

The logo for Ryerson University, featuring the text "RYERSON UNIVERSITY" in white, uppercase letters on a dark blue rectangular background. A vertical yellow bar is positioned to the right of the text.

**RYERSON UNIVERSITY**

# **SENATE MEETING AGENDA**

**Tuesday, November 4, 2014**



**SENATE MEETING AGENDA**  
**Tuesday, November 4, 2014**  
**THE COMMONS - POD 250**

---

**4:30 p.m.** Light dinner is available

**5:00 p.m.** Senate Meeting starts

---

1. Call to Order/Establishment of Quorum
2. Approval of Agenda  
**Motion:** *That Senate approve the November 4, 2014 agenda*
3. Announcements
- Pages 1-4 4. Minutes of Previous Meeting  
**Motion:** *That Senate approve the minutes of the October 7, 2014 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports
- Pages 5-10 7.1 Report of the President  
7.1.1 President's Update
- 7.2 Report of the Secretary  
7.2.1 Update on the motion deferred from the October 2014 Senate meeting for AGPC to develop policy clarifying the definition of an "Academic Director"  
  
**Motion:** *That Senate defer discussion of the definition of an "Academic Director" to a Senate meeting not later than June 2015*
- Pages 11-20 7.2.2 Ryerson's Mental Health Advisory Committee Report
- 7.3 Committee Reports
- Pages 21-88 7.3.1 Report #F2014-1 of the Academic Governance and Policy Committee (AGPC)
- Pages 23-71 7.3.1.1 Revised Institutional Quality Assurance Process (IQAP) policies (Policies 110, 112, 126 & 127).

**Motion #1:** *That Senate approve the revised IQAP policies*

7.3.1.2 Department of Geography name change

**Motion #2:** *That Senate approve changing the name of the Department of Geography to the Department of Geography and Environmental Studies.*

Pages 72-81

7.3.1.3 Department Council Bylaws for Politics and Public Administration

**Motion #3:** *That Senate approve the Department Council Bylaws for Politics and Public Administration*

Pages 82-88

7.3.1.4 Graduate Program Council Bylaws for Philosophy

**Motion #4:** *That Senate approve the Graduate Program Council Bylaws for Philosophy.*

Pages 89-90

7.3.2 Report #F2014-1 of the Awards and Ceremonials Committee

Pages 91-111

7.3.3 Report #F2014-2 of the Academic Standards Committee (ASC): C. Evans

Pages 91-92

7.3.3.1 Minor in global Politics and Development (Faculty of Arts)

**Motion #1:** *That Senate approve the Minor in Global Politics and Development*

Pages 92-95

7.3.3.2 Arts & Contemporary Studies – Option in Anthropology Studies

**Motion #2:** *That Senate approve the Arts and Contemporary Studies Option in Anthropology Studies*

Pages 95-98

7.3.3.3 Minor in Public Relations

**Motion #3:** *That Senate approve the Minor in Public Relations*

Pages 99-106

7.3.3.4 Graphic Communications Management – Curriculum Modifications

**Motion #4:** *That Senate approve the Graphic Communications Management curriculum modifications*

Pages 106-110

7.3.3.5 Computer Science Curriculum Revisions

**Motion #5:** *That Senate approve the Computer Science curriculum revisions*

8. Old Business
9. New Business as Circulated
10. Members' Business
11. Consent Agenda
  - 11.1 Course changes from:  
(see  
**Faculty of Arts** - Criminology; Economics; English; History; Languages, Literatures & Cultures; Philosophy; Politics and Public Administration; Psychology; Sociology  
**Faculty of Communication and Design** – Creative Industries; Fashion; Graphic Communications Management; Image Arts; Interior Design; Journalism; Professional Communication; RTA School of Media; Theatre  
**Faculty of Community Services** - Disability Studies; Early Childhood Studies; Midwifery; Nutrition; Social Work;  
**Ted Rogers School of Management** – Business Management; Health Services Management; Law and Business; Retail Management  
**Faculty of Engineering and Architectural Science** – Aerospace Engineering; Architecture; Industrial Engineering;  
**Faculty of Science** – Chemistry & Biology; Computer Science; Mathematics; Physics
12. Adjournment

| <b>SENATE MINUTES OF MEETING</b> |                 |               |                  |
|----------------------------------|-----------------|---------------|------------------|
| <b>TUESDAY, October 7, 2014</b>  |                 |               |                  |
| <b>MEMBERS PRESENT:</b>          |                 |               |                  |
| <b>EX-OFFICIO:</b>               | <b>FACULTY:</b> |               | <b>STUDENTS:</b> |
| J. P. Boudreau                   | R. Babin        | A. McWilliams | A. Adeli         |
| M. Bountrogianni                 | S. Banerjee     | R. Meldrum    | D. Anderson      |
| I. Coe                           | R. Botelho      | A. O'Malley   | D. Angarita      |
| C. Evans                         | D. Checkland    | N. Naghibi    | J. D'Cruz        |
| C. Hack                          | P. Danziger     | H. Parada     | Z. Fatima        |
| J. Hanigsberg                    | M. Dionne       | D. Rose       | A. McKnight      |
| G. Hauck                         | S. Dolgoy       | A. Sadeghian  | S. Pereira       |
| A. Kahan                         | C. Falzon       | B. Tan        | M. Rix           |
| M. Lachemi                       | A. Ferworn      | P. Walsh      | J. Root          |
| H. Lane Vetere                   | A. Goss         | C. Zamaria    | A. Shah          |
| M. Lefebvre                      | F. Gunn         | J. Zboralski  | U. Siddiqui      |
| S. Levy                          | E. Kam          |               | D. Tenty         |
| J. Mactavish                     | J. Leshchyshyn  |               | M. Yousaf        |
| S. Murphy                        | J. Lisi         |               |                  |
| P. Stenton                       | V. Magness      |               |                  |
| S. Zolfaghari                    | J. Martin       |               |                  |
|                                  |                 |               |                  |
| <b>SENATE ASSOCIATES:</b>        |                 |               |                  |
| M. Lee Blickstead                |                 |               |                  |
| A. M. Brinsmead                  |                 |               |                  |
|                                  |                 |               |                  |
| <b>REGRETS:</b>                  | <b>ABSENT:</b>  |               | <b>ALUMNI:</b>   |
| L. Bloomberg                     | D. Mason        |               | G. Farok         |
| W. Cukier                        |                 |               | M. Sarkis        |
| T. Duever                        |                 |               |                  |
| U. George                        |                 |               |                  |
| D. Naylor                        |                 |               |                  |
| D. O'Neil Green                  |                 |               |                  |
| R. Ravindran                     |                 |               |                  |
| K. Tucker Scott                  |                 |               |                  |
| J. Zyfi                          |                 |               |                  |

1. Call to Order/Establishment of Quorum
2. Approval of Agenda  
**Motion:** *That Senate approve the October 7, 2014 agenda*  
  
A. McWilliams moved; M. Bountrogianni seconded  
**Motion approved.**
3. Announcements
4. Minutes of Previous Meeting  
**Motion:** *That Senate approve the minutes of the June 3, 2014 meeting*  
  
M. Sarkis moved; A. McWilliams seconded  
**Motion approved.**
5. Matters Arising from the Minutes
6. Correspondence
7. Reports
  - 7.1 Report of the President
    - 7.1.1 President's Update

On behalf of Senate, President Levy congratulated Julia Hanigsberg, Vice President Finance and Administration, on her appointment as the new President of Holland Bloorview Kids Rehabilitation Hospital. He noted that there will time for the Ryerson community to celebrate and thank Julia for her many contributions to the University. Janice Winton, currently Ryerson's Chief Financial Officer, will continue in her current role and also serve as Interim Vice President Finance and Administration. President Levy pointed out that normally the search for a permanent replacement would begin soon, but in light of the current search for a new President, that process will be delayed so that the new President can be involved in the process.

President Levy noted that enrollments at Ryerson are strong again this year, at a time when some other universities in the province are experiencing enrollment declines due to changing demographics. Enrollment in the GTA is expected to remain relatively flat for the next few years, at which point an increase is expected.

President Levy attended the Ontario Universities Fair, and thanked those from Ryerson who represented the University there. He noted that Ryerson's booth at the Fair stands out from the others because faculty members from each program are there to answer students' questions.

President Levy noted that over the summer Reza Moridi was appointed the new Minister of Training, Colleges and Universities, and is also the Minister of Research and Innovation. Mr. Moridi is a former advisory committee member in Engineering at Ryerson, and knows Ryerson well.

President Levy noted that the Law Practice Program was successfully launched over the summer, the first of its kind in Canada. He also announced that Professor Ravi Ravindran is ending a successful year as President of ASM International, the world's largest association of scientists and engineers specializing in metal materials. Ravi will be honored at a special symposium of the association.

Finally, President Levy reminded Senate that Ryerson's former Chancellor, G. Raymond Chang, passed away on July 27, 2014. Ryerson was honored to be asked by Mr. Chang's family to host a Celebration of Life, which was extremely well attended at the Mattamy Athletic Centre. President Levy acknowledged the help of many people who organized the event, some coming back early from summer vacation, and the assistance of students who handled the photography for the event and created a video for the family. A few of the photos were presented to Senate in honor of Mr. Chang. President Levy noted that it was mentioned at Mr. Chang's memorial service that, of all the things he was involved in, his role as Chancellor at Ryerson was a highlight.

## 7.2 Achievement Report

### 7.3 Report of the Secretary

7.3.1 Update on the January 2013 Senate meeting request for AGPC to develop policy guidelines regarding the creation of new Schools/Departments by the June 2014 Senate meeting (deferred to October 2014 meeting):

Senate Bylaw article 6.2.1.2.6 (Terms of Reference for the Senate Priorities Committee) states: "To explore the implications and sustainability of the creation of new Faculties and/or Departments/Schools, and to advise Senate accordingly".

7.3.2 Update on the October 2013 Senate request for AGPC to develop policy clarifying the definition of an "Academic Director" by the June 2014 Senate meeting (deferred to the October 2014 meeting).

**Motion:** *That Senate defer discussion of the definition of an "Academic Director" until the November 2014 Senate meeting.*

M. Dionne moved; A. McWilliams seconded

**Motion approved.**

7.4 In response to a motion passed at the December 2013 Senate meeting regarding the Task Force Report on Interdisciplinary Programs, the Provost and Vice President Academic provided a response to the Report. The Provost noted that he was asked to consider the Report in the preparation of the new Academic Plan, which was done, and to develop strategies to deal with the Task Force's recommendations. On the second point, the Provost announced that, in consultation with the RFA, a five-person committee was established to review the recommendations: The Chair of the committee is the former President of the RFA; the two people appointed by the Provost are the Vice Provost Academic and the Interim Vice Provost Faculty affairs; plus two appointees from the RFA. The committee has agreed that it will provide a final report for Senate's consideration by the end of March 2015.



## 7.5 Committee Reports

### 7.5.1 Report #F2014-1 of the Nominating Committee: J. Turtle

**Motion:** *That Senate approve the nominees to fill vacancies on Senate and on the Standing Committees of Senate, as presented in this report*

M. Bountrogianni moved; E. Kam seconded

**Motion approved.**

### 7.5.2 Report #F2014-1 of the Academic Standards Committee (ASC): C. Evans

#### 7.5.2.1 School of Journalism, Bachelor of Journalism Curriculum Modifications

**Motion:** *That Senate approve the School of Journalism, Bachelor of Journalism Curriculum Modifications*

G. Hauck moved; U. Siddiqui seconded

**Motion approved.**

7.5.2.2 Update on the Curriculum Renewal initiative. The Vice Provost Academic presented a brief overview of the motivation behind the initiative, some data from a pilot project with two programs last year, and discussed some next steps. The PowerPoint presentation is available at:

[http://www.ryerson.ca/senate/agenda/2014/Curriculum\\_Renewal\\_Senate\\_Update\\_Slides\\_Oct\\_2014.pdf](http://www.ryerson.ca/senate/agenda/2014/Curriculum_Renewal_Senate_Update_Slides_Oct_2014.pdf)

## 8. Old Business

## 9. New Business as Circulated

## 10. Members' Business

A. Ferworn noted the collaboration among the Yeates School of Graduate Studies, the G. Raymond Chang School, the Faculty of Engineering and Architectural Science, and Senate on the creation of the Professional Masters Diploma in Aerospace Design Management.

## 11. Consent Agenda

### 11.1 Course changes in Disabilities Studies, Journalism, and Mathematics

(see [http://www.ryerson.ca/senate/agenda/2014/course\\_change\\_forms\\_oct\\_7\\_14.pdf](http://www.ryerson.ca/senate/agenda/2014/course_change_forms_oct_7_14.pdf)):

- Disabilities Studies
- Journalism
- Mathematics

## 12. Adjournment

Meeting adjourned at 6:10 p.m.

**Ryerson University**  
**President's Update to Senate**  
**November 4, 2014**



Everyone Makes a Mark

**Farewell** – On October 1st, Holland Bloorview Kids Rehabilitation Hospital announced the appointment of Ryerson Vice-President Administration and Finance Julia Hanigsberg as its next President effective January 2015. It is a great choice by Canada's largest pediatric rehabilitation hospital and world-class teaching hospital and, although we will miss her at Ryerson, the impact of her leadership will continue to advancing innovative research, education and community care. Over her eight years at Ryerson, Julia's contributions have included signature achievements in governance, capital development, sustainability and service, and a dynamic People First culture of inclusion, engagement and celebration. We offer deepest thanks and all the very best.

**30th Anniversary Vari Foundation** – On October 7th it was an honour to join colleagues Mamdouh Shoukri, President of York University, and Paul Gooch, President of Victoria University in the University of Toronto, as well as civic leaders, Vari scholars, friends and guests at the celebration of visionary support by the George and Helen Vari Foundation. The evening included remarks by the Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario, and Mrs. Laureen Harper, and recognized the contributions made by the foundation based on a profound belief in the value of education, and that students are our future. The event hosted so graciously by benefactor Helen Vari raised more than \$200,000 for the universities. Special thanks to the Ryerson team led by Rivi Frankle for our part in this wonderful occasion.

**Canada Research Chairs** – Congratulations to our two new Ryerson CRC's, announced on October 16th by the Honourable Ed Holder, Minister of State for Science and Technology:

- Dr. Robert Botelho, Department of Chemistry and Biology, CIHR Tier 2 Canada Research Chair in Biomedical Science and Technologies;
- Dr. Julia Spaniol, Department of Psychology, NSERC Tier 2 Canada Research Chair in Cognitive Aging.

**#1 Research Ranking** – Ryerson has been named Top Undergraduate Research University of the Year in the annual Infosource ranking of Canada's Top 50 Research Universities. In other categories the top institutions are the University of Toronto (Medical/Doctoral) and University of Waterloo (Comprehensive). Ryerson also ranked 10th nationally in research growth, with a 12.9 per cent gain from 2012 to 2013 compared to a 1.1 per cent gain among the other universities on the Top 50 list. Even more dramatic growth is expected this year, with the most recent Council of Ontario Finance Officers (COFO) data showing a Ryerson increase of 26 per cent, achieving \$40.7 million in total sponsored research income. These results reflect the concerted efforts, initiative and research distinction of our faculty, Deans and partners, and tremendous support from the Office of the Vice President Research and Innovation led by Dr. Wendy Cukier. Congratulations and continued best wishes for success advancing Ryerson on this vital measure.

**International** – On September 26th in Johannesburg, South Africa, Provost and Vice President Academic Mohamed Lachemi signed a memorandum of understanding (MOU) with the University of the Witwatersrand on advancing academic and research collaboration. This

development builds on academic and research links in South Africa, including the president's mission in February announcing an expansion of the international zone fellowships. Student entrepreneurs from four South African universities will be arriving on campus next month.

### **Congratulations –**

- Denise O'Neil Green, Assistant Vice-President/Vice-Provost Equity, Diversity and Inclusion received a 2015 Women Worth Watching Award winner from the Profiles in Diversity Journal, recognizing positive influence shaping the workplace and the world.
- Ann Cavoukian, Executive Director of the Ryerson Institute for Privacy and Big Data, received an honorary doctorate from the University of Guelph this Fall for her work as Information and Privacy Commissioner of Ontario and worldwide renown as a leading expert on data sharing and the protection of privacy.
- Lloyd Alter, School of Interior Design and managing editor of *Treehugger.com*, was honoured among the recipients of the 10th Annual U.S. Green Building Council (USGBC) 2014 Leadership Awards, recognizing individuals and organizations whose work has informed the sustainability dialogue in the U.S. and globally.
- Amika Cooper (RTA School of Media '14), won three awards at the Toronto Youth Shorts film festival for her film *Frida and Dingwall Talk about Love: Achievement in Animation*, Audience Choice and Critics' Choice.
- Danielle Lee, 4th-year Business Management, received a 2014 City of Toronto International Students Recognition Award in the Community Service category for her leadership and teamwork with the Ryerson Campus Lions Club.
- Simon Paluck and Michelle Solomon (RTA School of Media '14) won the Best Actor award for their film *Emma* at the Breckenridge (Colorado) Festival of Film.
- Kevin Pu, Master's student in Architectural Science, won a Grand Prize in the 2014 Sustainable Design Awards, for 'Architecture as an Urban Respiratory System.' The annual competition challenges students to define sustainability and address a real-world issue.

### **Varsity Athletics –**

- ***President's Platinum Breakfast*** – On September 26th I was proud to host the annual event at the Mattamy Athletic Centre recognizing academic achievement. Thirty-five student-athletes were honoured: 15 Rams received the CIS Academic All-Canadian award, and 20 received the OUA Academic Achievement award (both CIS and OUA require an 80% average). Student-athletes overall had a 2.58 GPA, with more than 30 per cent having a GPA above 3.0 in 2013-14.
- ***Playoff bound*** – The Ryerson Rams Men's Soccer team ended the regular season with a record of 12-4-0, finishing #1 in the OUA East, and #5 on the CIS national Top Ten list. The team has a first round bye in the playoffs, entering post-season play October 26th.
- ***Ryerson hosts 2017 Championship*** – The CIS has announced that Ryerson has been selected to host the 2017 CIS Women's Volleyball National Championship at the Mattamy Athletic Centre. This will be the second major CIS championship hosted by Ryerson, following the 2015 CIS Final Eight Men's Basketball Championship this coming March.

**Fall Convocation** – Four ceremonies on October 15-16th saw 1,981 graduates eligible to cross the stage as Ryerson awarded 915 undergraduate degrees and certificates, 647 graduate degrees and certificates – including Leslie Nichols, our first PhD graduate in Policy Studies – and 419 continuing education certificates. Our new graduates join more than 165,000 Ryerson alumni worldwide. Inspiring Convocation Addresses were delivered by our honorary doctorates Shafique Keshavjee, Bonnie Patterson, and Hayley Wickenheiser, and School of Professional Communications professor Frauke Zeller (with hitchBOT). Congratulations to faculty and staff joining us on stage to make presentations to graduating family members, we are proud of this wonderful connection. Special thanks to faculty joining the academic procession and platform party, and the team that brings remarkable organization, dignity and joy to a very special day.

**RTA Sport Media** – The new program launched this Fall with support for a state-of-the-art broadcasting centre in the Mattamy Athletic Centre from Rogers Media’s Sportsnet & NHL Properties, is already generating huge positive response from students. An informal survey soliciting feedback from the first year class included the following examples:

*“Sport Media is absolutely everything I dreamt of and more, it's ‘a dream come true.’”*

*“I’ll never forget walking in to the MAC for the very first time and having my jaw drop about 6 inches (full disclosure, I still do that every time I walk through the doors)!”*

*“Ryerson and its campus are incredible, the people have been kind and super helpful and I love exploring Toronto and being in the heart of the action - especially for the sports industry and sport media having the Leafs, Raptors, Rock, TFC, Blue Jays; you name it, it's here!”*

*“Getting in the studio at Mattamy, even just to familiarize myself with the controls and the technology; I get goosebumps just thinking about it! I'm really excited to work on some Rams games, and hopefully with SPIRITlive to further my skills and gain some experience!”*

*“From an academic standpoint, the program has already exceeded my wildest expectations. I am extremely honoured to be a part of this historic, revolutionary program. I think this program has the potential to set a new precedent for sport media education in this country.”*

*“The days of getting clips off YouTube and putting them in Windows Movie Maker for a highlight reel are gone. As Charles Falzon said to all of us at our first meeting, ‘you are officially professionals now in the media industry.’”*

**Ontario Universities Fair** – The annual OUF took place on the weekend of September 19-21 at the Metro Toronto Convention Centre with nearly 130,000 visitors in attendance over 3 days. Ryerson continued its famous tradition of giving prospective students the chance to meet faculty as well as staff and students, with over 600 volunteers at the booth answering questions and handing out 35,000 admissions handbooks and 15,000 lanyards. More than 2,330 visitors attended presentations given by Ryerson liaison officers every hour on the hour, and a new addition this year was a Faculty-focused presentation, with two Faculties featured per day. Prospective students were very active on Twitter, participating in the Ryerson "Share Your OUF Experience!" contest, and also sharing their excitement as shown in the following examples:

*“I have a Ryerson lanyard and life is great”*

*“My heart is set on Ryerson”*

*“I just want to get accepted into Ryerson”*

*“Ryerson is definitely my top pick”*

*“Fell in love with ryerson at the uni fair today “*

**Alumni Weekend** – Our annual Fall “Welcome Back” raised the level of ownership that alumni expressed, not only for their part in Ryerson history, but enthusiasm for its present and future. The lineup of events, tours and reunions made a tremendous contribution to the weekend, culminating with the alumni dinner at the Mattamy Athletic Centre featuring our figure skating team. The induction of Ryerson alumni at RTA, Journalism and Athletics Hall of Fame events reflected the range and reach of Ryerson achievement, as well as the investment of our alumni in making Ryerson great. RTA Wall of Fame inductees included TV personality and entertainer Alan Hamel (RTA '57); CBC anchor/reporter Alison Smith (RTA '77), CBC Toronto managing director Susan Marjetti (RTA '83); Sportsnet president Scott Moore (RTA '84); and TV writer Vera Santamaria (RTA '01). The Ryerson School of Journalism Headliners Hall of Fame inductees included *Toronto Star* columnist Rosie DiManno ('74-'76); CBC digital executive Marissa Nelson (Journalism '01); and former *Globe and Mail* reporter and analyst Graeme Smith (Journalism '09). Ryerson Athletics Hall of Fame inductees included athlete Erin (Gallagher) Loughnane (RTA '06), OUA all-star in each of her four years on the Rams women's volleyball team, Ryerson Female Rookie of the Year '03, and Female Athlete of the Year '05; builder Stephanie (Poulin) Veitmann (Fashion Communications '08), whose determined campaign brought women's hockey to Ryerson, with the 'Stingers' becoming the Ryerson Rams in 2011; and the 1965 Ryerson Zebras men's soccer team, who won five straight provincial championships to become one of the most successful teams in Ryerson history. Special congratulations and thanks to Adam Kahan, Vice President University Advancement, Tyler Forkes, Executive Director, Alumni Relations, and the entire Alumni Weekend team.

**Social Justice Week** – I was pleased to give welcoming remarks opening our 4th Annual Social Justice Week, a strong and important Ryerson tradition. From October 6-10th events focused on the interrelation of social justice movements around the world and encouraged engagement and action, with activities, speakers and performances on the themes of Indigenous Solidarity, Global Day for Decent Work, Student Action Works, Interrogating Intersections, and Coming Here, Going There. Melissa Harris-Perry, activist and MSNBC host, delivered the inaugural Mandela Equity, Diversity & Inclusion Lecture, “From Ferguson to Toronto: Examining Race, Politics and Scholarship.” The Lecture is a new permanent addition to Social Justice Week, inspired by the late Nelson Mandela's unique relationship with Ryerson, as the only Canadian university awarding him an honorary doctorate. Special thanks to Winnie Ng, Ryerson's CAW-Sam Gindin Chair in Social Justice and Democracy, our community members and special guests.

**We Day** – Ryerson students played a major part in We Day Toronto on October 2nd, as presenters, workshop participants and volunteers, sharing with 18,000 young people from more than 1,000 schools that Ryerson is a university with a strong social innovation focus, and a leader as Canada's first Ashoka Changemaker Campus. A student team from the RTA School of Media was on stage demonstrating the Global Campus Network, connecting the We Day stage to the Ryerson campus to the University of Johannesburg, to show the next generation the power of international collaboration to change the world. In addition to the on-stage presentation, twenty Ryerson students took part in the Ford Drivers of Change Workshop for young leaders, led by Marc and Craig Kielburger, and other Ryerson students volunteered at the event and helped to staff the university's booth. We Day is an annual series of stadium-sized presentations featuring inspiring speakers and top-level performers engaging young people in the We Act program, which aims to help young people take action on social and world issues. Ryerson is the Educational Partner for We Day Toronto.

**United Way** – The 2014 campaign has been launched with a goal of \$225,000 building on the momentum from last year. The campaign is inviting volunteers campus-wide to help reach the target by becoming Ryerson United Way Ambassadors for their school, program or department over the Fall term. Special thanks to campaign co-chairs Jennifer Mactavish, Yeates School of Graduate Studies and John Corallo, University Business Services, and the campaign steering committee: Rona Abramovitch, Office of the Provost; Tony Conte, Office of the Vice-Provost, Students; business management student Zumer Fatima; Janet Hercz, Capital Projects and Real Estate; Heather Largy, Communications, Government and Community Engagement (CGCE); Terry Marks, Office of the Vice-President, University Advancement; Erin McGinn, CGCE (Committee Chair); Troy Murray, Student Affairs; Catherine Parry, CGCE; Natasha Ramnath, CGCE, and Kate Womby, Office of the Vice President Administration and Finance.

**Ryerson Eats** – The ongoing transformation focusing on local food options that are healthy, affordable, and sustainable, and featuring cafeteria renovations and a new menu this Fall, is attracting very positive media attention. Articles in the Toronto Star (Oct. 6), Alternatives Journal-Canada's Environmental Voice (Oct. 15), and the Globe and Mail (Oct. 21) noted the Ryerson vision that is building a new and principled foundation for campus food culture: good for the students and community, supports producers and urban gardening, and raises the standard in setting a precedent for institutional services. Congratulations and thanks to Vice President Administration and Finance Julia Hanigsberg for leadership, and Assistant Director of Food Services & Executive Chef Joshna Maharaj for developing the plan and building the team.

**Ontario Government Funding** – Two announcements in September by Dr. Reza Moridi, Minister of Research and Innovation and Minister of Training, Colleges and Universities, will advance Ryerson initiatives and leadership in 'fostering an innovation ecosystem,' one of the four major priorities in our new Academic Plan:

- \$2 million from the province's Campus Linked Accelerator (CLA) program will be used to broaden the reach of entrepreneurial thinking and innovation across the university, including helping students grow their for-profit and social ventures; creating entrepreneurship zones to support and provide training for as many as 3,000 budding entrepreneurs, with the goal of having at least 10 percent of students involved in entrepreneurial training by graduation;
- \$1.2 million will help expand access to Magnet, a Ryerson-based consortium using networking technology called Who Plus You developed at the Digital Media Zone, to connect jobs to jobseekers. Magnet was founded in partnership with the Ontario Chamber of Commerce, and includes universities and colleges across the province. To date, more than 25,000 jobseekers have created profiles, generating over 40,000 connections.

**Social Ventures Zone** – This Fall a new Zone spearheaded by the Faculty of Arts is offering students from all Faculties the opportunity to develop their ideas for social change. The goal of the Zone is to integrate social innovation into students' degree studies through curriculum, entrepreneurial development, and building skills in communication, collaboration, leadership and business planning. The Zone began in winter 2013 with a course entitled Community Action Research – From Idea to Possibility, and three more degree-credit courses are planned this year on ideas for entrepreneurial approaches to addressing challenges facing Canadian society. Further development will include broader interdisciplinary collaboration to develop modules oriented towards social and civic entrepreneurs, such as needs assessment, team building, organizational structures, social finance and social-purpose business.

**3D Printing Lab** – The Advanced Manufacturing, Design and 3D Printing Lab was launched on October 1st in partnership with Edward Burtynsky (Image Arts '82), renowned photographer and co-founder of Think2Thing (T2T); and Bionik Laboratories, a robotic medical device and control systems startup incubated in Ryerson's Digital Media Zone. The Lab is home to one of just three EOS P395 printers in the country and the only one located at a Canadian university. As a node on the Ryerson Centre for Cloud and Context-Aware Computing (RC4), developed with industry and support from the Federal Economic Development Agency for Southern Ontario, the lab will advance Ryerson leadership, research expertise and innovative partnership. Designers from all sectors are using this technology to accelerate prototyping, and manufacturers are producing components and products with exceptional precision. The lab will also be the site for a series of initiatives related to intelligent-connected objects – the “Internet of things.”

**Church Street Development (CSD)** – On October 21st the university unveiled the design of the new mixed-use building by internationally acclaimed architectural firm Perkins + Will. An eight-storey podium with a tower to the north, the CSD will house: four programs from the Faculty of Community Services (the Daphne Cockwell School of Nursing, the Midwifery Education Program, the School of Nutrition, and the School of Occupational and Public Health); more than 250 new residence beds for Ryerson students; 10 state-of-the art clinical experience suites and teaching labs (including three 15-bed Nursing labs and four high-fidelity simulation suites with adjoining debriefing rooms designed to emulate conditions students will encounter when they graduate); modular labs for research initiatives; and an advanced fabrication zone. Interaction among the four schools will offer opportunities for interdisciplinary collaboration and research. The 166,000-square-foot building will be LEED Silver compliant, with a green roof and spaces for over 250 bicycles. The CSD was made possible by a \$56.4 million investment from the Government of Ontario. Construction is expected to begin Fall 2015 with a planned opening in the 2018 academic year.

### *from the President's Calendar*

*September 16, 2014:* I attended an Innovation Panel hosted by The Canadian Club of Toronto featuring speakers Nitin Kawale, President of Cisco Systems Canada, and Kevin Lynch, Vice Chair of BMO Financial Group, on advancing national productivity.

*October 3, 2014:* I was pleased to offer welcoming remarks at the Good Jobs Summit organized by Winnie Ng, Ryerson's CAW-Sam Gindin Chair in Social Justice and Democracy.

*October 7, 2014:* The United Way Leadership lunch launched this year's campaign at the Alumni Lounge, Mattamy Athletic Centre.

*October 8, 2014:* The annual COU David Smith Dinner honoured Roberta Jamieson, President and CEO of Indspire, for outstanding advocacy in support of Aboriginal education in Canada and dedication to improving access and increasing career success of Aboriginal learners.

*October 9, 2014:* I was pleased to extend a welcome at The Chang School annual Leaders in Learning event, and introduce honoured guest speaker Donette Chin-Loy Chang.

*October 14, 2014:* Ryerson hosted a delegation from the Henan University of Science and Technology, and Zhengzhou University, visiting colleagues in science and engineering.

2013

**Ryerson Mental Health Advisory Committee Report**



## BACKGROUND

The Ryerson Mental Health Advisory Committee was established in January 2012 to respond to the increasing recognition and impact of mental health issues on student, staff, and faculty success. The Committee was tasked with creating a mental health strategy for Ryerson University.

The Advisory Committee reports to the Provost and Vice President, Academic and the Vice President, Administration and Finance. It is co-chaired by Su-Ting Teo (Director, Student Health and Wellness) and Jan Neiman (Manager, Pensions and Benefits). The Committee's membership reflects a wide range of Ryerson University stakeholders: students, staff, and faculty; and people with mental health experience and expertise. Toronto Public Health is represented as an external stakeholder.

The Advisory Committee developed a Terms of Reference, began an overall strategy for moving forward, and established four working groups.

## MANDATE AND TERMS OF REFERENCE

At its initial meetings the Advisory Committee discussed its mandate and formulated its basic approach to mental health issues that was informed by multiple approaches. Coming to shared understandings, the committee decided to adopt the Public Agency of Canada vision/definition of mental health: *"The capacities of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity."*

A major part of the committee's mandate, as described in the Terms of Reference is: *"To create a comprehensive mental health strategy for Ryerson that aims to develop and maintain a campus environment that fosters this broad vision [i.e., the vision adopted from the Public Health Agency of Canada] of mental health and well-being. Through decision-making, policies, systems, pedagogy, structures and delivery of education and services the strategy will align with the Ryerson University mission, the Academic Plan, diverse knowledge bases, campus cultural centres and external strategies."*

The Terms of Reference also indicate that: *“In keeping with our diverse community, it [mental health] may extend not only to medical conceptions of illness and health but Indigenous conceptions of social, spiritual and community well-being, critical notions of Madness and disability and cultural interpretations of wellness.”*

## WORKING GROUPS

In order to develop a comprehensive mental health strategy for Ryerson the Committee established four working groups: Awareness, Education and Training; Curriculum and Pedagogy; Policies and Procedures; and Services and Programs. The working groups were composed of members of the Advisory Committee and additional student, staff, and faculty recruited from the Ryerson Community. They met over the course of the 2012-13 academic year and submitted interim reports which form the basis of this Interim Report.

### Awareness, Education, and Training

The Awareness, Education, and Training Working Group gathered information on current mental health training, awareness and education programming at Ryerson University and other Canadian universities. The working group conducted a Ryerson departmental and staff survey and a Ryerson student survey asking about programs; and education and training needs. They reviewed Canadian university websites regarding mental health communications and asked colleagues at other institutions about training programs. The working group found there was a great need/desire for education around mental health issues from those surveyed. They also found that there is a wide range of education and training available at Ryerson, but that there is a lack of co-ordination and consistency, in addition to gaps.

### Curriculum and Pedagogy

The Curriculum and Pedagogy working group conducted a scan of all available courses at Ryerson to gauge mental health content in curriculum on campus and had one focus group of educators on issues of pedagogy and mental health. A second focus group is planned for Fall of 2013. The group determined that there is a substantial amount of mental health content in the Ryerson curriculum; that existing curriculum is mostly of the kind that is in line with positivist and medical approaches; that a small group of educators are teaching critical/structural/Mad positive aspects of mental health, but they are definitely in the minority.

### Policy and Procedures

The Policy and Procedures working group discussed overarching policy concerns, general principles and issues and how to review existing policies with a mental well-being policy lens. They examined three major academic policies (134, 135, and 145) in the context of mental well-being and used the ideas and insights from these more focused discussions to further inform ideas about overarching policy and general principles and issues. The working group drafted two documents: a “Mental Well-being Statement of Commitment” and a list of proposed “Overarching Policy Principles” to provide a mental well-being lens to guide Ryerson policy review (see Appendix).

### Services and Programs

The Services and Programs working group gathered information about existing Ryerson services and programs that support/promote mental health. The information was collected via e-mail, direct face to face contact, and by searching the Ryerson website. For the areas of HR, Centre for Student Development and Counselling, Access Centre, RAC, the information came directly from members of the working group. The student representatives on the working group provided information on the extent to which services were perceived by students as having either a positive or negative impact on mental health. The working group was able to identify a wide range of existing services and programs, but noted that there are many gaps and a lack of consistency in message and content. They also noted that services and programs can be difficult to find and navigate.

## RECOMMENDATIONS

The Advisory Committee proposes that the following recommendations be implemented in the short term, and that they are critical in providing a framework and foundation for organizational change and future work.

- The “Mental Well-being Statement of Commitment” should be endorsed by the Ryerson senior leadership and subsequently by the Senate and the Board of Governors;
- The “Overarching Policy Principles” providing a mental well-being lens for policy review should be endorsed by the Ryerson senior leadership and subsequently used in the context of policy reviews done at the university;
- The Statement of Commitment and the Principles should inform and be integrated into the new Academic Plan;
- The Statement of Commitment and the Principles should be applied to other relevant areas and processes (e.g., leadership core competencies, People First, other sub-committees of the Mental Health Advisory Committee);
- In line with the proposed Statement of Commitment and Principles, the strategy should be named the ‘Ryerson Mental Well-being Strategy’ (rather than the Mental Health Strategy).

The Advisory Committee recommends the following recommendations should be implemented in the longer term. These recommendations will increase understanding and communication of information and knowledge of mental health, and of services available to students and staff. This in turn will help to create a more supportive campus community.

- Ryerson should create a central website for services, programs, workshops, and any other information and resources related to mental health at Ryerson, informed by best practices at other institutions as appropriate;
- Ryerson should develop a strategic plan to
  - a) co-ordinate and enhance services, and
  - b) provide standard, systematic and co-ordinated education and training.

## ONGOING WORK FOR 2013-14

The working groups will be re-configured and their work re-defined, based in part on the acceptance of the recommendations in this Interim Report.

We expect that the work of the Policy and Procedures working group will continue with further recommendations coming forward related to specific Ryerson policies and procedures.

We expect that the work of the Services and Programs and the Awareness, Education and Training working groups will use the information gathered and move to planning a possible central website and developing a strategic plan for services, supports, education and training.

The Curriculum and Pedagogy working group will continue its work and provide recommendations.

In addition, the Advisory Committee will work with the Office of Equity, Diversity and Inclusion and with Access Ryerson to ensure that our work is integrated with theirs, with the overarching goal being the creation of a supportive and inclusive environment for all students, faculty and staff at Ryerson.

Finally, the Advisory Committee, after continuing investigation, analysis, discussion, and implementation will submit another report in 2014.

2013

**Ryerson Mental Health Advisory Committee -  
Appendix**

## **RYERSON STATEMENT OF COMMITMENT TO MENTAL WELL-BEING**

Ryerson is committed to the success of all its community members by creating an environment that is supportive of mental well-being. This includes an ongoing dedication to creating and sustaining a supportive campus culture and institutional ethos without stigmatization and discrimination with regard to mental health.

Drawing from the Public Health Agency of Canada definition of mental health, Ryerson's understanding of mental well-being is: "The capacities of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity."

Issues of mental well-being, stigma, and discrimination against people with perceived mental health issues can affect all members of the Ryerson community, and can interfere with their success as well as impact on the university's mission. In order to support Ryerson's vision, the aim of this statement is to develop and maintain a vibrant, flourishing university community and environment that sustains mental well-being for all members to succeed. This will be achieved through providing opportunities for mental well-being promotion, education, capacity-building and support.

Equity, respect and fairness will be promoted through an accessible and accommodating work, learning and social environment. Ryerson will take a proactive stance regarding the mental well-being of all members of the community. Ryerson recognizes the shared responsibility of the institution and all community members to support mental well-being on campus, and encourages collaboration among all faculty, staff and students to this end. Ryerson will provide a range of services and programs that promote mental well-being awareness, education and support for all community members.

## MENTAL WELL-BEING PRINCIPLES FOR RYERSON POLICIES

In order for Ryerson to effectively act on and maintain the “Statement of Commitment to Mental Well-Being” we need to ensure that our policies support mental well-being and embody a number of principles consistent with this goal.

We look to policy to provide an ethos of fairness and inclusion. With respect to ensuring that Ryerson policies are supportive of mental well-being, we recognize the potential for competing rights and responsibilities that can arise in the classroom and the workplace. At a minimum we need policies that meet legislative standards (for example, we need to comply with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act), but our expectation is that we will make every effort to meet the spirit of legislation and go beyond what is minimally required. In order to ensure inclusion we need to find the right balance between required rigor and standards in the classroom and the workplace, and the needs of those who require flexibility, accessibility and accommodation. We need policies and procedures that allow us to find that balance rather than simply indicating which rights and responsibilities “trump” one another. We need to recognize and allow for the time required for problem solving in complex situations and this has to be balanced by realistic timelines for everyone involved. We need to acknowledge that policy will never cover every eventuality and therefore an important goal of policy is to enable the fair and equitable exercise of discretion. We need to acknowledge all of these realities as we attempt to craft creative solutions/accommodations and a supportive working and learning environment for all members of the Ryerson community.

The following is a **list of Policy Principles** that we believe will support mental well-being at Ryerson. Ryerson University policies should:

- be respectful of human dignity, the whole person, multiple perspectives and experience, as well as individual privacy and confidentiality
- establish flexible responses with processes that create minimal barriers and stress for all involved parties
- promote a collaborative, compassionate and flexible approach to problem resolution; discourage adversarial processes
- seamlessly integrate and align with one another
- provide clearly identified ways to navigate systems and processes, ensuring that the people involved are adequately skilled and trained
- clarify roles and accountability for all parties
- be grounded in fairness, equity and transparency
- encourage and integrate universal design and accessibility
- reflect an anti-discriminatory and anti-stigma stance
- challenge unsupportive or poisoned working, learning or extra-curricular environments within the university
- be written in plain language



- undergo regular review

As noted, Ryerson policies should be reviewed regularly to ensure they reflect the principles outlined in this document as well as the evolving Ryerson community.

**Guidelines for consideration when reviewing a policy through a mental well-being lens:**

Does this policy...

- Address our community's mental well-being?
- Do enough to benefit its constituents' mental well-being?
- Encourage our community's mental well-being?
- Promote an institutional ethos of emphasis on and support for mental well-being?
- Ensure there is no discrimination or stigmatization against issues of mental well-being?
- Ensure that there are no unintended negative consequences?
- Create processes for problem resolution that are easy to navigate and create minimal stress?
- Allow for and/or encourage consistent flexibility and compassion, particularly in cases of problem resolution?
- Ensure equitable treatment?
- Use appropriate language?
- Align with other related or relevant policies?
- Align with the "Access Ryerson" framework?

In addition, in keeping with the principles outlined, Ryerson should ensure transparency and accountability by conducting ongoing evaluations through the availability of feedback mechanisms for community members, and through periodic surveys, focus groups and other information collection instruments.

## AGPC Report #F2014-1

### 7.3.1.1 Revised Institutional Quality Assurance Process (IQAP) policies (Policies 110, 112, 126 & 127)

Four Senate policies (110, 112, 126 and 127) constitute the “IQAP Policies.” New language in Policy 112 was approved by Senate at the January 2014 meeting to accommodate the creation of graduate diplomas (professional masters and doctoral diplomas). Those changes required some minor modifications to the remaining IQAP policies, and there are some very minor further revisions to Policy 112 as well. There are also some modifications to the language about the composition of Peer Review Teams (PRTs), to reflect the language used in the quality framework. Attached are the proposed revisions to the IQAP policies:

Policy 110: Institutional Quality Assurance Process (IQAP)

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

**Motion #1:** *That Senate approve the revised IQAP policies*

### 7.3.1.2 Department of Geography name change

The Department of Geography in the Faculty of Arts is requesting a name change from ‘Geography’ to ‘Geography and Environmental Studies’. The Department offers two programs, of the Bachelor of Arts in *Environment and Urban Sustainability* and the Bachelor of Arts in *Geographic Analysis*. Four main reasons for the name change are as follows:

- 1) The Department of Geography is home to the new program of *Environment and Urban Sustainability (EUS)*. To better reflect the diverse offerings of the Department and success of the new EUS program in the field of environment it is believed that the proposed name is more suited. The new EUS program has proven to be successful in drawing and attracting students. It also offers an important scope of academic study at Ryerson. To recognize this growth the proposed name is ideal.
- 2) The other program presently housed in the Department is called *Geographic Analysis (GA)*. A third of the students graduating from the GA program are in the field of environment. To recognize this tradition of academics in the GA program the proposed name is well-suited.
- 3) The proposed name change will better encapsulate the background of students who are graduating from the EUS and GA programs. Both programs, for example, have students who study in the area of environment. The proposed name change

- will also create better name recognition for what the Department truly offers and greater cohesion between the programs in the Department.
- 4) The proposed name change will provide consistency with some other Geography programs in the province of Ontario and beyond that also use the word environment in their Department name, specifically, that of Waterloo, Laurier, Carleton, and Concordia (Montreal).

The Department of Geography's Council voted convincingly on February 4, 2014 to change the Department name to 'Geography and Environmental Studies'. The Dean of Arts, Dr. Jean-Paul Boudreau, approved the name change in an email dated March 4, 2014.

**Motion #2:** *That Senate approve changing the name of the Department of Geography to the Department of Geography and Environmental Studies*

#### 7.3.1.3 Department Council Bylaws for Politics and Public Administration (attached)

**Motion #3:** *That Senate approve the Department Council Bylaws for Politics and Public Administration*

#### 7.3.1.4 Graduate Program Council Bylaws for Philosophy (attached)

**Motion #4:** *That Senate approve the Graduate Program Council Bylaws for Philosophy.*

Respectfully submitted,

Mohamed Lachemi, Chair

On behalf of the committee:

Daniel Angarita-Vela, Anne-Marie Brinsmead, Sholem Dolgoy, Chris Evans, Charles Falzon, Zumer Fatima, Charmaine Hack, Gerd Hauck, Eric Kam, Heather Lane Vetere, Jurij Leshchyshyn, Vanessa Magness, Alanna McKnight, Andrew McWilliams, Kileen Tucker Scott, John Turtle

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

**INSTITUTIONAL QUALITY ASSURANCE PROCESS**

|   |   |
|---|---|
| <b>Policy Number:</b>                   | 110   |
| <b>Current Policy Approval Date:</b>    | May 3, 2011   |
| <b>Policy Review Date:</b>              | May 2013 <i>(or sooner at the request of the Provost and Vice President Academic or Senate)</i> |
| <b>Responsible Committee or Office:</b> | Provost and Vice President Academic   |

---

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

The subsidiary policies are as follows:

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

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

**II. AUTHORITY & RESPONSIBILITY:**

**A. Senate**

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

*Policy 110: Institutional Quality Assurance Process*

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

*Policy 110: Institutional Quality Assurance Process*

3. Approval of major and minor modifications to graduate programs [and graduate diplomas](#);
4. Submission of new program proposals, [including graduate diplomas](#), curriculum modifications, ~~and~~ graduate program reviews [and graduate diploma program reviews](#) to Senate, as chair of the Yeates School of Graduate Studies Council;
5. Responding to the Report of the Program Review Team in a periodic program review of a graduate program [or graduate diploma](#);
6. Forwarding follow-up reports on ~~G~~graduate ~~P~~periodic ~~P~~program ~~R~~reviews [and graduate diploma program reviews](#) to the YSGSC;
7. Monitoring of new programs, [including graduate diplomas](#), once initiated, in conjunction with the Vice Provost, University Planning; and
8. Appointing Peer Review Teams for graduate programs [and graduate diplomas](#) in consultation with the program Dean.

**G. Faculty Deans (or Dean of Record for Interdisciplinary Programs<sup>1</sup>)**

1. Approval of major and minor modifications to ~~graduate and~~ undergraduate programs, [graduate programs, and graduate diplomas](#);
2. Resolution of disputes between a Department/School Council and Chair/Director with respect to curriculum modification;
3. Submission of Letters of Intent for undergraduate programs to the Vice Provost Academic;
4. Appointing Peer Review Teams for graduate programs [and graduate diplomas](#) in consultation with the Dean of the Yeates School of Graduate Studies.
5. Responding to the reports of Peer Review Teams for undergraduate ~~programs,~~ [and graduate programs, and graduate diplomas](#);
6. Submission of Letters of Intent for graduate programs and new graduate program proposals to the Dean of the Yeates School of Graduate Studies; and
7. Submission of new undergraduate program proposals to the Academic Standards Committee.

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

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

**I. Yeates School of Graduate Studies Council:** Approval of new graduate program [and graduate diploma](#) proposals and periodic program reviews for forwarding to Senate.**J. Department/School Chairs/Directors:** Presentation of periodic program review follow-up report to Faculty Dean or Dean of Record and Dean of Graduate Studies for graduate programs [and graduate diplomas](#), and Provost.

<sup>1</sup> [The Dean of Record for interdisciplinary graduate programs that cross faculty lines is the Dean of YSGS \(Senate Policy 45\).](#)

*Policy 110: Institutional Quality Assurance Process***K. Ontario Universities Council on Quality Assurance (Quality Council):**

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

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

- A. Peer Review Teams (PRT) are required for periodic program review and new program proposals for both graduate and undergraduate programs.<sup>3</sup>
- B. The PRT will consist of:
  1. ~~For new programs, two faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario, where appropriate, who are at arms length from the program school/department; plus at least one and no more than two reviewers for new undergraduate programs and two for new graduate programs.~~  
External review of new graduate program proposals must incorporate an on-site visit. External review of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk audit, videoconference or an equivalent method if the external reviewer is satisfied that the off-site option is acceptable.
  2. For program review, one external reviewer for an undergraduate program; two reviewers for a graduate program or graduate diploma, qualified by discipline and experience to review the program(s); two reviewers for the concurrent review of an undergraduate and graduate program; and one further reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university.
  2. ~~for a program review, one additional reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university.~~
  3. The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean or Dean of Record for Interdisciplinary Programs, based on written information provided by the program. The membership of the graduate PRT will be determined by the Dean of YSGS in consultation with the Faculty Dean ~~or Dean of Record~~. Information from the program will include names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson. If graduate and undergraduate reviews are done simultaneously, the Faculty

**Formatted:** Font: (Default) Times New Roman, 12 pt

**Formatted:** Indent: Left: 1", No bullets or numbering

**Formatted:** Indent: Left: 0.75", No bullets or numbering

<sup>2</sup> At the discretion of the Provost, in consultation with the Dean of the Yeates School of Graduate Studies, the length of the cycle may vary for graduate diplomas at the Masters and Doctoral level.

<sup>3</sup> Note that the peer review team component is not required for professional masters diploma or professional doctoral diploma reviews.

**Formatted:** English (Canada)

**Formatted:** Font: Calibri, 9 pt

*Policy 110: Institutional Quality Assurance Process*

Dean, or Dean of Record, and Dean of YSGS must decide if a combined PRT or separate PRTs are required.

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

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

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



**RYERSON UNIVERSITY POLICY OF SENATE****DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS**

|   |   |
|---|---|
| <b>Policy Number<sup>1</sup>:</b>             | 112   |
| <b>Previous Approval Dates for Policy 112</b> | May 6, 2008, March 1, 2005, May 9, 2002<br>February 7, 1995 (original policy), May 3, 2011        |
| <b>Previous Approval Dates for Policy 127</b> | January 2002 (Reformatted), October 2000, October 1996  |
| <b>Current Policy Approval Date</b>           | January 28, 2014  |
| <b>Policy Review Date</b>                     | May 2015 ( <i>or sooner at the request of the Provost and Vice President Academic or Senate</i> ) |
| <b>Policy Reviewed</b>                        | January 7, 2014   |
| <b>Responsible Committee or Office</b>        | Provost and Vice President Academic   |

**POLICY STATEMENT****I. SCOPE**

This policy governs the creation of new programs which require Quality Council approval at the undergraduate and graduate levels. These include, but are not necessarily restricted to, new degrees, degree programs, programs of specialization and graduate level diplomas<sup>2</sup> at the Masters and Doctoral level, including those programs offered jointly with other post-secondary institutions. It does not include change of program name only, nor the inclusion of a new stream(s) or option(s) within an existing program.

**Definitions:**

- A. New program:** A new program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution.
- B. Degree program:** The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of a degree. Degrees are granted for meeting the established requirements at a specified standard of performance consistent with the university's Degree Level Expectations (DLEs). (See APPENDIX I and II).

**II. AUTHORITY AND RESPONSIBILITY**

- A. Senate:** Final internal authority for the academic approval of all Ryerson University programs rests with the Senate.

<sup>1</sup> This policy combines Policies on new undergraduate programs (Policy 112) and graduate programs (previously Policy 127) in keeping with COU guidelines developed in 2010. The policy number 127 has been reassigned in this IQAP and now represents the policy for Curriculum Modification: Graduate and Undergraduate Programs.

<sup>2</sup> At Ryerson, graduate diplomas are referred to as Professional Masters Diplomas or Professional Doctoral Diplomas, as appropriate.

- B. Academic Standards Committee (ASC), Yeates School of Graduate Studies Council (YSGS Council):** As committees of Senate, these committees will review final proposals for new undergraduate degree programs, and for graduate degree and graduate diploma programs as defined by the Quality Council, respectively, and will bring recommendations to Senate with respect to their approval.
- C. Provost and Vice President Academic**
1. approval of the development of program proposals, based on Letters of Intent (LOI); and
  2. final approval of implementation and budget of new programs.
- D. Vice Provost, Academic**
1. accepting undergraduate LOIs and full program proposals for submission to the Provost;
  2. submitting full undergraduate program proposals to the Academic Standards Committee for review and approval: and
  3. monitoring of new programs, once initiated, in conjunction with the Vice Provost, University Planning.
- E. Vice Provost, University Planning**
1. development of budget and evaluation of student demand.
- F. Deans**
1. Faculty Deans, or Deans of Record for Interdisciplinary Programs, have the authority for the submission of:
    - a. new undergraduate program LOIs to the Vice Provost Academic for submission to the Provost;
    - b. new undergraduate program proposals to the Vice Provost Academic for submission to the Provost;
    - c. new graduate program LOIs to the Dean of the Yeates School of Graduate Studies for submission to the Provost; and
    - d. new graduate program proposals to the Dean of the Yeates School of Graduate Studies for submission to the Provost.
  2. Dean of the Yeates School of Graduate Studies has the authority for the submission to the Provost of:
    - a. new graduate degree program and graduate diploma program LOIs;
    - b. new graduate degree program and graduate diploma program proposals.
- G. YSGS Programs and Planning Committee:** Reviews and makes recommendations on graduate program proposals to YSGS Council.
- H. Department/School and Faculty Councils (where applicable):** The approval of Councils is required for an LOI or new program proposal to proceed to the Dean(s) or Dean(s) of Record for submission to the Vice Provost Academic for undergraduate proposals or the Provost for graduate proposals.
- I. Ontario University Council on Quality Assurance:**
1. The Quality Council has the authority to approve or decline new program proposals.
  2. The Provost, through the Vice Provost Academic, has the responsibility to report to the Quality Council about the approval process for all new programs.
- J. Board of Governors:** Authority for the financial approval of all new programs rests with the Board of Governors.
- K. Disputes:** If there is a disagreement within a Department/School, or between Departments/Schools with respect to the development of a new program, the relevant Dean(s) or Dean(s) of Record shall decide how to proceed. Should there be a disagreement between Deans or

Dean(s) of Record or between a Dean and a Department/School or Faculty Council, the Provost shall decide how to proceed.

**III. IMPLEMENTATION:** If a new program does not begin within thirty-six months of its approval by the Quality Council and Ryerson University's Board of Governors to commence, its approval will lapse.

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

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

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

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

## APPENDIX II: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS

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

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

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

**PROCEDURES**

The stages of the developmental and approval process are:

**1. GENERATION OF A PRELIMINARY PROPOSAL**

**1.1 Initiation of the Process**

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

**1.2 Authorization to Proceed**

The authorization of the Provost and Vice President Academic<sup>3</sup> is required before a full program proposal is developed.

The first step in obtaining this authorization is a *Letter of Intent (LOI)* to be prepared by the originating unit. When the unit has received approval from the relevant Faculty Dean(s) or Dean(s) of Record, the LOI will be transmitted to the Vice Provost Academic for undergraduate proposals. In the case of graduate programs, when the unit has received approval from the relevant Faculty Dean(s) or Dean(s) of Record, along with the Dean of YSGS, then the LOI will be transmitted to the Provost and the Provost for graduate proposals.

This letter will include:

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

---

<sup>3</sup> Hereafter referred to as Provost.



- i. for graduate programs, a statement of whether the program is a professional program and/or a full cost recovery program;
- j. for graduate programs, letters of support and commitment from the relevant Faculty Dean(s) or Dean(s) of Record.

The executive summary will be posted by the Provost and, along with the complete LOI, will be available for inspection by any interested member of the Ryerson community. A period of one month<sup>4</sup> is set aside for comment on the proposal.

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

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

## 2. DEVELOPMENT OF THE FORMAL PROPOSAL

### 2.1 Proposal Content

A proposal must include:

#### 2.1.1 *Basic information*

- a. Name of the program and the proposed degree designation(s), identification of the designated academic unit, the program governance structure and the names of the principal faculty members involved in its development.
- b. Statement of the program's learning outcomes, clearly identifying the rationale for offering this new program as it relates to societal need, Ryerson's mission and academic plan and the academic plans of the Faculty and the Department/School. Anticipated student demand for the program, supported with the strongest evidence possible, and evidence that graduates of the program are and will be needed in appropriate sectors.
- c. Overview of the curriculum and major disciplines/options of the program.
- d. A presentation of the program curriculum in a clear tabular format.
- e. Discussion of the overlap between, and/or integration of, the program with other existing or planned programs at Ryerson.
- f. Copy of the Provost's authorization to proceed and a summary of major departures from the Letter of Intent
- g. **New Program Advisory Committee (for undergraduate programs only):** Once authorization to proceed has been given, a New Program Advisory Committee will be constituted. This Committee will consist of at least 5 members. The designated academic unit will provide the relevant Dean(s) or Dean(s) of Record with a list of suggested members

<sup>4</sup> At the discretion of the Provost the posting requirement may vary for graduate diplomas at the Masters and Doctoral level.

and brief biographical sketches. The suggested members may be drawn, as appropriate, from business, industry, labour, agencies, government, and other universities. As the proposal is developed, the role of the committee is to provide advice on:

- i. program learning outcomes;
- ii. proposed courses and curriculum structure;
- iii. equipment and other required support (where relevant);
- iv. likely employment patterns for graduates; and
- v. any other aspects of the proposed program related to its learning outcomes, structure, and societal relevance.

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

### 2.1.2 *Program details*

#### a. **Alignment with institution's plans**

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

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

- i. A statement of the admission requirements and the appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.<sup>5</sup>
- ii. Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

#### c. **Structure**

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

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

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

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

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

---

<sup>5</sup> Admission requirements should be established at an early stage in the program development. They should be established in consultation with the appropriate admissions unit (e.g., the Office of Undergraduate Admissions and Recruitment for undergraduate programs).

- f. **Assessment of teaching and learning**
  - i. Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
  - ii. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.
  - iii. Promotion and graduation requirements, if variant from Ryerson's graduate or undergraduate policies on grading, promotion and academic standing.
  
- g. **Resources (Developed in consultation with the University Planning Office)**
  - i. **For all programs**
    - a. Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any current institutional commitment to supplement those resources, to support the program.
    - b. Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
    - c. Report by the university library on existing and proposed collections and services to support the program's learning outcomes and learning objectives.
    - d. Evidence that there are adequate resources to sustain quality graduate and undergraduate research activities, including information technology and laboratory access.
  
  - ii. **Resources for graduate programs only**
    - a. Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
    - b. Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
    - c. Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
    - d. Estimated number of faculty members (total and additional, in FTEs) and support staff required to deliver the program at steady-state conditions
    - e. Projected enrolment levels for at least the first five years of the operation of the new program, leading to the intended steady-state enrolment levels and the year in which such steady-state will be reached
    - f. Tuition proposal for graduate programs
    - g. For PhD programs based on an already existing related Master's program, flow-through cohort data on publication, employment and student funding
  
  - iii. **Resources for undergraduate programs only:** Evidence of and planning for adequate numbers and quality of:
    - a. faculty and staff to achieve the learning outcomes of the program or of plans and the commitment to provide the necessary resources in step with the implementation of the program, including estimated number of faculty members (total and additional, in FTEs) and support staff that will be required to deliver the program at steady-state conditions
    - b. planned/anticipated class sizes;
    - c. projected enrolment levels for at least the first five years of the operation of the

- new program, leading to the intended steady-state enrolment levels and the year in which such steady-state will be reached;
- d. provision of supervision of experiential learning opportunities (if required); and
- e. the role of adjunct and part-time faculty.

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

#### **h. Quality and other indicators**

- i. Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- ii. Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

**2.1.3 Preliminary External Review for Graduate Programs** – If a graduate program so desires, it may engage an external consultant to review the written documents, normally prior to department/school council approval. The consultant will be selected in consultation with the Dean(s) or Dean(s) of Record and the Dean of YSGS, and may not be a member of the subsequent Peer Review Team.

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

- a. Calendar-type course descriptions of each of the proposed courses, accompanied by course level outcomes, and articulating the relationship of these outcomes to program expectations.
- b. A synopsis of each undergraduate professional and required professionally-related course, identifying the major topics of study, potential text(s), methods of evaluation and related computer, laboratory, or studio experience.
- c. A comparison of the proposed program with the most similar programs in Ontario or beyond. If there are significant similarities between the proposed program and existing programs, a case for duplication should be made.
- d. Curriculum Vitae of the faculty members, who will be involved in the development/delivery of the proposed program, formatted as per the RFA Collective Agreement in a single volume.

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

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

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

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

### 3.2 Decanal Endorsement

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

After the graduate program proposal has been approved by all participating School/Department Council(s), it will be forwarded to the Faculty Dean(s) or Dean(s) of Record. Once the graduate program is endorsed, the Faculty Dean(s) or Dean(s) of Record will provide a letter of support and the program proposal to the [Dean of YSGS Yeates School of Graduate Studies](#) for review by the Program and Planning Committee of the Yeates School of Graduate Studies Council. [The proposal then goes to YSGS Council, which makes a recommendation to Senate.](#)

### 3.3 University Planning Office

The University Planning Office (UPO) should be consulted early in the process and throughout the development of the proposal.

## 4. PEER REVIEW AND SITE VISIT

As soon as possible after a proposal has been endorsed by Dean(s) or Dean(s) of Record, it will undergo review by a peer review team as described below.<sup>6</sup>

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

- a. The PRT will consist of at least one and not more than two reviewers for new undergraduate programs and two for new graduate programs. External review of new graduate program proposals must incorporate an on-site visit. External review of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk audit, videoconference or an equivalent method if the external reviewer is satisfied that the off-site option is acceptable. two faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario where appropriate, who are at arm's length from the program school/department
- b. The membership of the undergraduate PRT will be determined and appointed by the Dean(s) or Dean(s) of Record based on written information provided by the program. The membership of the graduate PRT will be determined by the Dean of YSGS in consultation with the faculty Dean(s) ~~or Dean(s) of Record~~. Information from the program will include names and brief biographies of four or more faculty

Formatted: Font: 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

<sup>6</sup> Curriculum, such as graduate diplomas, that falls under an Expedited Approval process as defined by the Quality Council does not require the use of external reviewers.

- external to Ryerson.
- c. The Faculty Dean(s), or Dean(s) of Record for undergraduate programs and the Dean of YSGS, in consultation with the Faculty Dean(s) ~~or Dean(s) of Record~~ for graduate programs, will ask one of the external reviewers to serve as Chair.
- d. There will be a site visit, structured to include the opportunity for the PRT to meet with appropriate faculty, staff and students.

#### 4.2 The Mandate of the Peer Review Team

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

- a. the consistency and alignment of the program's learning outcomes with the institution's mission, academic plans and degree level expectations, and appropriateness of the degree nomenclature;
- b. the alignment of the program's learning outcomes with the admission requirements and sufficient explanation of any alternative admission requirements;
- c. the appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations, and for graduate programs a rationale for program length;
- d. the effectiveness of the curriculum in reflecting the current state of the discipline, and in innovative or creative components. For graduate programs an indication of the nature and suitability of the major research requirements and evidence of the requirement to take a minimum of two-thirds of the course requirements from among graduate level courses;
- e. the appropriateness of the mode(s) of delivery to meet the program's learning outcomes and Degree Level Expectations;
- f. the appropriateness of methods used to assess, document and demonstrate student achievement of the program's defined learning outcomes and Degree Level Expectations;
- g. the appropriateness and effectiveness of the use of human, physical and financial resources, evidence of a sufficient number and quality of faculty, and evidence of resources to sustain quality scholarship and research activities;
- h. the qualifications, appointment status and recent research or professional/clinical expertise of faculty, and evidence of sufficient student financial assistance to ensure quality and numbers of students;
- i. the evidence of adequate numbers and quality of faculty and staff to achieve the learning outcomes of the program, of planned/anticipated class sizes, of supervision for experiential learning opportunities (if required) and of adjunct and part-time faculty; and
- j. indicators of quality including faculty, program structure and faculty research that will ensure the intellectual quality of the student experience

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

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

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

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

#### 4.5 After the Site Visit

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

#### 4.6 Response to the PRT Report

Within four weeks of receipt of the PRT report, the designated academic unit will submit its response for undergraduate program proposals to the designated Faculty Dean(s) or Dean(s) of Record and for graduate program proposals to the Dean of YSGS. The response will take the form of a statement that identifies any corrections or clarifications, indicates how the PRT recommendations are being accommodated or, if they are not to be accommodated, reasons for this.

A written response to the PRT report must be provided by the designated Faculty Dean(s) or Dean(s) of Record for undergraduate program proposals and the Dean of YSGS for graduate program proposals.

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

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

Undergraduate Programs

The entire proposal, with revisions, including the PRT review and response and the Faculty Dean(s) or Dean(s) of Record endorsement, is submitted to the Vice Provost Academic. The Vice Provost Academic, will submit the proposal to ASC.

#### Graduate Programs

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

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

Upon approval by the PPC, the Dean of YSGS will submit the entire proposal, with revisions, including the PRT review and response, along with the designated Faculty Dean(s) or Dean(s) of Record endorsement, to the Provost prior to submission to the YSGS Council.

#### **5. ACADEMIC STANDARDS COMMITTEE (ASC) AND YEATES SCHOOL OF GRADUATE STUDIES COUNCIL (YSGS) REVIEW**

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

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

#### **6. SENATE APPROVAL** - The Chair of the Academic Standards Committee or the Dean of YSGS (as Chair of the YSGS Council) will submit a report to Senate. Senate approval is the culmination of the internal academic approval process.

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

#### **8. REPORT TO THE BOARD OF GOVERNORS** - The Provost is responsible for presentation of the program to the Board for approval of financial viability.

#### **9. PROVOST** - Final implementation of the program is the responsibility of the Provost.

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



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

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

|   |  |
|---|--|
| <b>Policy Number</b>                    | 126  |
| <b>Previous Approvals:</b>              | April 5, 2005; May 6, 2008; November 2, 2010; May 3, 2011  |
| <b>Policy Approval Date</b>             | May 3, 2011  |
| <b>Procedures Review Approval Date:</b> | May 7, 2013  |
| <b>Next Policy Review Date</b>          | May, 2014 <i>(or sooner at the request of the Provost and Vice President Academic or Senate)</i> |
| <b>Responsible Committee or Office</b>  | Provost and Vice President Academic  |

**POLICY STATEMENT**

**I. SCOPE**

This policy governs the periodic review of programs which require Quality Council approval at the undergraduate and graduate levels. These include, but are not necessarily restricted to, new degrees, degree programs, programs of specialization and graduate diplomas<sup>1</sup> at the Masters and Doctoral level, including those programs offered jointly with other post-secondary institutions.

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

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

**II. AUTHORITY AND RESPONSIBILITY**

**A. Senate:** Final authority for the approval of periodic program review of all Ryerson programs rests with the Senate.

~~**B. Academic Standards Committee (ASC) and Yeates School of Graduate Studies Council (YSGSC):** As committees of Senate, ASC and YSGSC will assess periodic program reviews, respectively, for undergraduate degree programs and for graduate degree programs and graduate diplomas as defined by the Quality Council, on Senate's behalf and bring recommendations to Senate with respect to their approval. As committees of Senate, ASC and YSGSC will assess periodic program reviews on Senate's behalf and bring recommendations to Senate with respect to their approval.~~

~~C.B. \_\_\_\_\_~~

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

<sup>1</sup> At Ryerson, graduate diplomas are referred to as Professional Masters Diplomas or Professional Doctoral Diplomas, as appropriate.

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

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

**C. Deans**

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

**D. YSGS Programs and Planning Committee:** Assesses graduate periodic program reviews ~~and graduate diploma periodic program reviews~~ and makes recommendations to YSGSC.

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

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

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

The Vice Provost, Academic will establish the schedule for periodic program reviews.<sup>2</sup>

**Comment [CE1]:** Modified to be consistent w the power to shorten the cycle for grad dips

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

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

**III. PURPOSE**

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

The process is to be applied to all programs on a cycle of eight years<sup>3</sup>. Where there are related undergraduate and graduate programs, reviews of both programs may be combined if the department/school wishes to do so. Program reviews will be coordinated with any professional accreditation review. An accreditation review can be used to satisfy the program review requirement to the extent that it meets that requirement. The program must submit a supplementary report containing additional information required by the program review process, if any.

<sup>2</sup> At the discretion of the Provost, in consultation with the Dean of the Yeates School of Graduate Studies, the length of the cycle may vary for graduate diplomas at the Masters and Doctoral level.

<sup>3</sup> At the discretion of the Provost, in consultation with the Dean of the Yeates School of Graduate Studies, the length of the cycle may vary for graduate diplomas at the Masters and Doctoral level.

**Formatted:** English (Canada)

**PROCEDURES**

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

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

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

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

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

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

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

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

### I. THE SELF-STUDY REPORT

The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for programs to assess academic quality and societal need. It is essential that the self-study is reflective, self-critical and analytical, and that it actively involve both faculty and students in the process. The self-study consists of two parts: a narrative that addresses key areas, and appendices that include the data and information that form the basis for the narrative.<sup>4</sup>

A. **NARRATIVE** – The narrative must provide a reflective, self-critical and analytical review of the program based on data and surveys, and must be the result of active involvement of faculty and students. The narrative must include, but is not limited to:

1. **Basic Information:** program information, including a history of the program's development, its mode of delivery (e.g. traditional, online, intensive) and its administrative structure.
2. **Developments Since Previous Program Review:** a report on how the program has met the goals and objectives of the developmental plan submitted in the previous program review and how it has addressed the Senate recommendations on that program review.
3. **Societal Need<sup>5</sup>**
  - a. a description of current and anticipated societal need
  - b. an assessment of existing and anticipated student demand
4. **Program Outcomes:** a statement of the program learning outcomes and their consistency with the University's mission and academic plan, the Faculty academic plan, the school/department academic plan and the undergraduate and graduate Degree-Level Expectations found in Appendix I and II of the policy.
5. **Academic Quality**
  - a. a description of the program curriculum and structure, including a description of how the curriculum reflects the current state of the discipline or area of study;
  - b. a description, where appropriate, of how the program addresses issues of diversity and inclusion;
  - c. an analysis of the relationship of the curriculum and individual courses to the degree level expectations, learning outcomes and learning objectives;
  - d. a description of how curriculum development occurs; for graduate programs and graduate diplomas, evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
  - e. an analysis of enrolment data for all required and elective courses for the previous 3 years;
  - f. a description of how the curriculum reflects the current state of the discipline or area of studies;
    - a description, where appropriate, of how the program ensures that students are made aware of their future professional responsibilities
    - information, if applicable, on external accreditation requirements
  - g. student engagement:
    - an analysis and evaluation of the appropriateness and effectiveness of the teaching methods (including, where applicable, distance or on-line delivery) to meet the program's learning outcomes;
    - evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
    - a summary and evaluation of any partnership or collaborative agreements with other institutions;
    - a summary and evaluation of any experiential learning opportunities.
  - h. appropriateness and effectiveness of the methods of assessing student achievement of the defined learning outcomes and degree learning expectations, particularly in students' final year of study;
  - i. analysis and evaluation of the level of achievement of students, consistent with the defined learning outcomes and degree learning expectations;

<sup>4</sup> The [ASC Vice Provost Academic \(undergraduate programs\)](#) and the [YSGS Associate, Dean Students and Programs YSGSC \(graduate programs, including graduate diplomas\)](#) will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.

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



- for graduate programs, evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses
  - j. a statement of any variations from Ryerson's GPA policy and an analysis and evaluation of the appropriateness of these variations;
  - k. a summary and evaluation of library resources;
  - l. a summary and analysis of the results of student surveys/focus groups and graduate surveys, including the quality of support to students and general student satisfaction with the program.
- 6. Academic Quality Indicator Analysis:** A summary and analysis of the following areas (data to be included in appendices):
- a. Faculty:
    - faculty qualifications and SRC record;
    - class size;
    - percentage of classes taught by full and part-time faculty;
    - numbers, assignment and qualifications of part-time faculty;
    - for graduate programs:
      - the quality and availability of graduate supervision;
      - faculty funding, honours and awards.
  - b. Students and Graduates:
    - a statement of admission requirements;
      - an analysis showing admission requirements are appropriate for program learning outcomes;
      - for graduate programs—and graduate diplomas the grade level for admission.
    - Number of applications and registrations;
    - Attrition rates;
    - GPAs on graduation;
    - Graduation rates;
    - Time-to-completion (for graduate programs), including evidence that that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;
    - Academic awards and for graduate program students, success rates in provincial and national scholarships and competitions;
    - For graduate program students, scholarly output and commitment to professional and transferable skills;
    - For graduate program students, the level of funding;
    - Employment six months and two years after graduation;
    - Results of Student Satisfaction Survey Post-graduation study;
    - Alumni reports;
    - Results of employer surveys/focus groups (for graduate programs, where appropriate).
- 7. Resources:** An analysis and evaluation of the appropriateness and effectiveness of the use of existing human resources (faculty, support staff, teaching assistants and graduate assistants, and curriculum counseling and advising) and physical and financial resources, (e.g. space allocation; laboratory, studio and computing facilities, respecting Ryerson's autonomy to determine priorities for funding, space, and faculty allocation) to support the program.
- 8. Strengths, Weaknesses and Opportunities:** A self-critical analysis of the strengths, weaknesses and opportunities of the program, addressing:
- a. academic quality based on the elements in sections 5-7 above;
  - b. opportunities for program improvement and enhancement; and
  - c. the ability of the program to meet its learning outcomes and Degree Level Expectations.
- 9. Developmental Plan:** A 3-5 year developmental plan including:
- a. priorities for implementation of the recommendations;
  - b. relationship of the priorities to the university, faculty and department/school/program academic plan; and
  - c. timeline for implementation.

10. An Executive Summary suitable for posting on the university website.

## B. APPENDICES

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

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

- II. PROTOCOL FOR JOINT PROGRAMS:** For programs offered jointly with another university the following should be followed:
- A. Feedback on the reviewers' report should be solicited from the partner institution(s), including relevant Deans.
  - B. Preparation of a single Final Assessment Report and Implementation Plan should have input from the partner institution(s), be part of the appropriate governance approval of all partner institution(s), and posted on each institutions website.
  - C. Partner institutions should agree on an appropriate monitoring process for the Implementation Plan.
  - D. The Final Assessment Plan and Developmental Plan should be submitted to the Quality Council by all partners.

## III. REVIEWS AND APPROVALS AT THE PROGRAM AND DECANAL LEVELS

### A. Department/School/Program Council

The Chair/Director of the program will forward the full self-study report to the Faculty Dean<sup>7</sup> and, for graduate programs and graduate diplomas, the Dean of YSGS who will review it and either refer it back to the program

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

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

for further development or for presentation to the Department/School/Program Council (or other appropriate administrative entity in the case of multi-disciplinary or inter-disciplinary programs) for its review and approval. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed by the Council on the approval.

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

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

**C. Dean of the Faculty**

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

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

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

**IV. PEER REVIEW AND RESPONSE**

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

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

1. The PRT will consist of:

- a. ~~At least one and no more than two external reviewers for an undergraduate program;~~
- b. ~~Two such reviewers for a graduate program or graduate diploma, qualified by discipline and experience to review the program(s);~~
- c. ~~Two such reviewers for the concurrent review of an undergraduate and graduate program;~~
- d. ~~One further reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university.~~
  - a. ~~two faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario, where appropriate, who are at arms length from the program school/department; and~~
  - b. ~~one additional reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university.~~ This includes programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, one internal reviewer will be appointed from each participating institution.

Formatted: Indent: Left: 1.25", No bullets or numbering

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

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

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

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

1. Clarity of the program's learning outcomes and their consistency with the institution's mission and academic plans, and alignment of the program's learning outcomes with the institution's degree level expectations;
2. Alignment of the program's learning outcomes with admission requirements;
3. Effectiveness of the curriculum in reflecting the current state of the discipline, evidence of innovation and/or creativity in content and delivery, and appropriateness of delivery to meet the program's learning outcomes;
4. Appropriateness and effectiveness of methods used to assess achievement of the program's learning outcomes and learning objectives;
5. Appropriateness and effectiveness of the academic unit's use of human, physical and financial resources and support services;
6. Quality indicators relating to students, graduates and faculty;
7. Additional graduate program criteria including time-to-completion, graduate student supervision, and faculty, student and program quality; and
8. Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

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

1. the program's strengths, weaknesses and opportunities;
2. the program's developmental plan; and
3. recommendations for actions to improve the quality of the program, if any, distinguishing between those that the program can itself take and those that would require external action, where possible.

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

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

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

1. The PRT will be provided with:
  - a. access to program administrators staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate;
  - b. coordination of site visits to Ontario institutions offering joint programs (excluding college collaborative programs), where appropriate; and
  - c. any additional information that may be needed to support a thorough review.
2. At the close of the site visit for an undergraduate program, the PRT will hold a debriefing involving the designated Faculty Dean, Vice Provost, Academic, and/or the Provost and any others who may be invited. For a graduate program or graduate diploma, the Dean of YSGS will also attend.

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

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

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

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

A written response to the PRT report must be provided by the designated Faculty Dean for undergraduate and graduate programs and the Dean of YSGS for graduate programs and graduate diplomas. The Dean(s) will provide a response to each of the following:

1. The plans and recommendations proposed in the self-study report;
2. The recommendations of the PRT; and
3. The program's response to the PRT report.

The Dean(s) will also describe:

1. Any changes in organization, policy or governance required to meet the recommendations;
2. The resources that would be provided to support the implementation of selected recommendations; and
3. A proposed timeline for the implementation of any of those recommendations.

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

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

Undergraduate Programs

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

Graduate Programs and Graduate Diplomas

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

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

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

**V. ACADEMIC STANDARDS COMMITTEE OR YEATES SCHOOL OF GRADUATE STUDIES REVIEW**

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

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

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

**VI. SENATE APPROVAL**

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

Senate is charged with final academic approval of the Program Review. Senate shall publish the Executive Summary, Final Assessment Report and the associated Developmental Plan, and the action of Senate for each Periodic Program Review on the Senate website following Senate action. Copies will be provided to the Quality Council and the Board of Governors, for their information. Complete documentation, respecting the provisions of FIPPA, will be made available through the Senate office.

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

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

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

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

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

**VIII. QUALITY COUNCIL**

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

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

The Provost is responsible for presentation of the Final Assessment Report to the Board for its information.

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

**CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS**

|   |  |
|---|--|
| <b>Policy Number:</b>                   | 127  |
| <b>Approval Date:</b>                   | May 3, 2011  |
| <b>Policy Review Date</b>               | May 2013 (or sooner at the request of the Provost and Vice President Academic or Senate) |
| <b>Responsible Committee or Office:</b> | Provost and Vice President Academic  |

**POLICY STATEMENT**

**I. SCOPE**

This policy governs changes to existing minors, ~~undergraduate and graduate degree~~ programs, [programs of specialization and graduate diplomas at the Masters and Doctoral level<sup>1</sup>](#), including those [programs](#) offered jointly with other post-secondary institutions, recognizing that the university must be responsive to professional developments and advances in disciplinary knowledge. This applies to all programs, whether offered in full, in part, or in partnership with any other postsecondary institution.

**II. DEFINITIONS**

**Major Modifications:** Substantial changes in program requirements from those which existed at the time of the previous periodic program review, significant changes to program learning outcomes, or a significant change to the faculty engaged in delivering the program and/or to the essential resources, such as when there is a change in mode(s) of delivery (e.g. online delivery or institutional collaboration).

Examples of major modifications are provided in Appendix A of this policy.

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

**III. AUTHORITY**

**Vice Provost Academic:** Where necessary, the Vice Provost Academic has final authority to determine if a modification is considered major or minor.

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

<sup>1</sup> At Ryerson, graduate diplomas are referred to as Professional Masters Diplomas or Professional Doctoral Diplomas, as appropriate.



*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

Proposals must also include a statement on any additional resources that will be required (e.g. faculty, space, technology) and the Degree Level Expectations<sup>2</sup> which will be affected, if any. Reference must be included to any related changes that had occurred since the last program review.

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

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

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

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

**IV. PROCEDURES**

Procedures related to this policy will be developed and reviewed annually by the Chairs of the ASC, ~~YYSGS~~ [YSGS](#) and delegates from the Registrar's Office and the Yeates School of Graduate Studies. These procedures will incorporate the process for undergraduate and graduate calendar changes.

---

<sup>2</sup> Degree Level Expectations for graduate and undergraduate programs have been established by the Ontario Council of Academic Vice-Presidents (OCAV). A list of the DLEs can be found appended to Senate Policies 112 and 127. Programs establish their program outcomes based on these.

*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

**APPENDIX A  
EXAMPLES OF MAJOR MODIFICATIONS**

**Requirements that differ significantly from those existing at the time of the previous cyclical program review**

- The merger of two or more programs
- New bridging options for college diploma graduates
- Significant change in the laboratory time of an undergraduate program
- The introduction or deletion of an undergraduate thesis or capstone project
- The introduction or deletion of a work experience, co-op option, internship or practicum, or portfolio
- At the master's level, the introduction or deletion of a research project, research essay or thesis, course-only, co-op, internship or practicum option
- The creation, deletion or re-naming of a field in a graduate program
- Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements
- Major changes to courses comprising a significant proportion of the program.

**Significant changes to the learning outcomes**

- Changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a 'new program'

**Significant changes to the faculty engaged in delivering the program and/or to the essential resources such as when there have been changes to the existing mode(s) of delivery (e.g. online delivery or inter-institutional collaboration)**

- Changes to the faculty delivering the program: e.g. a large proportion of the faculty retires; new hires alter the areas of research and teaching interests
- The establishment of an existing degree program at another institution or location
- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa
- Change to full- or part-time program options, or vice versa
- Changes to the essential resources, where these changes impair the delivery of the approved program

*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

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

Forms, time lines and complete submission instructions can be found at  
[www.rverson.ca/calendar/edit](http://www.rverson.ca/calendar/edit).

Please note that handwritten submissions will not be accepted.

### MINOR MODIFICATIONS

#### CATEGORY 1 MODIFICATIONS

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

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

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

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

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

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

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

#### CATEGORY 2 MODIFICATIONS

**Description:** Category 2 Modifications include:

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

**Required Consultation:**

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

**Required approvals:**

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

**Forms to be completed:**

- **Course Change Form – Active (UCCF–A) for changes to active courses and/or**
- **Course Change Form – New (UCCF–N) for the introduction of a new course**
- **Approvals and Consultations Form (UAAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.**
  - **Subject Librarian** regarding library resource needs/changes.
  - **Additional resources** needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
  - **Chang School courses affected;** if any, consultation with the relevant Chang School Program Director, School Council and Dean are required.
  - **Deleting a course identified as “Required” in another program’s curriculum;** if any, that program’s Chair/Director, Departmental/School Council and Dean must approve the deletion.
  - **Deleting an elective course in another program’s curriculum;** if any, there must be consultation with that program.
  - **Minor** – if a change affects a Minor, the programs which are affected by the change must be notified.

*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

- **Course Change Summary Form (UCCS)**
  - Summarizes all significant course changes for the 2011/12 academic year.
  - **Every course listed in a UCCS form must have a corresponding UAAC form.**

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

**CATEGORY 3 MODIFICATIONS**

**Description:** Category 3 Modifications include:

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

**Required Consultations:**

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

**Required approvals:**

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

**Forms and Documents to be completed:**

- **Course Change Form – Active (UCCF–A) and/or**
- **Course Change Form – New (UCCF-A)**
  - Although the complex change may not yet be approved, these forms must be completed and submitted to Undergraduate Publications by the deadline date.
- **Approvals and Consultations Form (UAAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.**
  - **Chang School courses affected;** if any, consultation with the relevant Chang School Program Director, School Council and Dean are required.
  - **Deleting a course required in another program’s curriculum;** if any, that program’s Chair/Director, Departmental/School Council and Dean must approve the deletion.
  - **Deleting an elective course in another program’s curriculum;** if any, there must be consultation with that program.
  - **Minor** – if a change affects a Minor the programs which are affected by the change must be notified.
- **Proposed curricular structure in Calendar format (UCAL):** Proposed curricular structure in Calendar format, submit by the deadline date to Undergraduate Publications.
- **Proposal**
  - **Changes in admission, promotion grading graduation, or academic standing policy:** Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.
  - **New Minors and changes to existing Minors:** Include a rationale for the Minor and its curriculum. Cumulative academic development should be demonstrated and academic/learning objectives should be articulated.
  - **Changes to program name and/or degree designation:** Include an explanation of why the current designation is inappropriate and why the proposed designation is preferable; designations used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed designation; confirmation of recognition of the proposed designation by industry and/or relevant professions; where relevant, views of alumni and current program students; and **provisions for retroactivity.**

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

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

*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

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

**MAJOR MODIFICATIONS**

**Description:** Substantial changes in program requirements from those which existed at the time of the previous periodic program review, significant changes to program learning outcomes, or a significant change to the faculty engaged in delivering the program and/or to the essential resources, such as when there is a change in mode(s) of delivery (e.g. online delivery or institutional collaboration).

Examples of major modifications are provided in Appendix A of policy 127. Please consult the Vice Provost Academic for further clarification

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

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

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

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

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

**Where to Submit and Submission Deadlines**

| Submit to                        | Documents   | Final Deadline                            |
|----------------------------------|---|---|
| Office of Vice Provost, Academic | <ul style="list-style-type: none"> <li>▪ Twenty hard copies and an electronic copy of the proposal - A copy of the completed UAAC Form</li> <li>▪ At least one week prior to consideration by the ASC.</li> </ul> | Last week of June                         |
| Undergraduate Publications       | UCCF-A/N, UAAC and UCAL forms   | First Friday after October Senate meeting |

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

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

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

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

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

**1. LIBRARY CONSULTATION**

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

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

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

**2. ADDITIONAL RESOURCES REQUIRED?**

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

**3. CONTINUING EDUCATION COURSES AFFECTED?**

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

**4. MINORS AFFECTED?**

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

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

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

**6. APPROVALS and SIGNATURES**

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

|          |                              | Name | Signature | Date |
|----------|------------------------------|------|-----------|------|
| Teaching | Department/School            |      |           |      |
|          | D/S Council Approval         |      |           |      |
|          | Chair/Director               |      |           |      |
|          | Dean                         |      |           |      |
| Program  | Department/School            |      |           |      |
|          | D/S Council Approval         |      |           |      |
|          | Chair/Director               |      |           |      |
|          | Dean                         |      |           |      |
| CE       | CE Council Approval          |      |           |      |
|          | CE Program Director Approval |      |           |      |
|          | Dean                         |      |           |      |



Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

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

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

**Where to submit:**

All graduate curriculum and calendar changes must be submitted to the office of the [Director of Graduate Academic Administrative Services, YDI 1112](#) [YSGS Associate Dean Students and Programs YDI 1121](#).

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

**Required Consultation:**

The [Associate Dean Students and Programs, YSGS, Director of Graduate Academic Administrative Services](#) should be consulted early in the process to ensure that possible issues regarding the affect of the change on current and incoming students are considered.

### MINOR MODIFICATIONS

**CATEGORY 1 MODIFICATIONS**

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

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

**Required approvals:**

- Graduate Program

**Forms to be completed:**

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

**CATEGORY 2 MODIFICATIONS**

**Description:** Category 2 Modifications include:

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

**Required approvals:**

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

**Forms to be completed:**

- Graduate Course Change form – Active (GCC–A) or - New (GCC–N)
  - for changes to active or the introduction of new courses respectively
- Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.



*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

- Subject Librarian: regarding library resource needs/changes.
- Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
- Deleting an elective course in another program's curriculum: there must be consultation with that program.
- Graduate Course Change Summary form (GCCS)
  - Summarizes all course changes for the term submitted.
  - Every course listed in a GCCS form must have a corresponding GCC-A or -N form.

**CATEGORY 3 MODIFICATIONS**

**Description:** Category 3 Modifications include:

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

**Required approvals:**

- Department/School/Program Council;
- Department/School Council(s) and the Dean(s) of affected Program(s)/Department(s)/School(s);
- Dean of YSGS
- Senate, for information.

**Forms and Documents to be completed:**

- Proposal
  - Changes in admission, promotion, grading, graduation, or academic standing policy: Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.
  - Changes to program name and/or degree designation: Include an explanation of why the current designation is inappropriate and why the proposed designation is preferable; designations used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed designation; confirmation of recognition of the proposed designation by industry and/or relevant professions; where relevant, views of alumni and current program students;
  - Provisions for retroactivity.
- Proposed curricular structure in Calendar format (GCAL): Proposed curricular structure in Calendar format
- Graduate Course Change form – Active (GCC–A) or - New (GCC–N)
  - for changes to active or the introduction of new courses respectively
  - Although the change is not yet approved, these forms must be completed and submitted by the deadline date.
- Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.
  - Subject Librarian: regarding library resource needs/changes.
  - Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
  - Deleting an elective course in another program's curriculum: there must be consultation with that program.
- Graduate Course Change Summary form (GCCS)
  - Summarizes all course changes for the term submitted.
  - Every course listed in a GCCS form must have a corresponding GCC-A or -N form.

**MAJOR MODIFICATIONS**

**Description:** Substantial changes in program requirements from those which existed at the time of the previous periodic program review, significant changes to program learning outcomes, or a significant change to the faculty engaged in delivering the program and/or to the essential resources, such as when there is a change in mode(s) of delivery (e.g. online delivery or institutional collaboration).

Examples of major modifications are provided in Appendix A of policy 127. Please consult the Dean of Graduate Studies,

*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

and, if necessary, the Vice Provost Academic for further clarification

**Required approvals:**

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

**Forms and Documents to be completed:**

- Proposal: Include any of the following items which pertain:
  12. an introductory summary of the proposed changes and a rationale for them in light of stated program objectives;
  13. a list or table permitting easy comparison of existing and amended programs by semester and year (if appropriate), including course numbers and titles, and course hours in lecture, lab or studio
  14. if there are changes to electives, rationale for change and indication of actual availability of electives;
  15. calendar format description of new or amended courses;
  16. an indication of how and when changes will be implemented, including retroactivity;
  17. a summary of implications for external recognition and/or professional accreditation;
  18. effect upon the program's Degree Level Expectations, if any.
- Proposed curricular structure in Calendar format (GCAL): Proposed curricular structure in Calendar format
- Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.
  - Subject Librarian: regarding library resource needs/changes.
  - Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

*Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs*

**Graduate Approvals and Consultations (GAC)**

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

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

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

**1. LIBRARY CONSULTATION**

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

Yes No

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

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

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

**2. ADDITIONAL RESOURCES REQUIRED?**

Yes No

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

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

**3. CONSULTATION**

Yes No

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

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

**4. APPROVALS and SIGNATURES**

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

|  |                               | Name | Signature | Date |
|--|-------------------------------|------|-----------|------|
| Teaching                                   | Department/School             |      |           |      |
|  | Dept/School Council           |      |           |      |
|  | Chair/Director                |      |           |      |
|  | Dean                          |      |           |      |
| Graduate Program<br>or<br>Graduate Diploma | Program Council               |      |           |      |
|  | Director                      |      |           |      |
|  | Graduate Dean                 |      |           |      |
| YSGS                                       | Programs & Planning Committee |      |           |      |
|  | Graduate YSGS Council         |      |           |      |
| Senate                                     |                               |      |           |      |

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

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

| MINOR MODIFICATIONS – CATEGORY 1 |              |                       |   |                        |
|----------------------------------|--------------|-----------------------|---|------------------------|
| Course code/<br>Number           | Course Title | Description of Change | Graduate Program(s) <a href="#">and/or</a><br><a href="#">Graduate Diploma(s)</a> affected by<br>the change | Implementation<br>Date |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |

| MINOR MODIFICATIONS – CATEGORY 2 |              |                       |   |                        |
|----------------------------------|--------------|-----------------------|---|------------------------|
| Course code/<br>Number           | Course Title | Description of Change | Graduate Program(s) <a href="#">and/or</a><br><a href="#">Graduate Diploma(s)</a> / School(s)<br>/ Department(s)/ affected by and<br>informed of change | Implementation<br>Date |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |
|                                  |              |                       |   |                        |

| MINOR MODIFICATIONS – CATEGORY 3 |  |   |                        |
|----------------------------------|--|---|------------------------|
| Description of Change            |  | Graduate Program(s) <a href="#">and/or</a><br><a href="#">Graduate Diploma(s)</a> / School(s)<br>/ Department(s)/ affected by and<br>informed of change | Implementation<br>Date |
|                                  |  |   |                        |
|                                  |  |   |                        |
|                                  |  |   |                        |
|                                  |  |   |                        |

| MAJOR MODIFICATIONS   |  |   |                        |
|-----------------------|--|---|------------------------|
| Description of Change |  | Graduate Program(s) <a href="#">and/or</a><br><a href="#">Graduate Diploma(s)</a> / School(s)<br>/ Department(s)/ affected by and<br>informed of change | Implementation<br>Date |
|                       |  |   |                        |
|                       |  |   |                        |
|                       |  |   |                        |
|                       |  |   |                        |



Department of Politics and Public Administration  
Faculty of Arts

**Approvals**

|    |  |   |
|----|--|---|
| v1 | Department Council<br>Composition and Bylaws Committee of Senate<br>Senate                         | 13 May 2008<br>24 September 2008<br>07 October 2008           |
| v2 | Department Council<br>Academic Governance and Policy Committee of Senate<br>Senate                 | 21 May 2009<br>17 November 2009<br>01 December 2009           |
| v3 | Department Council<br>Dean of Arts<br>Academic Governance and Policy Committee of Senate<br>Senate | 08 May 2014<br>15 June 2014<br>14 October 2014<br>dd MMM 2014 |

**BYLAW**Department of Politics & Public Administration

---

**1. Definitions**

- 1.1. "Chair" means the Chair of the Department Council (DC), unless otherwise stated.
- 1.2. "Council" or "DC" means Department Council, unless otherwise stated.
- 1.3. "Department" means the Department of Politics and Public Administration at Ryerson University, unless otherwise stated.
- 1.4. "Department Chair" means Chair of the Department of Politics and Public Administration at Ryerson University, unless otherwise stated.
- 1.5. "Dean" is the Dean of the Faculty of Arts, unless otherwise stated.
- 1.6. "DEC" means Departmental Evaluation Committee as defined by the collective agreement between the Board of Governors and the Ryerson Faculty Association
- 1.7. "DHC" means Department Hiring Committee as defined by the collective agreement between the Board of Governors and the Ryerson Faculty Association
- 1.8. "faculty" (lower-case "f") means all faculty (tenured, tenure-track, and limited term) whose primary appointment is to the Department.
- 1.9. "Faculty" (upper case "F") means the Faculty of Arts unless otherwise stated.
- 1.10. "GPD" or "Graduate Program Director" means the Director of the MA Program in Public Policy and Administration unless otherwise stated.
- 1.11. "IAC" means Instructor Appointments Committee as defined by the collective agreement between the Board of Governors and CUPE Local 3904
- 1.12. "student" means a student who is enrolled in one of the undergraduate, graduate, or certificate programs offered by the Department.
- 1.13. "UPA" means Undergraduate Program Administrator
- 1.14. "UPD" means Undergraduate Program Director.
- 1.15. "YSGS" means the Yeates School of Graduate Studies.

**2. Mandate**

- 2.1. Students, faculty and staff are partners in the functioning of the Department of Politics and Public Administration. Department Council is the principal mechanism for bringing together these constituencies to identify, discuss and resolve matters of mutual concern.
- 2.2. The specific mandate of the Departmental Council is:
  - 2.2.1. to develop, recommend, and maintain all policies relevant to the Department – and the operation of the programs for which it is responsible – within the context of general University policies;
  - 2.2.2. to contribute actively to the operation and long-term planning of the Department through the creation of committees, working groups, and other mechanisms as deemed appropriate;
  - 2.2.3. to provide an arena for debate, discussion, and the dissemination of information on matters pertinent to the Department and the programs for which it is responsible;
  - 2.2.4. to ensure the undergraduate and certificate programs remains current and relevant to enable the continued satisfaction of the program's objectives; and
  - 2.2.5. upon recommendation of its Undergraduate Curriculum Committee, to recommend curriculum changes to the Academic Standards Committee of Senate as appropriate.

### **3. Authority of Council**

- 3.1. The Council will operate in the spirit of policy adopted by the Ryerson Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils*.
- 3.2. Without prejudice to any policy of the Ryerson Senate, the authority of the Politics and Public Administration Departmental Council embraces two additional principles:
  - 3.2.1. Council will not enter into debate or take action on any matter that would violate the *Ryerson University Act*, any policy of Senate, or any collective agreement negotiated between the Board of Governors of Ryerson University and any of its employee groups; and
  - 3.2.2. Council will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty, or staff, or on matters of a contractual nature.
- 3.3. Council does not have the authority to override decisions made by Departmental committees that do not formally report to it. Council does, however, have the authority to discuss such decisions and to provide advice, save in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Department Chair. The Council is advisory to the Department Chair on matters that are contractually the responsibility of the Chair.

### **4. Membership of Council**

- 4.1. The Departmental Council shall be comprised of the following:
  - 4.1.1. all tenured, tenure-track, and limited term faculty whose primary appointment is to the Department;
  - 4.1.2. all priority-of-consideration sessional instructors within the Department;
  - 4.1.3. one (1) member chosen by and from the other sessional and part-time instructors of the Department;
  - 4.1.4. all administrative staff of the Department (non-voting);
  - 4.1.5. one (1) student from each of the first three years and two (2) students from the fourth year of the Politics and Governance (BA) program, with such students named by the Politics and Governance Student Association (POGSA) by the end of the third week of September in each academic year; and
  - 4.1.6. one (1) student elected from each level of the Public Administration and Governance (BA) program, with such elections to be held during the third week of September in each academic year.
- 4.2. Should the number of faculty members of the Department Council exceed thirty two (32), a second student representative shall be elected from the third level of the Public Administration and Governance (BA) program.
- 4.3. Meetings of the Department Council are open to all faculty, instructors, visiting scholars, post-doctoral fellows, staff and students whose primary affiliation is to the Department.

**BYLAW**Department of Politics & Public Administration

---

**5. Chair of Council**

- 5.1. The Chair of Council will be elected by and from Council members for a one (1) year term, normally at the Fall meeting of Council, and shall serve until a successor is elected.
- 5.2. The Chair of Council is responsible for:
  - 5.2.1. calling and conducting meetings;
  - 5.2.2. setting the agenda of all meetings;
  - 5.2.3. maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is kept on file within the Department; and
  - 5.2.4. ensuring that Council decisions and directions are carried out.
- 5.3. The Chair of Council is a member, *ex officio*, of all Council committees.
- 5.4. The Chair of Council is entitled to vote on all matters under consideration by Council or its committees.
- 5.5. The Chair of Council may designate another member of Council to act in her/his stead on an interim basis.
- 5.6. There is no limit on the number of terms that may be served by a Council Chair, provided that an election is held each year.

**6. Meeting Procedures: Council and Committees**

- 6.1. Council shall meet formally at least twice a year as a full Council.
- 6.2. Standing and *ad hoc* committees will meet at the call of the Committee Chair.
- 6.3. Notices of meeting will normally be distributed – in either hard-copy or electronic form – at least three (3) working days in advance of the meeting.
- 6.4. Quorum is fifty per cent (50%) of the full membership of the Council or its Committees provided that:
  - 6.4.1. a majority of the members present are faculty members of the Council;
  - 6.4.2. faculty members on leave are entitled to participate fully, but will not be counted in the membership complement upon which the quorum calculation is based unless that choice is exercised; and
  - 6.4.3. sub-committees advancing recommendations only are not bound by the quorum requirement.
- 6.5. Tied votes will be deemed lost.
- 6.6. Decisions are normally made by a simple majority of voting members present at a meeting, however:
  - 6.6.1. a decision to amend the Bylaw of the Department Council requires a two-thirds (2/3) majority of voting members present at a meeting, and can be taken only after written notice – including the text of the proposed amendment(s) – has been provided to all members of Council at least three (3) working days in advance of the meeting; and
  - 6.6.2. in exceptional circumstances, decisions may be taken outside meetings through ballots distributed electronically or in physical form to all members.
- 6.7. All matters of procedure not specifically addressed in this Bylaw shall be governed by the provisions of *Bourinot's Rules of Order*.



## **7. Standing Committees of Council**

### **7.1. Undergraduate Curriculum Committee**

#### *7.1.1. Mandate:*

The Undergraduate Curriculum Committee is the Council's chief instrument to ensure the integrity, currency, and relevance of the curricula of both of the undergraduate programs administered by the Department (Politics and Governance, Public Administration and Governance). Courses and curricular structure are considered by Department Council based on the recommendation of the Undergraduate Curriculum Committee. The Committee will:

- 7.1.1.1. monitor the curriculum of both undergraduate programs on an ongoing basis to ensure that it continues to satisfy the objectives of the program;
- 7.1.1.2. recommend to Department Council any reviews and/or revisions that it may deem necessary; coordinate such reviews and revisions; and in respect to proposed revisions, ensure compliance with the University's approval process;
- 7.1.1.3. take leadership to coordinate the Department's response to the requirements of the Periodic Program Review of undergraduate programs (see Senate Policy #126: *Periodic Program Review of Graduate and Undergraduate Programs*) and the procedures that flow therefrom;
- 7.1.1.4. respond to queries, requests, or proposals from any constituency within either program or within the University when these bear upon the program curricula;

#### *7.1.2. Composition:*

- 7.1.2.1. The Undergraduate Curriculum Committee is chaired by the Department Chair or her/his designate.
- 7.1.2.2. The Undergraduate Curriculum Committee shall consist of the following members of Department Council:
  - 7.1.2.2.1. the Chair of Department;
  - 7.1.2.2.2. the Undergraduate Program Director(s);
  - 7.1.2.2.3. the Continuing Education Coordinator;
  - 7.1.2.2.4. the Chairs of each sub-committee;
  - 7.1.2.2.5. three (3) students from the Politics and Governance program, who shall vote only on those matters pertaining to Liberal Studies electives and the curriculum of the Politics and Governance program; and
  - 7.1.2.2.6. three (3) students from the Public Administration and Governance program, who shall vote only on those matters pertaining to Liberal Studies electives and the curriculum of the Public Administration and Governance Program.

**BYLAW**Department of Politics & Public Administration

---

**7.1.3. Sub-committees:**

- 7.1.3.1. There shall be one curriculum sub-committee (hereinafter "Area Group") for each of the five (5) sub-fields represented in the undergraduate curriculum: Canadian, Comparative, Global, Public Policy and Administration, and Theory and one (1) for the Liberal Studies curriculum.
- 7.1.3.2. In addition to specific tasks assigned to the Area Groups by the Undergraduate Curriculum Committee, each Area Group shall:
  - 7.1.3.2.1. recommend to the Undergraduate Curriculum Committee a course framework for each of the courses for which it is responsible; and
  - 7.1.3.2.2. monitor the syllabi of each of the courses for which it is responsible for:
    - 7.1.3.2.2.1. congruence with approved frameworks;
    - 7.1.3.2.2.2. appropriateness of the objectives, scope, difficulty, and evaluative instruments to the level of the course; and
    - 7.1.3.2.2.3. duplication of concepts and/or readings between courses.
- 7.1.3.3. Without restricting the generality of the foregoing, responsibility for Liberal Studies electives shall be shared between a subfield Area Group, which will take primary responsibility for substantive content; and the Liberal Studies Area Group, which will take primary responsibility for compliance with Liberal Studies policy and for consistency and coherence between and among Liberal Studies offerings.
- 7.1.3.4. Membership in each Area Group shall be open to any faculty and instructor whose primary appointment is to the Department, who chooses to participate in the Area Group. The Department Chair is, *ex officio*, a member of all Area Groups. Faculty and eligible instructors will be asked to declare their interest(s) and the membership of the Area Groups will be distributed within the Department during the Fall term of each academic year.
- 7.1.3.5. Each Area Group shall elect a Chair from among its membership by the end of October in each year, who shall serve until a successor is elected.
  - 7.1.3.5.1. There is no limit on the number of terms that may be served by a Chair, provided that an election is held each year.

**7.2. Leaves Committee**

- 7.2.1. The Leaves Committee shall consider applications for leave as required by the collective agreement between the Ryerson Faculty Association and the Board of Governors.
- 7.2.2. The Leaves Committee consists of all tenured and tenure-track faculty whose primary appointment is to the Department, and is chaired by the Department Chair or her/his designate.

**7.3. SRC Committee**

- 7.3.1. *Mandate Includes:* The SRC Committee is the Department Council's designated/collegial forum to promote the broad array of research activities in the Department and to play a facilitative and supportive role for all members of the Department. Specifically it will:
- 7.3.1.1. Represent and promote the diversity of research interests in the Department to the Ryerson community, prospective and current students, and the wider community in the following ways:
    - 7.3.1.1.1. Advocate for, and on behalf of, the diverse research interests of the Department, including its social justice mandate, by way of offering a counter perspective to the commodification of knowledge and/or research university-wide;
    - 7.3.1.1.2. Advocate for, and lobby on behalf of, the SRC interests of the Department to the Faculty of Arts and/or Ryerson administration;
    - 7.3.1.1.3. Liaise with the Faculty of Arts SRC Committee and Office of the Vice President Research and Innovation (OVPRI) to report on items (e.g. workshops, grant opportunities, deadlines, etc.) for the purposes of providing SRC information to the department;
    - 7.3.1.1.4. Promote the SRC activities of all faculty within the Department through such means as weekly or monthly updates and the Department website;
    - 7.3.1.1.5. Maintain an SRC web presence for the Department;
    - 7.3.1.1.6. Organize, or cause to be organized, regular Departmental symposia;
    - 7.3.1.1.7. Promote academic conferences, workshops, symposia, speakers, etc. that may be of interest to some or all members of the Department; and
    - 7.3.1.1.8. Provide an annual report to the Departmental Council on the undertakings of the SRC Committee.
  - 7.3.1.2. Play a facilitative and supportive role in assisting individual faculty members only upon the direct request of such faculty members. Such activities might include:
    - 7.3.1.2.1. Acting as a liaison between the Dean of Arts, the Faculty of Arts Research Associate(s), and/or the Office of the Vice President Research and Innovation, and the Department and/or an individual faculty member;
    - 7.3.1.2.2. Responding to direct requests from individual faculty members or groups of faculty members for advice on any activity related to SRC.
- 7.3.2. *Mandate Excludes:* The Mandate of the SRC Committee expressly excludes the following:
- 7.3.2.1. Offering unsolicited direction or advice to individual faculty members on any aspect of their SRC activities;
  - 7.3.2.2. Any role in the employment relationship (i.e., the appointment, tenure, or promotion) of any faculty member in the Department as that relationship is

**BYLAW**

Department of Politics &amp; Public Administration

detailed in the Collective Agreement between the Ryerson University Board of Governors and the Ryerson Faculty Association;

7.3.2.3. Any infringement upon the contractual role of the DEC with respect to the SRC activity of probationary faculty; and

7.3.2.4. Any direct or indirect effort to relegate or privilege one or more types of research / journals / publications/ topics over other types of SRC activities, publications and/or journals.

**7.3.3. Composition and Term of Office:**

7.3.3.1. The SRC Committee shall consist of the following members:

7.3.3.1.1. Four (4) faculty members – at least one of whom must be tenured – with two (2) elected each May by and from the tenured and tenure-track faculty whose primary appointment is to the Department; and,

7.3.3.1.2. The Department representative to the Faculty of Arts SRC Committee.

7.3.3.2. In electing committee members, Department members shall give due regard to the diverse research interests of faculty.

7.3.3.3. Upon the first meeting of the SRC Committee following the May elections, a chair shall be selected by its members for a one-year term.

7.3.3.4. The term of office of members elected to the SRC Committee in May of each year is two years, beginning on 01 August in the year of election and expiring 31 July two years later. There is no limit on the number of terms that may be served by a member of the SRC Committee, provided that the member is re-elected every second year.

**7.4. Other Standing Committees**

7.4.1. The Department Council may create such additional standing committee(s) as it may, from time to time, determine. Mandate, Membership, Term of Office, and Chair must be specified in the resolution creating any such committee.

**8. *Ad Hoc Committees***

8.1. The Department Council or any of its standing committees may constitute, from time to time, additional committees to address specific topics. Membership, Chair, Terms of Reference, and a reporting relationship of such *ad hoc* committees will be determined at the time the committee is constituted.

8.2. Members will hold office until the report of the committee has been received by the body that created it, or until such time as the *ad hoc* committee has been dissolved.

**9. *Other Departmental Committees***

The following committees are not committees of Department Council, but may, at their discretion, report on their activities for information only.

**9.1. Advisory Council**

- 9.1.1. Pursuant to Senate Policy #158: *Program Advisory Councils*, the Department Council shall establish – and ensure the regular meeting of – a Program Advisory Council consisting of not less than eight (8) nor more than twelve (12) members external to Ryerson, with one representative drawn from each of the following constituencies:
- 9.1.1.1. federal public service;
  - 9.1.1.2. provincial public service;
  - 9.1.1.3. municipal public service;
  - 9.1.1.4. third sector;
  - 9.1.1.5. private sector;
  - 9.1.1.6. union;
  - 9.1.1.7. alumni; and
  - 9.1.1.8. academic.
- 9.1.2. Where the Department Council deems it advisable, representation may be increased to include:
- 9.1.2.1. one elected official; and/or
  - 9.1.2.2. one representative from each program partnership; and/or
  - 9.1.2.3. more than one representative from any group, as long as the total number of external members does not exceed twelve (12) as provided for above.
- 9.1.3. The Department Council shall recommend to the Dean of Arts individuals to be appointed for a three (3) year term in each category. There is no limit on the number of terms that may be served by a member of the Advisory Council, provided that the Department Council recommends, and the Dean of Arts appoints, the member to subsequent term(s).
- 9.1.4. The Department Chair, the Undergraduate Program Director(s), and the Graduate Program Director(s) are, ex officio, members of the Advisory Council.

**9.2. Alumni**

- 9.2.1. The Graduate Program Director (GPD) shall serve – or shall designate another faculty member to serve – as Advisor to the Ryerson University Public Policy and Administration Alumni Association (RUPPA).
- 9.2.2. If graduates of one or both of the undergraduate programs choose to form alumni association(s), the Undergraduate Program Director (UPD) of the relevant program(s) shall serve – or shall designate other faculty member(s) to serve – as Advisor to such association(s).
- 9.2.3. If graduates of one or more of the certificate programs choose to form alumni association(s), the CE Coordinator(s) for the Certificate(s) shall serve – or shall designate other faculty member(s) to serve – as Advisor to such association(s).
- 9.2.4. Where the graduates of more than one Department-based program (certificate, undergraduate degree, graduate degree) choose to form an alumni association, the Department Chair shall constitute an Alumni Coordinating Committee, which will:
- 9.2.4.1. consist of the Department Chair, each alumni advisor, and such alumni representation as the Chair and Advisors deem prudent; and

**BYLAW**

Department of Politics & Public Administration

---

- 9.2.4.2. develop an “umbrella” governance structure that would permit maximum flexibility of individual alumni associations, while ensuring some degree of coordination between and among associations.
- 9.2.5. The Alumni Association(s) may recommend such actions as they deem appropriate – particularly regarding the promotion of their program and the fostering of a sense of community among program graduates.
- 9.2.6. With the agreement of the Department Council, the Alumni Association(s) may play an active and ongoing role in the life of the programs and the Department.
- 9.2.7. Neither the individual Alumni Associations nor the Alumni Coordinating Committee are authorised to make decisions on behalf of the Department or the University.

**9.3. Departmental Evaluation Committee (DEC)**

This committee is governed by the collective agreement between the Board of Governors and the Ryerson Faculty Association.

**9.4. Department Hiring Committee (DHC)**

This committee is governed by the collective agreement between the Board of Governors and the Ryerson Faculty Association.

**9.5. Graduate Program Council(s)**

Departmentally-based and interdisciplinary graduate programs are governed by their own Program Councils, with bylaws approved pursuant to Senate Policy.

**9.6. Instructor Appointments Committee (IAC)**

This committee is governed by the collective agreement between the Board of Governors and CUPE Local 3904.

# Yeates SCHOOL OF GRADUATE STUDIES

## **GRADUATE PROGRAM COUNCIL BYLAWS**

### **Philosophy**

Approved by YSGS Council  
27/02/2014

Approved by Dean, YSGS  
18/03/2014

Approved by the Academic Governance and Policy Committee of Senate  
14/10/2014

Approved by Senate  
dd/mm/yyyy

## 1. Definitions

Chair: Chair of Council, unless otherwise stated

Council: Graduate Program Council, unless otherwise stated

Faculty: all full-time faculty members

Graduate Student: a student who is registered in the Philosophy MA program.

Mandate: Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principle mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program. The specific mandate of the GPC is:

- 1.1. To develop and recommend policies relevant to the Graduate Program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS).
- 1.2. To contribute actively to the operation and long-term planning of the graduate program and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.
- 1.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 1.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

## 2. Authority

The GPC will operate in the spirit of policy adopted by Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils*.

- 2.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to the MA in Philosophy program. The GPC will collaborate in a transparent manner with the graduate program director (GPD), with the Chair of the Philosophy Department, with the Dean of Arts and his designates, and with the Dean of YSGS, the YSGS Council and its standing committees.
- 2.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, the Chair of the Philosophy Department, the Dean of Arts and his designates, and where appropriate the Dean of YSGS before implementing any policy or procedure. The Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.
- 2.3. The GPC may **recommend and communicate** policies and procedures with implications beyond the program. Affected Faculty Dean(s), and/or designate(s) and/or the Dean of Record must endorse recommended policies and procedures



before they are submitted to the Dean of YSGS and YSGS Council. The YSGS Council makes recommendations for approval to Senate.

- 2.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. It will copy the GPD, the Chair of the Philosophy Department and the Dean of Arts on such reports.
- 2.5. Input to committees:
  - 2.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
  - 2.5.2. GPC may also request that committees review any particular matter.

Without prejudice to any policy of the Ryerson Senate, the authority of the GPC will embrace these additional principles:

- 2.6. The GPC will not enter into debate or take action on any matter that would violate the Ryerson University Act, or any policy of Senate.
- 2.7. The GPC will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty or staff, or on matters of a contractual nature.
- 2.8. The GPC does not have the authority to override decisions made by other Department/School Committees that do not report to it. The GPC does, however, have the authority to discuss such decisions and to provide advice, except in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Departmental Chair. The GPC is advisory to the Department Chair on matters that are contractually the responsibility of the Chair.
- 2.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Provost and Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

### **3. Membership**

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, the Chair of the Philosophy Department, the Dean of Arts, and the Dean, YSGS.

- 3.1. GPC Membership includes the following:
  - 3.1.1. The Graduate Program Director (GPD)
  - 3.1.2. The Chair of the Philosophy Department

- 3.1.3. All faculty members who are active YSGS members **and** are currently, or have been recently, teaching regularly in, supervising students of, or active in the administration of the graduate program.
- 3.1.4. Two Graduate Student representatives elected by and from graduate students in the Philosophy MA program.
- 3.1.5. The Graduate Program Administrator who will be a non-voting member of Council.
- 3.2. Faculty members who are currently, or have been recently, teaching regularly in, supervising students of, or active in the administration of the graduate program, but who are not active YSGS members, may participate in GPC meetings, but cannot vote.
- 3.3. The term of GPC membership will be 1 year for students.

#### **4. Chair**

- 4.1. The Chair of the GPC will be elected by GPC members at the first meeting. The position of Chair will be re-elected at the beginning of each academic year.
- 4.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
  - 4.2.1. Calling and conducting meetings, and confirming quorum.
  - 4.2.2. Setting agendas.
  - 4.2.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the YSGS Graduate Studies Assistant.
  - 4.2.4. Monitoring follow up to Council actions.
  - 4.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 4.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.
- 4.4. If the GPD is not the GPC Chair, then the GPD is a non-voting member of all GPC committees and sub-committees.
- 4.5. The GPC Chair may request another council member to act as Chair on an interim basis.
- 4.6. There is no limit to the number of terms that a GPC Chair may serve, provided that an election is duly held each year.

## 5. GPC Procedures

- 5.1. GPCs will meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, for information or approval where applicable, to other committees and councils. Additional meetings may be held at the call of the GPC Chair or at the request of Council members.
- 5.2. Notices of meetings will normally be distributed at least 5 days in advance.
- 5.3. Only faculty and student members of the GPC are voting members. The GPC Chair shall vote only in the event of a tie. Staff may serve on the GPC or its committees but are non-voting.
- 5.4. Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting faculty members.
- 5.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 5.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 5.7. All members are expected to attend Council and, where relevant, committee and sub-committee meetings. If members are unable to attend they are to inform the Chair of the GPC, relevant committee or sub-committee in advance of the meeting, or as soon as possible thereafter.
- 5.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 5.9. A decision to amend GPC Bylaws requires a two-thirds majority of voting members present at the meeting, and can be taken only after written notice has been provided to all members at least 5 days in advance of the meeting. There is no proxy voting, and GPC members must be in attendance at a GPC meeting to vote (except where 5.6 applies).

## 6. Standing Committees

- 6.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 6.2. Membership of all committees and sub-committees is determined by election, and is on a volunteer basis. The faculty election process will be by way of a nomination and election process, which may be conducted in person or electronically.
- 6.3. The term of office of members of any committee or sub-committee is 1 year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year.

The Standing Committees of the GPC are as follows:

#### **6.4. Admissions, Scholarships and Awards**

6.4.1. Mandate: to make recommendations to the GPC, or relevant subcommittee, regarding the following:

- 6.4.1.1. Recruitment mechanisms;
- 6.4.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);
- 6.4.1.3. Admission decisions;
- 6.4.1.4. Graduate award allocations (RGA, RGS, OGF, etc.)
- 6.4.1.5. Policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
- 6.4.1.6. Sources of graduate student funding, e.g. internal scholarships, A.A.'s and R.A.'s; and
- 6.4.1.7. Selection procedures for scholarships and awards.

6.4.2. Committee Composition: GPD, GPC Chair as ex-officio member, 2 faculty members who are members of GPC, and the GPA as non-voting member.

#### **6.5. Curriculum**

6.5.1. Mandate: to make recommendations to GPC, or relevant subcommittee, regarding the following:

- 6.5.1.1. Registration practices (course selection and approval);
- 6.5.1.2. Standards for maintaining good standing (grades, continuous registration, etc.);
- 6.5.1.3. Residency/post residency requirements;
- 6.5.1.4. Full-time and part-time status requirements and procedures;
- 6.5.1.5. Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
- 6.5.1.6. Time limits for completion of graduate programs;
- 6.5.1.7. Definition of instructional offence and offences of conduct;
- 6.5.1.8. Student appeal and petition mechanisms; and
- 6.5.1.9. Graduation requirements and practices and convocation practices.

6.5.2. Committee Composition: GPD, GPC Chair as ex-officio member, 3 faculty members who are members of GPC, student representative or designate, and the GPA as non-voting member.

## **6.6. Program Membership Committee**

- 6.6.1. Mandate: to make recommendations to GPC, or relevant subcommittee, regarding the following
  - 6.6.1.1. To develop program-specific criteria and procedures for YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and approved by YSGS Dean;
  - 6.6.1.2. To 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
  - 6.6.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.
- 6.6.2. Committee Composition: GPD, GPC Chair as ex-officio member, 3 faculty members who are members of GPC, and the GPA as non-voting member
- 6.6.3. Procedures
  - 6.6.3.1. On an annual basis the GPD shall send the names of the Program Membership Committee members and an updated list of YSGS membership to the YSGS Dean;
  - 6.6.3.2. The Program Membership Committee shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

## **6.7. Ad Hoc Committees**

- 6.7.1. The GPC may constitute ad-hoc committees to address specific topics.
- 6.7.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.
- 6.7.3. Members will hold office until the report of the committee has been submitted to, and accepted by, the GPC, or until such time as the ad-hoc committee has been dissolved.

## **Report #F2014-1 of the Awards & Ceremonials Committee v2 November 4, 2014**

### **Spring 2014 Convocation Ceremonies, June 4, 5, 6, 9, 10, 12, 13**

There were 5625 candidates in total approved for Spring 2014 graduation including 4661 Undergraduates, 305 Masters, 19 Doctorates (total 324), 624 Continuing Education Certificates, 1 Diploma and 15 Undergraduate Certificate students.

This compares to 5672 candidates in total approved for Spring 2013 graduation including 4713 Undergraduates, 335 Masters, 26 Doctorates (total 361), 576 Continuing Education Certificates, 1 Diploma and 21 Undergraduate Certificate students.

Of the Spring 2014 Undergraduate candidates, 943 graduated with Honours, as compared to 881 for Spring 2013.

#### **Governor General's Academic Silver Medalists** (three Undergraduate students):

Mashal Farid (Biomedical Engineering), Tiffany Landau, Criminal Justice and Eric Tram (Occupational and Public Health – Public Health and Safety).

#### **Ryerson Gold Medalists** (undergraduate students):

**Faculty of Arts** – Ray Charles Howard (International Economics and Finance);

**Faculty of Communication & Design** – Luciano Rinaldi (Journalism);

**Faculty of Community Services** – Patricia Yu Howatt (Ryerson Centennial, George Brown Collaborative Nursing Program);

**Faculty of Engineering and Architectural Science** – Eli Vandersluis (Mechanical Engineering);

**Faculty of Science** – Peter Altosaar (Computer Science);

**Chang School of Continuing Education** – Anita Dundys-Lischak (Fundraising Management);

**Ted Rogers School of Management** – Meredith Nelson (Business Management, Law and Business).

#### **Board of Governor's Leadership Award and Medal recipient** (Undergraduate student):

Ray Charles Howard.

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

**Faculty of Communication & Design** – Jack Rabinovitch, cultural, business and community leader; Brian Stewart, Journalist and Foreign Correspondent;

**Faculty of Community Services** – Mary Jo Haddad, former President and CEO, The Hospital for Sick Children, Toronto;

**Faculty of Engineering and Architectural Science / Faculty of Science** – Christopher Hume, architecture critic and urban issues columnist;

**Ted Rogers School of Management** – Peter Oliver, restaurateur and founder of the Stephen Leacock Foundation;

**Faculty of Arts** – Roy McMurtry, former Chief Justice of Ontario.

#### **Faculty Speakers** gave the Convocation Address at the following Faculty and School Convocation ceremonies:

**Faculty of Engineering and Architectural Science** – Vincent Hui, Associate Professor, Department of Architectural Science;

**Faculty of Community Services** – Debra Bourne, Provincial Chief Nursing Officer, Ontario Ministry of Health; Debbie Field, Executive Director, Food Share Toronto; Eric Young, Distinguished Visiting Professor in Social Innovation;

**Chang School of Continuing Education** – Carol Wilding, President and CEO, Toronto Region Board of Trade;

**Ted Rogers School of Management** – Jane Monro, Professor, Department of Law and Business; Deirdre Taylor, Professor, Ted Rogers School of Business Management.

(continued on next page)

**Fall 2014 Convocation Ceremonies, October 15, 16:**

There were 1981 candidates in total approved for Fall 2014 graduation; including 901 Undergraduate, 585 Masters, 40 Doctorates, (total 625) and 419 Continuing Education Certificates, 14 Undergraduate Certificate students, 22 Graduate Certificates.

This compares to 1850 candidates in total approved for Fall 2013 graduation; including 846 Undergraduate, 585 Masters, 28 Doctorates, (total 613) and 366 Continuing Education Certificates, 23 Undergraduate Certificate students, 2 Graduate Certificates.

Of the Fall 2014 Undergraduate candidates, 108 graduated with Honours, as compared to 121 for Fall 2013.

**C. Ravi Ravindran Outstanding Doctoral Thesis Award recipient:**

Eric Strohm (PhD Biomedical Physics).

**Governor General's Academic Gold Medalist (one Graduate Studies student):**

Eric Strohm (PhD Biomedical Physics).

**Ryerson Gold Medalists (Graduate Studies students):**

**Faculty of Arts** – David Collins (MA Philosophy);

**Faculty of Communication & Design** – Sarah Foy (MFA Documentary Media);

**Faculty of Community Services** – Lisa Ward Mather (MPI Urban Development);

**Faculty of Engineering and Architectural Science** – Dineshkumar Patel (PhD Chemical Engineering)

**Faculty of Science** – Eric Strohm (PhD Biomedical Physics);

**Ted Rogers School of Management** – Peter Myers (MBA Business Administration).

**Board of Governor's Leadership Award and Medal (Graduate Studies student):**

Sarah Foy (MFA Documentary Media).

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

**Faculty of Community Services** – Shafique Keshavjee, world leading medical innovator and thoracic Surgeon, Toronto Western Hospital;

**Faculty of Engineering and Architectural Science / Faculty of Science** – Hayley Wickenheiser, Canadian Dual-sport, Dual-season Olympian;

**Ted Rogers School of Management** - Bonnie Patterson, President and CEO of the Council of Ontario Universities.

**Faculty Speakers** gave the Convocation Address at the following Faculty and School Convocation ceremonies:

**Faculty of Arts / Faculty of Communication & Design:** Frauke Zeller, Associate Professor, School of Professional Communication with hitchBOT the hitchhiking robot.

Respectfully submitted,

Mohamed Lachemi, Provost and Vice President Academic  
Chair, Awards and Ceremonials Committee:

Gene Allen, Debora Foster, Nina de la Ponce Elphick, Charmaine Hack, Annalise Huynh, Sri Krishnan, Gil Lan, Martha Lee-Blickstead, Jennifer Mactavish, Ann MacKay, David Martin, Erin McCurdy, Ken Moffat, Ravi Ravindran, John Shields, Thomas Tenkate, John Turtlek, Kim Varma, Lois Weinthal, Stephen Wylie

## **REPORT OF ACADEMIC STANDARDS COMMITTEE**

### **Report #F2014-2; Nov 2014**

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

- MINOR IN GLOBAL POLITICS AND DEVELOPMENT (Faculty of Arts)
- ARTS AND CONTEMPORARY STUDIES – OPTION IN ANTHROPOLOGY STUDIES (Faculty of Arts)
- MINOR IN PUBLIC RELATIONS (Faculty of Communication and Design)
- GRAPHIC COMMUNICATIONS MANAGEMENT – CURRICULUM MODIFICATIONS (Faculty of Communication and Design)
- COMPUTER SCIENCE – CURRICULUM REVISIONS (Faculty of Science)

#### **A) MINOR IN GLOBAL POLITICS AND DEVELOPMENT**

##### **1. INTRODUCTION**

With the increasing diversity of Canada's major urban centres, interest in global politics has also increased dramatically. Based on the success of Global Studies, Global Politics, and International Development programs at different Canadian universities, a Minor in this field at Ryerson will be very attractive to a number of students from different disciplines, especially given the diversity of its student body.

The Politics department's proposed Minor in Global Politics and Development will offer students the opportunity to take courses in a range of subjects from different disciplines that will foster critical understanding and awareness about international politics, inequality, and conflict, and to apply this knowledge to their own disciplines.

The Minor in Global Politics and Development critically examines conflict and power in the international system, and development issues in the global South, from different theoretical and methodological perspectives. The Minor bridges disciplines and critically reflects on the evolution and character of relations between governments, between governments and international institutions, and between governments and societies and social movements, as well as the benefits and consequences of globalization.

##### **2. CURRICULUM**

The Minor in Global Politics and Development provides students with broad understanding of global politics and development. The Minor has courses drawn from those currently available in the Politics and Governance, Economics, Geography, and Sociology programs. A new course in the Politics and Governance program, POG324: Global Political Economy, is included in the elective table. Students enrolled in the undergraduate programs of Politics and Governance, and Public Administration and Governance are excluded from the Minor in Global Politics and Development.

Students opting for a minor in Global Politics and Development must first complete the required course(s), before registering for the elective courses.

To receive the Minor, a student must complete **six courses** from the following:



**Either**

POL208\* Conflict and Change in Global Studies (required) **plus** (5) five electives

**or**

POG100 People, Power, and Politics (required) **and** POG 225 Global Governance (required) **plus** (4) four electives

**or**

POL 540\* Issues in Third World Politics (required) **and** POG323 The Politics of International Development (required) **plus** (4) four electives

**Electives**

|        |                                  |          |  |
|--------|----------------------------------|----------|--|
| POG240 | Intro to Comparative Politics    | GEO108*  | Geography of the Global Village        |
| POG324 | Global Political Economy         | GEO208*  | Geography of the Global Economy        |
| POG423 | Nationalism and Identity         | POL601*  | Social Movements and Politics          |
| POG424 | Human Rights and Global Politics | POL607*  | Politics of Technology & Globalization |
| POG426 | Contemporary Global Conflicts    | POL688*  | Colonialism and Imperialism            |
| POG431 | Power, Hegemony, and Resistance  | **SOC803 | International Community Engagement     |
| POG443 | Global Cities                    | ECN220   | Evolution of the Global Economy        |

\* Liberal Studies elective

\*\* SOC803 is available to students with the approval of the Sociology department.

**3. LIST OF PREREQUISITES/ANTIREQUISITES**

| Course   | Prerequisite/Antirequisite  |
|--|---|
| <b>Required</b>  |   |
| POG100   | No prerequisite   |
| POG 225  | POG 100 or POL 27B or (POL 101 and POL 102) Antirequisite POL208 and POG323 |
| POG 323  | POG 225 or POL 208 or POL 540;  |
| POL 208  | No prerequisite; antirequisite: POG 225 and POG323                          |
| POL 540  | No prerequisite   |
| <b>Electives</b>   |   |
| ECN220   | No prerequisite   |
| POG240   | POG100  |
| POG324   | POG225 or POL208 or POL540  |
| POG423   | POG 225 or POL 208 or POL540  |
| POG424   | POG 225 or POG 315 or POL 208 or POL 540 or PPA 125                         |
| POG426   | POG 225 or POL 208 or POL 540   |
| POG431   | POG 225 or POG235 or POL208   |
| POG443   | POG 225 or POG 240 or POL 208 or POL 540 or PPA 211                         |
| SOC803   | No prerequisite; with the approval of the Sociology department              |
| All Liberal Studies electives listed in the Minor's curriculum table have no prerequisites |   |

**Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Minor in Global Politics and Development*

**B) ARTS AND CONTEMPORARY STUDIES – OPTION IN ANTHROPOLOGY STUDIES****1. INTRODUCTION**

As part of the recent Periodic Program Review, Arts and Contemporary Studies (ACS) highlighted new areas for development and growth based on information received through student surveys, comparator information, and faculty interest. The first area of development is in Anthropology.

Currently, students in ACS take eleven mandatory credits which are interdisciplinary courses that offer a sweeping perspective in history, cultural studies, philosophy, sociology, and literature of the important ideas that have shaped the world. Students can elect to follow an Option (12 credits) in a discipline-based area (English, History, French, or Philosophy) or complete an Interdisciplinary Option (current offerings include: Diversity and Equity, Invention and Inquiry, Global Studies, and Cultural Studies.) ACS's plan over the next few years is to align all disciplinary and cross/interdisciplinary Options. All Options would see an increase in required mandatory credits (from 12 credits to 13).

The new interdisciplinary option in Anthropology Studies will provide a 13 credit focus with a rigorous and structured offering of courses promising to take students from the introductory level to a more advanced level over the course of the 3 years (Options start in the second year of the program.) Anthropology is by nature an interdisciplinary area and is a welcomed and much needed addition to the ACS program as it bridges the Humanities and Social Sciences (with a Science perspective as well) in a unique way that is not currently offered at Ryerson.

In order to create a dynamic and interactive interdisciplinary option, ACS has already forged a partnership with the ROM to provide one class in the museum. Furthermore, ACS has also partnered with the Faculty of Science and has sought two courses developed by Biology for non-science students studying in Anthropology. Students would then have the opportunity to access MAs in Anthropology in notable universities after completing the Option.

## **2. RATIONALE**

As demonstrated by findings in the Periodic Program Review, ACS has seen a decline in registration (both in numbers and in quality) since the Faculty of Arts launched new BAs in English, Philosophy, and History. With the anticipated arrival of the future BA degree in Language and Intercultural Relations, ACS has to reconsider some of its current offerings to students. Also, and in light of the program review, ACS recognises that some of its current Interdisciplinary Options and Discipline Based Options have been undersubscribed.

An interdisciplinary option in Anthropology Studies answers current student need and interest, is rigorous and complete (with more compulsory courses, an additional credit, and a selection of elected courses in different disciplinary areas), prepares the students for exciting professional and graduate school work, and allows for interactive, experiential and community-engaged learning.

The new ACS Anthropology Studies Option will allow students to complete 13 credits in this interdisciplinary area in order to compete with other curricula in similar areas and/or BAs in Anthropology from other universities.

The Anthropology Studies Option examines the study of anthropology in its attempts to understand the human experience, past and present, using holistic, comparative, and field based evolutionary perspectives and practices. Students will gain a strong base in anthropological history, theory and methods as well as acquire important skills allowing them to conduct research and analysis in the mode of an anthropologist, examining and interpreting the immediate world around them. Through a variety of hands-on approaches, students will carry out field work such as participant observation, field note transcription and ethnographic interviewing in order to produce important pieces of reflective writing.

These skills can be practiced in a variety of domains including professional, remote, historical, and, of course, in everyday situations. Students will learn to employ the necessary mindfulness and openness required in the study of anthropology as well as develop a keen attention to detail, hidden patterns, and unwitting dynamics.

**3. CURRICULUM (Anthropology Studies Option courses are shaded)**

| <b>YEAR 1</b>                         |  |
|---------------------------------------|--|
| <b>Fall</b>                           | <b>Winter</b>                          |
| ACS 100: Ideas that Shape the World I | ACS 200: Ideas that Shape the World II |
| ACS 103: Introduction to Humanities   | SSH 205: Academic Writing and Research |
| SSH 105: Critical Thinking I          | ACS 106 : Introduction to Language     |
| One Table I (directed to Table I/II)  | One Table I (directed to Table I/II)   |
| One Table I or II                     | One Table II                           |

| <b>YEAR 2</b>                                    |  |
|--|--|
| <b>Fall</b>                                      | <b>Winter</b>                                    |
| ACS 300: Ideas that Shape the World III          | ACS 400: Ideas that Shape the World IV           |
| SSH 301: Research Design and Qualitative Methods | ACS 401: Introduction to Research and Statistics |
| One Table A                                      | One Table A                                      |
| ANT 100: Introduction to Anthropology            | ANT 200: Anthropological Perspectives            |
| One Table I (Group C)                            | One Table II                                     |

| <b>YEAR 3</b>                         |                                      |
|---------------------------------------|--------------------------------------|
| <b>Fall</b>                           | <b>Winter</b>                        |
| ACS 500: Ideas that Shape the World V | BIO 233 : Biological Anthropology II |
| BIO 133 : Biological Anthropology I   | One Table B                          |
| LIR 400 : Ethnographic Practices      | One Table I (Group C)                |
| One Table A                           | One Table II                         |
| One Table II                          | One Table II                         |

| <b>YEAR 4</b>     |                   |
|-------------------|-------------------|
| <b>Fall</b>       | <b>Winter</b>     |
| One Table B       | One Table B       |
| Table I (Group C) | Table I (Group C) |
| Table I (Group D) | Table I (Group D) |
| Table I (Group D) | ANT 900           |
| One Table II      | One Table II      |

**4. ANTHROPOLOGY STUDIES OPTION COURSES****Anthropological Perspectives (4 courses)**

- ANT 100 Introduction to Anthropology
- ANT 200 Anthropological Perspectives
- LIR 400 Ethnographic Practices
- ANT 900 Anthropology Capstone

**Physical Anthropology (2 courses)**

- BIO 133 Biological Anthropology I

BIO 233 Biological Anthropology II<sup>1</sup>**TABLE 1 GROUP C: Historical and Archeological Perspectives (4 courses)**

|  |  |
|--|--|
| GEO xxx Geography of the Early Hominids              | HST 533 Themes in Pre-Colonial African History     |
| *HIS 275 Ancient Greece and Rome                     | HIS 559 Ancient Egypt                              |
| *HIS 277 Mediaeval Europe 400-1350                   | HIS 561 The Ottoman Empire                         |
| *HST 111 World Turned Upside Down: Europe 1350-1789  | HIS 575 Rome: Republic and Empire                  |
| *HST 211 Century of Revolution: Europe 1789-1914     | HIS 662 The Mughal Empire, 1526-1764               |
| *HST 325 History of Science and Technology I         | HST 701 Scientific Technology and Modern Society   |
| *HST 425 History of Science and Technology II        | HST 777 Medicine from Antiquity to 1500 CE         |
| *HST 407 Canada from 1885: The Struggle for Identity | HST 786 Science and Technology in Islamic History  |
| *HST 417 History of Technology to 1900               | HST 788 Water Use in History                       |
| *HIS 461 The Near East 600 CE                        | HIS 903 Senior Seminar I: Cross-Field Study        |
| HIS 501 Archaeology and Material Culture             | NPF 559 Advanced Topics in Curatorial Practices    |
| HIS 502 Life Stories: Oral History                   | NPF 571 Introduction to Museum and Gallery Studies |

**\* A maximum of two (2) courses must be taken**

**TABLE 1 GROUP D: Social and Psychological Perspectives (3 courses)**

|  |  |
|--|--|
| ECN 340 The Economics of Human Behaviour                   | SOC 305 Sociology of Deviance              |
| LIR 100 Global Models in Intercultural Relations           | SOC 319 Sociological Perspectives on Crime |
| LIR 200 Critical Practices in Intercultural Communications | CRM 302 Criminological Theories            |
| LIR 300 Intercultural Negotiations                         | CRM 400 Indigenous Governance/Justice      |
| SEM 101 Sign, Sense and Meaning                            | PSY 102 Introduction to Psychology I       |
| SEM 102 Introduction to Visual Semiotics                   | PSY 124 Social Psychology                  |
| SOC 104 Understanding Society                              | PSY 202 Introduction to Psychology II      |
| SOC 107 Sociology of the Everyday                          | PSY 300 Psychology and Law                 |
| SOC 300 Sociology of Equity and Diversity                  | PSY 324 Biological Psychology              |
|  | PSY 434 Brain and Behaviour                |
|  | PSY 802 Death, Dying and Bereavement       |

Note that students registered in the Anthropology Studies Option cannot complete the Curatorial Minor.

**Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Arts and Contemporary Studies – Option in Anthropology Studies*

**C) MINOR IN PUBLIC RELATIONS****1. INTRODUCTION AND RATIONALE**

Developed by the Schools of Professional Communication and Journalism, a Public Relations Minor is a meaningful complement to numerous programs of study, by deepening students' critical awareness of how organizations make strategic decisions, communicate with their publics, and build strategic relationships. This Minor will also help students develop applied skills for professional practice. The Minor will be administered by the School of Professional Communication. The School of Journalism will be consulted with respect to any proposed curricular changes.

<sup>1</sup> One (possibly two) of these courses could be taught, by a staff member at the ROM.

The Canadian Public Relations Society defines public relations as "the strategic management of relationships between an organization and its diverse publics, through the use of communication, to achieve mutual understanding, realize organizational goals, and serve the public interest."<sup>2</sup>

The Public Relations Society of America notes that

[The field of ] public relations serves a wide variety of institutions in society such as businesses, trade unions, government agencies, voluntary associations, foundations, hospitals, schools, colleges and religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, shareholders and other institutions, and with society at large.<sup>3</sup>

The rationale for this Minor is founded on the following:

**i) Discipline significance.** A Minor in Public Relations will introduce students to the theory, strategies, and practices of (1) building and maintaining an organization's image and reputation; (2) fostering relationships with both internal and external audiences to inform and persuade; and (3) using communication channels and modes for message creation and audience interaction. Organizational accountability is a key theme in our information society; it is often managed through the public relations function. Public relations itself includes not only audience analysis, message strategy, and message execution, but also an understanding of ethical practice. Consequently, students who complete the Minor in Public Relations will themselves have a deeper insight into contemporary organizational behavior, its influence on target audiences and the public, and their own position as organizational representatives (no matter what their job).

The popularity of public relations as a field of study is supported by the vast number of universities (and colleges) in Ontario, the United States, and internationally that offer degree or diploma programs.

**ii) Strong potential student interest.** Interactions with prospective and current ProCom students as well as Journalism students have demonstrated interest in public relations as a program feature. During Discover Ryerson events, for example, prospective students and their parents typically ask about studying public relations as part of ProCom's curriculum.

Approximately 40% of Journalism graduates are known to pursue professional work in public relations and communications, either immediately after graduation or later in their careers, and the School of Journalism does not currently offer any training in this field.

Furthermore, there is a clear fit with other programs of study. Marketing, Human Resources, Fashion Communication, Theatre Production, and Media Production are examples of degree programs that would correlate well with a Public Relations Minor, as students would see it as rounding out their inherent professional skills. Students in Ryerson programs characterized by social outreach, such as Nutrition and Occupational and Public Health, would also find that the knowledge gained in this minor would enhance their ability to build and cultivate community relationships.

**iii) Benefit of employability enhancement.** Based on 2013 information, Service Canada notes not only recent job growth in the public relations profession, but that the trend should continue over the next few years.<sup>4</sup> Consequently, students who wish to become public relations professionals may find clear career

---

<sup>2</sup> See the Canadian Public Relations Society, <http://www.cprs.ca/aboutus/whatisPR.aspx> [accessed 6 Apr 2014]

<sup>3</sup> Public Relations Society of America. Statement on Public Relations.

<http://www.prsa.org/AboutPRSA/PublicRelationsDefined/Documents/Official%20Statement%20on%20Public%20Relations.pdf>

<sup>4</sup> Service Canada. [www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics) [accessed 1 April 2014].

opportunities. In addition, demonstrated knowledge of an organization's public relations function distinguishes job applicants in any field of study; consequently, students graduating in nutrition, public health, media, hospitality and tourism management, for example, will be able to bring their public relations knowledge to the job along with their other specialized skills.<sup>5</sup> And demonstrated sensitivity to an organization's image and reputation management will give students an edge in any job interview.

**iv) Congruity with Academic Plans.** The Task Force report on interdisciplinary programs (2013) recommends that specific policies be revised to facilitate inter-multi-disciplinary programs (recommendation #7).<sup>6</sup> Priority #1 in the Our Time to Lead Academic Plan (2014-2019) supports greater interdisciplinary choice and a stronger focus on interdisciplinary themes. Both ProCom and News Studies/Journalism courses in the Public Relations Minor will definitely provide students with a range of skills for contemporary professions and fulfill the objective of a societally focused minor.

In concurrence with the FCAD academic plan, a Minor in Public Relations will (1) "integrate theory and practice to develop practitioners who graduate with both professional skills and the critical and intellectual capacity" and (2) "create an immersive environment that introduces undergraduates to the terminology, marketplace, employment practices, and professional issues of their discipline and continues to cultivate the professionalism of students throughout their period of study."<sup>7</sup>

**v) Benefits of multi-disciplinary and multi-modal knowledge.** Independently the ProCom and News Studies minors fulfill their discrete goals.<sup>8</sup> Combined, they provide mutual contexts for a foundation in public relations. Generally speaking, ProCom courses will provide the expertise in communication theory as well as creative practice in written, oral, visual, and digital channels as related to specific professional organizations. And News Studies and Journalism courses will provide their perspectives for communication forms and functions as related to news and journalistic practices. The proposed Minor in Public Relations will (1) help students understand the news media in order to effectively engage with it, and (2) help a future public relations professional replicate the methodology of journalists (3) help students understand the role that public relation experts play as they negotiate between organizations and the media).

Furthermore, positions in public relations typically require employees who not only have excellent communication, teamwork, and persuasion skills, but also ability in web 2.0 tools and social media platforms (such as online engagement and content development) and media relations activities (press releases, media advisories, media cultivation, coverage tracking and analysis). The proposed PR Minor will provide the grounding in traditional and emerging platforms, essential for career enhancement.

**vi) Symbiosis between Professional Communication and Journalism.** As the complementary nature of ProCom and NNS courses shows, a symbiotic relationship characterizes the fields. This symbiosis underlies the goals for the Minor in Public Relations, which are to (1) apply concepts from communication and news studies to issues in public relations; (2) develop a range of communication

<sup>5</sup> Service Canada. [www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics) [accessed 1 April 2014].

<sup>6</sup> Task Force on Interdisciplinary Programs. Final Report to Senate. Ryerson University. 3 December 2013, p. 18.

<sup>7</sup> *Imagining the Future: FCAD Academic Plan 2008-2013*, April 14, 2009, 2.

<sup>8</sup> From the Minor descriptions:

"The Minor in News Studies is designed to give students an understanding of journalism theory and practice. It comprises courses that introduce students to the basic skills of journalism; that delineate the history, practice, theory and ethical standards of the profession that allow them to combine both theory and practice in exploring specific areas of content and media."

"High-level competency in written, oral, and visual communication is increasingly recognized as vital to success in business and the public sector. The Minor in Professional Communication develops students' communication professionalism through theoretical and workshop courses emphasizing creative, workable solutions to challenging communication problems."

strategies and genres that apply to public relations; and (3) demonstrate ethical awareness of issues related to public relations and journalism.

For any student (ProCom, JRN, or other program) interested in this Minor, the CMN courses provide an understanding of communication structures within organizations, strategy formulation, and channels, as well as internal and external audience analysis, creative and multi-modal products for each communicative purpose, and the ethical underpinnings of the process and product. The NNS/JRN courses provide the external media perspective, showing how journalists view and report on organizational activities, events, and crises. Together, within the Minor, the two sides provide students with an understanding of both the communication and journalism perspectives and practices to manage organizational image and reputation in an ethical manner.

## 2. CURRICULUM

### Required courses (2)

CMN279\* Introduction to Professional Communication

CMN305 Strategic Public Relations in Prof Comm

\* Equivalent courses are CMN124, CMN300, CMN373, CMN207, CMN100, CMN114, CMN201, CMN100

### Elective courses (4)

| <b>Group 1</b> (no minimum number of courses)           |   |
|---|---|
| CMN214 Communication and Language                       | CMN314 Professional Presentations                   |
| CMN269 Countercultural Communication                    | CMN413 Corporate Communications                     |
| CMN288 Promotional Communication in New Media Contexts  | CMN450 Participatory Media and Communication        |
| CMN306 Risk and Crisis Communication                    | CMN601 Visual Communication: A Critical Approach    |
|   | MKT100 Principles of Marketing                      |
| <b>Group 2</b> (minimum 2 courses)                      |   |
| NNS101 Introduction to News Studies**                   | JRN401 History of Journalism                        |
| NNS102 Understanding Multimedia Journalism              | JRN402 Theory in Journalism and Mass Communications |
| NNS103 Basics of Photojournalism                        | JRN404 Journalism's Best                            |
| NNS400 (or JRN 400) Critical Issues in Journalism       | JRN406 Age of Spin: Journalism and PR               |
| NNS500 (or JRN 500) Journalism and the Arts             | JRN412 Documentary Survey                           |
| NNS502 (or JRN502) Journalism and the World of Business | JRN509 Journalism and the Political Arena           |
| NNS505 (or JRN505) Health and Science Journalism        |   |
| NNS510 (or JRN510) Reporting Religion                   |   |
| NNS512 (or JRN512) Reporting Sports                     |   |

#### Notes:

- (1) This Minor cannot be taken in conjunction with the Minor in Professional Communication or the News Studies Minor.
- (2) \*\* NNS 101 is a prerequisite for all other NNS courses.
- (3) BJourn students may use a maximum of two JRN courses as credits toward the Minor in Public Relations. Where JRN and NNS versions of a course are available, BJourn students must take JRN version of the course.
- (4) ProCom students may use a maximum of two CMN courses as credits toward the Minor in Public Relations.

### Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Minor in Public Relations*

## **D) GRAPHIC COMMUNICATIONS MANAGEMENT – CURRICULUM MODIFICATIONS**

### **1. OVERVIEW**

The proposed curriculum revision for the School of Graphic Communications Management (GCM) is the culmination of almost two years of research, evaluation and discussion involving such stakeholders as students, graduates, and faculty as well as university administrators and members of industry.

The core curriculum has been strengthened and courses have been changed and updated to enable students to obtain more rapid introduction to hands-on industry processes. Writing-intensive courses have been identified, as have courses that contain the principles of Equity, Diversity and Inclusion. New core elective courses will satisfy student requests for more electivity in their curriculum. Core elective courses will become fundamental to several course concentrations, and they will form an array of courses that we believe will attract students from other programs in the university.

Defining the Internship that students normally participate in between the third and fourth years of the program as a separate course will support the administration of the course, and provide students with academic support and credit for their work. Students will be offered the option of a thesis-based or a management project-based capstone course to complete their education.

The proposed curriculum maintains the robust core of the program, but enables sufficient flexibility for the School to respond to rapid changes in technology, processes and materials that have become a hallmark of the graphic communications industries in the new millennium.

To prepare for and simplify the implementation of the new curriculum, GCM plans to commence with the new curriculum as of September 2015 for new first year students. The proposal is for a phased-in approach, year-by-year, with full implementation of the proposed curriculum in 2018-19.

### **2. RATIONALE FOR REVISING THE GCM CURRICULUM**

Graphic Communications Management students have had an entirely prescribed core curriculum for the majority of the program's existence. At present, student choice is limited to Liberal Studies courses and Professionally-Related courses. GCM students are currently able to select courses leading to Minors and approximately half of graduating students in recent years have successfully completed Minors in Marketing, Professional Communication, Entrepreneurship, Law, and other fields. The Curriculum Committee has listened to student voices, and has pursued curricular change with the goal of providing breadth and depth in the curriculum, and most of all, to provide students with additional choice in selecting courses, with the option to achieve one or more Concentrations.

An additional factor is the increase in the number of registered students in the GCM program. Prior to 2001, when the new Heidelberg Centre building was in the proposal stage, planning indicated an uptake in admissions to 120 students four years following the building's opening. Since Fall 2012, first year intake to the program was over 180 students each year. An increase in the student population has meant that their interests have broadened, but also that the School has achieved the critical mass of students to diversify the curriculum.

An increased number of enrollments mandates that students have more choice because there is less reason to assume that the larger cohort actually want to take the same kind of courses. Students develop an interest in, and an affinity for, specific curricular areas, including packaging, wide format digital printing, cross-media, and book arts. A larger cohort not only provides the critical mass to run the courses, but also enables the School to develop and deliver options that are attractive to students within the Graphic Communications Management program, to students in other Faculty of Communication & Design programs, as well as other programs throughout the University.

By proposing a more diverse range of elective courses and related Concentrations, the School will be better positioned to meet the increasingly diverse requirements of employers in our changing industry.



This also will help to prepare GCM graduates for a wider range of career paths and graduate studies options.

The revised curriculum enables reciprocal course enrollments with students from other degree programs in the University. The School has amended current courses, and created new ones that will form the core of a module in printing and publishing to be taught to students enrolled in the Creative Industries program. As early as Fall 2014 GCM expects a substantial cohort of Creative Industries students to enroll in GCM courses. In return, GCM students look favourably on the potential to enroll in courses in the Creative Industries and across the University in the new open curriculum.

The current curriculum offered by the School of Graphic Communications Management has not seen a significant revision since 1998, although the content of the courses offered has been updated regularly to remain current. There are some aspects of the current curriculum that are worth noting:

- The current curriculum contains a total of 47 courses. This number is on the high side of what would be considered a normal course load for a four-year degree program at Ryerson.
- Currently, GCM is the only program in FCAD that does not offer electivity in its core courses; the same is true when comparing the Ryerson GCM curriculum to that of comparator institutions.
- GCM course hours are not standardized and can cause some scheduling concerns.
- The current curriculum is quite heavily loaded in the earlier semesters, and relatively light in the later semesters.

### **3. GOALS FOR CURRICULAR REVISION**

The goals for change included the following:

- The need to reduce the number of courses and course hours in the GCM program to more closely reflect current Ryerson norms
- The requirement to review and modify the current curriculum in order to comply with Ryerson's current direction on Undergraduate Program Curriculum Structure
- The desire to harmonize course delivery to three-hour courses (in alignment with most of the University)
- To provide first-year students with the opportunity to follow lab assignments from conception to completion within shortened timeframes, and to complete more independent lab work
- To maintain breadth in the core course offerings, and to rectify issues identified when mapping the existing curriculum, where inconsistency of Introductory, Reinforcement and Proficiency levels were noted
- To introduce choice and electivity to the core of the curriculum
- To provide students with the opportunity to undertake Concentrations within the program, and to enable all students to take courses to enhance their depth of understanding of specific course topics (many of which were requested by students)
- To develop a curriculum that includes Equity, Diversity and Inclusion (EDI) as an important element, and to ensure that EDI principles are upheld in course curricula
- To provide a flexible and responsive curriculum structure which will allow GCM to adjust and renew courses as required by future technological change
- To reflect the values, priorities and strategies of the 2014-2019 Academic Plan: Our Time to Lead

### **4. ADVISORY COUNCIL CONSULTATION**

The Advisory Council was positive about the proposed curriculum modifications. The Council did identify some topic areas where students could benefit from additional study. In particular, those included leadership, process analysis, and the selling process. Based on the feedback of the Advisory Council, the Curriculum Committee has made changes that are reflected in the current document. Changes include updates to course descriptions, and the addition of a Concentration in Leadership.

## **5. CONSULTATION WITH ACADEMIC UNITS AFFECTED BY THE PROPOSED CHANGES**

Recognizing that the revised curriculum affects existing other programs and academic units, the School has consulted extensively with affected units. This includes program departments and Schools whose elective tables include GCM courses: Creative Industries, English, Biomedical Science, RTA Sport Media, and Financial Mathematics, Math and its Application. It also includes those units whose courses are (or will be) part of the GCM curriculum: Accounting, Marketing, Philosophy, and Professional Communication. In all cases, GCM has received positive feedback and support from these academic units. The School has also obtained the support of the G. Raymond Chang School of Continuing Education, which offers the Certificate in Graphic Communications, and will work with CE to revise the Certificate to align with the proposed curriculum, once approved.

Some current GRA courses are listed as Open Electives for a small number of recently approved programs that are based on the new curricular model. Ongoing discussions will result in additions and deletions to the Open Elective Table, pending approval of this proposal. The committee has identified which of the proposed GCM courses are suitable for addition to the Open Elective Table.

## **6. LEARNING OUTCOMES AND CURRICULAR MAPPING**

All GCM faculty and instructors collaboratively defined 32 distinct learning outcomes that GCM graduates should experience at various levels throughout their four-year education. Faculty used the Curriculum Assistant software to map the 32 learning outcomes to the existing curriculum. The results of this mapping exercise enabled the Curriculum Committee to identify gaps and areas of concern within the existing curriculum, so that similar issues could be avoided in the proposed modification.

Once a draft curriculum was developed, the Curriculum Committee mapped the new courses to the GCM learning outcomes. Further adjustments were made based on these results, and the proposed curriculum was mapped again. The Curriculum Committee feels that the proposed curriculum mapped to learning outcomes demonstrates the right balance and progression of learning outcomes throughout the curriculum.

The Curriculum Committee mapped GCM's 32 learning outcomes to the six University Undergraduate Degree Level Expectations (UUDLEs). Given that GCM's learning outcomes are thoroughly covered in the proposed curriculum, the Committee is confident that UUDLEs are fully addressed.

### **The Six Groupings of GCM's Learning Outcomes**

*Technology:* The Learning Outcomes focus on the broader technology issues relating to the Graphic Communications field. Here students explore the historical and future impact of technology, and technological trends.

*Technical:* The Learning Outcomes focus on hands-on application of technologies in a concrete way. Technical Learning Outcomes deal with identifying, executing, and analyzing specific tasks in a graphic arts workflow.

*Business Management:* The Learning Outcomes describe the necessary knowledge and skills which allow a GCM graduate to contribute to, and direct, the operation of a business or organizational unit as it relates to the printing industry in Canada, as well as local and global economies.

*General and Academic Skills:* The Learning Outcomes focus on essential academic skills such as critical thinking, inquiry, gathering information and implementing solutions.

*Communication:* Learning Outcomes focus on communicating internally and externally with a variety of audiences in written, electronic, and oral form for business and technical purposes.

*Self Management:* Learning Outcomes identify personal and professional knowledge skills and attitudes that are consistent with expectations for a professional within the field. These outcomes include but are not limited to organizational skills, ethical and professional conduct, attitude and engagement.

|                           | GOAL   | DESCRIPTION   |
|---------------------------|--|---|
| TECHNOLOGY                | LO 01  | technology  |
|                           | LO 01a   | applies knowledge of historical, current, new, and emerging technologies  |
|                           | LO 01b   | applies knowledge of the complete graphic communication process from concept to finished product  |
|                           | LO 01c   | distinguishes between various forms of print and electronic media   |
|                           | LO 01d   | interprets current trends in order to anticipate future needs   |
| TECHNICAL                 | LO 02  | Identifies and analyzes effective graphic design and visual communications  |
|                           | LO 03  | Constructs appropriate job plans based on job requirements and equipment specifications including:  |
|                           | LO 03a   | preparing and evaluate files  |
|                           | LO 03b   | creating, analyzing and execute imposition plans  |
|                           | LO 03c   | applying colour theory  |
|                           | LO 03d   | applying and analyzing colour management  |
|                           | LO 03e   | preparing and analyzing estimates and costing information   |
|                           | LO 03f   | preparing and executing schedules   |
|                           | LO 04  | Works with hardware, software, manufacturing machines and related tools to:   |
|                           | LO 04a   | create, analyze, correct, process, and manage files in accordance with industry standards for   |
|                           | LO 04a i   | traditional output (conventional and static digital)  |
|                           | LO 04a ii  | non-traditional output (VDP, Web-to-print, etc.)  |
|                           | LO 04a iii   | cross-media output (web, mobile, tablet, e-reader)  |
|                           | LO 04a iv  | packaging output  |
|                           | LO 04b   | prepare, output (calibrate) and analyze proofs and plates   |
|                           | LO 04c   | select and evaluate materials for appropriate printability, runability and end use  |
|                           | LO 04d   | use, troubleshoot and optimize a variety of tools as well as printing and finishing equipment   |
|                           | LO 05  | Assesses and specifies binding and finishing processes  |
| LO 05a                    | plans and communicates fulfillment requirements  |   |
| LO 06                     | Identifies and applies appropriate quality control tools and techniques to monitor and improve quality |   |
| BUSINESS MANAGEMENT       | LO 07  | Describes the printing industry in Canada and relates it to local and global economies  |
|                           | LO 08  | Plans and adapts to a changing business environment   |
|                           | LO 09  | Interprets, applies and communicates financial information  |
|                           | LO 09a   | identifies factors in strategic pricing decisions and makes pricing recommendations   |
|                           | LO 10  | Reviews and evaluates corporate structure   |
|                           | LO 11  | Describes management theory   |
|                           | LO 11a   | differentiates between the attributes of managers and leaders   |
|                           | LO 12  | Describes organizational behaviour theory   |
|                           | LO 13  | Prepares and executes project plans while adhering to project management principles   |
|                           | LO 14  | Defines and describes the strategic role of human resource management in the recruitment, selection, supervision, evaluation, and compensation of employees |
|                           | LO 15  | Prepares a marketing strategy and applies marketing concepts in the printing industry   |
|                           | LO 15a   | Plans cross-media campaigns and evaluates effectiveness   |
| LO 16                     | Prepares strategic business plans oriented to the printing industry                                    |   |
| LO 17                     | Recognizes and complies with health and safety regulations   |   |
| LO 18                     | Appraises the environmental impact of printing industry practices                                      |   |
| GENERAL & ACADEMIC SKILLS | LO 19  | Researches, assembles, critically analyzes and synthesizes information  |
|                           | LO 20  | Proposes and tests solutions and makes well-supported recommendations   |
|                           | LO 21  | Solves managerial, interpersonal and technological problems   |
|                           | LO 22  | Proofreads to industry standards  |
| COMMUNICATION             | LO 23  | Works well independently and in interdisciplinary and diverse teams, demonstrating accountability and personal responsibility                               |
|                           | LO 24  | Communicates effectively and appropriately for a variety of audiences   |
|                           | LO 24 A  | in written fom  |
|                           | LO 24 B  | in electronic form  |
|                           | LO 24 C  | in verbal form  |
|                           | LO 25  | Writes effective business reports   |
| LO 26                     | Writes effective technical reports   |   |
| SELF MANAGEMENT           | LO 27  | Demonstrates effective presentation skills  |
|                           | LO 28  | Demonstrates and applies time management and organizational skills  |
|                           | LO 29  | Demonstrates ethical and professional conduct   |
|                           | LO 30  | Manages own professional growth and skill development   |
|                           | LO 31  | Demonstrates a positive attitude, takes initiative and thinks proactively   |
|                           | LO 32  | Engages with the industry and professional community  |

## 7. SPACE AND RESOURCE IMPLICATIONS

The GCM Curriculum Committee completed a detailed lab space study to determine what additional lab spaces, if any, would be required to implement the proposed curriculum including during the phase-in period and upon full implementation. The proposed curriculum does not require additional lab space.

Using GCM's current complement of faculty and CUPE instructors, as well as the School's ability to call upon additional resources from academic and industry communities, the Curriculum Committee is confident that the proposed curriculum can be delivered successfully.

## 8. PROPOSED CURRICULUM: OVERVIEW

The proposed curriculum is based on the new Ryerson Curricular Framework approved by Senate in June 2011 and the Curriculum Renewal White Paper approved by Senate in June 2012. Some of the highlights of the proposed curriculum include:

- A reduction of the total number of courses required to complete the program. This better aligns GCM with current Ryerson practices.
- Electivity in core courses, including the choice to specialize in one of four concentrations. Under the proposed curriculum, a GCM student could complete one concentration while remaining within the required number of courses for degree completion. A second concentration, while theoretically possible, would require a student to take additional courses above the number required for degree completion. Completion of a concentration is completely optional, and will depend on each student's personal educational and career goals.
- A significant increase in electivity in general from 26% of program courses at present to 36% in the proposed curriculum. At present, of the 47 courses taken by GCM students, only 12 are electives. Under the proposed curriculum, electivity rises to 16 out of 44 courses. The proposed GCM curriculum will also create richer electives for students in other programs across the University who choose to take new GCM courses as electives.
- Standard blocks of course hours for ease of scheduling and improved student timetables. Equity, diversity and inclusion is a theme found throughout the proposed curriculum, and students will learn how EDI considerations touch most aspect of the graphic communications industry. In addition, the proposed curriculum has built-in flexibility and adaptability that will allow the curriculum to grow and change with the evolving needs of the industry.

### Comparison of Course Hours Between Existing and Proposed Curriculum

| Current Terminology                     | New Terminology       | Existing  | Proposed  |
|---|-----------------------|-----------|-----------|
| Core (Professional) Required Courses    | Core Required Courses | 29        | 23        |
| Professionally-Related Required Courses | Core Required Courses | 6         | 6         |
| Core (Professional Elective)            | Core Elective         | 0         | 4         |
| Professionally Related Courses          | Open Elective         | 6         | 5         |
| Liberal Studies                         | Liberal Studies       | 6         | 6         |
| <b>Total Courses:</b>                   |                       | <b>47</b> | <b>44</b> |

## 9. NEW COURSES AND NEW GCM COURSE CODES

In a curriculum revision, it is customary to indicate existing, revised and new courses. This proposal includes all new courses in Graphic Communications Management. The existing courses (GRA course codes) will be discontinued as the existing curriculum is phased out. New courses, with the accompanying new GCM course code, will be phased in, replacing the old courses. While some new courses bear similarity to the existing courses, none of the existing courses are retained. All GCM courses are new

courses. This does not affect courses taught by other departments, such as Accounting, Marketing, Professional Communication, etc.

The Registrar's Office was consulted about course codes. The existing GRA course codes have been used for most of Ryerson's history. As a result, it would be difficult to implement a logical course numbering hierarchy within the confines of limited available GRA course codes. A decision was made to implement a new "GCM" course code, and this is supported by the calendar office. A new hierarchical course numbering system is proposed which will lend clarity to the program structure for students and academic advisors.

## 10. PROPOSED CURRICULUM – Graphic Communications Management

|  |  |
|--|--|
| <b>1<sup>st</sup> SEMESTER</b>   | <b>2<sup>nd</sup> SEMESTER</b>   |
| <b>REQUIRED:</b><br>GCM 110 Introduction to Graphic Communications<br>GCM 120 Graphic Communication Processes 1<br>GCM 130 Design and Layout<br>MKT 100 Principles of Marketing<br><b>LIBERAL STUDIES:</b> One Course from Table A.  | <b>REQUIRED:</b><br>GCM 111 Graphic Communication Technologies<br>GCM 121 Graphic Communication Processes 2<br>CMN 279 Introduction to Professional Communications<br>GMS 200 Introduction to Global Management<br>SSH 105 Critical Thinking I<br><b>OPEN ELECTIVE:</b> One Course |
| <b>3<sup>rd</sup> SEMESTER</b>   | <b>4<sup>th</sup> SEMESTER</b>   |
| <b>REQUIRED:</b><br>GCM 230 Typography<br>GCM 240 Material Science for Print<br>GCM 250 Binding and Finishing<br>MKT 300 Marketing Metrics and Analysis<br><b>LIBERAL STUDIES:</b> One Course from Table A.  | <b>REQUIRED:</b><br>ACC 100 Introductory Financial Accounting<br>GCM 210 Consumer Packaging<br>GCM 220 Graphic Communications Processes 3<br>GCM 260 Digital Premedia Workflow<br><b>OPEN ELECTIVE:</b> One Course<br><b>LIBERAL STUDIES:</b> One Course from Table A.             |
| <b>5<sup>th</sup> SEMESTER</b>   | <b>6<sup>th</sup> SEMESTER</b>   |
| <b>REQUIRED:</b><br>GCM 350 Estimating and Selling for Graphic Comm<br>GCM 360 Colour Mgmt for Graphic Communications<br>GCM 370 Management Studies<br>GCM 375 Project Mgmt for Graphic Communications<br><b>CORE ELECTIVE:</b> One Course from Table I<br><b>LIBERAL STUDIES:</b> One Course from Table B | <b>REQUIRED:</b><br>GCM 320 Digital and Variable Data Printing<br>GCM 362 Web and Cross-Media<br>GCM 372 Operations and Process Management<br><b>CORE ELECTIVE:</b> One Course from Table I<br><b>OPEN ELECTIVE:</b> One Course  |
| <b>SPRING/SUMMER SEMESTER</b><br><b>REQUIRED:</b> WKT 608 GCM Internship   |  |
| <b>7<sup>th</sup> SEMESTER</b>   | <b>8<sup>th</sup> SEMESTER</b>   |
| GCM 420 Advanced Print Production Processes<br>GCM 460 Asset Mgmt for Graphic Communications<br><b>CORE ELECTIVE:</b> One Course from Table I<br><b>OPEN ELECTIVE:</b> One Course<br><b>LIBERAL STUDIES:</b> One Course from Table B.  | <b>REQUIRED:</b><br>GCM 461 Workflow Automation<br>GCM 470 Business Plan <i>or</i> GCM 490 Thesis<br><b>CORE ELECTIVE:</b> One Course from Table I<br><b>OPEN ELECTIVE:</b> One Course<br><b>LIBERAL STUDIES:</b> One Course from Table B.   |

## 11. PROPOSED CURRICULUM: CONCENTRATIONS

The following optional 6-course concentrations may be selected by GCM students.

### Concentration in Digital Graphic Output

GCM 754 Sign and Display Graphics

GCM 802 E-book Production and Publishing  
 GCM 854 Advanced Material Science  
*Select any three of the following courses:*  
 GCM 804 Non-traditional Printing Applications  
 GCM 806 Advanced Typography  
 GCM 810 Creativity, Clients and Design

GCM 850 Directed Studies I: Issues Trends in GCM  
 GCM 852 Directed Studies II: Issues Trends in GCM  
 GCM 858 Advanced Workflows  
 GCM 860 Advanced Variable Data Printing

### Concentration in Leadership

ACC 406 Introductory Management Accounting  
 ENT 601 Identifying Opportunities  
 FIN 300 Managerial Finance I  
*Select any three of the following courses:*  
 FIN 401 Managerial Finance II  
 FIN 510 Small Business Finance  
 GCM 746 Sustainability in Print and Packaging

GCM 816 Sales and Customer Relationship Mgmt GCM  
 GCM 850 Directed Studies I: Issues Trends in GCM  
 GCM 852 Directed Studies II: Issues Trends in GCM

### Concentration in Packaging

GCM 210 Consumer Packaging  
 GCM 800 Tags Labels and Bags: The Flexo Processes  
 GCM 808 Outside the Box: Packaging Prototyping  
*Select any three of the following courses:*  
 GCM 740 Accessibility for Graphic Communications  
 GCM 746 Sustainability in Print and Packaging  
 GCM 750 3D Printing  
 GCM 804 Non-traditional Printing Applications

GCM 806 Advanced Typography  
 GCM 810 Creativity, Clients and Design  
 GCM 854 Advanced Material Science  
 GCM 856 Colour Theory and Measurement

### Concentration in Publishing

GCM 720 Magazine Production and Publishing  
 GCM 722 Book Production and Publishing  
 GCM 802 E-book Production and Publishing  
*Select any three of the following courses:*  
 GCM 730 Fulfillment: Signed, Sealed and Delivered  
 GCM 738 Photoshopped! The Art of Image Retouching  
 GCM 740 Accessibility for Graphic Communications  
 GCM 746 Sustainability in Print and Packaging

GCM 806 Advanced Typography  
 GCM 810 Creativity, Clients and Design  
 GCM 812 Out of a Bind: Adv Binding and Finishing

## 12. PROPOSED CURRICULUM: GCM CORE ELECTIVES - TABLE 1

| GCM Core Electives with no prerequisites |   |                                   |
|--|---|-----------------------------------|
| Code                                     | Course                                    | Concentration(s)                  |
| GCM 710                                  | The Art of the Book                       | Not assigned                      |
| GCM 712                                  | Making an Impact: The Letterpress Revival | Not assigned                      |
| GCM 720                                  | Magazine Production and Publishing        | Publishing                        |
| GCM 722                                  | Book Production and Publishing            | Publishing                        |
| GCM 730                                  | Fulfillment: Signed, Sealed and Delivered | Publishing                        |
| GCM 738                                  | Photoshopped! The Art of Image Retouching | Publishing                        |
| GCM 740                                  | Accessibility for Graphic Communications  | Packaging, Publishing             |
| GCM 746                                  | Sustainability in Print and Packaging     | Leadership, Packaging, Publishing |
| GCM 750                                  | 3D Printing                               | Packaging                         |
| GCM 754                                  | Sign and Display Graphics                 | Digital Graphic Output            |

| <b>GCM Core Electives with prerequisites</b> |   |   |
|--|---|---|
| <b>Code</b>                                  | <b>Course</b>                             | <b>Concentration(s)</b>                       |
| GCM 800                                      | Tags, Labels and Bags: Flexo Processes    | Packaging                                     |
| GCM 802                                      | eBook Production and Publishing           | Digital Graphic Output, Publishing            |
| GCM 804                                      | Non-traditional Printing Applications     | Digital Graphic Output, Packaging             |
| GCM 806                                      | Advanced Typography                       | Digital Graphic Output, Packaging, Publishing |
| GCM 808                                      | Outside the Box: Package Prototyping      | Packaging                                     |
| GCM 810                                      | Creativity, Clients and Design            | Digital Graphic Output, Packaging, Publishing |
| GCM 812                                      | Out of a Bind: Adv Binding and Finishing  | Publishing                                    |
| GCM 816                                      | Sales and Customer Relationship Mgmt GCM  | Leadership                                    |
| GCM 818                                      | Press Troubleshooting Simulation          | Not assigned                                  |
| GCM 850                                      | Directed Studies I: Issues Trends in GCM  | Digital Graphic Output, Leadership            |
| GCM 852                                      | Directed Studies II: Issues Trends in GCM | Digital Graphic Output, Leadership            |
| GCM 854                                      | Advanced Material Science                 | Digital Graphic Output, Packaging             |
| GCM 856                                      | Colour Theory and Measurement             | Packaging                                     |
| GCM 858                                      | Advanced Workflows                        | Digital Graphic Output                        |
| GCM 860                                      | Advanced Variable Data Printing           | Digital Graphic Output                        |

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Graphic Communications Management – Curriculum Modifications*

## **E) COMPUTER SCIENCE – CURRICULUM REVISIONS**

### **1. OVERVIEW**

The proposed changes to the undergraduate computer science program aim to (1) address weaknesses detected in the Undergraduate Level Expectations (UDLEs) analysis, by Periodic Program Review external reviewers and the 2013 Canadian Information Processing Society (CIPS) Accreditation Report; (2) provide 1st year students a fuller initial exposure to computer science curriculum content; and (3) bring the curriculum in line with the 2013 Association for Computer Machinery Computer Science Curriculum Guidelines (ACM-CG13) and with Ryerson University's new undergraduate curriculum model.

To achieve these aims five “openings” in the curriculum have been created by making five professional compulsory courses optional and retiring one professional compulsory course. The gaps were filled in with one new professional compulsory course, one professionally-related elective, and four open electives. The curriculum was also rearranged by positioning in 1st year more computer science related courses (and fewer mathematics courses), leaving additional openings for professionally-related (PR) electives in 2nd and 3rd year, and shortening the time gap between foundational and follow up courses.

## 2. CURRICULUM REVISIONS

### i) Changes to Professional and Professionally-Related Courses

| Type of change  | Courses                                |
|---|--|
| From professional compulsory to professionally-related elective | MTH304, MTH310, CPS615, CPS616, GMS200 |
| Replacement   | CPS415 replaces MTH210                 |
| New professional compulsory                                     | CPS415, CPS421                         |
| Retirement  | CPS311                                 |

### ii) Changes to Electives

| Type of changes | Courses                          |
|-----------------|----------------------------------|
| Insertion       | 4 open, 1 professionally-related |

### iii) Repositioning of Courses

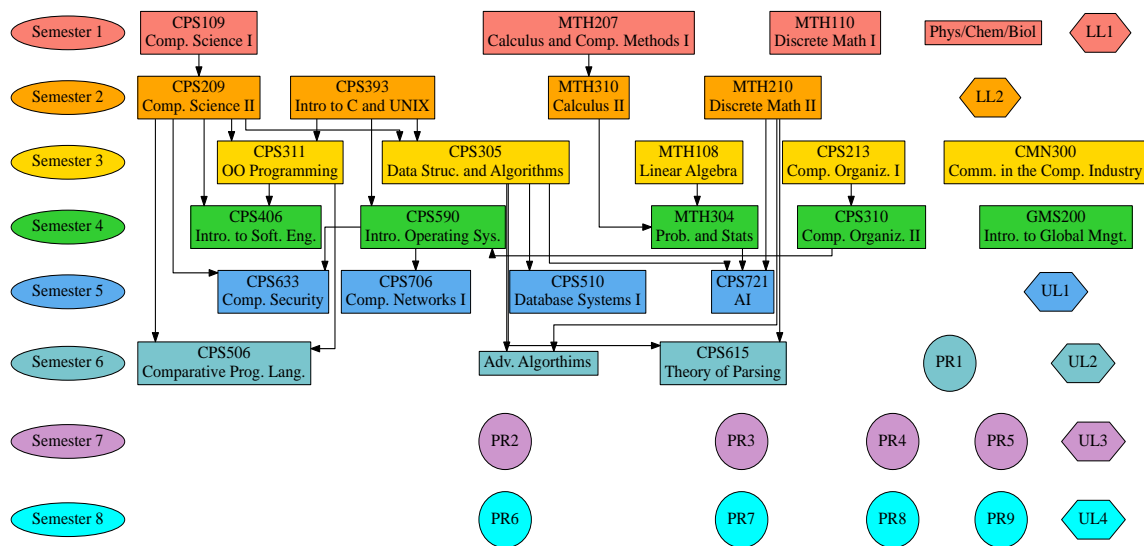
Figures 1 and 2 respectively show the present curriculum and the proposed curriculum. The rationale for the course repositioning is fourfold:

- (1) the new arrangement will provide first year students with a more appropriate initial exposure to computer science, as it sensibly introduces students not only to computer programming but also to the hardware environment on which computing is based;
- (2) it will allow students to take optional courses earlier in the program;
- (3) it will enable to shorten the time gap (in terms of semesters) separating foundational subjects from courses that have those as prerequisite, e.g., CPS506 is now near CPS209, and CPS415 is near CPS721 and other PR elective courses; and
- (4) it makes the curriculum consistent with the new University-wide curriculum framework, as out of the 40 required courses, 20 are core courses; 4 are open electives, and 6 are liberal studies.



**Figure 1 – Current Curriculum.**

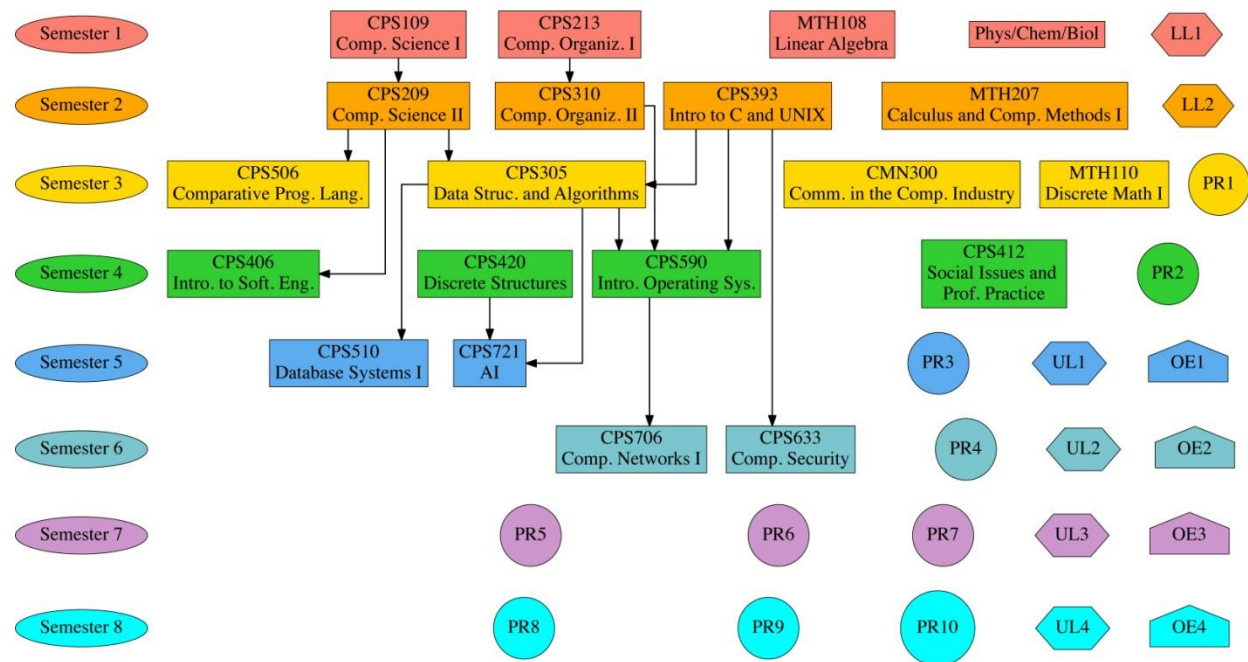
Present curriculum showing professional compulsory courses (rectangles), professionally related (PR) elective courses, and lower/upper liberal (LL/UL) courses. Arrows represent course prerequisites.



**Figure 2 – Proposed Curriculum**

Proposed curriculum showing professional compulsory courses (rectangles), professionally related (PR) elective courses, open electives (OE), and lower/upper liberal courses. Arrows represent course prerequisites.

Note - *Open elective* courses: any Ryerson course in the Open Electives table other than a CPS course with a number lower than 500.



**Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Computer Science – Curriculum Revisions*

Respectfully Submitted,

Chris Evans, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Chair and Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Anne Marie Singh, Faculty of Arts, Criminology

Kathleen Kellett-Bestos, Faculty of Arts, Languages, Literatures and Cultures

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

Jean Bruce, Faculty of Communication & Design, Image Arts

Mary Sharpe, Faculty of Community Services, Midwifery

Nick Bellissimo, Faculty of Community Services, Nutrition

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Vadim Bostan, Faculty of Science, Chemistry & Biology

Tina West, Ted Rogers School of Management, Business Management

Jim Tiessen, Ted Rogers School of Management, Health Services Management

Naomi Eichenlaub, Library

Nenita Elphick, Chang School of Continuing Education

Des Glynn, Chang School of Continuing Education

Jona Zyfi, Student, Faculty of Arts, Criminology