin
Motion Approved

Motion #3: seconded by L. Lavallee

Questions: A. Saloojee thinks this is an excellent program, but is concerned about the unequal ratio (4 new RFA and 2 CUPE). He was advised that the university will abide by collective agreement.

M. Dionne asked about the expected intake for enrollment. C. Evans stated that it will be 60 for first-year intake.

D. Checkland commented on critical thinking issue.

Motion Approved

Motion #4 - seconded by M. Lachemi

Motion Approved

8. Old Business - none

9. New Business as Circulated - none

10. Members' Business – D. Checkland commented on the low number of faculty nominations for the 2013-2015 Senate election.

11. Consent Agenda - none

12. Adjournment – 6:30 p.m.

Ryerson University
President's Update to Senate
April 2, 2013



Everyone Makes a Mark

Guest Speaker Terry Grier – On March 12th we were privileged to welcome Terry Grier, Ryerson President Emeritus, as the first speaker in the Jack Layton Book Club series, with a talk on Jack Layton's *Political Journey: From the Classroom to National Icon*. Subsequent sessions will feature books that influenced Jack Layton's ideas throughout his career. The book club is an initiative of the Jack Layton Chair, co-sponsored by the Ryerson University Library and Archives [see <https://library.ryerson.ca/asc/2013/03/the-jack-layton-book-club/>].

Harry Rosen Research Commons – On March 18th Ryerson unveiled a plaque honouring Board of Governors member Harry Rosen for his contribution in support of the Institute for Stress and Wellbeing Research, in the university's Psychology Research and Training Centre. The donation is providing state-of-the-art technology and equipment for the work of researchers, clinicians, and trainees advancing the understanding and treatment of stress disorders and related conditions, as well as opportunities for undergraduate and graduate research. Announced in the November 2012 Make Your Mark Campaign report, the Harry Rosen Research Commons is an area within the Institute encouraging mentoring and interchange among students and scholars.

Recent Announcements – I am pleased to share with Senate a summary of recent academic announcements, and to offer congratulations, thanks and best wishes to colleagues, students and partners for advancing Ryerson distinction – with a special welcome to our new arrivals.

- *Marie Bountrogianni* has been appointed Interim Dean of The G. Raymond Chang School of Continuing Education, effective July 1, 2013. A former Ontario cabinet minister and champion of the Accessibility for Ontarians with Disabilities Act, and past president and CEO of the Royal Ontario Museum Board of Governors, Dr. Bountrogianni was appointed to The Chang School in 2011 as a distinguished visiting scholar, and a research fellow in 2012.
- *Ali Mazalek*, Associate Professor at the Georgia Institute of Technology, Director of the Graduate Program in Digital Media, and Director of the Synaesthetic Media Lab has been appointed a Tier 2 Chair in Digital Media at Ryerson, the first Canada Research Chair in the Faculty of Communication and Design. Dr. Mazalek earned Master's and PhD degrees from MIT, and a BSc from the University of Toronto, and will join Ryerson in Fall 2013.
- *Joseph Chow*, Civil Engineering, has been appointed a Tier 2 Canada Research Chair in Transportation Systems Engineering, and will develop a first-of-its-kind model in the CUE on modernizing aging transportation systems by integrating mobile and embedded computing systems to facilitate information flow among travellers, the transit system and businesses.
- *Sridhar Krishnan*, Electrical and Computer Engineering, has been renewed as a Tier 2 Canada Research Chair in Biomedical Signal Analysis, pioneering the diagnosis of injuries and illnesses through technologies and procedures that analyze physiological signals.
- *Victor Yang*, Electrical and Computer Engineering, has been renewed as a Tier 2 Canada Research Chair in Bioengineering and Biophotonics, to continue the development of optical non-contact imaging techniques for high-precision surgical procedures.

- *Henry Parada*, Social Work, has been awarded \$1.5 million over five years from the CIDA Partners for Development program, to continue his research and community development advancing the human rights of children and youth in the Dominican Republic, in partnership with government, researchers and organizations in the region. It was very meaningful to host the announcement at the Ryerson Image Centre *Human Rights Human Wrongs* exhibition.
- *Hossein Rahnama*, Research and Innovation Director of the Digital Media Zone, Research Director of the Ryerson Ubiquitous Computing Group, and CEO of Flybits, a DMZ/MaRS Innovation company was appointed to NSERC on February 22nd, announced by the Honourable Christian Paradis, Minister of Industry, and Minister responsible for NSERC.
- *Gervan Fearon*, Dean, The G. Raymond Chang School of Continuing Education, has been honoured by the African Canadian Achievement Awards (ACAA) as the recipient of the 2013 award for Excellence in Education. The ACAA honors African-Canadians who have excelled in their field of work and made exceptional contributions to the community.
- *Charles Falzon*, Chair, RTA School of Media, won two Canadian Screen Awards (formerly the Geminis) for his creative program *ARTZOOKA!* in two categories: Best Children's or Youth Non-Fiction Program or Series category, and Best Host in a Pre-School, Children's or Youth Program or Series.
- *Marilyn Struthers*, a social innovator with a 40-year career of leadership and advocacy in child and adult mental health, First Nations, violence against women and support for the arts has been appointed the inaugural chairholder of the *John C. Eaton Chair in Social Innovation and Entrepreneurship*, an initiative focusing on positive change for our communities.
- *Joe MacInnis*, physician-scientist, author, and deep-sea explorer whose expeditions to the *Titanic* wreck helped inspire James Cameron's Academy Award-winning film, has been appointed the first *distinguished visiting professor* at the Ryerson University Library and Archives, co-sponsored by the Faculty of Engineering and Architectural Science, and the Faculty of Science.
- *Anna Ho*, 2nd Yr Social Work, received the Children's Rights Trailblazer Award as part of a group of Crown wards honoured on January 24th by the Canadian Coalition for the Rights of Children. The group's groundbreaking report and 'Youth Leaving Care' hearings at Queen's Park in 2011 led to the January 2013 announcement by government of improved support and postsecondary partnerships, including Ryerson, to finance access and opportunity.
- *Enactus (SIFE) Regional Champions* – On March 11th, the Ryerson TRSM team competed against 23 universities in Central Canada, winning the TD Entrepreneurship Challenge, the Capital One Financial Literacy Challenge, and the Scotiabank Eco Living Green Challenge. Congratulations to SIFE Ryerson president Curtis Yim, team members, and faculty advisors David Schlanger and Phil Walsh. The team goes on to the national competition May 6th-8th.
- *Hydro One Women in Engineering University Partnership* – On March 8th Hydro One announced a \$1.4 million investment over four years, in partnership with Ryerson University, the University of Ontario Institute of Technology, University of Waterloo and Western University to increase the number of women in the sciences and engineering. The initiative includes outreach activities at the elementary and secondary school level, mentoring and networking for undergraduates with female engineers currently working in the field, and support for graduates as they transition into the workforce.

Distinguished Academic Visitors – While we report the appointment of esteemed colleagues, we also want to recognize how much their engagement enriches the Ryerson experience for our students. A small sample, of many that could be provided, includes the following initiatives:

- Navdeep Bains, distinguished visiting professor at the Ted Rogers School of Management, is hosting a special MBA student lecture series, *Global Issues in International Business*, which has included a talk by the Right Hon. Paul Martin, former prime minister of Canada.
- Wayne Clark, distinguished designer in residence at the School of Fashion, Faculty of Communication & Design, has mentored fashion students creating outfits for former sex workers in the *Out of the Shadows* Fashion Show on March 8th, International Women's Day, in support of the Street Health Community Nursing Foundation and All Saints Church.
- Jeremy Kinsman, distinguished visiting diplomat in the Department of History, Faculty of Arts, was a member of an expert panel at the *Conference on the Detection and Prevention of Atrocities*, part of Ryerson's student-led International Issues Discussion series.
- Ralph Lean, distinguished counsel in residence at the Ted Rogers School of Management, is following up the success of his first year initiative with the second annual *Law, Business, Politics: The Real World* lecture series, last month featuring Ken Taylor, former ambassador to Iran, in a discussion of his experiences and views on the award-winning film *Argo*.

Accreditation Site Visit – Ryerson hosted the Architectural Science accreditation site visit on March 11th, and the experience was very positive. Congratulations to everyone involved in preparing the substantial groundwork, extensive paperwork and multi-faceted aspects of the visit for this important evaluation. Reflecting on the process, and its importance for all accredited programs and professions, I would also like to express my thanks and respect for all colleagues serving on accreditation teams and taking part in a process that ensures quality and opportunity for our students and scholars, and the progress and wellbeing of our communities.

Board of Governors Elections – The results of the Board elections held to date were announced on March 7th. I am pleased to welcome new Board members representing their constituencies: Michelle Dionne, Psychology, and Kim Varma, Criminal Justice and Criminology (teaching faculty); Branka Hallilovic (administrative staff); and Ted Rogers School of Management students Khatera Noor, Darren Shivraj, and Curtis Yim. Alumni will elect their representative in summer 2013.

Engineering Bug Push – On March 6th Ryerson Engineering students launched this year's team support for the SickKids Foundation with the 11th annual VW Bug Push, continuing for 24 hours around the Quad. With dedication, energy and spirit, the students raised close to \$3,000 on site, adding to the cumulative total of \$20,000 raised over the years for children's health and research. See <http://www.ryerson.ca/feas/newsandevents/bugpush2013.html> to donate until March 31st.

Discover Ryerson – During March Break we welcomed over 5,000 prospective students and their families to campus. Over 4,000 visitors registered for the Discover Ryerson program held on Thursday, March 14th which featured three distinct parts: the Morning Display Fair held at the Mattamy Athletic Centre at the Gardens, where 2,800 visitors were counted coming up the escalators; the Residence and Campus Tour taken by 2,600 visitors; and the specific Academic Program Sessions, attended by 2,550 visitors meeting with faculty, staff and current students. Over the rest of the week, more than 1,000 visitors took Campus Tours that were enhanced this year to include an introductory Welcome Session featuring a DMZ panel, a Student Services

session focusing on Orientation, and a panel of Alumni. This annual event is a huge undertaking involving detailed planning and dedicated commitment, individual and team effort, and solid blue-and-gold spirit. Special thanks to Admissions & Liaison for leadership and coordination, and to everyone in the university community for showcasing the university and welcoming our guests and prospective students with hospitality and distinction.

from the President's Calendar

February 27, 2013: I was invited to give a presentation on Ryerson strategic development to the Social Planning Toronto Symposium, Family Service Toronto, an event attended by Premier Kathleen Wynne.

March 13, 2013: Ryerson hosted the Hon. Dr. Reza Moridi, our new Minister of Research and Innovation, on a visit to campus and the Digital Media Zone. Having served as a member of the Ryerson Medical Physics program Advisory Council, Dr. Moridi knows the university well and it was a pleasure to welcome him back.

March 14, 2013: A number of Ryerson colleagues attended lunch at The Empire Club to hear an address given by His Excellency Jean-Marc Ayrault, Prime Minister of France. The event was sponsored by The Hon. George and Dr. Helen Vari Foundation, and it was a privilege to be seated with Helen Vari, former member of the Board of Governors and, with the late George Vari, an honoured Ryerson benefactor.

March 18, 2013: Grant Humes, Executive Director, Toronto Financial District BIA came to campus to share the goals and plans of the newly-formed organization dedicated to the advancement of one of our most identifiable neighbourhoods. It is always great to welcome discussions on city-building and to know that Ryerson is recognized as a valued partner.

SENATE FACULTY AND AT-LARGE ELECTION RESULTS – 2013-2015

Thanks for participating in the Senate Elections.

The following is a list of the Faculty, and At-large Faculty representatives on Senate for the 2013-2015 term.

FACULTY REPRESENTATIVES:

ARTS

Faculty (1 required)

David Checkland, Philosophy (**Acclaimed**)

FCAD

Chair (1 required)

Charles Falzon, RTA School of Media (**Acclaimed**)

Faculty (1 required)

Sholem Dolgoy, Theatre School (**Acclaimed**)

FCS

Chair (1 required)

Don Rose, Daphne Cockwell School of Nursing (**Acclaimed**)

FEAS - (Continuing their term - No Election Required)

David Greatrix

Alan Fung

Paul Walsh

Kaamran Raahemifar

SCIENCE

Faculty (1 required)

Andrew McWilliam, Chemistry and Biology (**Acclaimed**)

TRSM – Continuing their term - No Election Required)

Dave Valliere

Frances Gunn

Vanessa Magness

Sergiy Rakhmayil

G. RAYMOND CHANG SCHOOL OF CONTINUING EDUCATION

Faculty (2 required)

Jennifer Martin

Winston Isaac

Chang Associates (2 required):

Anne-Marie Brinsmead (**Acclaimed**)

Martha Lee Blickstead (**Acclaimed**)

AT-LARGE FACULTY REPRESENTATIVES

Dave Mason, Computer Science (**Acclaimed**)

Neil Thomlinson, Politics & Public Administration (**Acclaimed**)

Nancy Walton, Daphne Cockwell School of Nursing (**Acclaimed**)

Ravi Ravindran, Mechanical & Industrial Engineering (**Acclaimed**)

LIBRARIAN – Continuing term - No Election Required

Jay Wolofsky

Senate 2013-2014 Election

(The names of successful candidates are marked with an asterisk *)

Arts (1 seat)

*Savnaz (Sam) Torabi (Acclaimed)

Communication and Design (1 seat)

*Pascale Diverlius (Acclaimed)

Community Services (1 seat)

*1. Maryam Ismail	128
2. Alannah Sheridan	75

Declined	17
Ballots Submitted	220
Vote Casts	203
Eligible Voters	7377
Participation Rate	3.0%

Engineering and Arch Science (1 seat)

*1. Urooq Siddiqui	242
2. Maryam Saberian	74
3. Durand Jarrett-Amor	73

Declined	10
Ballots Submitted	398
Vote Casts	389
Eligible Voters	4146
Participation Rate	9.6%

G. Raymond Chang School (2 seats)

* Janet Rodriguez (Acclaimed)
*Mayam Tabatabaei Anaraki (Acclaimed)

Science (1 seat)

*1. Ghazaleh Goldar	85
2. Matthew Brandt	58

Declined	4
Ballots Submitted	147
Vote Casts	143
Eligible Voters	1833
Participation Rate	8.0%

Ted Rogers School of Management (1 seat)

*1. Shelly Campbell	241
2. Colton Creber	210
3. Gagandeep S. Bhumak	70

Declined	46
Ballots Submitted	567
Vote Casts	521
Eligible Voters	10409
Participation Rate	5.4%

Yeates School of Graduate Studies (2 seats)

*1. Pardis Noorzad	55
*2. Golam Morshed	37
3. Md Sirajul Islam	34
4. Afshin Rahimi	33

Declined	10
Ballots Submitted	119
Vote Casts	159
Eligible Voters	2419
Participation Rate	4.9%

At Large Students (4 seats)

*1. Alfred Lam	416
*2. Rejean A. Hoilett	388
*3. Anisa Hassan	376
*4. Arman Adeli	325
5. Mitch Reiss	288
6. Joshua Michael D'Cruz	256
7. Emmanuel Ezechukwu	255
8. Ani Dergalstianian	193
9. Naghmeh Saberian	189
10. Muhammad Zahid Rashid	123
11. DeAnna Rowe	97

Declined	74
Ballots Submitted	1207
Vote Casts	2906
Eligible Voters	32153
Participation Rate	3.8%

Report #W2013-2 of the
Academic Governance and Policy Committee - March 14, 2013

1. Amendment of the Research Ethics Board's (REB) Terms of Reference, composition and membership (background information attached)

Motion #1: *AGPC recommends that Senate approve the revised procedural documents on the composition and terms of reference of the REB as submitted.*

Motion #2: *AGPC recommends that Senate approve the proposed membership of the REB.*

2. Amendment of the Senate bylaw: Senate Learning and Teaching Committee's Terms of Reference (attached)

Motion #3: *AGPC recommends that Senate approve to amend the Senate bylaw Section 6.3.5.1 to modify the general purpose of the Senate Learning and Teaching Committee as described in the report.*

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Motion #4: *AGPC recommends that Senate approve to amend Policy #134: Undergraduate Academic Consideration and Appeals based on the following wording (attached).*

4. Approval of replacement Awards & Ceremonials Committee member from Chang School – Nenita Ponce de Leo Elphick – to complete term.

Motion #5: *AGPC recommends that Senate approve the above-named Chang School replacement nominee to complete the term on the Awards & Ceremonials Committee.*

Respectfully submitted:

John Isbister, Interim Chair (for the committee):

A.M. Brinsmead, C. Evans, A. Fung, G. Hauck, A. Khalil, H. Lane Vetere, L. Lavallée,
M. Lovewell, V. Magness, A. Miri, M. Palermo, C. Schryer, M. Sharpe, J. Sudhir, J. Turtle

RESEARCH ETHICS BOARD TERMS OF REFERENCE

The Research Ethics Board (REB) approves, rejects, proposes modification to, or terminates any proposed or ongoing research involving human participants which is conducted within or by faculty, staff, or students of the University so as to protect research participants and ensure that research is conducted in an ethical manner. No research on human participants shall be undertaken without the prior written approval of the Research Ethics Board.

The REB:

- Interprets and applies the Tri-Council Policy Statement: *Ethical Conduct for Research Involving Humans 2010 (TCPS 2)* and relevant provincial, federal and international legislation;
- Establishes guidelines and procedures consistent with the Tri-Council Policy Statement, 2010 (TCPS 2) and relevant legislation; and
- Facilitates research by consulting with and assisting researchers.
- Provides educational outreach pertaining to research ethics processes, requirements and policies to faculty, staff, students and others proposing to conduct research involving human participants under the auspices of or affiliated with Ryerson University.

(Amended March 2013)

RYERSON UNIVERSITY

COMPOSITION

To ensure compliance with the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (2010) (TCPS2), the following reflects the composition of the Research Ethics Board.

- To meet the requirements of Article 6.4 of the TCPS2, which states “To ensure the independence of REB decision making, institutional senior administrators shall not serve on the REB.” No representative from Senior University Administration shall be included in the Research Ethics Board composition.
- To meet the spirit of the revised TCPS2 and the new emphasis on research involving the First Nations, Inuit and Métis Peoples of Canada (TCPS Chapter 9), one person who self-identifies as First Nations, Inuit or Métis and/or who is informed in the traditional knowledge and culture of First Nations, Inuit or Métis peoples shall be included in the Research Ethics Board composition.

Composition

The composition of the Research Ethics Board is:

- A Chair (1) who is knowledgeable in ethics, and Vice Chair (1), who shall be nominated by the Vice President, Research and Innovation, in consultation with the Research Ethics Board;
- at least twelve (12) faculty members, including representation from each Faculty, and at least three (3) representing the Yeates School of Graduate Studies;
- at least four (4) community members who have no affiliation with the institution;
- two (2) undergraduate students;
- two (2) graduate students;
- one member with knowledge in the relevant law;
- one member who self identifies as First Nations, Inuit or Métis and/or who is informed in the traditional knowledge and culture of First Nations, Inuit or Métis peoples.

RYERSON UNIVERSITY
SENATE RESEARCH ETHICS BOARD
2012-2013

	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Chair (Nominated by VPRI)	Nancy Walton	Nursing		
Vice Chair (Nominated by VPRI)	Naomi Koerner	Psychology		
Research Ethics Coordinator	Toni Fletcher	(Non-voting)		
FACULTY				
Arts	Patrizia Albanese	Sociology	2013	2
Arts	Eric Vaz	Geography	2014	1
TRSM	Chris MacDonald	Business Ethics	2014	1
TRSM	Kelly McKay	Hospitality/tourism	2013	1
Communication & Design	Laura Nenysh	Radio & Television Arts	2013	3
Communication & Design	Bernie Murray	Fashion	2014	1
Community Services	Calvin Langton	Child & Youth Care	2014	1
Community Services	Manavi Handa	Midwifery	2013	1
Engineering & Architecture	Beau Standish	Biomedical Engineering	2013	1
Science	TO BE FILLED			
Yeates SGS	Francis Hare	Immigration & Settlement	2013	3
Yeates SGS	Lori Schindel Martin	Nursing	2014	1
Yeates SGS	Naomi Koerner	Psychology	2014	2
STUDENTS				
Graduate Student	Stephanie Marion	Psychology	2013	2
Graduate Student	Sean Hillier	Policy Studies	2013	2
Undergraduate Student	Louisa Hawkins	Sociology	2012	1
Undergraduate Student	Megan Butryn	Sociology	2013	2
COMMUNITY MEMBERS				
	Brent Gilliard	Planner	2014	1
	Scott Gavura	Pharmacist, Cancer Care Ontario	2014	1
	Leslie Molnar	Social Worker, WCH	2013	1
	TO BE FILLED			
SPECIAL EXPERTISE				
Legal Expertise	Asher Alkoby	Business Management	2013	2
First Nation/Inuit/Métis	Lynn Lavallee	Social Work	2014	2

AGPC Motion to Revise Senate By-laws

At the October 2, 2012 Senate meeting, the Senate Priorities committee presented a proposed change to the Senate by-laws governing the purpose of the Senate Learning and Teaching Committee. The memo to Senate is attached below.

There was some discussion at Senate, but the consensus was that the proposed change was desirable. However, there was no motion to adopt the modification. The purpose of this motion is to bring forward to Senate a motion to approve the proposed changes to the Senate by-laws.

Motion: That Senate approve to amend its by-laws Section 6.3.5.1 to modify the general purpose of the Senate Learning and Teaching Committee as described below:

6.3.5.1. General Purpose: The Senate Learning and Teaching Committee advises Senate on select university-wide issues through the lens of learning and teaching. Identifies, prioritises and acts upon issues from across the University related to the promotion of an effective and comprehensive educational environment. The Committee may initiate activities that address specific issues or develop and make academic policy recommendations to Senate where appropriate.

Memo from SPC presented to Senate

To: Sheldon Levy, President and Chair, Senate Priorities Committee; Nancy Walton, Vice Chair, Senate Priorities Committee; John Isbister, Interim Provost and Vice President Academic

From: Chris Evans, Vice Provost Academic; Maureen Reed, Director, Learning and Teaching Office; Mark Lovewell, Interim Secretary of Senate

Re: The Senate Learning and Teaching Committee – Moving Forward

September 20, 2012

Purpose of this Memo: The current memo is to inform SPC of a revised purpose for the Senate Learning and Teaching Committee (SLT) and a modified approach to its mandate that flows from this revised purpose. It is a follow up to the earlier memo reviewed by SPC dated March 30, 2012.

Purpose of the SLT: The SLT is a standing committee of Ryerson's Senate. We are recommending that the purpose of the SLT be revised to allow it to play an advisory role to Senate. In particular, we suggest the following revised purpose:

The SLT advises Senate on select university-wide issues through the lens of learning and teaching. The Committee may initiate activities that address specific issues or develop and make academic policy recommendations to Senate, where appropriate.

The select university-wide issues may be items brought forward from Senate itself, from the SPC, from the Provost's Office or from other relevant bodies such as the Learning and Teaching Office (LTO).

In essence, the SLT would act as an advisory body. This would happen in two ways:

- 1) Its membership would be asked to provide commentary and advice on topics such as policy, processes, and activities that impact the educational environment at Ryerson. Feedback from the SLT would help to inform the University on these topics and ensure that the best possible practices are adopted by the institution. One advantage of this approach is that it provides a voice to a diverse, grassroots but focussed group of faculty and staff and it ensures that their voice is heard in the public forum of Senate (see Reporting section, below).
- 2) When needed, small working groups from the broader SLT membership would be asked to consider a very focused issue (e.g. methods to increase faculty-student engagement, methods to improve student retention and provide a report summarizing relevant literature and providing an analysis of the issue for Senate).

Frequency of Meetings: Normally one meeting will be held per semester. Additional meetings can be convened at the request of the SLT committee Chair.

Membership: We suggest that the SLT's membership remain unchanged but that a flexible system be introduced to allow addition of members as needed for specific purposes.¹ We suggest that additional interested members of the Ryerson community can request to participate in the discussions of the SLT on particular topics which may be of interest to them. The registration of these additional members would be administered through the LTO.

Reporting to Senate: The SLT will still be required to report annually to Senate on its activities. Given the revised purpose of the SLT, the report will contain a summary of the deliberations, analysis and recommendations of the SLT on the topics of interest in a given Senate year.

Suggested Topics for 2012 – 2013:

1) Undergraduate Academic Consideration and Appeals (Policy 134). This policy is scheduled for a regular review this year. Once the review committee has a detailed set of revisions/recommendations in hand, the SLT would comment and advise on the proposed changes to the Policy.

2) Experiential Learning (EL). A committee of the Provost's Office has worked through the summer and prepared a draft report on the Experiential Learning Office (ELO) which contains a number of recommendations about the Office structure as well as about EL more broadly. The Provost asked for this review as he recognized the deep integration of EL at Ryerson, as well as, the ever increasing focus of EL in the post-secondary sector in Ontario and in North America more widely.

During the fall of 2012 the ELO will work to develop these recommendations into a priorities document for EL at Ryerson, including suggestions for new directions (e.g., "Zone" experiential learning opportunities). We believe that the SLT would be an excellent sounding board for this priorities document. It is anticipated that this SLT activity would occur in early 2013.

¹ Currently, the committee is chaired by the Vice Provost Academic and has about 30 members including faculty, Teaching Chairs, representatives of the Learning and Teaching Office (LTO), student support staff, and students. The Director of the LTO and the Secretary of Senate are ex officio non-voting members. The Director of the LTO acts as the *de facto* vice Chair of the SLT.

Motion #5: That Senate approve amended wording to Policy 134: Academic Consideration and Appeals Policy, as outlined ~~the~~ in the extract from the policy below.

IB3. Alternate Arrangements for Missed Examination and/or Assignment: Medical or Compassionate

a. Students shall inform ~~their program office and relevant~~ instructor(s) (via email whenever possible) in advance when they will be missing an exam, test or assignment deadline for medical or compassionate reasons. When circumstances do not permit this, the student must inform the instructor(s) -as soon as reasonably possible.

a.b. Alternate arrangements are based upon the severity of the circumstances and the amount of work missed. Generally, normal employment commitments will not constitute grounds for academic consideration. However, changes to normal employment commitments as a result of a more complex issue may be part of a request for academic consideration.

c. ~~Instructors will determine if documentation is required for an alternate arrangement based upon medical or compassionate grounds.~~ In the case of illness, a Ryerson Medical Certificate, or a letter on letterhead from a physician with the student declaration portion of the Ryerson Medical Certificate attached, is required to be submitted to the office of the student's own program. For non-program students enrolled in courses at The G. Raymond Chang School of Continuing Education, the Ryerson Medical Certificate is required to be submitted to the Chang School. In all these cases, ~~d~~documentation is required within three (3) working days of the missed work. In extraordinary circumstances, exceptions to the 3-day requirement to provide documentation can be granted if the medical illness, including documented mental health issues, prevents a student from seeking medical attention or documenting their illness in a timely fashion.

d. Documentation required for reasons other than illness should be submitted to the office of the student's own program. For non-program students enrolled in courses at The G. Raymond Chang School of Continuing Education, such documentation is required to be submitted to the Chang School.

b.e. All faculty and staff are required to exercise discretion and adhere to the principles of confidentiality regarding any documentation received.

e.f. Once an alternate arrangement is accepted, it is final unless subsequent events interfere with the fulfillment of that alternate arrangement, and the grade in the course may not be appealed based upon an allegation of the original arrangement being unfair.

d.g. Students who are either not offered an alternate arrangement or who do not accept the alternate arrangement offered by an instructor, may consult with the Chair/Director. If the test or assignment for which an alternate arrangement has been made becomes a point of contention in the final course grade or violates the Course Management Policy or course outline, the student may appeal the final course grade at the end of the term,

on the original medical or compassionate grounds

e.h. Normally a student who misses a final exam will be given an incomplete (INC) and given a make-up exam as soon as possible within the three-month completion period.

f.i. Unless an incomplete grade (INC) is applicable, the instructor cannot grant extensions beyond the final date for submission of grades as part of an academic consideration.

IB4. Arrangements for Inability to Complete Term Work in More Than One Course:

- a.** Students who are unable to complete their term work in more than one course, due to circumstances that arise during the semester, should consult with the Chair/Director of their program Department/School as soon as possible. Failure to do so may jeopardize the ability to provide consideration and to launch a future appeal.
- b.** When seeking alternate arrangements, students must submit supporting documentation to their program Chair/Director who should advise them as to what to do on a course-by-course basis as soon as possible. A copy of the suggested arrangement will be kept on record in the Department/School, and each instructor should be informed of the suggested arrangement. Students must contact each instructor to verify that the suggested arrangement is acceptable to the instructor.
- c.** Instructors should not require documentation to support the request for an alternate arrangement, as the Chair/Director has already made an assessment.
- d.** While it is advisable for students to discuss dropping a course with the instructor, courses may be dropped at the time of the consultation with the Chair/Director. The Chair/Director must inform the involved faculty member that the student has dropped the course. The Registrar will review documentation and contact the Chair/Director should any clarification be required as to why a student should be granted an INC or course drop after the deadline. The Registrar has final approval of both retroactive course withdrawal without academic penalty and any possible financial arrangements that may result.

The following are background documents related to Policy #134 Amendments.

Suggested Template for Course Outlines

Academic Consideration

- Students must submit assignments on time and write all tests and exams as scheduled.
- Assignments submitted for grading will be handed back within two weeks except for the final exam.
- **There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse affect on their academic performance, and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.**
- Except in cases of accommodations for disabilities, where documentation is handled directly by the Access Centre, students must fill out an Academic Consideration form and **submit it to their own program office [INSERT THE LOCATION OF YOUR PROGRAM OFFICE HERE]:**
http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf

In addition, the following procedures must be followed as well:

- **Medical certificates** – If a student is going to miss a deadline for an assignment, a test or an examination because of illness, he/she must submit a medical certificate (see www.ryerson.ca/senate/forms/medical.pdf for the certificate) **to their program office** within 3 working days of the missed assignment deadline, test or examination. The program office will notify the instructor that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make up exam.
- **Religious observance** – While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented **to their program office** no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.
- **Other requests for Academic Consideration** which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form **to the student's program office**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.

- ***Students with disabilities*** - In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre www.ryerson.ca/accesscentre/. Before the first graded work is due, students should also inform their instructor through an “Accommodation Form for Professors” that they are registered with the Access Centre and what accommodations are required.
- ***Regrading or recalculation*** – These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal, but are matters for discussion between the student and the instructor.
- Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to **NOTIFY YOUR INSTRUCTOR** of the problem as soon as it arises, and to contact with the instructor again after the documents have been submitted in order to make the appropriate arrangements.
- **If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence.**

For more detailed information on these issues, please refer to Senate Policy 134 at (Undergraduate Academic Consideration and Appeals) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at www.ryerson.ca/senate/policies/.

From: Lucia Stewart [<mailto:lstewart@gwemail.ryerson.ca>]

Sent: Friday, December 16, 2011 4:12 PM

To: Deans/Chairs/Directors

Subject: MEDICAL DOCUMENT SUBMISSION PROCEDURE

This email is sent on behalf of Dr. Diane Schulman.

Attached please find a form which is designed to centralize the submission of medical (and other academic consideration) documents with a student's program department/school. This will be the practice in the fall 2012, but you may use this process for the coming semester if you wish. Many departments/schools already use this process. These forms are posted on the Senate website at http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf and <http://www.ryerson.ca/content/dam/senate/forms/medical.pdf>.

Although the collection and notification of instructors is centralized, the decision about granting consideration remains with instructors. The process will be as follows:

1. Student submits forms (mostly medical) to program (or Chang where not enrolled in a program). The submission form includes courses missed, dates and times, email for instructor, and work missed all on one form.
2. Program checks that the certificate is filled out properly and that the dates match. If necessary, the program can check the validity with the issuing physician.
3. An email is sent to all instructors on the list.
4. An instructor can go to the program office to view the certificate. If this is not possible, the department can send a pdf copy of the certificate to the instructor. (Please note that instructors can only view certificates for one-time situations. Faculty can still not request to see documentation when a student is given more general accommodation for ongoing issues.)

The rationale is as follows:

1. Students will not require multiple certificates.
2. Programs can track the number of certificates students are submitting and provide advice to students to require accommodation.
3. Students may be reluctant to submit invalid certificates directly to their department.
4. Central filing will be more secure and provide more privacy. Faculty will not have to deal with the secure filing of the information.
5. Programs can check the validity centrally, and all instructors can be informed where there are issues.

If you have any questions, please contact me.

Diane R. Schulman, Ph.D.



**ACADEMIC CONSIDERATION DOCUMENT SUBMISSION
REQUIRED INFORMATION**

You must inform your instructors when you miss work for medical or other reasons. Unless there are extenuating circumstances, this should be before the date of the test or exam, or the due date of the assignment.

- All documents including medical, other unforeseen circumstances, religious observance, athletic competitions, etc. must be submitted to your program department, or to the Chang School for students who are not registered in a program.
- Your instructors will be informed that the document has been submitted, and they will determine if you are to be given consideration for missed work.

Print Clearly.

Student Name		
Student Number		
Ryerson Email Address		
Program		
Dates missed	From:	To:
Date this form submitted		

Complete the following for each missed class covered by the Medical or Religious Observance document, which you are submitting. Each instructor will be notified that your document has been received. However, you are also responsible for notifying your instructor of your absence.

Course # and Section	Instructor's Name	Instructor's email address	Day and Date(s) missed	Work missed (e.g. test, lab, etc.)

Student's Signature: -----

RYERSON UNIVERSITY
POLICY OF SENATE

GOVERNANCE COUNCILS

Policy Number:	45
Original Approval Date:	May 6, 1986
Approval Date:	_____, 2013
Implementation Date:	Fall, 2013
Submitted By:	Academic Governance and Policy Committee
Policy Review Date:	2017
Procedural Review:	2015
Responsible Committee or Office:	Provost and Vice President Academic, Secretary of Senate

I. DEFINITIONS

1. **Chair** is the Chair of a Department
2. **Director** is the Director of a Department/School
3. **Council Chair** is the elected or *ex officio* chair of a Council
4. **Dean** is the Dean of a Faculty/School (including the Dean of the Yeates School of Graduate Studies and the Dean of the G. Raymond Chang School of Continuing Education).
5. **Dean of Record** is a Dean named by the Provost and given decanal authority over an interdisciplinary program.
6. The **Associate Deans** of a Faculty/School are appointed according to Board policy and have a range of Faculty-wide responsibilities assigned by the Dean.
7. **Faculty/School** is an overarching academic unit, headed by a Dean, that may comprise Departments or Schools or be structured according to a specific function (e.g., the Chang School, the Yeates School of Graduate Studies).
8. **Department/School** is an academic unit, headed by a Chair or Director, resident in a Faculty, that has responsibility for the delivery of academic programs, Chang School degree credit courses, and Department-based Chang School Certificates.
9. **Faculty Member** includes all current tenure stream and limited term faculty members represented by the Ryerson Faculty Association (RFA).
10. **Instructor** is a member of the Unit 1 or Unit 2 bargaining units of CUPE Local 3904.
11. **Undergraduate/Graduate Student** is an individual currently registered in an undergraduate/ graduate program at Ryerson University leading to an undergraduate/graduate degree.

12. **Continuing Education Student** is an individual registered in a Chang School course, and not simultaneously registered in an undergraduate/graduate program at Ryerson University.
13. **Staff** are personnel associated with the unit who are members of OPSEU or MAC.

II. SCOPE AND AUTHORITY

This policy establishes the requirements and procedures for governance councils and their relationship and reporting requirements to Senate. Such councils may not make recommendations or establish policies or procedures that contravene the *Ryerson Act* and the powers assigned therein to the Board of Governors, or any university policy or collective agreement.

III. PURPOSE OF THE POLICY

This policy establishes academic governance structures, communication, decision-making, and reporting requirements to Senate. To accomplish this purpose as effectively and efficiently as possible, the policy addresses two overarching aims: a) to clarify roles and responsibilities of members of councils; b) to articulate the relationship among members of councils, mandated councils, and Senate. Recommended procedures for implementation of mandated councils and associated guidelines are included in Appendix A. As per the *Ryerson Act*, Senate bylaws and university policy, and collective agreements, regulation of academic matters is the primary scope of this policy.

The following principles are central to this policy:

Transparency for duly considering academic matters and decision-making.

Consultative processes that ensure all parties relevant to the matter at hand, and their respective roles, responsibilities, and views are taken into account in deliberation, decision-making, and resultant action.

Flexibility to minimize unnecessary bureaucracy that inhibits proactive and timely consideration and action on academic matters.

IV. ROLES AND RESPONSIBILITIES

Deans are responsible for the overall leadership and governance of a respective Faculty/School in accordance with the provisions of the *Ryerson Act*, university policies and procedures, and collective agreements. As per Ryerson's bicameral governance structure, decanal authority vis-à-vis councils is specific to academic matters, which includes, but is not limited to, approving Department/School Council recommendations and reports prior to submission to any body external to the Faculty/School, including Senate; and reporting to Senate on approved policies that pertain to the Faculty/School as a whole (major curriculum revision, new program development, matters with resource or human relations implications). Deans are expected to consult and communicate with one another, and with Faculty/School/Department colleagues to ensure effective and transparent leadership.

Deans of Record are responsible for the overall leadership and governance of an interdisciplinary (or multi-disciplinary) graduate or undergraduate program in accordance with the provisions of the *Ryerson Act*, university policies and procedures, and collective agreements.

As per Ryerson's bicameral governance structure, decanal authority vis-à-vis councils is specific to academic matters, which includes, but is not limited to, approving program council recommendations and reports prior to submission to any body external to the program, including Senate; and reporting to Senate on approved policies that pertain to the program as a whole (major curriculum revision, new program development, matters with resource or human relations implications). Deans are expected to consult and communicate with one another, and with Faculty/School/Department colleagues to ensure effective and transparent leadership.

Department Chairs/School Directors (C/Ds) are appointed in accordance with the collective agreement between the RFA and the University, and are responsible for academic leadership within the respective Department/School in accordance with Department/School and/or Senate approved policies and procedures.

Graduate Program Directors (GPDs) are, in the case of department/school-based graduate programs, recommended by the Chair/Director of the respective Department/School, in consultation with the GPC and the respective Dean, for appointment by the Dean of the Yeates School of Graduate Studies (YSGS). In the case of interdisciplinary graduate programs, GPDs are recommended by the Dean of Record, in consultation with the members of the GPC, for appointment by the Dean of the Yeates School of Graduate Studies (YSGS) following a clear and transparent process agreed upon by the two Deans. GPDs are responsible for ensuring that all aspects of their graduate program functions as per policies, procedures, and requirements of YSGS. GPDs shall communicate and consult with the relevant Chairs/Directors on matters that have broader implications for the Department/School (e.g., curriculum revision, new program/field development, advisor/supervisor student relations).

Undergraduate Program Directors (UPDs), where they exist, are, in the case of departmentally-based programs, recommended by the Chair/Director of the Department/School, in consultation with the members of the UPC or D/SC and the Dean of the relevant Faculty, for appointment by the Dean. In the case of interdisciplinary programs, UPDs are appointed by the Dean of Record. UPDs have a range of responsibilities assigned by their Chair/Director or, in the case of interdisciplinary programs, by their Dean.

V. MANDATED COUNCILS

The following councils are mandated by this policy: Department/School Councils, Undergraduate Program Councils, Faculty Councils, Graduate Program Councils, the Yeates School of Graduate Studies Council and the G. Raymond Chang School of Continuing Education Council. Procedures for enacting these councils are provided in Appendix A.

VI. DISPUTE RESOLUTION

- i. In the event of a disagreement between a Department/School Council and a Chair or Director, the relevant Dean in consultation with the parties involved shall decide how to proceed.
- ii. In the event of a disagreement between Deans or between a Dean and a Department/School/Program Council, the Vice Provost Academic will facilitate a negotiated solution. If a negotiated solution is not possible, the Provost will resolve the issue.

APPENDIX A

COUNCIL PROCEDURES

1. DEPARTMENT/SCHOOL COUNCILS (D/SCs)

- 1.1 **Department/School Councils** will be constituted as appropriate with a structure and membership as determined by bylaws approved by the relevant Dean and Senate.
- 1.2 **Roles and Responsibilities:**
 - a Are the consultative and collegial bodies responsible for academic matters specific to the Department/School and its programs. Depending on the nature of the matter, they approve, report, or make recommendations to Chairs/Directors and/or the Dean or designate, and/or Senate.
 - b Approve policy and procedure with significance and effect exclusive to the Department/School. Endorsement by the Chair/Director, and consultation with, and endorsement by, the Dean or designate is required before implementation of significant changes.
 - c Formulate and communicate recommendations regarding policies and procedures with implications beyond the Department/School to the Chair/Director and/or the relevant Dean and/or designate. Endorsement of such recommendations by the Chair/Director and the relevant Dean or designate is required. If there are no ramifications beyond the Faculty, the matter may be settled there. If there are broader ramifications, the matter shall be submitted to Senate, its standing committees (e.g., ASC) or, when relevant, to the YSGS Council.
 - d May report directly to Senate on information items that affect only the Department/School, and/or on matters of general interest.
- 1.3 **Membership:**
 - a All faculty members in the Department/School are members of the D/SC. Faculty on leave who indicate in advance to the D/SC chair that they will be present at meetings during their leave remain full members for the purposes of quorum calculation. Faculty above the level of Chair/Director (e.g. Associate Dean, Dean, Vice Provost, Provost) are excluded from D/SC membership.
 - b Students, elected by and from the students in the Department/School program(s), in a ratio of not less than one-fourth and not more than one-third of the total voting faculty members on the D/SC, as specified in the D/SC bylaws.
 - c Other members as specified in the D/SC bylaws. This may include instructor representatives, faculty representatives from other related programs, and staff representatives.
- 1.4 **Regulations:**
 - a **Bylaws:** Each D/SC will function according to bylaws, which must be approved by Senate. Such bylaws must address matters such as a mechanism for the selection of a Chair, quorum, committee structure, and reporting relationships.
 - b **Meetings:** D/SCs should meet at least twice a year, once in each of the Fall and

Winter semesters. Between meetings of the D/SC, less formal meetings of faculty (and instructors, depending on Departmental/School tradition) may advise the Chair/Director.

- c **Voting members:** Only faculty, instructor and student members of the D/SC are voting members. Staff may serve on the D/SC or committees, but are non-voting.
- d **Quorum:** Quorum shall be established by bylaw, but shall not be less than fifty percent of members, where a majority of those present are faculty members.
- e **D/SC Chair:** will be selected in accordance with the provisions of the bylaws.
- f **Sub-Committees:** The D/SC may establish sub-committees as deemed necessary and, if appropriate, should reflect approval mechanisms external to the Department/School where a parallel committee would be advantageous (e.g., curriculum). Sub-committees may recommend items to the D/SC for approval on matters specific to the Department/School, or to the Dean on matters affecting the Faculty/School, and those requiring Senate approval.

2. UNDERGRADUATE PROGRAM COUNCILS (UPCs)

2.1 **UPCs** will be constituted in a manner most appropriate for the needs of the respective Department(s)/School(s)/Faculty(/ies)/Program(s) providing undergraduate education. Such Councils are mandatory for all interdisciplinary programs, but not required where a D/SC has jurisdiction over a program. The structure and membership will be determined by bylaws approved by the relevant Dean and Senate. The constitution of UPCs will be agreed to via a consultative process involving the Undergraduate Program Director (UPD), affected Chair(s)/Director(s), and relevant Dean(s) or designate(s).

2.2 **Roles and Responsibilities**

- a Are responsible for academic policy and procedure recommendations pertaining to undergraduate education and undergraduate offerings specific to the interdisciplinary program or, in cases where they are created to manage departmentally-based programs, to the Department/School/Faculty. UPCs collaborate in a transparent manner with related D/SC(s), Chair(s)/Director(s), relevant Dean(s) or designate(s), and with relevant Faculty Council(s) and standing committees thereof.
- b Approve policy and procedure with significance and effect only in the program. Consultation with, and endorsement by, the UPD, and the relevant Dean or designate must take place before implementation.
- c Recommend and communicate policies and procedures with university-wide implications. Endorsement by the relevant Dean and/or designate(s) is required before submission to any body beyond the program.
- d Report directly to Senate on issues specific to the respective undergraduate program, and/or on matters of general interest.

2.3 **Membership:**

- a In *Department/School/Faculty based programs*, the UPC should include:
 - i. The Department/School Chair/Director.
 - ii. The Undergraduate Program Director(s) (UPDs), where they exist.
 - iii. Faculty members who teach regularly in, or are active in the

- administration of, the undergraduate program. Normally all these faculty members will be UPC members but, where impractical (e.g., size), representation may be otherwise stipulated by the bylaws.
- iv. Undergraduate student representatives elected by and from undergraduate students in the program as stipulated in the bylaws, at a ratio of not less than one-fourth and not more than one-third of the total voting faculty members on the UPC.
 - v. Other members (such as faculty members from related departments/schools/programs, instructor representatives, and adjunct faculty) as may be determined by the UPC bylaw
- b In *Interdisciplinary programs*, the UPC should include:
- i. the Undergraduate Program Director (UPD).
 - ii. Department/School Chairs/Directors from programs with direct involvement in the program, as determined by the Dean of Record.
 - ii. Faculty members who teach regularly in, or are active in the administration of, the undergraduate program. Normally all these faculty members will be UPC members but, where impractical (e.g., size), representation may be otherwise stipulated in the bylaws.
 - iii. Undergraduate student representatives elected by and from undergraduate students in the program as stipulated in the bylaws, at a ratio of not less than one-fourth and not more than one-third of the total voting faculty members on the UPC
 - iv. Other members (such as faculty members from related departments/schools/programs, instructor representatives, and adjunct faculty) as may be determined by the UPC bylaw
- c For both Department/School/Faculty based and interdisciplinary undergraduate programs, the method of selection of the Council's Chair will be specified in the bylaws.

2.4 **Regulations:**

- a **Bylaws:** Each UPC will develop bylaws that must be endorsed by the relevant Dean for Senate approval. Such bylaws must address matters such as a mechanism for the selection of a Chair, quorum, committee structure, and reporting relationships.
- b **Meetings:** UPCs will normally meet at least twice a year, once in each of the Fall and Winter semesters.
- c **Voting Members:** Only faculty and student members of the UPC are voting members. The UPC Chair shall vote only in the case of a tie. Staff may serve on the Council or its committees but are non-voting.
- d **Quorum:** Quorum shall be established by bylaw, but shall not be less than fifty percent of members, where a majority of those present are faculty members.
- e **Committees:** UPC sub-committees (which may be committees of the whole) may make recommendations to the UPC. If sub-committees are deemed appropriate by the UPC, consideration should be given to those areas (e.g., curriculum, scholarships and awards, admissions) normally included in the governance structure of undergraduate programs. Other sub-committees may be established in accordance with the bylaws of the relevant UPC.

3. FACULTY COUNCILS

- 3.1 A **Faculty Council**, alternatively known as a “Dean’s Council” or a “Dean’s Table,” will be constituted for each Faculty.

3.2 Formal Faculty Councils

- a The role and responsibilities of a formally constituted Faculty Council shall be specified by the bylaws, but may include matters such as:
- i. coordination of the development, submission, and review of undergraduate degree programs;
 - ii. academic policy affecting the Faculty;
 - iii. the Academic Plan of the Faculty.
- b Regulations of formally constituted Faculty Councils include:
- i. The establishment of bylaws that must be approved by Senate, which must specify:
 - the mandate of formally constituted Faculty Council, and the nature of its relationship with other Councils.
 - a membership that is representative (by election or appointment) of the Faculty's Departments/Schools/Programs,
 - quorum,
 - the method of selecting the Chair,
 - provisions for regular meetings, normally at least once in each of the Fall and Winter terms
 - if sub-committees are desired, provision for their establishment and operation.

3.3 Informal Faculty Councils

- a The Dean may seek advice/counsel from an informally constituted Faculty Council on The mandate of these councils will be such matters as the Deans, in consultation with Council members, shall determine.
- b Bylaws are not required where Faculty Councils are purely advisory.
- c Membership on an informally constituted Faculty Council shall be determined by the Dean, but should be representative of the Faculty's Departments and Schools, and will usually include Associate Deans, Department/School Chairs/Directors, Undergraduate Program Directors of interdisciplinary programs within the Faculty, and any other members deemed appropriate [e.g., Graduate Program Directors (GPDs) within the Faculty]..
- d Informally constituted Faculty Councils will normally meet at least once in each of the Fall and Winter terms.

4. GRADUATE PROGRAM COUNCILS (GPCs)

- 4.1. **Graduate Program Councils** will be constituted in the manner most appropriate for the needs of the respective Department(s)/School(s)/Faculty(/ies)/Program(s) providing graduate education, with a structure and membership determined by bylaws approved by the Dean of the Yeates School of Graduate Studies (YSGS) – who shall consult with affected Faculty Deans – and Senate. The constitution of

GPCs will be agreed to via a consultative process involving the Graduate Program Director (GPD), affected Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), and the Dean of the YSGS or designate.

4.2. **Roles and Responsibilities:**

- a Responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to the program/ Department/School/Faculty. GPCs collaborate in a transparent manner with related D/SC(s), Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the YSGS Dean, the YSGS Council and its standing committees.
- b Approve policy and procedure with significance and effect only in the program. Consultation with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and the YSGS Dean must take place before implementation. Endorsement by the YSGS Dean – who shall ensure that all consultations have occurred – is necessary before implementation.
- c Recommend and communicate policies and procedures with implications beyond the program. Endorsement by the affected Faculty Dean(s), and/or designate(s) and/or the Dean of Record is required before submission to the Dean of YSGS. The YSGS Council makes recommendations for approval to Senate.
- d Report directly to YSGS Council on issues specific to the respective graduate program, and/or matters of general interest. Department/School based programs should copy their respective D/SCs on such reports.

4.3. **Membership:**

- a In *Department/School/Faculty based programs*, the GPC should include:
 - i. The Graduate Program Director (GPD).
 - ii. The Department/School Chair/Director.
 - iii. Faculty members who are active YSGS members **and** currently teaching regularly in, supervising students of, or active in the administration of, the graduate program. Normally all these faculty members will be GPC members but, where impractical (e.g., size), representation may be otherwise stipulated in the bylaws.
 - iv. Graduate student representatives selected by and from graduate students in the program, as specified in the bylaws.
- b In *Interdisciplinary Programs*, the GPC should include:
 - i. The Graduate Program Director
 - ii. Department/School Chairs/Directors from programs with direct involvement as determined by the Dean of Record in consultation with the Dean of YSGS, in cases where s/he is not the Dean of Record.
 - iii. Faculty members who are active YSGS members. They should also be currently teaching regularly in, supervising students of, or active in the administration of the graduate program. Normally all these faculty members will be GPC members but, where impractical (e.g., size), representation may be otherwise stipulated in the bylaws.
 - iv. Graduate student representatives selected by and from graduate students in the program, as stipulated in the bylaws.
- c For both Department/School/Faculty based and interdisciplinary graduate programs,

the method of selection of the Council's Chair will be specified in the bylaws. Council membership may include others as determined by bylaw, including faculty members from related departments/schools and adjunct faculty, as long as they are active or associate members of the YSGS.

4.4. **Regulations:**

- a **Bylaws:** Each GPC will develop bylaws that must be endorsed by the Dean of the YSGS, and YSGS Council for Senate approval. For the purpose of creation and adoption of the initial GPC bylaws, the GPD will designate a preliminary GPC in consultation with the Dean of the YSGS. Such bylaws must address matters such as a mechanism for the selection of a Chair, quorum, committee structure, and reporting relationships.
- b **Meetings:** GPCs will normally meet at least twice a year, once in each of the Fall and Winter semesters.
- c **Voting Members:** Only faculty and student members of the GPC are voting members. The GPC Chair shall vote only in the case of a tie. Staff may serve on the Council or its committees but are non-voting.
- d **Quorum:** Fifty percent of the members must be present for quorum, and the majority of the members present must be voting faculty members.
- e **Committees:** GPC sub-committees (which may be committees of the whole) may be established, with mandate and authority specified at the time of their creation. Where decision-making power is delegated to such sub-committees, their responsibilities and composition must be specified in the bylaws. If sub-committees are deemed appropriate by the GPC, consideration should be given to those areas (e.g., curriculum, scholarships and awards, admissions) included in the YSGS governance structure. Other sub-committees may be established in accordance with GPC bylaws.

5. **THE YEATES SCHOOL OF GRADUATE STUDIES COUNCIL (YSGSC)**

5.1 The YSGSC, with approval of the YSGS Dean, reports to Senate on matters pertaining to graduate education including, but not restricted to, major graduate curriculum changes, new graduate program development (fields, areas of emphasis), graduate certificates and/or diplomas, graduate program reviews and YSGS policies with university-wide effect.

5.2. **Roles and Responsibilities:**

- a Makes recommendations to the YSGS Dean on GPC bylaws, which are then submitted to Senate for approval.
- b Receives reports on policy and procedures approved by GPCs that only have significance and effect at that level.
- c Receives reports and recommendations from YSGSC sub-committees, and makes recommendations on policy and procedure that are specific to YSGS functions. Consultation with, and approval of, the YSGS Dean or designate is required for before enacting these recommendations.
- d Recommends policies and procedures with university-wide implications to Senate. Consultation with, and endorsement by, the Dean of the YSGS and/or designate is required before submission to Senate.

- e In keeping with the scope and authority of Councils, the YSGSC may make recommendations to the YSGS Dean on any matter pertaining to graduate education.
- f Collaborates, communicates, and consults as necessary with GPCs, GPDs, D/SCs and others as necessary to ensure effective and proactive leadership and development in graduate education.

5.3. **Membership:**

- a The YSGS Dean, *ex-officio*, non-voting, and Chair.
- b The Associate Dean of the YSGS.
- c One representative who is an active YSGS member from each Faculty, appointed by the YSGS Dean in consultation with the Dean of the relevant Faculty.
- d Seven (7) Graduate Program Directors (GPDs) selected by and from GPDs in a manner specified in the Bylaws.
- e Two graduate students, one masters and one doctoral, elected by and from masters and doctoral graduate students, respectively.
- f Other members as determined by the YSGSC bylaws.

5.4. **Regulations:**

- a **Bylaws:** The YSGSC will develop bylaws, which must be approved by Senate.
- b **Meetings:** The YSGSC will normally meet at least twice a year, once in each of the Fall and Winter semesters.
- c **Voting Members:** Only faculty and student members of YSGSC are voting members. Staff representatives to YSGSC are non-voting, and the Chair votes only in the event of a tie.
- d **Quorum:** Quorum shall be established by bylaw, but shall not be less than fifty percent of members, where a majority of those present are faculty members.
- e **Sub-Committees:** The YSGSC may establish sub-committees according to its bylaws, which should stipulate the responsibilities, powers, authority, membership and regulations of any such sub-committee. Examples of committees include: Program and Planning, Membership, Scholarships and Awards, and Appeals.

6. **THE G. RAYMOND CHANG SCHOOL OF CONTINUING EDUCATION (hereafter “Chang School”) COUNCIL (CSC)**

- 6.1 **The CSC**, with approval of the Chang School Dean, reports to Senate on new certificate proposals, certificate program reviews, course series and other programs, and on academic policies pertaining to the Chang School.
- 6.2 **Roles and Responsibilities:** The CSC may make academic policy and procedure recommendations to the Dean, in keeping with the scope and authority of Councils, on any matter pertaining to the Chang School and all certificates, course series and other programs associated with the Chang School.
 - a If such programs or policies have significance and effect only within the Chang School, then approval by the CSC and Dean are needed. These shall be reported to Senate for information.
 - b If such programs or policies are related to undergraduate or graduate degree credit or certificate credit courses or programs related to an academic

- program/department/school, Faculty approval by the relevant Dean or Dean of Record and consultation with Faculty Council(s), where appropriate, is required.
- c In the case of programs or policies related to graduate certificates and/or diplomas, approval of the Dean of the Yeates School of Graduate Studies is also required.
- d If such policies have ramifications outside the Chang School, they must be approved by Senate.

6.3. **Membership:**

- a Chang School Dean, *ex-officio*, non-voting, and Chair.
- b Three (3) representatives elected from and by Chang School Program Directors.
- c A Chair or Director from each of the Faculties appointed by the relevant Faculty Dean.
- d Five (5) students, elected by and from the continuing education students registered through the Chang School and not simultaneously registered in an undergraduate/graduate program at Ryerson University.
- e Three (3) faculty or instructor participants, each of whom has extensive Continuing Education teaching experience, appointed by the Chang School Dean, for one year terms.
- f Other members as specified in the CSC bylaws.

6.4. **Regulations:**

- a **Bylaws:** The CSC will develop bylaws that must be endorsed by the Chang School Dean before submission to Senate for approval.
- b **Meetings:** The CSC will meet at least twice a year, once in each of the Fall and Winter semesters, as prescribed by the CSC bylaws.
- c **Voting Members:** All members of the CSC, except the Dean and Secretary, are voting members.
- d **Quorum:** Quorum shall be established by bylaw, but shall not be less than fifty percent of members, where a majority of those present are faculty, instructors, or program directors. **Sub-Committees:** The CSC may establish sub-committees by bylaw, which shall stipulate the composition, mandate, and authority of each committee.

APPENDIX B

BYLAWS AND POLICIES RELATED TO POLICY 45

Senate Bylaws

Articles 8.1, 8.2, 8.3

Senate Policies

- Pol #1 Admission to Undergraduate Programs
 - Pol #7 Preparation, Submission and Approval of Academic Proposals
 - Pol #21 Academic Jurisdiction
 - Pol #33 Program Balance
 - Pol #35 Degree Programs Policy
 - Pol #74 New Structure for Administration of Liberal Studies at Ryerson
 - Pol #76 Development and Review of Certificate Programs
 - Pol #103 Mission and Aims of Ryerson University
 - Pol #110 Institutional Quality Assurance Process
 - Pol #112 Development of New Graduate and Undergraduate Programs
 - Pol #126 Periodic Program Review of Graduate and Undergraduate Programs
 - Pol #127 Curriculum Modifications: Graduate and Undergraduate Programs
 - Pol #142 Graduate Admissions and Studies Policy
 - Pol #145 Course Management Policy
 - Pol #151 Course Management Policy - School of Graduate Studies
 - Pol #158 Program Advisory Councils
- Institutional Quality Assurance Process Policies-as-approved-May-3-2011

(March 28, 2013)

YEATES SCHOOL OF GRADUATE STUDIES

REPORT TO SENATE, APRIL 2, 2013

1. **Program Changes: MHSc Nutrition Communication (for information)**
2. **Policy Changes: YSGS Membership Policy (for approval)**

Motion:

“That Senate approve the revised YSGS *Membership Policy* as approved by YSGS Council at its March 14, 2013 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

1. MASTER OF HEALTH SCIENCE (MHSC) IN NUTRITION COMMUNICATION:

The Yeates School of Graduate Studies submits the proposal for a change to the *MHSc Nutrition Communication* to Senate for its information.

SUMMARY OF CHANGES

The existing one-term practicum option (NC8001) is being replaced by an accredited two-term practicum (NC8301 and NC 8302). This will extend the length of the program for students in the practicum option to 4 terms from 3. The program length for those in the MRP and Course options remain the same.

To strengthen the nutrition communication core of the program, two electives (NC8209 Knowledge Translation and NC8201 Food and Nutrition Policy) will become required courses. The total number of courses remains the same.

A new course NC8300 Professional Practice will be introduced as a required course for the practicum option and an elective in the MRP option.

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2. REVISED YSGS MEMBERSHIP POLICY.

Motion

That Senate approve the revised *YSGS Membership Policy* as approved by YSGS Council at its March 14, 2013 meeting.

REVISED YSGS MEMBERSHIP POLICY

YEATES SCHOOL OF GRADUATE STUDIES MEMBERSHIP WORKING GROUP

MARCH 18, 2013

YSGS Council Approved, March 2013

PURPOSE

The policy contains the criteria and process governing membership in the Yeates School of Graduate Studies (YSGS). The main objective of this policy is to ensure that supervisor qualifications are consistent with standards necessary to provide high quality graduate student experience. Membership signifies commitment to: scholarship, research and creative (SRC) activities, productive supervisor/student relationships, and excellence in graduate education.

MEMBERSHIP CATEGORIES

There are three categories of membership in YSGS. Depending on the membership category, a graduate faculty member may have different privileges and duties. YSGS membership is:

- strongly recommended, but may not be required in some programs, to teach graduate level courses;
- not a right of employment; and,
- separate and distinct from appointment to a Ryerson Faculty position.

Full Membership

This category is open to RFA members who meet the membership criteria established by the graduate program they wish to be affiliated with and are recommended by the Graduate Program Director¹ to the Dean of YSGS. YSGS members may serve as:

- the sole/principal supervisor of a doctoral dissertation, a master's thesis or a major research paper or project;
- a member of a comprehensive/candidacy examination committee, and perform all associated duties;
- a member of a thesis/dissertation supervisory committee;
- chair of a final thesis/dissertation oral examination; and
- a voting member of a thesis/dissertation oral examination committee.

¹ In Faculty based graduate programs (e.g., TRSM), the responsibilities attributed in this document to the Graduate Program Director will be the purview of the Associate Dean with graduate studies in his/her portfolio.

Associate Membership

This category is open to qualified personnel who are employed by, or affiliated with, Ryerson University but are not members of the RFA. Eligibility for membership in this category may include: research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors, who are actively engaged in SRC activities and who meet the criteria established by the graduate program with which they are to be affiliated. Upon recommendation of the Graduate Program Director and approval by the Dean of YSGS, an associate member's responsibilities are typically limited to serving as:

- a co-supervisor of a master's thesis, or the primary/sole supervisor of a major research paper or project,
- a co-supervisor of a doctoral dissertation provided that he/she holds a terminal degree at the doctoral level,
- a member of comprehensive/candidacy examination committee and he/she may perform all associated duties,
- a member of thesis/dissertation supervisory committee,
- a voting member of a final thesis/dissertation oral examination committee.

Details about the privileges and duties of associate member's shall be outlined in the letter of appointment, which will be sent by the Dean of YSGS. Associate YSGS membership is limited to a period of 3 years and may, upon reapplication, be approved for extension.

Emeritus Membership

This category is open to retired full members of YSGS who continue to meet the membership criteria established by the program with which they are affiliated, and who remain active (e.g., supervision, examination committees). These members will have the same privileges as full YSGS members. Upon recommendation by the relevant Graduate Program Director and approval of the Dean of YSGS, an emeritus member **may be appointed for a renewable 3-year period.**

PROGRAM MEMBERSHIP COMMITTEE

A Program Membership Committee (PMC) shall be established and structured as per the needs of each graduate program (e.g., a PMC at the Faculty or Departmental level), and governed according to by-laws determined by the Graduate Program Council. Typically, the PMC will be chaired by the Graduate Program Director.

On an annual basis, the Graduate Program Director shall send the names of the PMC and an updated list of YSGS membership to the Dean of YSGS. Each PMC shall establish program-specific criteria for YSGS membership and supervisory responsibilities, which must be consistent with the YSGS requirements, and approved by the Dean of YSGS.

The PMC shall review its membership applications and submit its recommendations to the Dean of YSGS for final approval.

The mandate of the Program Membership Committee is to:

- develop program-specific criteria and procedures for YSGS membership and forward them to the Dean of YSGS for approval;
- review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Dean of YSGS; and

- review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.

MEMBERSHIP APPLICATION PROCESS

- An applicant to any YSGS membership category shall submit his/her CV along with a cover letter detailing the planned contributions to the program director of the relevant graduate program. For membership renewal, the cover letter also must detail the applicant's past contributions to the graduate program.
- The Graduate Program Director will then forward the application package (CV and cover letter) to the PMC for review. A decision on whether to formally recommend the applicant for YSGS membership and the category of appointment will be determined by a simple majority of PMC votes.
- The Graduate Program Director will send the application package, along with a letter of recommendation detailing the rationale for the recommendation to the Dean of YSGS. The Dean of YSGS will make the final decision and inform the Graduate Program Director, applicant, Department Chair/School Director (where appropriate), and Faculty Dean/Dean of Record.

MEMBERSHIP STATUS

- YSGS membership is concurrent with the member's appointment at Ryerson University.
- A faculty member, who no longer belongs to the RFA, will have his/her YSGS membership expire automatically. If he/she wishes to become a member of YSGS while no longer part of the RFA, he/she will need to formally apply as an Associate YSGS member.
- A YSGS member who wishes to supervise or co-supervise students in a degree program outside his/her home program/department/Faculty, can do so with the approval of the Graduate Program Director and PMC of the respective program of interest.
- Rights and obligations accompany YSGS membership. It is important that YSGS members understand their rights and obligations as outlined by YSGS.
- A YSGS member who fails to meet the membership requirements, including failure to fulfil his/her supervisory responsibility as outlined in the YSGS guidelines on graduate supervision, University policy (e.g., civility), and violation of the code of ethics, may have his/her YSGS membership suspended or revoked. Such a faculty member has the right to appeal this decision through the YSGS membership appeal mechanism.²
- An applicant to YSGS membership whose application was not approved can appeal the decision through the YSGS membership appeal mechanism.

² Once Policy 45 is in place, corresponding structural changes within YSGS will be required and the membership appeal mechanism will be part of this process.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2013–3; April 2013

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

- RTA School of Media Curriculum Revisions and Program Name Change.

A. RTA SCHOOL OF MEDIA CURRICULUM REVISIONS

1. INTRODUCTION

The RTA School of Media now comprises two programs. The Bachelor of Arts (Radio and Television) has existed for many years within the School. The Bachelor of Fine Arts (New Media) program, which was formerly located in the School of Image Arts has now been integrated within the RTA School of Media.

RTA School of Media's BA program centres on content creation / storytelling, media production, critical theory and the law and business of media in radio, television, music and new media industries. The New Media BFA prepares fine art students to become creators of digital art, mobile media, interactive storytelling and virtual worlds. Taken together, RTA School of Media's two programs provide an intense and rewarding BA and BFA education in media production, content creation, fine art and scholarship.

The RTA School of Media has proposed the following three revisions:

- Name change of the BA (Radio and Television) to the BA (Media Production);
- Curriculum changes to the BA (Media Production);
- Curriculum changes to the BFA (New Media).

All three changes will come into effect for Fall 2014.

2. NAME CHANGE OF THE BA (RADIO AND TELEVISION) TO THE BA (MEDIA PRODUCTION)

The RTA School of Media proposes that the name of its BA program, currently called "Radio and Television" be changed to "**Media Production**". This will:

- more clearly capture the breadth of what students study and create. This includes the traditional areas of radio and television (broadcasting) but also in interactive, digital and social media and transmedia storytelling;
- restate and promote the essence and mission of RTA School of Media. For the past 60 years RTA School of Media has taught and prepared its graduates to become industry leaders in the production and dissemination of creative content. It is the students' and graduates' **media productions** that embody the qualities of "thinking, creating and leading" that are expected from students and the School;
- ensure that the RTA School of Media remains competitive in attracting students and faculty to the School by being forward looking and not seen to be tied exclusively to more traditional sectors or technologies.

Ryerson's Admissions Office initially expressed concern about possibly losing the strong connection with radio and television with potential students; however, following discussions with the School they have

adopted the view that Media Production is a clear and viable name especially if it continues to be identified and linked with the RTA School of Media brand.

The Dean of FCAD supports the name change to Media Production and has indicated that what may be lost in terms of the traditional connection with "Radio and Television", which is increasingly becoming an obsolete descriptor in the contemporary transmedia world, would be gained in terms of comprehensiveness and clarity about what the BA truly entails for students preparing themselves for careers in an increasingly complex and multilayered media landscape.

RTA School of Media does not at this time propose changing the name of the New Media Program. The focus for the BFA instead is to insure its seamless transition into RTA School of Media. This is best supported by maintaining New Media's existing identity. The BFA program marries technological and other changes in media with innovative applications and new creative directions. Therefore, it is expected that the "new" in New Media will continued to be defined by exploration of new technologies and practises and, perhaps more importantly, by the freshness of the content created by BFA students.

3. GENERAL INFORMATION - CURRICULAR REVISIONS TO MEDIA PRODUCTION (BA) AND NEW MEDIA (BFA)

With the two programs housed within the same School and with the new curricular structure, the RTA School of Media will offer:

- more flexibility and choice for students in selecting courses
- greater opportunity for students for critical analysis and reflection to support their own creative work
- a richer creative environment for both programs by sharpening the programs' focus on aesthetics and storytelling
- more breadth for the New Media and Media Production students in terms of the forms of media they explore as undergraduates, ranging from the written word to audio and video projects to apps and social media to instillation art

This curricular renewal ensures that the traditional strengths of both programs remain intact. The curricular renewal reflects FCAD's Academic Plan and the University's new curriculum model which encourages greater flexibility for students in terms of the courses they may take in addition to their core program, including minors and interdisciplinary exploration. Finally, and perhaps most importantly, RTA School of Media's curricular renewal responds to, and takes a lead on, changes in the media landscape and the creative practises associated with these changes.

The new curriculum is designed to provide students with academic flexibility while ensuring they have a strong academic foundation and the ability to specialize and delve deeply into their particular areas of interest. A strong commitment to creative practice is maintained in both programs.

Total courses for either RTA program	40 credits
Required core RTA courses	21 credits
RTA electives	7 credits
Open electives	6 credits
Liberal studies	6 credits

** Note: New Media students must take at least four (4) New Media designated courses for their RTA core electives.

Media Production and New Media students will share six (6) required courses:

- Introduction to Media Theory and Practices
- Creative Processes
- Digital Media Production I
- Sound Production
- Video Art and Production
- Project Development

These courses cover theory, production practises and the creative process. In these shared courses, assignments and breakout sessions may be designed to focus the lectures and learning outcomes to the specific needs of the Media Production and New Media students. For example, in Creative Processes a Media Production student might write a traditional script while a New Media student creates a non-linear piece based on the same raw story materials.

Media Production students are also exposed more thoroughly to the fine arts and fine art practises than has previously been the case. For example, all RTA School of Media students will take Creative Processes in their first term. The current first year fall term Media Writing I course is geared to developing specific writing skills for the media industry. By including New Media students and adjusting learning outcomes, the revised course focuses more on creative processes like iterative design (rewriting, prototyping) and story-chasing (field research) of content development. It is hoped that through this new course students will be given a stronger understanding of how to take ideas from inception to the creation of compelling artistic content.

Prior to the New Media program moving to RTA the School was in the process of expanding the scope of its new media (digital) courses. The New Media program brings to RTA School of Media a curriculum which deftly covers critical studies of new media and includes practical elements of computer programming and robotics. For instance, New Media courses such as Introduction to Computational Arts and Introduction to Tangible Media allow both Media Production and New Media students to explore theory, develop skills, and create artistic works in the new media sphere that translate into the worlds of commerce as well as fine art. Media Production students could then apply these skills and knowledge to app and digital game creation.

In turn, the New Media students are able to acquire more hands-on training in video and sound production and the opportunity to hone analytical skills through the new concentration in Critical Media Theories (see below). For example, the new Digital Narratology course introduces New Media students to the burgeoning field of literary criticism. New Media students now also gain access to existing RTA digital media courses, such as 2-D and Object Animation and Video Compositing and Special Effects, for knowledge and skills which can be immediately applied to their creative works.

The remaining required courses are developed to address specific pedagogical needs of the Media Production and New Media programs and students. Through core required courses Media Production students gain a crucial understanding of the law, business and regulatory landscape of the media industry in order to succeed in the industry. They hone their media writing and production skills. They gain a greater understanding of the aesthetics, historical context and potential cultural impact of their own work. They apply theory and critical thinking to creating scripts, music, television, animation, documentaries and journalistic features, webseries, businesses and, looking forward, apps and interactive entertainment.

For the New Media students, the remaining required courses provide students with the necessary grounding to move on to advanced study in a variety of media-related academic and artistic disciplines. Students

explore new media as a contemporary art practice, a mode of communication and a gateway to future innovation.

Further, for the New Media students, their Media Production colleagues will ultimately provide them with contacts in the media industry. For the Media Production students, the New Media students and courses open a window to more experimental and cutting edge uses of media; to take greater artistic risks. For example, Media Production students could take New Media Art History as an RTA core elective to study contemporary art practices. To encourage this exchange of ideas and approaches, depending on certain prerequisites:

- Media Production students may take New Media required courses as electives;
- New Media students may take Media Production required courses as electives;
- New Media and Media Production students can access most of the same RTA electives (subject to prerequisites).

Concentrations

Six courses, including one or two required courses, make up a concentration.¹ The following chart summarizes the list of available concentrations.

BA MEDIA PRODUCTION TV and Video Radio and Sound Media Business Screenwriting Digital media	BFA NEW MEDIA Computational Media Tangible Media Narrative Media
Open to both Media Production and New Media students	
Critical Media Theories Social Media	

Concentrations are not required but most RTA students are encouraged to complete at least one which they can designate (declare) to note on their transcript. Students will designate their concentration by submitting a form to the RTA School of Media Student Affairs Coordinator in the students' final Fall term.

The new curriculum embraces the principal priorities in Ryerson University's Academic Plan *Shaping Our Future*, and specifically focuses on:

High Quality, Societal-relevant Programs

RTA School of Media's renewed curriculum allows students to grow into media practitioners, media scholars and artists and builds the foundation for professional, academic and creative careers (sometimes combining all three). RTA School of Media's curriculum also continues a strong tradition of entrepreneurship and innovation. This is in part due to the revitalized Media Business concentration. Ultimately, it is the unique mix of media courses in theory, hands-on production, artistic exploration, writing, business and storytelling that prepares students to adapt to the changing media landscape.

Student Engagement and Success

The new curriculum meets students' personal aspirations. It provides students with courses that lead them down as many paths as they themselves seek to discover. RTA School of Media expects students

¹ This terminology echoes the Curriculum Renewal Framework adopted by Senate in June, 2012.

to become the leading media producers, artists, storytellers and thinkers of the future. The new curriculum will challenge students to do their best academic and creative work. The mass lectures will allow an allocation of resources in order to also provide students with intimate lab and upper-level seminar-style courses. By doing this, RTA School of Media's curriculum encourages and facilitates professor-student contact on creative projects, student business proposals and academic research.

RTA School of Media continues to expand opportunities for students in experiential learning. Under the new curriculum RTA students are required to intern, work or contribute at least 60 hours to the community before they graduate. This is in addition to the ongoing Internship program which requires Media Production students to complete 240 hours of a full time placement in the industry. (In 2011, thirty-five percent of RTA students in the Internship program were offered a full time position with their mentor company immediately upon completion of their internship).

Learning and Teaching Excellence

The expanded, refocused curriculum increases student choice in classes. The new curriculum allows for the diverse and multidisciplinary faculty to teach their specific areas of expertise. This allows faculty to bring their enthusiasm, their latest research and industry currency to the classroom.

4. CURRICULUM CHANGES TO MEDIA PRODUCTION (BA)

The RTA School of Media BA (Media Production) will continue to be primarily a media production program with a strong focus on audio and video. Over the course of their studies at RTA School of Media the Media Production student will:

- develop their creative, production and entrepreneurial skills;
- be provided with a strong generalist foundation in the media through a mix of experiential learning coupled with critical theory and thinking;
- have the opportunity to specialize and build a deeper learning and understanding in a specific area (concentration);
- in fourth year, apply their knowledge, skills and learning in a culminating major project and, for most students, an internship in the media or creative industries.

BA in Media Production - Learning Outcomes

Graduates in Media Production will be able to:

1. critically analyze media, placing their own work and the work of others in historical, aesthetic, social and commercial contexts;
2. apply critical perspectives to media, media content and the society it reflects while recognizing the limits of current knowledge and understanding;
3. apply advanced principles of storytelling and content development across media genres and platforms;
4. create superior content across various media genres and platforms using proficient media production skills with the ability to pursue specialized areas of interest;
5. analyze, explain and participate in the continually changing landscape of the media industries and related business practices;
6. persuasively convey ideas across various forms of professional communication in visual, written and oral modes to a broad range of public, academic and professional audiences;
7. demonstrate intellectual, interpersonal, leadership and professional skills to create sophisticated media works in order to participate significantly in their communities, academia and their professional lives;
8. demonstrate personal and academic integrity and a commitment to ethical and social responsibility in their work and how they interact with others.

All courses in Media Production have been mapped to the learning outcomes.

Comparison of Current to Renewed Curriculum – MEDIA PRODUCTION

Year 1	Changes	Year 1	
Fall - Current Curriculum		Fall - Renewed Curriculum	
BDC102 Media Writing I	>> RTA course, revised to share	>> Creative Processes	
BDC111 Media Tech Theory	Removed - BDC111/211 condensed to Prod Theory		
		Intro to Media Theory and Practices	<< New content
BDC191 Audio Production I	>> RTA course, revised to share	>> Audio and Soundscapes	
BDC192 Digital Media Prod I	>> RTA course, revised to share	>> Digital Media	
Lower Level Liberal	>>	>> Lower Level Liberal - shared with BFA	
ENG 108	Removed - replaced by Intro to Narrative		
Winter		Winter	
BDC201 Media Production II	>> Multicamera moved to Multicamera/revised to share	>> Video Art and Production	<< New content
BDC210 Broadcast History	>> Renamed, similar content	>> Media History	
BDC202 Media Writing II	>> Renamed, similar content	>> Media Writing	
BDC211 Media Tech Theory II	>> BDC111/211 condensed to Production Theory	>> Production Theory	<< New content
	Content moved and expanded from BDC201	Multi Camera	<< New content
Lower Level Liberal	Moved to Fall Year 2		
ENG208	Removed		
Year 2		Year 2	
Fall - Current Curriculum		Fall - Renewed Curriculum	
BDC310 Info Gathering and Research Methods	Content distributed into other courses: Intro to Media, The		
		Intro to Narrative	<< New content
BDC311 Communications Theory	Content condensed/moved to Intro to Theory (1st sem)		
		Business of Creative Media	<< New content
Intermediate Production (choose 1 of 4)	>> RTA course, revised to share	>> Intermediate Production (choose 1 of 4)	
Lower Level Liberal	>>	>> Lower Level Liberal - shared with BFA	
Professionally-Related Elective	>> revised Table for sharing	>> Core Elective - shared with BFA	
Winter		Winter	
BDC401 Design in Media	>> Updated, more social focus	>> Media Aesthetics and Culture	<< New content
Lower Level Liberal	>>	>> Lower Level Liberal - shared with BFA	
Professional Elective	>>	>> Core Elective - shared with BFA	
Professional/Prof Rel Elective	>>	>> Core Elective - shared with BFA	
Prof Rel Elective	Removed		
BDC402 Business Practices in Creative Media	Renamed, similar content: Business of Creative Media		
		OPEN Elective - shared with BFA	

Year 3	Changes	Year 3	
Fall - Current Curriculum		Fall - Renewed Curriculum	
Upper Level Liberal	>>	>>	Upper Level Liberal - shared with BFA
Intermediate Prod or 2 Prof/Prof Rel Electives	>>		
	Int Prod now elective Table, Prof & Prof Rel become core		
		>>	Core Elective - shared with BFA
		>>	Core Elective
Professional/Prof Rel Elective	New OPEN - tripartite		OPEN Elective - shared with BFA
Prof Rel Elective	New OPEN - tripartite		OPEN Elective - shared with BFA
Winter		Winter	
Advanced Production (choose 1 of 4)	Moved to electives		
			Project Development << New content
			Core Elective - shared with BFA
Professional/Prof Rel Elective	New OPEN - tripartite		OPEN Elective - shared with BFA
Prof Rel Elective	New OPEN - tripartite		OPEN Elective - shared with BFA
Upper Level Liberal	>>	>>	Upper Level Liberal
Year 4		Year 4	
Fall - Current Curriculum		Fall - Renewed Curriculum	
Upper Level Liberal	>>	>>	Upper Level Liberal - shared with BFA
Professional/Prof Rel Elective	New OPEN - tripartite		OPEN Elective - shared with BFA
BDC701 Practicum/MRP	>>	>>	Thesis Project Production & Post (2 credits) or MRP + 1 elective << New content
Prof Rel Elective	>>	>>	Core Elective
BDC 710 Senior Capstone Lecture	Revised and moved to Winter term (year 4)		
Winter		Winter	
BDC701 Practicum/MRP	MRP content condensed, removed from Practicum		Thesis Project - Exhibition & Reflection (2 credits) << New content
Internship or Special Project	Complete re-think		Internship/RTA Public Service/Directed Readings (2 credits) << New content
			Master Class << New content

5. CURRICULUM CHANGES TO NEW MEDIA (BFA)

The BFA in New Media continues as a fine arts program. It creates for its students an environment and curriculum that encourages innovation and artistic expression beyond the limits of today's industrial parameters.

As part of Image Arts, New Media's theory courses were rooted in traditional areas of film and photography. With RTA's renewed curriculum, the New Media BFA can now refocus its theory courses across a broader range of media platforms to better serve students' specific pedagogical needs.

New Media's move to RTA School of Media does represent a clear shift in context. Historically, New Media's program was based in video art (linked to film and photographic practices). However, over the last decade New Media art has evolved from a purely image-based film medium to a more interdisciplinary approach, often including software-based, object-based (e.g. electronic art, robotics) or experience-based (e.g. interactive installations) methodologies. The RTA School of Media's expanded focus on emerging areas such as digital media, transmedia and gaming provides a richer context to address the range of practices covered by the New Media program. In other words, New Media's curriculum and teaching had already evolved in part towards RTA's contextual approaches and practices before the recent move to RTA.

In the proposed modified curriculum New Media students will see a larger choice in the elective pool. RTA's Media Production program and this curricular renewal will offer more varied electives to New Media students which will complement their core New Media courses. Those New Media students whose artistic work has a strong film and photography base can still access relevant Image Arts courses as Open electives.

New courses developed through the curricular renewal allow New Media students to consider their work through different theoretical lenses including narratology and social media activism. The new curriculum sharpens and focuses the theoretical approaches for the New Media and encourages its faculty to bring to students their respective expertise. Similarly, the addition of the New Media program expands the choices for Media Production students as well, giving them more opportunities to take critical theory courses.

BFA in New Media - Learning Outcomes

Graduates New Media will be able to:

1. create meaningful new media experiences either in virtual, physical, mixed and/or augmented reality;
2. discuss the major theoretical and historical issues around new media, computing aesthetics and communication, experiential culture(s);
3. understand and evaluate the role of new media experiences in various artistic and cultural contexts;
4. communicate clearly through new media and be sensitive to design issues around new media;
5. work in teams and manage experiential projects;
6. set up and maintain a new media system;
7. document and present new media experiences effectively;

All courses in New Media have been mapped to the learning outcomes.

Comparison of Current to Renewed Curriculum – NEW MEDIA

Year 1	Changes	Year 1	
Fall - Current Curriculum		Fall - Renewed Curriculum	
Art and the Classical Tradition	>> IMA shared course, removed		
Concepts and Theories	>> IMA shared course, removed		
		Creative Processes	
		Intro to Media Theory and Practices	<< New content
Intro to Media for Experience Design	Expanded into Audio, Digital Media and Video	>> Audio and Soundscapes	
New Media Research Methodologies	Divided between Digital Media and Creative Processes	>> Digital Media	
Liberal Studies		Liberal Studies	
Winter		Winter	
Art in the Modern World	>> IMA shared course, removed		
		New Media Art History	
Visual Studies I	>> Removed		
		Video Art and Production	
Intro to Computational Arts		Intro to Computational Arts	
Intro to Experience Design		Intro to Experience Design	
Liberal Studies			
		Experiential Media and Interdisciplinary Practices	<< New content
Year 2		Year 2	
Fall - Current Curriculum		Fall - Renewed Curriculum	
Visual Studies II	>> Renamed (Interactive Storytelling), same course	>> Interactive Storytelling	
New Media History: Analog Cultures	Condensed into first year New Media Art History	>>	
		Digital Narratology	<< New content
Intro to Physical Computing	>> Renamed, same course	>> Intro to Tangible Media	
Artistic Applications for Interactive Spaces	>> Moved to Electives	Elective	
New Media Theories of Representation	Some content moved to 1st Year Exp Media and Interdisp. Practices	>>	
		Liberal Studies	
Winter		Winter	
Visual Studies III	>> Renamed (Multiplatform Narratives), Moved to Electives	Elective	
		Technology, Identity and Practice	<< New content
New Media History: Digital Cultures	Condensed into first year New Media Art History	>>	
Theories of Experience in Art	Some content moved to 1st Year Exp Media and Interdisp. Practices	>>	
		OPEN Elective	
Mobility and Mixed Reality	>> Moved to Electives	Elective	
Artistic Applications for Physical Computing	>> Renamed (Empathy Machines), moved to Electives		
		Liberal Studies	

Year 3		Changes	Year 3	
Fall - Current Curriculum			Fall - Renewed Curriculum	
Cultural Theory and Research Studio	>>	Moved to Electives		
			Public Practices	<< New content
Communication within Hybrid Environments	>>	Moved to Electives	Elective	
Visualization and Generative Processes	>>	Moved to Electives	OPEN Elective	
Elective #1			OPEN Elective	
Liberal Studies	>>		>> Liberal Studies	
Winter				
New Media Project Development		Replaced by common Project Development	>>	Project Development
Experiential Media and Interdisciplinary Practices		Content moved to 4th year Issues in Exp Art		
			#Activism: Media of Social Change	<< New content
Malleable Media	>>	Moved to Electives	Elective	
Elective #2			OPEN Elective	
Liberal Studies			OPEN Elective	
Year 4		Changes	Year 4	
Fall - Current Curriculum			Fall - Renewed Curriculum	
Senior Thesis (6 credits)	>>	Same	>>	Senior Thesis
Elective #3			Elective	
Elective #4			Elective	
Liberal Studies			Liberal Studies	
Winter				
Senior Thesis (6 credits)			Senior Thesis	
Elective #5				
			Issues in Experiential Media Art History	
Elective #6			Elective	
Liberal Studies			Liberal Studies	

6. NEW CURRICULAR STRUCTURE RTA SCHOOL OF MEDIA

	BA – Media Production	BFA – New Media
Legend:		
Mass Lecture		
Lab		
Core Elective		
OPEN		
Liberal		
Shared Core	BA Core	BFA Core
1st Year - Fall	1st Year - Fall	1st Year - Fall
Intro to Media Theory and Creative Processes		
Lower Liberal 1		
Digital Media Production I		
Sound Production		
1st Year - Winter	1st Year - Winter	1st Year - Winter
Video Art and Production		
	Media History	New Media Art History
	Media Writing	Experiential Media & Interdisc Art Practices
	Production Theory	Intro to Experience Design
	Multi Camera	Intro to Computational Art
2nd Year - Fall	2nd Year - Fall	2nd Year - Fall
Lower Liberal 2		
Elective S1		
	Intro to Narrative	Digital Narratology
	Business of Creative Media	Technology, Identity and Practice
	Intermediate Production	Intro to Tangible Media
2nd Year - Winter	2nd Year - Winter	2nd Year - Winter
Lower Liberal 3		
Elective S2		
Elective S3		
OPEN 1		
	Media Aesthetics & Culture	Interactive Storytelling

3rd Year - Fall	3rd Year - Fall	3rd Year - Fall
Upper Liberal 1		
Elective S4		
OPEN 2		
OPEN 3		
	Elective 1	Public Practice
3rd Year - Winter	3rd Year - Winter	3rd Year - Winter
Project Development		
Elective S5		
OPEN 4		
OPEN 5		
	Upper Liberal 2	#Activism: Media of Social Change
4th Year - Fall	4th Year - Fall	4th Year - Fall
Upper Liberal 3		
OPEN 6		
	Thesis Project	BFA Thesis Project
	Thesis Project	BFA Thesis Project
	Elective 2	Elective 1
4th Year - Winter	4th Year - Winter	4th Year - Winter
	Thesis Project	BFA Thesis Project
	Thesis Project	BFA Thesis Project
	Internship/RTA Pub Service/Dir Read	Upper Liberal 2*
	Internship/RTA Pub Service/Dir Read	Elective 2
	Master Class	Issues in Experiential Media Art History
Overview	BA	BFA
Core Required	18 to 21	21
Core ELECTIVES	7 to 10	7
OPEN	6	6
Liberals	6	6
OVERALL	40 courses	40 courses

7. RTA CORE ELECTIVES

“BA only” means that this course is available as an elective for BA (Media Production) students but would be a required course for BFA (New Media) students. Not all courses will be offered every year, subject to course intentions and resource allocations.

Code	Course		
RTA 947	Live Event Media	RTA 904	Advanced Media Management
RTA 951	Presentation I	RTA 906	Marketing for Media Professionals
RTA 952	Presentation II	RTA 908	Business of Producing I
RTA 990	Intro to Documentary Theory	RTA 909	Business of Producing II
RTA 931	Inside the Frame	RTA 913	Media Entrepreneurship
RTA 976	Radio Broadcast Journalism	RTA 914	Business Case Studies in Communications
RTA 980	TV Broadcast Journalism	RTA 915	Legal Issues in Media
RTA 210	Media History	RTA 916	Advanced Media Marketing
RTA 211	Production Theory	RTA 917	Public Relations
RTA 310	Media Aesthetics & Culture	RTA 927	Business of Music I
RTA 315	Business of Creative Media	RTA 937	Business of Music II
RTA 316	Intro to Narrative	RTA 918	Ethics in Media
RTA 322	Technology, Identity and Creativity	RTA 950	Selected Topics in Media
RTA 311	Production: Intermediate Audio	RTA 960	Selected Topics in International Media
RTA 905	History and Culture of Pop Music	RTA 919	The Art of Negotiation
RTA 981	Advanced Audio Production	RTA 999	RTA in LA

RTA 921	Advanced Audio Theory	RTA 941	Dramatic Writing
RTA 985	Sound for Video Producers	RTA 943	Comedy Writing
RTA 971	Audio Post Production & Sound Design	RTA 944	Writing for Animation
RTA 972	Sound Synthesis	RTA 945	Writing for Factual and Reality Programs
RTA 974	Radio Production	RTA 942	Advertising Copywriting
RTA 907	Sound Media	RTA 922	Transmedia Writing
RTA 313	Production: Intermediate Multi-camera	RTA 926	Studies in Genre
RTA 314	Production: Intermediate Single Camera	RTA 923	Intro to Writing for Video Games
RTA 983	Multi-camera Production – Advanced	RTA 948	Interactive Spaces
RTA 984	Single Camera Production – Advanced	RTA 953	Mobility and Mixed Reality
RTA 911	Directing and Performance	Code	Course
RTA 912	The Audience	RTA 959	Visualization and Generative Processes
RTA 910	Production Management	RTA 954	Empathy Machines
RTA 955	Sports Broadcasting	RTA 958	Communications within Hybrid Environments
RTA 956	Children's Programming	RTA 962	Interaction Design
RTA 957	Documentary Production	RTA 968	Malleable Media
RTA 969	Television Technical Producing	RTA 925	Making Objects
RTA 970	Lighting, Grip and Effects Specialty	RTA 929	Multi-platform Narrative
RTA 973	Independent Production	RTA 902	Social Media
RTA 977	Factual and Entertainment Features	RTA 521	#Activism: Media for Social Change
RTA 978	Editing Specialty	RTA 967	Interactivity and Net-working
RTA 979	Advanced Television Editing	RTA 930	Social Practices in Hybrid Media Spaces
RTA 317	Digital Media for Evolving Audiences	RTA 932	Hacking, DIY, and Open Source Cultures
RTA 982	Advanced Digital Media Production	RTA 933	Hacking, DIY, and Open Source Studio
RTA 928	Gaming Theory and Practice	RTA 934	Virtual Identities and Communities
RTA 961	2D and Object Animation	RTA 935	Institutional and Personal Media Platforms
RTA 963	Digital Graphic and Web Design	RTA 965	Advanced New Media Topics
RTA 964	Emerging Technology for Media Makers	RTA 936	The Business of Art
RTA 975	Video Compositing and Special Effects	RTA 966	Cooperative Internship
RTA 320	Interactive Storytelling	RTA 949	Directed Study (BFA)
RTA 321	Intro to Tangible Media	RTA 220	New Media Art History
RTA 223	Intro to Experience Design	RTA 323	Digital Narratology
RTA 221	Experiential Media & Interdisciplinary Practice	RTA 903	News and Current Affairs Theory
RTA 222	Intro to Computational Art	RTA 938	Digital Popular Cultures
RTA 901	Advertising	RTA 939	Aboriginal Media
		RTA 940	Canadian Televisual Studies
		RTA 946	Issues in New Media Theory & History

8. CONCENTRATIONS: LIST OF COURSES

Code	Course	Concentration: Radio and Sound
RTA 311	Production: Intermediate Audio	
RTA 905	History and Culture of Pop Music	
RTA 907	Sound Media	
RTA 921	Advanced Audio Theory	
RTA 971	Audio Post Production & Sound Design	
RTA 972	Sound Synthesis	
RTA 974	Radio Production	

RTA 981 Advanced Audio Production
 RTA 985 Sound for Video Producers

Code	Course	Concentration: Television and Video
RTA 313	Production: Intermediate Multi-camera	
RTA 314	Production: Intermediate Single Camera	
RTA 908	Business of Producing I	Also: Business
RTA 909	Business of Producing II	Also: Business
RTA 910	Production Management	
RTA 911	Directing and Performance	
RTA 912	The Audience	Also: Business
RTA 913	Media Entrepreneurship	Also: Business
RTA 955	Sports Broadcasting	
RTA 956	Children's Programming	
RTA 957	Documentary Production	
RTA 969	Television Technical Producing	
RTA 970	Lighting, Grip and Effects Specialty	
RTA 973	Independent Production	
RTA 975	Video Compositing and Special Effects	Also: Digital Media, Narrative Media
RTA 977	Factual and Entertainment Features	
RTA 978	Editing Specialty	Also: Narrative Media
RTA 979	Advanced Television Editing	
RTA 983	Multi-camera Production – Advanced	
RTA 984	Single Camera Production – Advanced	

Code	Course	Concentration: Digital Media
RTA 221	Experiential Media & Interdiscipl. Practice	(Required BFA course)
RTA 222	Intro to Computational Art	(Required BFA course)
RTA 223	Intro to Experience Design	(Required BFA course)
RTA 317	Digital Media for Evolving Audiences	Also: Screenwriting; Computational Media; Narrative Media (Required BFA course)
RTA 320	Interactive Storytelling	
RTA 321	Intro to Tangible Media	(Required BFA course)
RTA 925	Making Objects	Also: Tangible Media
RTA 928	Gaming Theory and Practice	Also: Computational Media
RTA 929	Multi-platform Narrative	Also: Narrative Media
RTA 930	Social Practices in Hybrid Media Spaces	Also: Social Media
RTA 932	Hacking, DIY, and Open Source Cultures	Also: Social Media
RTA 933	Hacking, DIY, and Open Source Studio	Also: Social Media
RTA 934	Virtual Identities and Communities	Also: Social Media
RTA 935	Institutional and Personal Media Platforms	Also: Social Media
RTA 948	Interactive Spaces	Also: Computational Media
RTA 953	Mobility and Mixed Reality	Also: Computational Media
RTA 954	Empathy Machines	Also: Tangible Media
RTA 958	Communications within Hybrid Environments	Also: Tangible Media
RTA 959	Visualization and Generative Processes	Also: Computational Media
RTA 961	2D and Object Animation	
RTA 962	Interaction Design	Also: Tangible Media
RTA 963	Digital Graphic and Web Design	Also: Narrative Media
RTA 964	Emerging Technology for Media Makers	Also: Tangible Media
RTA 965	Advanced New Media Topics	
RTA 967	Interactivity and Net-working	Also: Social Media
RTA 968	Malleable Media	Also: Tangible Media

RTA 975	Video Compositing and Special Effects	Also: Television and Video, Narrative Media
RTA 982	Advanced Digital Media Production	

Code	Course	Concentration: Business
RTA 901	Advertising	
RTA 904	Advanced Media Management	
RTA 906	Marketing for Media Professionals	
RTA 908	Business of Producing I	Also: Television and Video
RTA 909	Business of Producing II	Also: Television and Video
RTA 912	The Audience	Also: Television and Video
RTA 913	Media Entrepreneurship	Also: Television and Video
RTA 914	Business Case Studies in Communications	
RTA 915	Legal Issues in Media	
RTA 916	Advanced Media Marketing	
RTA 917	Public Relations	Also: Social Media
RTA 927	Business of Music I	
RTA 937	Business of Music II	
RTA 918	Ethics in Media	
RTA 950	Selected Topics in Media	
RTA 960	Selected Topics in International Media	
RTA 919	The Art of Negotiation	
RTA 999	RTA in LA	Also: Screenwriting

Code	Course	Concentration: Screenwriting
RTA 212	Media Writing	(Required BA course)
RTA 320	Interactive Storytelling	Also: Computational Media; Narrative Media
RTA 922	Transmedia Writing	Also: Computational Media; Narrative Media
RTA 923	Intro to Writing for Video Games	Also: Computational Media; Narrative Media
RTA 926	Studies in Genre	
RTA 941	Dramatic Writing	
RTA 942	Advertising Copywriting	
RTA 943	Comedy Writing	
RTA 944	Writing for Animation	
RTA 945	Writing for Factual and Reality Programs	
RTA 999	RTA in LA	Also: Business

Code	Course	Concentration: Narrative Media
RTA 212	Media Writing	
RTA 320	Interactive Storytelling	Also: Screenwriting; Computational Media; Digital Media
RTA 922	Transmedia Writing	Also: Computational Media; Screenwriting
RTA 923	Intro to Writing for Video Games	Also: Computational Media; Screenwriting
RTA 929	Multi-platform Narrative	Also: Digital Media
RTA 963	Digital Graphic and Web Design	Also: Digital Media
RTA 975	Video Compositing and Special Effects	Also: Television and Video, Digital Media
RTA 978	Editing Specialty	Also: Television and Video

Code	Course	Concentration: Computational Media
RTA 222	Intro to Computational Art	(Required BFA course)
RTA 320	Interactive Storytelling	Also: Screenwriting; Digital Media; Narrative Media
RTA 922	Transmedia Writing	Also: Screenwriting; Narrative Media

RTA 923	Intro to Writing for Video Games	Also: Screenwriting; Narrative Media
RTA 928	Gaming Theory and Practice	Also: Digital Media
RTA 948	Interactive Spaces	Also: Digital Media
RTA 953	Mobility and Mixed Reality	Also: Digital Media
RTA 959	Visualization and Generative Processes	Also: Digital Media

Code	Course	Concentration: Tangible Media
RTA 321	Intro to Tangible Media	(Required BFA Course)
RTA 925	Making Objects	Also: Digital Media
RTA 954	Empathy Machines	Also: Digital Media
RTA 958	Communications within Hybrid Environments	Also: Digital Media
RTA 962	Interaction Design	Also: Digital Media
RTA 964	Emerging Technology for Media Makers	Also: Digital Media
RTA 968	Malleable Media	Also: Digital Media

Code	Course	Concentration: Social Media
RTA 521	#Activism: Media for Social Change	(Required BFA Course)
RTA 902	Social Media	
RTA 917	Public Relations	Also: Business
RTA 930	Social Practices in Hybrid Media Spaces	Also: Digital Media
RTA 932	Hacking, DIY, and Open Source Cultures	Also: Digital Media
RTA 933	Hacking, DIY, and Open Source Studio	Also: Digital Media
RTA 934	Virtual Identities and Communities	Also: Digital Media
RTA 935	Institutional and Personal Media Platforms	Also: Digital Media
RTA 967	Interactivity and Net-working	Also: Digital Media

Code	Course	Concentration: Critical Media Theory
RTA 101	Introduction to Media Theory and Practice	(Required course)
RTA 220	New Media Art History	
RTA 323	Digital Narratology	(Required BFA course)
RTA 903	News and Current Affairs Theory	
RTA 938	Digital Popular Cultures	
RTA 939	Aboriginal Media	
RTA 940	Canadian Televisual Studies	
RTA 946	Issues in New Media Theory & History	

RECOMMENDATION

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

That Senate approve the name change of the BA (Radio and Television) to the BA (Media Production)

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

That Senate approve the curriculum changes to the BA (Media Production)

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

That Senate approve the curriculum changes to the BFA (New Media)

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Chris Evans, Vice-Chair and Vice Provost Academic
Heather Lane Vetere, Interim Registrar and Vice Provost Students
Mark Lovewell, Interim Secretary of Senate
John Turtle, Faculty of Arts, Psychology
Andrew Hunter, Faculty of Arts, Philosophy
Kelly McKay, Ted Rogers School of Management, Hospitality & Tourism
Ian Baitz, Faculty of Communication and Design, Graphic Communications Management
Jean Bruce, Faculty of Communication & Design, Image Arts
Jennifer Poole, Faculty of Community Services, Social Work
Nick Bellissimo, Faculty of Community Services, Nutrition
Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering
Noel George, Faculty of Science, Chemistry and Biology
Trina Grover, Library
Des Glynn, Chang School of Continuing Education
Eszteella Vezer, Faculty of Arts, Psychology
Melissa Palermo, Faculty of Communication & Design, Image Arts – New Media

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: Hospitality & Tourism Management

DATE of SUBMISSION: OCT 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
HTT 202	TOURISM CONCEPTS	N		X			X	Retail Management	Fall 2013	

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ACADEMIC ADVISING OFFICE

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: Faculty of Engineering and Architectural Science

DATE of SUBMISSION: March 8, 2013

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
		Existing Courses Check one ✓			Check one ✓				
		New Course (Y/N)	Re-position	Addition	Deletion	Required			
CEN 699	Research Placement		Y				Add	EN017 - Engineering Special: SPSWBENG	Spring 2013

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