

RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, January 27, 2015

SENATE MEETING AGENDA
Tuesday, January 27, 2015
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 January 27, 2015 agenda*
3. Announcements
- Pages 1-3 4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the December 2, 2014 meeting*
5. Matters Arising from the Minutes
6. Correspondence
- Pages 4-9 7. Reports
 - 7.1 Report of the President
 - 7.1.1 President's Update
 - Pages 10-17 7.2 Achievement Report
 - Pages 18-21 7.3 Report of the Secretary
 - 7.3.1 Notice of Senate elections for 2015-2016
 - 7.4 Committee Reports
 - 7.4.1 Report #W2015-1 of the Academic Governance and Policy Committee (AGPC)
 - 7.4.1.1 Update on the October 2013 Senate motion for AGPC to develop policy clarifying the eligibility of (Academic) Directors, who are not Directors of a School, to hold faculty positions on Senate: J. Turtle

Motion: *That Senate approve that faculty who are Full (vs. Associate) Members of the Ryerson Faculty Association (RFA), including (Academic) Directors who are not Directors of a School, be eligible to serve in faculty positions on Senate for which they are otherwise qualified.*

7.4.1.2 Notice of upcoming review of the following policies, and invitation for expressions of interest to join the review committee(s): J. Turtle

- Undergraduate Appeals (134) and Graduate Appeals (152)
- Undergraduate Course Management (145) and Graduate Course Management (151)
- Examinations (135)

7.4.2 Update from the Policy 60 Review Committee: D. Checkland and C. Evans

Pages 22-57 7.4.3 Report #W2015-1 of the Academic Standards Committee (ASC): C. Evans

Pages 22-27 7.4.3.1 Certificate in PreMedicine and Professional Health Career Foundation

Motion #1: *That Senate approve the Certificate in PreMedicine and Professional Health Career Foundations*

Pages 27-55 7.4.3.2 Bachelor of Arts in Language and Intercultural Relations
Motion #2: *That Senate approve the Bachelor of Arts in Language and Intercultural Relations*

Pages 55-56 7.4.3.3 Certificate in IBM Mainframe System Z Computing: Discontinuation and Cancellation of Courses
Motion #3: *That Senate approve the Certificate in IBM Mainframe System Z Computing: Discontinuation and Cancellation of Courses*

Pages 56-57 7.4.3.4 Certificate in Laboratory Management and Practices: Discontinuation
Motion #4: *That Senate approve the Certificate in Laboratory Management and Practices: Discontinuation*

Pages 58-160 7.5 Report of the Yeates School of Graduate Studies (YSGS)

Pages 58-133 7.5.1 Graduate Program Council (GPC) Bylaws
Motion: *That Senate approve the following Graduate Program Council (GPC) bylaws:*

- Bylaws for eight Graduate Program Councils that have full membership of eligible YSGS members.

Pages 58-67	- Fashion
Pages 68-75	- Film and Photographic Preservation
Pages 76-83	- Journalism
Pages 84-91	- Nutrition Communication
Pages 92-98	- Philosophy
Pages 99-113	- Policy Studies
Pages 114-126	- Public Policy and Administration
Pages 127-133	- Spatial Analysis

- Bylaws for three Graduate Program Councils that have opted for a membership that is a subset of the eligible YSGS members.

Pages 134-142	- Digital Media
Pages 143-151	- Social Work
Pages 152-160	- TRSM

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

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11.1 Minor Changes to the School of Social Work Practicum Hours

11.2 Course changes from:

(See http://www.ryerson.ca/senate/agenda/2015/Course_change_forms_Jan_27_2015.pdf)

Faculty of Arts - Language, Literatures and Culture

Faculty of Communication and Design - RTA School of Media

Faculty of Engineering and Architectural Science - Electrical and Computer Engineering

Faculty of Science - Chemistry and Biology

12. Adjournment

SENATE MINUTES OF MEETING TUESDAY, December 2, 2014			
MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
J. P. Boudreau	R. Babin	R. Meldrum	D. Anderson
M. Bountrogianni	S. Banerjee	N. Naghibi	J. D’Cruz
T. Duever	R. Botelho	D. Naylor	Z. Fatima
C. Evans	D. Checkland	A. O’Malley	S. Pereira
U. George	P. Danziger	H. Parada	M. Rix
C. Hack	M. Dionne	D. Rose	J. Root
G. Hauck	S. Dolgoy	A. Sadeghian	A. Shah
A. Kahan	C. Falzon	B. Tan	D. Tenty
M. Lachemi	A. Ferworn	K. Tucker Scott	M. Yousaf
H. Lane Vetere	A. Goss	P. Walsh	J. Zyfi
M. Lefebvre	F. Gunn	J. Zboralski	
S. Levy	E. Kam		
J. Mactavish	J. Leshchyshyn		
S. Murphy	J. Lisi		
D. O’Neil Green	V. Magness		
J. Winton	D. Mason		
S. Zolfaghari	A. McWilliams		
SENATE ASSOCIATES:			
M. Lee Blickstead			
A. M. Brinsmead			
REGRETS:	ABSENT:		ALUMNI:
A. Adeli	D. Angarita		
I. Coe	G. Farok		
W. Cukier	A. McKnight		
J. Martin	C. Zamaria		
R. Ravindran			
M. Sarkis			
U. Siddiqui			
P. Stenton			

Committee of the Whole Discussion regarding eLearning

Nancy Walton, Director of eLearning, gave a brief update on the initiatives and consultations undertaken to date. Senators were then divided into groups for discussions regarding issues raised in the update, the results of which were provided to Dr. Walton. For context, five broad strategic priorities have been identified so far: Increasing blended-learning opportunities, creating a learner-centered model, ensuring accessibility across all contexts of eLearning, providing enhanced faculty and staff support for eLearning, and continuing to build Ryerson's profile in eLearning.

Each group of Senators was asked to provide feedback on how the Ryerson community members and programs they represent can be best supported should they choose to incorporate technology in teaching and learning activities. A guiding principle was that the use of technology in the classroom be considered carefully, ensuring thoughtful alignment with student and faculty needs, priorities, and pedagogical approaches.

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

Motion: *That Senate approve the December 2, 2014 agenda*

A. McWilliams moved; M. Lefebvre seconded

Motion approved.

3. Announcements - None

4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the November 4, 2014 meeting*

A. Goss moved; M. Bountrogianni seconded

Motion approved.

5. Matters Arising from the Minutes - None

6. Correspondence - None

7. Reports

7.1 Report of the President

7.1.1 President's Update

President Levy invited H. Lane Vetere, Vice Provost Students to provide an overview of the University's plans regarding sexual assault issues. She encouraged Senators and other members of the Ryerson community to contact her regarding any concerns or suggestions.

President Levy gave an update on government grant income and stated there were no announcements yet from the government on this matter.

President Levy then thanked Peggy Shannon, Chair of the Theatre School, and other faculty members and students in FCAD for their efforts in producing Cinderella, with a special performance organized for the Ryerson community and their families.

7.2 Achievement Report

7.3 Report of the Secretary - None

7.4 Committee Reports

7.4.1 Update from the Policy 60 (Student Code of Academic Conduct) Review Committee: C. Evans and D. Checkland, Co-Chairs

C. Evans stated that a draft of the revised policy will come to Senate for approval in the Winter 2015 term. D. Checkland announced that due to a past academic misconduct lawsuit involving Ryerson, he had investigated if a legal settlement could bind Senate in developing policy. He stated that the Policy 60 Review Committee has been assured that their policy revision recommendations are not bound by the legal settlement.

7.5 Report of the Yeates School of Graduate Studies (YSGS)

7.5.1 Ted Rogers School of Management Graduate Program Council motion to address recommendations from the MBA-MTI and MMSc-MTI Program Review (Program Review approved by Senate in May 2014)

Motion: *That Senate approve removing the thesis option (MB8900 and MT8900) from the MBA programs in the MBA program course calendar*

J. Mactavish moved; S. Murphy seconded

Motion approved.

7.5.2 **For Information:** Ted Rogers School of Management Graduate Program Council motions to address recommendations from the MBA-MTI and MMSc-MTI Program Review (Program Review approved by Senate in May 2014)

7.5.2.1 Name change from the Masters of Management Science in the Management of Technology and Innovation (MMSc) degree to Masters of Science in Management (MSM), under the existing curriculum.

7.5.2.2 The Masters of Science in Management degree (MSM) will be administered as a distinct masters program.

7.5.2.3 The administration of the two existing Masters of Business Administration (MBA) degrees (generalist MBA and specialist MBA in the Management of Technology and Innovation) will be combined under one program entitled MBA Programs.

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

11.1 Course changes from

(see www.ryerson.ca/senate/agenda/2014/course_change_forms_Dec_2_2014.pdf):

Faculty of Arts: Arts and Contemporary Studies; Economics; Geography;
Language, Literature and Culture

Faculty of Communication and Design: Professional Communication; RTA
School of Media

Ted Rogers School of Management:
School of Finance; Law and Business; Hospitality and Tourism

Faculty of Science: Computer Science

12. Adjournment - The meeting adjourned at 6.05 p.m.

Ryerson University
President's Update to Senate
January 27, 2015



Everyone Makes a Mark

In Memoriam – Ryerson joins in honouring two colleagues who contributed significantly to the university's development, and the progress and vitality of our community:

- Anastasios (Tas) Venetsanopoulos served as Ryerson's first Vice-President, Research and Innovation from 2006 to 2010. A Fellow of the Royal Society of Canada, Tas was recognized internationally as a research leader in telecommunications, signal and image processing and biometrics, a prolific and frequently cited author of journal papers and books that opened new vistas in his field, and a supervisor and mentor of more than 160 graduate students and postdoctoral fellows. Under his leadership at Ryerson, external research funding doubled and the university's research ranking moved into the top half of non-medical universities in Canada. Tas worked with the community to advance scholarly, research and creative activity in ways that further established and grew the university's reputation.
- Julie Davis served on the Ryerson Board of Governors for three terms, 1987 to 1993 and 1995 to 1998 (including as chair from 1992 to 1993). A renowned social justice and labour advocate, and especially committed to diversity and equity, her contributions included: serving on the executive of the Ontario Federation of Labour from 1986 to 1995, being elected President of the Ontario NDP and chairing the historic 1990 election campaign that swept the party to power under Bob Rae, membership on the Board of Ed Broadbent's International Centre for Human Rights and Democratic Development, and serving as the labour representative on the NDP's federal council during Jack Layton's leadership.

2015 Alumni Achievement Awards – Recipients of the awards, announced December 10th, will be honoured at a ceremony on February 12th, 2015. The awards recognize Ryerson graduates who have not only excelled in their careers, but have also made a significant contribution to their profession, community and country. This year's recipients are:

Alumni Awards of Distinction:

Theresa Agnew, Nursing '00

Terry O'Reilly, Radio and Television Arts '81

Robert Watson, Electrical Engineering '76

Isadore Sharp Outstanding Recent Graduate Award:

Brennan McEachran, Business Management '13

Outstanding International Alumni Award

Zanele Muholi, Master of Fine Arts in Documentary Media '09

Outstanding Volunteer Award:

Hala Bissada, Hospitality and Tourism Management '91

Ryerson Retiree Event – The 2nd Annual occasion celebrating the contributions of Ryerson retirees took place on November 13th in the Alumni Lounge at the Mattamy Athletic Centre. It was a privilege to present a certificate of appreciation to each retiree, recognizing exemplary

dedication to the advancement and development of our extraordinary university and our wonderful community over a time of significant change and progress.

Gifts – Ryerson is honoured by the expression of confidence placed in our university by extraordinary sustaining partners supporting our programs and direction with leading gifts:

- Jack Cockwell and the Brookfield Partners Foundation (\$13 million) – to create the Brookfield Institute for Innovation and Entrepreneurship at Ryerson, which will fund innovation projects that are in their early stages. About \$8 million will go to the new Institute, with \$5 million put towards the Student Learning Centre, slated to open in February, where the Institute will be located.
- CIBC (\$500,000) – for student awards at the Ted Rogers School of Management, including the CIBC Women in Business Technology Management Award to support up to 12 women with a \$5,000 award in each year of study; and two annual CIBC \$4,000 renewable entrance awards (one exclusively available to female students) for new Accounting and Finance students presenting leadership potential and community involvement.
- National Ballet of Canada (60 costumes), and the Cleaver-Suddon collection (600 garments and accessories) comprising an outstanding expansion of the Ryerson Fashion Research Collection. The National Ballet has donated costumes from acclaimed classical productions such as *The Nutcracker* (1964), *Swan Lake* (1967), *Sleeping Beauty* (1972), and *The Merry Widow* (1986). The Cleaver-Suddon donation includes artifacts dating back to the 1820's collected by the late Alan Suddon, fine arts librarian at the Toronto Reference Library, and acquired after his death by Professor Emerita Katherine Cleaver. The gifts represent the culmination of a two-year negotiation advancing School of Fashion leadership in accessible and cross-disciplinary research – with students in disciplines such as English and History already expressing significant interest in the potential for scholarly papers and projects.

Research and Innovation – The 2013-14 Research and Innovation Annual Report is online at: http://www.ryerson.ca/content/dam/research/documents/OVPRI_2013-2014_Annual_Report.pdf and offers a tremendous overview of the university's progress and extraordinary growth. Thanks and congratulations to Dr. Wendy Cukier, Vice-President Research and Innovation, and every member of the OVPRI team for leadership in supporting and advancing our academic goals. Among the significant achievements in the report, the following provide a strong indication of the direction that will continue to see development as an integral part of *Our Time to Lead*:

- \$40.72 million in total research funding (26% increase over previous year)
- \$14.5 million in Tri-Council funding (14%)
- \$1.55 million for Canada Research Chairs program: 14 Tier 2 and 3 Tier 1 CRC allocations
- \$9.02 million in other federal funding (e.g. Networks of Centres of Excellence, FedDev Ontario)
- \$4.38 million from provincial agencies (63%)
- \$5.37 million from foundations and not-for-profit organizations (5-fold increase)
- \$3.79 million from industry partners, including grants/contracts for applied research projects
- 860 academic publications (10%), 8,667 citations (17%)
- 30 invention disclosures for patent protection
- 134 international partnerships in 36 countries, 53 visiting researchers
- 209 inbound exchange students from partner institutions
- 230 outbound exchange students from Ryerson

Initiatives focused on building the next generation of scholars and innovators include:

300 student-led applied research projects and jobs in social innovation

4 out of 7 Ontario Centres of Excellence (OCE) Social Entrepreneurship Fellowships

FedDev Ontario programs for graduates/alumni of STEM programs:

101 internships from the FedDev Ontario Graduate Enterprise Internship (GEI) program

14 fellowships from the FedDev Ontario Scientists and Engineers in Business (SEB) program

4 fellowships from the SEB Fellowships in Social Innovation program

74 internships/fellowships through the Mitacs-Accelerate and Mitacs-Elevate programs

43 Connect Canada internships (Auto 21 Inc. and Networks of Centres of Excellence)

31 students in the Ryerson Advanced Digital and Professional Training-Information

Communication Technology (ADaPT-ICT) program, in partnership with the Ontario

Ministry of Economic Development, Employment and Infrastructure

The Scope – On December 11th the Canadian Radio, Television and Telecommunications Commission (CRTC) granted Radio Ryerson Inc. a license to broadcast at 1280 AM. The station launched its website and test stream online September 2013 and expects to begin broadcasting by January 2016, featuring local artists and musicians, long format talk programming, and Ryerson culture and athletics. The application was supported by intervenors including singer-songwriter Ron Sexsmith, Blue Rodeo founding member Bob Wiseman, Toronto city councillors Kristyn Wong-Tam and Mike Layton, Liberal MP Chrystia Freeland, and the National Campus and Community Radio Association, backing non-profit radio on the airwaves and the spirit of independent voices. The broadcasts will reach more than 65,000 students and more than 70,000 Toronto residents living and working in downtown neighbourhoods. Congratulations and thanks to the ‘Scope team’ on a great proposal and a tremendous achievement for Ryerson.

Ryerson and ‘Watson’ – Ryerson is the eleventh university in the world, and only the second in Canada, to be given access to Watson, IBM’s cognitive computing technology, joining a very short list of leading North American institutions including Stanford University, the University of California at Berkeley, New York University and the University of Toronto. This January, Ryerson students in the introductory course of the Certificate in Data Analytics, Big Data, and Predictive Analytics will use the unique capabilities of Watson to address a big data problem in a selected industry then develop responsive prototype apps and supporting business plans. The goal of the partnership between IBM and universities is to provide a ‘win-win’ environment of progress and innovation: the involvement of students and researchers is helping IBM transform Watson from a research prototype to an influential and innovative business tool; and access to this extraordinary resource is providing students hands-on experience with artificial intelligence techniques and big data, in order to meet the growing demand for highly skilled analytics workers setting a new standard of learning for future innovations.

GTA Top Employer – Ryerson was ranked as one of Greater Toronto's Top Employers for 2015 in the annual survey run by Mediacorp Canada Inc. in partnership with the Globe and Mail. Employers are evaluated on 8 criteria: physical workplace, work and social atmosphere, benefits (health, financial, family), vacation and time off, employee communications, performance management, training and skills development, and community involvement. This wonderful acknowledgement of Ryerson as one of the region’s best employers is a tribute to the great people who, each and every day, build a dynamic and rewarding environment of diversity and inclusion, opportunity and innovation, service and support. Congratulations and thanks to the team that participated in the process sharing the Ryerson story as an exceptional place to work.

Congratulations -

- Order of Canada appointments announced on December 26, 2014 include School of Disability Studies Professor Emerita Catherine Frazee, Dr. Shafique Keshavjee (Doctor of Science *honoris causa* '14), Michael MacMillan (Doctor of Laws *honoris causa* '11), and business leader, philanthropist and university benefactor Gary Slaight.
- Heather Reisman, Chair & CEO, Indigo Books & Music Inc. (Doctor of Commerce *honoris causa* '06) was inducted into the Canadian Business Hall of Fame for outstanding professional achievements and enduring contributions to Canadian society.
- Piers Handling, Director & CEO, Toronto International Film Festival (Doctor of Laws *honoris causa* '06) received the 2014 Toronto Film Critics Association's Clyde Gilmour Award for his passionate support of Canadian film.
- Ryerson recipients of prestigious honours at the 67th Ontario Professional Engineers Awards Gala on November 22nd included:
 - David Naylor, Mechanical and Industrial Engineering, awarded the Engineering Medal for Research and Development
 - Bin Wu, Electrical and Computer Engineering, awarded the Engineering Medal for Engineering Excellence
 - Todd Young (B.Tech. Mechanical Engineering '86) Vice-President Customer Services at Bombardier, and Chair of the Board of the Ryerson Institute Aerospace Design and Innovation (RIADI), awarded the Engineering Medal for Management.
- Alan Fung, Mechanical and Industrial Engineering, received the inaugural Mitacs Professor Award for Exceptional Leadership, recognizing an outstanding faculty member who is both an innovator and a leader.
- John Tarver, School of Image Arts, received an Emmy Award in the category of *Short Form, PSAs, Commercials* for his work as Director of Photography on the "Game on Cancer" campaign spot developed for the Henry Ford Health Systems in Michigan. The short also won 4 other Emmy's including best commercial, best director, best sound, and best editor.
- Julia Shin Doi, General Counsel and Secretary of the Board of Governors, was named one of Canada's Top 100 Women by the Women's Executive Network in the public sector category, representing the 2014 theme of 'timeless' female leadership "pushing the boundaries within their professions, among their peers, and for their communities."
- Lysanne Louter (Journalism'04) won an International Emmy Award in the current affairs category as part of CBC's *fifth estate* team, for the documentary *Made in Bangladesh*; Louter was producer/director of the episode on the Bangladeshi/Canada garment industry.
- Jordan Tannahill (Image Arts '11) won a Governor General's Literary Award for *Age of Minority*, a collection of three one-act plays (*Get Yourself Home Skyler James*, *Peter Fechter: 52 Minutes*, and *rihannaboi95*) about young queer experiences, making history as the youngest-ever GG Award winner in the Drama category.
- Student teams from the Ted Rogers School of Management continue to advance Ryerson's reputation for competitive leadership winning:

- 2nd Place in the Rotman Healthcare Management Case Competition in a field of 19 teams, the first time Ryerson has participated in the event (team members Tzvi Aviv, Helga Crosby, Jonathan Menchella, Bryan Stuart)
- 2nd Place overall at the 2015 MBA Games held January 2-4th at McMaster University, among 650 students from 22 universities across Canada. TRSM team members came 1st in the Spirit category for the highest amount raised for the Ronald McDonald House charity; won both the Strategy and Human Resources case competitions, finishing 2nd in Academics; and achieved a strong showing in the Sports category, placing 2nd in dodgeball, 3rd in volleyball, and making the quarter-finals in water polo.
- 1st Prize in the 2014 international ArchTriumph Competition was won by a team of Ryerson Architectural Science students (Kate Gonashvili, Ki Woon Oh and Lydon Whittle) for their proposal for the Mexico City Design Museum.
- Annu Gaidhu, 4th Year Child and Youth Care, was chosen 2014 Miss India-Canada, representing and celebrating talent and culture, community and Canadian diversity.

December 6th – Twenty-five years after 14 women were killed and 14 people were injured at Montreal’s École Polytechnique – violence that targeted the school’s female population – Ryerson honoured Canada’s National Day of Remembrance and Action on Violence Against Women with the annual gathering and candlelight vigil in the Quad at the Memorial Sculpture and Tree of Hope, followed by a short ceremony, speakers and a dance performance. Over the following days, related issues and questions were explored in a series of panels and discussions to raise awareness, understanding and action on issues that deeply affect us all.

RIC exhibits – On November 27th *blogTO* included *Burn With Desire: Photography and Glamour*, and *Anti-Glamour: Portraits of Women* among the “top 10 must-see art shows in Toronto” for winter 2015. Guaranteed to “take our minds off the frozen salted sludge leaking into our boots,” the review comments that “these two shows make an interesting contrast” with *Burn with Desire* featuring images of Hollywood stars from the Black Star Collection; and photographic and video portraits in *Anti-Glamour: Portraits of Women*’s addressing female representation. The exhibits run from January 21st to April 5th at the Ryerson Image Centre.

from the President’s Calendar

November 17, 2014: I was honoured to receive the Egerton Ryerson Award for Dedication to Public Education presented by People for Education, recognizing the leadership of our community in advancing student opportunity, innovation and city-building, in the tradition of previous recipients and role models William Davis, Ken Dryden and Paul Martin.

November 19, 2014: Provost and VP Academic Mohamed Lachemi, AVP Communications, Government and Community Engagement Erin McGinn and I met with Dr. Reza Moridi, Minister of Research and Innovation, and Minister of Training, Colleges and Universities on Ryerson’s role in advancing shared priorities in innovation.

November 20, 2014: Ryerson hosted The Hon. Ted McMeekin, Minister of Municipal Affairs and Housing, for a campus visit and tour of the Digital Media Zone.

November 27, 2014: Ontario Premier Kathleen Wynne was the special guest in a Q&A with TRSM Distinguished Visiting Professor Ralph Lean on issues of diversity and politics.

November 28, 2014: The Association of Universities and Colleges of Canada (AUCC) held its “Open Doors Open Knowledge” Roundtable in the DMZ, with the Minister of Finance, The Hon. Joe Oliver, as a special guest at the invitation of Chancellor Lawrence Bloomberg.

December 3, 2014: Ryerson hosted a delegation from Cape Breton University and Nova Scotia Community College for a campus visit and DMZ tour, following up our participation in the Startup Cape Breton event at Cape Breton University in July.

December 4, 2014: Katarzyna Kacperczyk, Poland's Deputy Minister of Foreign Affairs, toured DMZ as part of a three-day economic and trade mission to Canada.

December 5, 2014: Ryerson and St. Michael's Hospital met with Rob McEwen (McEwen Mining) to discuss a new location for the St. Michael's Hospital/Ryerson iBEST program.

December 9, 2014: At the Life Sciences Ontario (LSO) Annual Fall Symposium, I was a member of the "Next Generation of Life Sciences" Panel moderated by Rob Henderson, President & CEO of BioTalent Canada, and students advancing innovation in the field.

December 10, 2014: At the Government of Ontario announcement further supporting the MaRS Phase 2 project, Ryerson was included among prospective tenants signing letters of intent to lease space in the building.

January 8, 2015: I was delighted to welcome Ken Dryden (Doctor of Laws *honoris causa* '13) at the first class of his course "Making the Future," offered for the first time simultaneously and in real time at Ryerson, the University of Calgary, McGill University, Memorial University, and the University of Saskatchewan – with students on each campus gathering in "smart" classrooms to participate in interactive lectures by Canadian experts on wide-ranging issues.

RYERSON ACHIEVEMENT REPORT

A sampling of appearances in the media by members of the Ryerson community for the January 2015 meeting of the Ryerson Board of Governors and Senate.

The Toronto Star reported on the \$13-million donation from Jack Cockwell and the Brookfield Partners Foundation, quoting **President Sheldon Levy** <http://on.thestar.com/1Fm9EnQ>. The item, pitched by Public Affairs, was also carried by Macro Insider.

The Caribbean Camera reported that Toronto Mayor John Tory's transition team included "**Sheldon Levy**, the visionary president of Ryerson University" <http://bit.ly/10LfHPM>. MindShare Learning Report featured **President Levy** among its Top Ten Canadian EdTech Newsmakers of 2014 <http://bit.ly/1x5cWYD>.

bustler reported on a keynote address by **President Levy** on the topic of city-building <http://bit.ly/1xrfY7s>. The item was pitched by Public Affairs.

CTV Newsnet reported on Ryerson's role in technology and education and the announcement of a \$1-billion investment in advanced technology at Pratt & Whitney Canada. Similar coverage appeared in CTV News, Global News Hour, E! Canada: News Now, The Score, CTV Calgary, CJON, CTV Ottawa, CTV Winnipeg and CTV Regina. The item was pitched by Public Affairs. Aerospace Manufacturing and Design coverage quoted **President Levy** <http://bit.ly/1Af1Kpd>. **President Levy** was also quoted in the Government of Canada coverage <http://bit.ly/1wSGpUV> and was interviewed on CPAC's Prime Time Politics. Other coverage included Aerospace & Defense News, CHCH, Mississauga News, Digital Journal, and Canadian Manufacturing.

Novae Res Urbis profiled the new Ryerson City Building Institute, quoting co-chair **Anne Golden** and executive director **Tanzeel Merchant**. The item was pitched by Public Affairs. Toronto Star columnist Christopher Hume profiled the Institute, **President Levy** and **Anne Golden** <http://on.thestar.com/1tQoqHq>. **Tanzeel Merchant** also appeared on CBC Radio's Metro Morning <http://bit.ly/10Vmbvg>.

Reuters reported that the Women's Executive Network named **Julia Shin Doi** among the 100 most influential women <http://reut.rs/1uW3Mek>. Similar coverage appeared in The Korea Times Daily <http://bit.ly/12Gz8Ln>, Law Times <http://bit.ly/1kdoKqv> and Canadian Lawyer magazine <http://bit.ly/11XTwXZ>.

The New York Times quoted **Chris Macdonald**, TRSM, in an article on Silicon Valley <http://nyti.ms/1vsKJac>.

Fashionista featured the School of Fashion among the top 50 fashion schools in the World <http://bit.ly/1t0WozF>.

The Globe and Mail included Ryerson in the Greater Toronto Area's Top Employer ranking for 2015, recognized for being a great place to work <http://bit.ly/13bu9li>.

A study on the ethics of political leadership conducted by the TRSM's Jim Pattison Ethical Leadership Education & Research Program was widely covered in the media. The item was pitched by Public Affairs.

Hershell Ezrin appeared on Global News, <http://bit.ly/1EUyeZk>, 680 News and News 1130, and was quoted in the Morning Post Exchange <http://bit.ly/10UPheM>.

Chris Macdonald spoke to Radio Canada <http://bit.ly/1tJFjEQ>, the Toronto Star <http://on.thestar.com/1E80Mw2>, Metro News and CHCH.

Other coverage included TVO's The Agenda, Ontario NewsWatch.com and Sing Tao Daily.

The Wall Street Journal also reported on the study: <http://on.wsj.com/1rnAP5W>

blogTO featured the Ryerson Student Learning Centre as its photo of the day <http://bit.ly/1yprcrf>.

The Toronto Star reported on the "Remembering Winnie the Pooh" exhibit at the Ryerson Image Centre (RIC) <http://on.thestar.com/1tghtiH>. Similar coverage appeared in the Globe and Mail <http://bit.ly/1ppR7A1>, CBC News <http://bit.ly/1vOeuil>, CTV News, CP24, Yahoo! News, Huffington Post and Canada Standard. **Doina Popescu**, RIC, spoke to CBC News Toronto and the Globe and Mail about the exhibit <http://bit.ly/1uuAXau>. **Andrew O'Malley**, English, appeared on Al Jazeera, video <http://bit.ly/1Cbs3OW>.

Gabor Forgacs, Hospitality and Tourism Management, spoke to the New York Times about the impact on travelling Canadians of Cuba-U.S. relations <http://nyti.ms/1GygiEI>, as an expert pitched by Public Affairs. He also addressed the topic on Global News.

CBC.ca reported on the RTA School of Media's Marci Ien and Dwight Drummond Award <http://bit.ly/1syVhkl>. Similar coverage included Broadcaster <http://bit.ly/1xM0IQJ> and Council of Ontario Universities <http://bit.ly/10Vk0rV>. The item was pitched by Public Affairs.

The Globe and Mail quoted TRSM Dean **Steven Murphy** in an article on the diversity of the school's advisory board <http://bit.ly/1luNagC>.

Murtaza Haider, TRSM, spoke to the Globe and Mail about Toronto police cracking down on illegal parking <http://bit.ly/1vlyUWo> and about John Tory's plan to ease Toronto gridlock <http://bit.ly/1w48pFw>. He was quoted in a Vancouver Observer article about the long-form census, contributed a piece on the topic to the Globe and Mail <http://bit.ly/1smvA6C>, and spoke to Huffington Post about starting salaries for MBA graduates.

CBC Radio's Metro Morning interviewed DMZ-based entrepreneur **Alex Kolodkin** of Set Scouter, <http://bit.ly/1AvKRL1>. The item was pitched by Public Affairs.

Patrice Dutil, Politics, spoke to Radio Canada about the welfare payment system.

Canadian Business featured **Sean Wise**, TRSM, in an article reviewing the 2014 business year <http://bit.ly/1xxjM88>.

Harald Bauder, Geography, spoke to Canadian Immigrant about the pros and cons of community-specific mentoring <http://bit.ly/1wpsbWH>. He was quoted in Counterpunch about health care for migrant farm workers.

The Toronto Star quoted **Nick Bellissimo**, Nutrition, on the merits of the potato <http://on.thestar.com/1Dk1xpY>. He was also quoted in Triathlon Magazine Canada about Ryerson offering high-tech fitness testing to the public <http://bit.ly/1DepYFb>. Similar items appeared in Canadian Running Magazine, the Toronto Start <http://on.thestar.com/1rFcnCH>, Metro News <http://bit.ly/1I2pVKy> and Waterloo Region Record <http://bit.ly/1xKkcg5>.

Distinguished visiting practitioner **Cathy Crowe** was quoted in the Toronto Star <http://on.thestar.com/1xRizqE> and Now magazine <http://bit.ly/1wUruDL> on the impact of extreme cold weather on the homeless.

Toronto Life and the Globe and Mail reported on the “Burn with Desire: Photography and Glamour” exhibit at the Ryerson Image Centre.

The National Post quoted **Alison Kemper**, TRSM, in an article about focusing on the social good behind a business <http://bit.ly/1BDpiot>.

Myer Siemiatycki, Politics, and **Ratna Omidvar**, executive director of the Global Diversity Exchange at TRSM, spoke to the Toronto Star about Toronto’s disenfranchised citizens <http://on.thestar.com/1tLcGsf>. **Omidvar** also contributed an opinion piece to the Globe and Mail on the topic corporate power <http://bit.ly/1qFcUE6>, and to the Toronto Star on the topic of social assistance for newcomers <http://on.thestar.com/1FuxeVa>.

Ann Cavoukian, executive director of the Privacy and Big Data Institute, was quoted in a Globe Advisory article about resolutions for marketers <http://bit.ly/1xNHziG>. She spoke to Information Week about privacy and user data <http://ubm.io/1DeuFig>. She spoke to the CBC News Network about facial recognition technology <http://bit.ly/1uk97Mi>, an item that was picked up by the Huffington Post <http://huff.to/1sMkQP0>. She was quoted in the National Post about the future of airport security <http://bit.ly/11aAhdo>, an item that was also carried by the Calgary Herald and Ottawa Citizen. She spoke to the Toronto Star about the Supreme Court allowing the police to search cell phones without a warrant <http://on.thestar.com/1wiLUe5>, as well as CTV News <http://bit.ly/12Vlr9E> and the CBC in Windsor, Toronto, Halifax, Victoria and Yellowknife. She was also featured in Maclean’s 2014 Power List <http://bit.ly/1BTS492>.

BetaKit profiled the MasterCard YES program, mentioning the partnership with the DMZ <http://bit.ly/1qEdstG>. The Globe and Mail reported on the launch of the YES program <http://bit.ly/1z4lv6a>.

MediaCaster reported that TVO’s **Steve Paikin** was appointed Distinguished Visiting Professor at FCAD <http://bit.ly/13CsA10>.

Jeremy Kinsman, History, was quoted in the Globe and Mail regarding federal Liberal leader Justin Trudeau’s foreign policy team <http://bit.ly/1wgtpqW>.

Murtaza Haider, TRSM, and **Tariq Amin-Khan**, Politics, spoke to Metro News in reaction to a Taliban attack on a school in Pakistan <http://bit.ly/16sNIYG>.

Ivor Shapiro, chair, Journalism, moderated a CPAC panel on branded content and its role in media organizations. He also spoke to the Hill Times about harassment on Parliament Hill.

BlogTO reported on a new radio station license for Ryerson <http://bit.ly/1zIQNEu>.

Rena Mendelson, Nutrition, spoke to Global News about making holiday meals healthier <http://bit.ly/1uPme4J>. The item was also picked up by CJAD 800 AM. She spoke to Global News about the benefits of milk <http://bit.ly/1x93osi>.

The Toronto Star reported on a project by new media student **Noura Al-Mutairi** encouraging people to give pizza to the homeless <http://on.thestar.com/137NtzI>.

Buffalo News profiled an exhibit by **Robert Burley**, Image Arts, at the Eastman House's International Museum of Photography and Film <http://bit.ly/13q3dzc>

Akua Benjamin, Social Work, was quoted in a Toronto Star article about the need for a black children's aid society <http://on.thestar.com/13q3C4O>

Joanne McNeish, TRSM, was quoted in a Canadian Press article about hand-delivered mail, as an expert pitched by Public Affairs. The item was carried by the Winnipeg Free Press, Global News, Brandon Sun, Windsor Star, Province and Times Colonist <http://bit.ly/1wiMusi>.

The Toronto Star reported that Ryerson was among five new tenants of the MaRS building <http://on.thestar.com/1wC6CYo>. Related stories appeared in the Globe and Mail <http://bit.ly/1qyaiaS> and Sun News <http://bit.ly/1zalmdR>

The Enterprise-Bulletin featured alumna **Teriano Lesancha** <http://bit.ly/1yD45rX>.

Avner Levin, History, appeared on TVO's The Agenda discussing whether tech companies aid terror <http://bit.ly/1yDcCLA>

Wendy Cukier, co-founder and president of the Coalition for Gun Control, contributed a piece to the Toronto Star on gun policy in Canada <http://on.thestar.com/1qjcfYA>. Other media coverage related to the anniversary of the massacre at l'Ecole Polytechnique included the Toronto Star <http://on.thestar.com/1zhPXIs>, Inside Halton <http://bit.ly/1vEwCAt> Our Windsor.ca , Montreal Gazette <http://bit.ly/1vvNwvY>, Star Phoenix <http://bit.ly/1vEyaKM>, Edmonton Journal <http://bit.ly/1zhXeba>. Dr. Cukier also appeared on CTV News Weekend.

Research by **Jahan Tavakkoli**, Physics, was profiled in an Albawaba article about therapeutic ultrasounds being manufactured in Iran <http://bit.ly/1ubAkMx>. Similar items also appeared in Iran Daily, Mehr News <http://bit.ly/1CYKQ4b> and Mideaster News <http://bit.ly/1G8iSiA>.

TechVibes profiled **Abi Smithson**, the youngest member of the DMZ <http://bit.ly/1lfpcbR>. The item, pitched by Public Affairs, was also picked up by CrowdFund Insider <http://bit.ly/1G8k8Cg>.

The Economic Times profiled the partnership between the Chokhani Group and Ryerson Futures <http://bit.ly/1CL1QKQ>. Similar coverage appeared in the Press Trust of India, quoting Ryerson Futures president **Matt Saunders**, as well as Times of India, Business Standard, Financial Express, Tech in Asia, Money Control, Universities News, Deal Curry, Bloomberg Businessweek, Live Mint and India Brand Equity Foundation.

Kernaghan Webb, TRSM, and student **Saba Samanianpour** spoke to the Globe and Mail about business students seeing profit as a means not an end <http://bit.ly/1wDUOnW>.

A Globe and Mail article on “firing up Canada’s potential” as a technology powerhouse quoted **Wendy Cukier**, vice-president of research and innovation and mentioned the partnership with **Edward Burtynsky** and Ryerson's Advanced Manufacturing, Design and 3-D Printing Lab.

BioSpace reported on research funding for HIV and AIDS research projects, including Ryerson researchers **Trevor Hart** and **Josephine Wong** <http://bit.ly/1HZoNu5>.

Pam Palmater, Politics, spoke to CBC News about the number of Aboriginal women behind bars <http://bit.ly/12mOqny>.

Morton Beiser, Psychology, spoke to CBC.ca about express entry immigration points <http://bit.ly/1B94DM9>. A similar item appeared in the Huffington Post.

Steve Tissenbaum, TRSM, spoke to Global National News and the Toronto Star about Cyber Monday, as a faculty expert pitched by Public Affairs, <http://on.thestar.com/1vgIEQn>. He also discussed the topic on a CBC Radio segment that aired in Saskatoon, Edmonton, Prince George, Kelowna and Sudbury. He spoke to CHCH about having a plan when cross-border shopping <http://bit.ly/1uYMYDJ> and to Cambridge Times about the Black Friday phenomenon.

Greg Elmer spoke to the Guelph Mercury about political cybersquatting <http://bit.ly/1yC1rW0>.

David Amborski, Urban Planning, spoke to the Globe and Mail about Ryerson’s presence on Yonge <http://bit.ly/15KEeaD>.

The Hill Times quoted **Lila Pine**, RTA, in an article about focusing on the human dimension of innovation <http://bit.ly/1rLNZj9>.

Myer Siemiatycki, Politics, spoke to Now magazine regarding whether Toronto is a progressive city <http://bit.ly/1pvaebt>. He was also quoted in the Toronto Star series “Toronto: The Divided City” <http://on.thestar.com/1yudGDW>.

Phys.org profiled engineering student **Diana Ospina**, who won the Norman Esch Award <http://bit.ly/1rCIOW3>.

The Globe and Mail reported on CIBC's \$500,000 gift to the Ted Rogers School of Management to support women in IT <http://bit.ly/1uQRUFF>. The item, pitched by Public Affairs, also appeared in the Morning Post Exchange <http://bit.ly/1pmVVpf>.

The Cornell Chronicle reported on the Ryerson T.H.R.I.L.L. Invitational Design Competition.

A Guardian article on the top 10 best cities to be a student featured Toronto and mentioned Ryerson <http://bit.ly/1vIW74A>.

Angela Glover, Journalism, spoke to the Globe and Mail about the economics of podcasting and the success of “Serial” <http://bit.ly/1xTcefx>

The Toronto Star reported on the Ryerson production of Cinderella, directed by Theatre School chair **Peggy Shannon** <http://on.thestar.com/1teyATa>. The item was pitched by Public Affairs.

Broadcaster magazine reported on a donation to Ryerson by the Slight Foundation, an item pitched by Public Affairs <http://bit.ly/1xxJNDx>.

Jean Golden, Sociology, spoke to the Toronto Star about a controversial documentary on MTV <http://on.thestar.com/1xaKleG>.

Michelle Dionne, Psychology, spoke to Global News in reaction to a new normal-sized Barbie doll with acne and cellulite <http://bit.ly/1BTWKvC>.

Cathy Mann, co-ordinator, fundraising management certificate program, spoke to CBC.ca about the celebrity charity model losing its lustre <http://bit.ly/1vsntf4>.

A CBC News Story on sexual assaults on campuses mentioned Ryerson has a support line for victims, and electronic safety alerts <http://bit.ly/14WC8UJ>.

CBC News reported that retired professor **Catherine Frazee** was named to the Order of Canada <http://bit.ly/1fP4lh>. Similar items appeared in the Chronicle Herald, CTV News Atlantic <http://bit.ly/1tJNQ0q> and Nova News <http://bit.ly/14pc4BS>.

Colleen Carney, Psychology, spoke to USA Today about getting through a long, dark winter <http://usat.ly/1wbf9c>.

Dan McGillivray, executive director at Ryerson's Centre for Urban Energy, spoke to the Toronto Star about rapid change undermining utilities <http://bit.ly/1xtDOAf>.

Stephanie Cassin, Psychology, spoke to Global News about making healthy New Year's resolutions that stick <http://bit.ly/1tyvb1S>.

The Toronto Star featured research by **Rupa Banerjee**, TRSM, on wage gaps and union jobs <http://on.thestar.com/1yrBviJ>.

Elizabeth Podnieks, English, spoke to the Globe and Mail about the evolution of Hollywood's Christmas dad <http://bit.ly/1wt3cFW>.

Joanne McNeish, TRSM, spoke to CBC's The National about consumer spending over the holidays.

The Government of Canada (website) reported that **Alan Fung**, Mechanical Engineering, received the Mitacs Professor Award for Exceptional Leadership to <http://bit.ly/14QGz3s>

backbone magazine featured a prediction by **Matt Saunders**, Ryerson Futures, about Canada emerging as a hotbed of international collaboration in tech innovation <http://bit.ly/11dk4DB>. The item was pitched by Public Affairs.

Michael Arts, Chemistry and Biology, spoke to the Toronto Star about the 'jellification' issue affecting fish in Muskoka <http://on.thestar.com/11sSQbT>. The item also appeared in Metro News, Bild der wissenschaft <http://bit.ly/1t4uZql>, Hamilton Spectator and Inside Halton.

CBC Radio's Here and Now profiled student **Chantelle Gubert**, who received the CIBC Women in Business Technology Management Award. The item was pitched by Public Affairs.

Martin Antony, Psychology, was quoted in an Entrepreneur.com article on seeking perfection <http://entm.ag/14EFiwp>. A similar item appeared in Yahoo! News.

Canadian Architect reported that a team of Architectural Science students won the ArchTriumph competition for a design museum in Mexico City <http://bit.ly/1xor3q8>.

Asian Pacific Post profiled student **Annu Gaidhu**, Miss India-Canada <http://bit.ly/1xP6bay>.

Print Action reported on the School of Graphic Communications Management celebration of student achievement <http://bit.ly/11sYGds>

A Toronto Star article on new retailer Kit and Ace mentioned co-founder **JJ Wilson** is a Ryerson business graduate <http://on.thestar.com/1ySmuT8>.

The Globe and Mail profiled the Chang School and online education <http://bit.ly/1wSqnVT>.

Jim Mars, Urban Planning, and **Murtaza Haider**, TRMS, were quoted in the Toronto Sun regarding John Tory and SmartTrack <http://bit.ly/1sYPMuH>.

TechVibes profiled DMZ-based startup Studeo <http://bit.ly/1uhyePX>, an item pitched by Public Affairs.

Camille Hernandez-Ramdwar, academic coordinator, Caribbean Studies, was quoted in a Latin American Herald Tribune article about women premiers and the gender gap in the Caribbean <http://bit.ly/1vhHyW3>. Similar coverage appeared in the Belize Times <http://bit.ly/1FmXCXV>, Fox News Latino <http://bit.ly/1qOEM3m>, el Economista America <http://bit.ly/1yMq2Nk>, and La Prensa <http://bit.ly/11dfNjH>.

CBC Radio's Metro Morning reported on a discussion at Ryerson about mental health in the black community, an item pitched by Public Affairs <http://bit.ly/1pZf0P5>.

The Canadian Press reported on the launch of the CIS Men's Final 8 at the Mattamy Athletic Centre. The item appeared in the Toronto Star <http://on.thestar.com/1EDzhL1>, Metro News, SportsNet <http://bit.ly/1EJZb1Q>, TSN <http://bit.ly/1EJZmdf>, News Talk 650, Star96, The Score <http://bit.ly/1tQrDqz> and the Toronto Sun, quoting athletic director **Ivan Joseph** and head coach **Roy Rana** <http://bit.ly/1yElyjU> Sportsnet Central coverage featured an interview with NBA legend Bill Walton <http://bit.ly/1EJZb1Q>.

James Nadler spoke to Canada.com about comfort levels regarding swearing on Canadian television <http://bit.ly/1qHY4Hz>. Similar items appeared in the Montreal Gazette, Edmonton Journal and Province.

The Globe and Mail reported on a Ryerson push to raise the profile of Canadian men's university basketball, quoting athletic director **Ivan Joseph** as well as alumnus and marketing executive **Barry Avrich** <http://bit.ly/1xvKVpT>.

Jim Turk, distinguished visiting professor, spoke to the Sun News Network about a Supreme Court ruling in the case of a suspected terrorist <http://bit.ly/1upBigE>. The item was also picked up by Ottawa City and Press <http://bit.ly/110tbXQ> and Campus Watch <http://bit.ly/1u5hucY>.

Wendy Cukier, vice-president of research and innovation, spoke to Yonge Street Media about J.W. McConnell Family Foundation funding for Ryerson the <http://bit.ly/1EAZR9x>

Morning Bulletin Australia reported on the "Global Campus Network - an initiative of Ryerson University in Toronto, Canada" <http://bit.ly/11hkREd>.

Thierry Gervais, head of research, Ryerson Image Centre, appeared on TVO's The Agenda discussing war images, <http://bit.ly/1zM4NbR>.

Ben Barry, Fashion, spoke to the Globe and Mail about the "new grey power": older women in fashion and beauty <http://bit.ly/10LjZXt>. He also spoke to the Toronto Star about the launch of gender-neutral clothing store in Toronto <http://on.thestar.com/1tCWnN9>.

The Globe and Mail profiled fashion alumna **Nicole Bridger** <http://bit.ly/1EuBB8W>.

Jaigris Hodson, Professional Communication, spoke to the Globe and Mail about the rise of "Mean World Syndrome" in social media <http://bit.ly/1xqgT3z>.

The Toronto Star reported that a television show created by **Sean Wise** and **Charles Falzon**, "The Naked Entrepreneur," was picked up the Oprah Winfrey Network Canada <http://on.thestar.com/1tLyqGV>.

Dr. Su-Ting Teo, director of student health and wellness, spoke to University Affairs about mental health counselling at Canadian universities <http://bit.ly/1Gt2DzC>. He was also quoted in a Globe and Mail article about class sizes taking their toll on faculty <http://bit.ly/1BXriJd>.

Hayden King, Politics, spoke to CBC News <http://bit.ly/1u34kOU> and The First Perspective <http://bit.ly/1EovR0A> about key issues in the AFN leadership election.

Canadian Architect reported on Perkins+Will's design for Ryerson's Church Street development, an item pitched by Public Affairs <http://bit.ly/1xdqeok>.

Yonge Street Media reported on a new Ryerson study on the analytics talent gap.

BBC.com profiled alumna **Raman Singh**, masters in communication <http://bbc.in/10QZHN3>.

Mediacaster profiled **Ramona Pringle**, RTA, and her documentary "Avatar Secrets" <http://bit.ly/1x3zhoB>. A similar item appeared in Stream Daily <http://bit.ly/1vY9Vbr>. She spoke to Radio Canada International about website clicks and privacy.

The Street reported on the launch of PlexiDrone, developed by the DMZ's Dreamqii <http://bit.ly/1qpeGni>. Dreamqii was also profiled in Canadian Manufacturing <http://bit.ly/1x8WS7g>. The item was pitched by Public Affairs.

Raktim Mitra, Urban and Regional Planning, appeared on Global News discussing traffic gridlock <http://bit.ly/10uCOOB>.

Prepared by Communications, Government and Community Engagement

SENATE ELECTIONS

(For election guidelines and forms, please access: www.ryerson.ca/senate/forms/)

Nominations Open for all positions (faculty forms to be submitted to Dean) (student forms to be submitted to Registrar's office (POD 70))	Monday, February 2, 2015
Information session for potential candidates	Friday, February 6, 2015 – (12:00-1:00 p.m. – JOR-1410)
Nominations close	Wednesday, February 11, 2015 (12:00 noon)
Mandatory student candidate session	Thursday, February 12, 2015 (4:00 p.m. – JOR-1410)
Faculty Nomination forms forwarded to Senate by Deans	Friday, February 13, 2015
Student Nomination forms forwarded to Deans by Senate	Friday, February 13, 2015
Candidates' profile due to Senate for posting	Friday, February 13, 2015
E-mail message announcing student, faculty-at-large and CE faculty candidates – Candidates' profile online	Tuesday, February 17, 2015
Student Voter Eligibility lists verified by Registrar's Office	Friday, February 27, 2015
On-Line voting (students, faculty-at-large and CE faculty)	Monday, March 2 to Thursday, March 5, 2015
Verification of on-line votes (students, faculty-at-large and CE faculty)	Thursday, March 5, 2015
Announcement – election results (students, faculty-at-large and CE faculty)	Friday, March 6, 2015
E-mail messages announcing Faculty candidates	Friday, March 6, 2015
On-line voting (Faculty)	Monday, March 9 to Thursday, March 12, 2015
Verification of on-line votes (Faculty)	Thursday, March 12, 2015
Election results for Chairs/Directors, Librarian and Senate Associates (Chang School and CUPE) forwarded to Senate by Chang School and CUPE	Friday, March 13, 2015
Election report to Senate	Tuesday, March 31, 2015

**SENATE MEMBERSHIP (WORKING COPY RE ELECTION)
2014-2015**

FACULTY

	<u>TERM NUMBER</u>	<u>YEAR IN TERM</u>	<u>DEPARTMENT</u>
<u>Arts</u>			
*David Checkland	(1)	(2 nd)	Philosophy
Eric Kam	(2)	(1 st)	Economics
Michelle Dionne	(1)	(1 st)	Psychology
Nima Naghibi	(1)	(1 st)	Chair, English
<u>Communication and Design</u>			
*Sholem Dolgoy	(1)	(2 nd)	Theatre
*Charles Falzon	(1)	(2 nd)	Chair, RTA School of Media
Jason Lisi	(1)	(1 st)	Graphic Communications Management
Charles Zamaria	(2)	(1 st)	RTA School of Media
<u>Community Services</u>			
Richard Meldrum	(1)	(1 st)	Occupational & Public Health
Henry Parada	(1)	(1 st)	Social Work
*Don Rose	(1)	(2 nd)	Director, Nursing
Kileen Tucker Scott	(2)	(1 st)	Nursing
<u>Engineering and Architectural Science</u>			
Jurij Leshchyshyn	(1)	(1 st)	Architectural Science
David Naylor	(1)	(1 st)	Mechanical & Industrial Engineering
Bo Tan	(1)	(1 st)	Aerospace Engineering
Paul Walsh	(2)	(1 st)	Chair, Aerospace Engineering
<u>Science</u>			
Robert Botelho	(1)	(1 st)	Chemistry and Biology
*Andrew McWilliams	(1)	(2 nd)	Chemistry & Biology
Alireza Sadeghian	(1)	(1 st)	Chair, Computer Science
<i>Vacant</i>	(1)	(1 st)	
<u>Ted Rogers School of Management</u>			
Ron Babin	(1)	(1 st)	Business Technology Management
Allen Goss	(1)	(1 st)	Chair, Finance
Frances Gunn	(2)	(1 st)	Retail Management
Vanessa Magness	(2)	(1 st)	Accounting
<u>G. Raymond Chang School of Continuing Education</u>			
**Jennifer Martin	(2)	(2 nd)	Child and Youth Care
<i>Vacant</i>	(1)	(1 st)	
<u>Librarian</u>			
Sonny Banerjee	(1)	(1 st)	
<u>At-Large</u>			
Alex Ferworn	(1)	(1 st)	Computer Science
**Dave Mason	(2)	(2 nd)	Computer Science
Andrew O'Malley	(1)	(1 st)	English
*Ravi Ravindran	(1)	(2 nd)	Mechanical Engineering
<u>C.U.P.E.</u>			
Joe Zboralski			
<u>Ryerson Faculty Association</u>			
Peter Danziger			

STUDENT SENATORS – 2014-2015

<u>FACULTY</u>	<u>DEPARTMENT</u>	<u>TERM</u>
<u>Arts</u> *Jona Zyfi	Criminology	1 st
<u>Communication & Design</u> *Samuel Pereira	RTA School of Media	1 st
<u>Community Services</u> *Michael Rix	Collaborative Nursing	1 st
<u>Engineering, and Architectural Science</u> **Urooq Siddiqui	Industrial Engineering	2 nd
<u>Science</u> *David Tenty	Computer Science	1 st
<u>Ted Rogers School of Management</u> *Daniel Angarita-Vela	Business Management	1 st
<u>School of Graduate Studies</u> *Alanna McKnight *Muhammad Yousaf	Communications & Culture Molecular Science	1 st 1 st
<u>G. Raymond Chang School of Continuing Education</u> *Denise Hammond *Vacant		
<u>At-Large</u> **Arman Adeli *Zumer Fatima *Azeem Shah *Joshua D’Cruz	International Economics & Finance Business Management Business Management Mechanical Engineering	2 nd 1 st 1 st 1 st
<u>Students’ Representatives</u> *Jesse Root *Dwayne Anderson	Ryerson Students Union (RSU) Continuing Education Students Association (CESAR)	
ALUMNI *Gazi Farok *Marcelo König Sarkis		2 nd year of 1 st term 2 nd year of 1 st term

SENATE MEMBERSHIP**EX-OFFICIO**

Lawrence S. Bloomberg	Chancellor
Sheldon Levy	President and Vice-Chancellor
Mohamed Lachemi	Provost and Vice President Academic
Janice Winton	Interim Vice President, Administration and Finance
Wendy Cukier	Vice President, Research and Innovation
Adam Kahan	Vice President, University Advancement
Christopher Evans	Vice Provost, Academic
Saeed Zolfaghari	Vice Provost, Faculty Affairs
Heather Lane Vetere	Vice Provost, Students
Paul Stenton	Vice Provost, University Planning
Denise O'Neil Green	Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion
Jean-Paul Boudreau	Dean, Arts
Gerd Hauck	Dean, Communication and Design
Usha George	Dean, Community Services
Thomas Duever	Dean, Engineering and Architectural Science
Imogen Coe	Dean, Science
Steven Murphy	Dean, Ted Rogers School of Management
Jennifer Mactavish	Dean, Yeates School of Graduate Studies
Marie Bountrogianni	Dean, G. Raymond Chang School of Continuing Education
Charmaine Hack	Registrar
Madeleine Lefebvre	Chief Librarian

SENATE ASSOCIATES (non-voting)

Anne-Marie Brinsmead	(3)	(1 st)	Chang School of Continuing Education
Martha Lee Blickstead	(3)	(1 st)	Chang School of Continuing Education
<i>Vacant</i>			CUPE
<i>Vacant</i>			CUPE

John Turtle, Secretary of Senate

January 7, 2015

***Candidates completing their first term - Can be nominated for a second term**

****Candidates who have completed their final term – cannot be nominated in these positions (new candidates required).**

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2014-1; Jan 2015

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

- **CERTIFICATE IN PRE-MEDICINE AND PROFESSIONAL HEALTH CAREER FOUNDATIONS**
- **BACHELOR OF ARTS IN LANGUAGE AND INTERCULTURAL RELATIONS**
- **CERTIFICATE IN IBM MAINFRAME SYSTEM Z COMPUTING: DISCONTINUATION AND CANCELLATION OF COURSES**
- **CERTIFICATE IN LABORATORY MANAGEMENT AND PRACTICES: DISCONTINUATION**

A) CERTIFICATE IN PREMEDICINE AND PROFESSIONAL HEALTH CAREER FOUNDATIONS

1. OVERVIEW

The Faculty of Science, in cooperation with The G. Raymond Chang School of Continuing Education, proposes to offer a Certificate in PreMedicine and Professional Health Careers Foundations especially to help those planning to pursue entrance to health career professional schools, namely: Medical School, Veterinary School, Dentistry School, Pharmacy School, Midwifery School, Physical Therapy School, Osteopathy School, Podiatry School, Speech Pathology, and Graduate Programs including Environmental Biology and Biomedical Sciences/Engineering.

The certificate aims to help candidates who have not yet completed foundational courses required to pursue their desired health career to achieve entrance into the above schools by allowing them to take Chang School courses from several disciplines from within the Faculty of Science. A recent survey of The Chang School's Chemistry and Biology Spring semester students revealed that the majority of those enrolled were interested in applying to medical school and other health career programs.

The curriculum is based on the courses commonly required by Medical and other Health professional schools. Since course requirements for entry vary from medical school to medical school and from health professional school to health professional school depending on the health discipline, the certificate's curriculum is open and flexible to meet the identified needs of individual certificate students. Students who are completing (or have already completed) post-secondary education; or who satisfy the criteria for mature student status would complete this certificate in order to strengthen a future application to one of the health career professional schools. This program also provides pathways for Aboriginal learners and other underrepresented groups to obtain prerequisite and core content for entry to health education and academic success.

Academic governance of this certificate will reside with the Dean of the Faculty of Science, with the participation of the Chairs of the Departments of Chemistry & Biology, Math, and Physics. The Academic Home is the Department of Chemistry & Biology.

Students who complete the proposed certificate will be able to demonstrate:

- Preparedness for admission to medical school and other health care related career programs, having completed the course requirements typically needed for entrance into these programs; and,

- Satisfactory undergraduate preparation in scientific disciplines such as mathematics, physics, chemistry and biology.

The certificate will promote accessibility to health care related professions and allow students to engage in university degree level courses to satisfy the admissions requirements to the professional schools of their choice. The target audience may, therefore, include:

- University graduates with an undergraduate degree but who do not have all the academic courses required to apply to a health professional school.
- University graduates with an undergraduate degree but who do not have high enough academic grades in the courses required to apply to a health professional school and wish to retake courses and improve their course grades.
- Individuals eligible for mature student status who have been educated outside of Canada but who do not have the university coursework required of Canadian health professional schools to apply for entry.
- Individuals with some college or other post secondary education who wish to explore academic areas before deciding to which health professional school(s) they wish to apply.
- Lifelong-learners who want to change careers and do the necessary academic bridging to apply to health professional schools.

2. ADMISSION REQUIREMENTS

- Successful completion of any of the following 12U or M high school courses in:
 - Calculus (or higher math)
 - Biology
 - Chemistry
 - Physics

OR

- Bridging University Level Chemistry, Biology, Physics or Math courses (Chang School offers these Bridging courses.)

OR

- An undergraduate bachelor's degree or higher from a university or college;

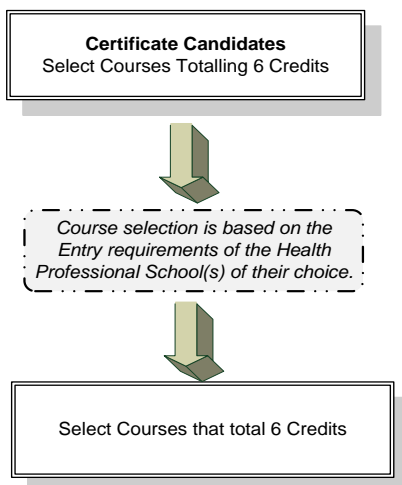
OR

- Mature Student Status (as defined by Ryerson University Admissions): the Certificate applicants are to have other relevant academic qualifications or relevant professional experience, to be assessed/evaluated by the Academic Coordinator in consultation with the applicant.

3. CURRICULUM

The proposed certificate consists of six credits of university degree study.

Certificate Structure



Unless otherwise indicated, the credit weighting per course is 1.0.

- Anatomy and Physiology (CBLG 10A/B) 2.0 credits
 - Biology I (CBLG 143)*
 - Biology II (CBLG 144)*
 - Microbiology I (CBLG 151)*
 - General Chemistry I (CCHY 103)
 - General Chemistry Laboratory (CKCH 107) 0.5 credits
 - General Chemistry II (CKCH 113) 0.5 credits
 - Organic Chemistry I (CKCH 142) 0.5 credits
 - Organic Chemistry Laboratory (CKCH 143) 0.5 credits
 - Biochemistry I (CKCH 225) 0.5 credits
 - Biochemistry Laboratory I (CKCH 227 0.5 credits)
 - Organic Chemistry II (CCHY 242)
 - Physical Chemistry I (CCHY381)
 - Mathematics for Professional Programs (CMTH 125)
 - Modern Mathematics I (CMTH131)
 - Modern Mathematics II (CMTH231)
 - Calculus and Computational Methods I (CMTH 207)
 - Probability and Statistics I (CMTH 304)
 - Calculus and Computational Methods II (CMTH 310)
 - Probability and Statistics II (CMTH 404)
 - Physics (CPCS 110)
 - Physics I (CPCS 120)
 - Physics II (CPCS 130)
- * Laboratory exercises complement lectures.

If a student is uncertain as to which courses to take, the student is asked to contact the Certificate's Academic Coordinator in The G. Raymond Chang School of Continuing Education for advice.

Note: The completion of the courses does not necessarily mean a student is ready to apply to medical school or a health professional school. Time for study and preparation for the MCAT exam or other admissions requirements at the end of the certificate course work need to also be considered.

4. LIBRARY RESOURCES

Ryerson's Library supports all the full-time undergraduate degree programs offered by the Faculty of Science. Since the curriculum of this certificate is based on the common first year platform for most of these programs, the Library will support this certificate as well.

5. SOCIETAL NEED

The Association of Universities and Colleges of Canada (AUCC) states that in the last 20 years, 87% of new jobs created in professional and management occupations, including the health occupations, were filled by individuals with university and professional school degrees.¹ The AUCC has also

¹ http://www.aucc.ca/publications/auccpubs/value-of-a-degree/in-canadas-labour-market_e.html (Accessed April 1, 2014.)

pointed out that over the past 6 years, employment growth for university and professional school graduates in the health professions has increased and outpaced other levels of education. Jobs grew by 28% for those with a medical school or health professional school degree. In 2009, health professional school graduates had the lowest unemployment rate when compared to those with other levels of education.

The Canadian population is aging, people are living longer, and are increasingly facing complex and chronic health conditions. An adequate supply of health care professionals is critical to sustaining the delivery of quality health care service. Large numbers of health professionals are approaching retirement² and this trend will create a looming challenge for the sustainability of health care provision.

Physicians, dentists and many allied health care professionals (who require university-based training) are involved in all stages of health care delivery. Ontario's Health Workforce is relatively large. In 2011, there were about 25,480 physicians, and 270,940 allied health care workers (not including nurses). Many of these allied health care professions are regulated and require at least some university education for admission to a professional education program. These professions include Audiology, Occupational Therapy, Physiotherapy, Medical Radiation Technology, Chiropractic, Speech and Language Pathology, Pharmacy. Veterinary Medicine also requires fundamental university based science course prerequisites for admission.

Recently (June 2014) the Government of Canada announced an "express entry" program to allow skilled immigrants who want to come here as permanent residents. This strategy is seen as a way to fill open jobs where there are no available Canadian workers. Starting in January 2015, Canada will be actively recruiting skilled immigrants for the federal skilled worker program in 50 occupations, which the government says reflect the latest labour market needs. These occupations (NOC code indicated) include the following jobs in the healthcare sector³:

3012 Registered nurses and registered psychiatric nurses	3143 Occupational therapists
3111 Specialist physicians	3214 Respiratory therapists, clinical perfusionists and cardiopulmonary technologists
3112 General practitioners and family physicians	3215 Medical radiation technologists
3132 Dietitians and nutritionists	3216 Medical sonographers
3141 Audiologists and speech-language pathologists	
3142 Physiotherapists	

In order to meet the diverse health care needs of the Canadian population the diversity of those recruited to the profession needs to mirror the population. Under-represented populations such as first generation university students and those of Aboriginal background often experience challenges entering health professions. One of the reasons is that these individuals often lack adequate information about careers and lack academic preparation and prerequisites for entry to professional schools. This has negative implications for First Nations, Inuit and Métis health by creating barriers to health care and contributing to alienating healthcare experiences. Facilitating entry of Aboriginal peoples into health career professional schools needs improvement. This program could provide one pathway for Aboriginal learners and other underrepresented socio-economic and cultural groups to obtain prerequisite and core content for entry to health education and academic success.

² Canadian Occupation Projection System, Employment and Social Development Canada
<http://www23.hrsdc.gc.ca/4cc.5p.1t.3.4n.1lf.4rc.1sts.5mm.1rys.2.1rch@-eng.jsp>

³ <http://www.cbc.ca/news/politics/skilled-immigrants-recruited-in-50-occupations-ahead-of-express-entry-launch-1.2673822>

6. COMPARATOR PROGRAMS

The proposed program is the only one in Canada that is available part-time and through a school of continuing education. There are no part-time pre-medical programs in Canada. However, there are a few full-time undergraduate models that provide ‘Pre-med’ requirements for most medical schools in North America.

In Ontario and in Canada, there are several “pre-med” programs that are degree based:

Institution	Program	Features
Carleton University, Ottawa	Bachelor of Health Science, Biochemistry, Biology, Neuroscience, Neuroscience and Mental Health, Biomedical and Electrical Engineering, Biomedical and Mechanical Engineering or Bachelor of Humanities (combined honours in Biology and Humanities)	Carleton University Pre-Medical Society assists members in providing insight into the application process and the MCAT
Brock University	Biomedical Sciences offered through the Departments of Biological Sciences and Community Health Sciences	Prepares students for careers in biomedical research, teaching or professional programs in health sciences
York University	Biomedical Sciences offered by the Faculty of Science	Designed for those planning a career in biomedical research and for those preparing for medical school or some allied health professions.
McMaster University	Bachelor of Health Sciences (Honours) Program (B.H.Sc.)	Competitive program with a high acceptance rate into medicine. However, many students pursue public health, immunology, teaching, medical illustration, research, law school, dentistry, physiotherapy etc.
University of Waterloo	Biomedical Sciences offered through the Faculty of Science	Designed to provide a strong background for students interested in pursuing a wide variety of careers in the health care field including Medicine, Optometry, Physiotherapy, Occupational Therapy, Pharmacy, Forensics, Radiotherapy, Nursing, Dentistry and Veterinary Science. It is also an excellent preparation for those students wishing to go on to graduate studies in the health disciplines.
University of Western Ontario	Bachelor of Health Sciences Degree offered through the School of Health Studies	Interdisciplinary curriculum provides a foundation for students wishing to pursue professional training in medicine, or rehabilitation sciences (such as, speech pathology, physical therapy, or occupational therapy). It also provides a background for students interested in careers or master's-level education in areas of health promotion, health policy, gerontology, bioethics, or health measurement.

It should be noted that the pre-med model is not as well established in Canada as it is in the United States. Most universities now recruit medical students from any discipline. Science and humanities based prerequisite courses (if specified) can usually be completed as part of any degree. The University of Manitoba indicates that pre-medicine at the university can be a three year degree in Science or Arts. While there may be required or recommended courses, usually no one degree or program is required for entry into medicine.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in PreMedicine and Professional Health Career Foundations*

B) BACHELOR OF ARTS IN LANGUAGE AND INTERCULTURAL RELATIONS**1. OVERVIEW**

The Bachelor of Arts in Language and Intercultural Relations (LIR) will be offered by the Department of Languages, Literatures and Cultures at Ryerson University. The degree will give students advanced linguistic and cultural competence as well as the required transformational leadership skills to navigate, and to help organizations navigate, culturally diverse business and working environments.

The key components in the LIR program will give students the opportunity

- to focus on another culture and on a target language;
- to reach an advanced level of linguistic fluency and cultural intelligence in that culture and target language;
- to take six (6) concentration courses;
- to complete community-engagement courses.

This degree proposal puts forth two relatively new concepts: intercultural relations and cultural intelligence. Cultural intelligence is a strategic skill set that includes both a thorough knowledge of linguistic and cultural practices and customs along with a unique ability to adapt to different circumstances and facilitate intercultural and interlinguistic communication. It goes beyond cultural expertise, as it requires relational competence and involves the ability to produce strategic information based on a thorough analysis of intercultural contacts.

The field of Intercultural Relations is sometimes associated with that of language mediation. The two fields represent valued skill sets in strategic teams working for international organizations. Those who possess such skills are called upon to help foster environments in which communication between and among groups from a variety of backgrounds is optimized.

Globalization, at its best, is the free movement of people, products, resources and ideas. Openness to diversity may be Canada's key to an increasingly globalized playing field. The study of Language and Intercultural Relations will provide students with valuable perspectives on the forces that shape people and cultures. It will encourage them to develop a personal and critical understanding of issues, increase their ability to see the differences, as well as similarities, as positive factors in an ever-changing world, and develop their confidence to apply their intellectual, negotiation and communication skills to the goal of open and informed exchange.

The key goal of the BA in Language and Intercultural Relations (LIR) is to give students both the linguistic and cultural competence needed to enter a global market and the leadership skills particular to a global workforce. Intercultural Relations is a field of study designed to give students the ability to understand and facilitate communication among, and accomplish specific tasks within, specific cultures. Students will have the opportunity to deepen their sense of self-awareness in order to achieve intercultural empathy, or *cultural competence*; in other words, to understand how others may see the world differently, to embrace otherness, and to appreciate and value diverse world-views. They will hone specific language skills. Moreover, they will be given skills in transformational leadership.

Students will be prepared for a wide range of cultural encounters—from the known to the vastly unfamiliar. This requires a breadth of knowledge that stems from a humanities-based education. The degree will draw extensively on language courses offered by the Department, i.e., French and Spanish; however, to reflect the interdisciplinary nature of Intercultural Relations, the proposed curriculum will cross fields, departments, and even faculties. Based in language studies and anthropology, the proposed degree also includes courses that focus on history, urban studies, gender studies, human development, political science and psychology.

The Language and Intercultural Relations BA will expose students to new and exciting career paths, with the choice of one of the following concentrations:

- Organizational Behaviour
- Language and Cognition
- Translation Studies

Students will acquire cognitive and practical skills through a variety of experiential learning opportunities, and will be well situated to seek employment in sectors where language and culture specialists are in demand: human resource management, labour relations, business, education, advocacy work, immigrant settlement, social services, translation, public administration, to name but a few. Additionally, students will be able to apply their skills to community development, faith-based field work, urban development, and applied linguistics; or continue their academic endeavour and pursue graduate studies. Primarily, though, LIR graduates will work internationally, help foreign international organizations better understand the Canadian market, or help Canadian organizations deal with international stakeholders.

2. PROGRAM LEARNING OUTCOMES

By the end of the four-year LIR program, students will have the knowledge, skills and attitudes enabling them to:

1. Identify, organize and generate systems of cultural organization.
2. Select and distinguish appropriate strategies to recognize cultural diversity and negotiate differences and appreciate similarities.
3. Demonstrate leadership knowledge, skills and attitudes.
4. Develop plans, strategies, and processes in order to solve problems.
5. Interpret cultural practices in order to generate positive intercultural exchanges.
6. Communicate effectively in at least two languages (English and French or Spanish) in a variety of forms, styles and media produced for diverse audiences.
7. Appraise cultural specificities in order to design and direct strategies for intercultural brokerage.
8. Apply a range of ethnographic tools, skills and methods to interpret verbal and non-verbal cultural meanings.
9. Apply knowledge of intercultural dynamics to ethically prevent, mediate or resolve conflict.

3. CURRENT AND ANTICIPATED SOCIETAL NEED

Ryerson University's Academic Plan⁴ notes the high number of non-English speakers on campus. This is a "fact to be celebrated because the linguistic diversity is a sign of strength." At the same time, barriers in language and culture can inhibit progress. There is a societal need for people who are able to navigate such barriers, and to also help others to do so. According to Strategy 2 of the

⁴ While this program proposal was developed under the orientations of the 2008–2013 Academic Plan, we are confident that our program's orientation will match Ryerson's continued commitment toward community-oriented, employment-focused education in the new 2014-2019 academic plan "Our Time to Lead".

plan, “Ryerson’s undergraduate programs will offer opportunities to students to develop a broad foundation of knowledge and skills necessary for the changing professions of the twenty-first century”, and we believe that this program will contribute to this goal.

The Plan also identifies three factors—of particular relevance here—that influence the university’s direction: 1) we have a mandate to serve the growing number of students in the GTA; 2) we are committed to increasing the number of professional, career-focused programs; and 3) post-secondary education is mirroring the economic world in becoming more global and dependent on partnerships and collaborations.

Globalization and increased migration have brought people from a variety of backgrounds closer together and in more frequent contact. Even though this increase in international contacts has seen a heightened use of English as a lingua franca or common language of communication, “the [information] that’s available in English in a foreign [non-English speaking] country typically is superficial.”⁵

Intercultural relation professionals are strategic relationship builders who work with individuals, corporations, governments and NGOs to help all parties communicate in a way that bridges cultures and lifts barriers of language. The goal is to enable an unimpeded flow of information.

Growing demand for liberal arts programs

Current predictions see Ryerson’s student body growing by about 6–7,000 people through the 2010s. Two-thirds of the increase is expected to be accommodated in new programs. This growth forms part of the university’s commitment to helping the Province of Ontario meet challenges arising from the massive increase in demand for university placements in the Greater Toronto Area.⁶ A large number of future students seeking places in GTA universities will want to pursue a liberal arts or humanities education.

Growing demand for programs focusing on job-readiness

In June 2013, we conducted a survey among 1000+ high school counselors. Their responses point to the fact that students wishing to pursue their study of languages and cultures are looking for a program leading to a degree with practical applications.

LIR graduates may seek careers in education, translation, law, information studies, public service, business or closely-related fields, such as immigration services or financial services, either directly or after further education. Of those who enter the wider labour force, certain employment areas, such as government, NGOs, and other parts of the public realm would be common destinations for LIR graduates, partly because of the obvious relevance of the discipline to the underlying needs of the kind of work involved, but also because of the general intellectual abilities they will develop in their studies—abilities that are relevant to public sphere endeavours.

Much emphasis has been placed on technical skills in academic curriculum design, as the key to ensuring that our graduates have an “edge” in the current labour market; however, one of the consequences of this approach is that non-specialized skills such as communication, interpersonal relations and “non-specialized innovation” have been neglected, so that these are now left to communication specialists, such as Intercultural Communication professionals. LIR graduates could combine these two skill-sets.

⁵ Elmi, Amira. (2010). “Can you understand me now?” *Fulcrum*, Mar 3, <http://www.thefulcrum.ca/articles/27816>, page accessed on Feb 14, 2011.

⁶ Clark, I. et al. 2010. *Academic Transformation: The Forces Reshaping Higher Education in Ontario*. Queen’s Policy Studies Series 138. McGill-Queen’s University Press.

LIR graduates would be successful in both traditional and new media, cultural industries, and other creative ventures such as software localization⁷ and testing. LIR graduates would be competitive candidates for entry into the business world and a great range of other occupations because of the research, analytical, communications, and other skills they would bring to their jobs.

Finally, the number of people pursuing further education after obtaining their bachelor's degree is increasing – up 42 per cent among the graduating class of 2005 compared to that of 2000, for instance.⁸ LIR graduates wanting to continue their education might go to teachers' college or graduate school, or pursue an MBA with a strong cultural component, such as Ryerson's MBA Global program in the Ted Rogers School of Management; they might enter law school or other professional programs.

The global market and workplace

Ryerson's Academic Plan recognizes that students of the 21st century need a “broad foundation of knowledge and skills”; moreover, we are becoming increasingly dependent on global exchange and partnerships. Our students face the potential of an international job market like never before.

Language majors will have an opportunity to capitalize on the concept of the *global village*. LIR specialists are likely to be in demand for their skills in *intra*lingual communication: that is, for their ability to operate as cultural brokers—between cultures of one single language—as between French Switzerland or French Belgium and Canada, or between English Canada and Australia or the United States of America.

In an increasingly international and interconnected global business environment, cultural and language mediation has become a necessity. It is hard to imagine how business graduates, for instance, could function successfully in countries like China without an appreciation of that country's history, evolution and culture. Moreover, the strong analytical capabilities, independent and critical thinking, and sound oral and written communication skills that LIR graduates will possess are talents valued by employers widely. While some careers in the categories noted earlier require further education and training, there is no question that if a job requires critical thought, research, analysis, persuasive writing, and extensive communication skills, LIR graduates will be strong candidates.

According to the Department of Human Resources and Skills Development (Canada), we need international skills and knowledge if we want to take full advantage of the global economy.⁹ Programs that promote cultural understanding and knowledge of diversity, resiliency and coping skills, a positive attitude toward change, advanced language skills, a capacity for discovering new or innovative ways to solve problems, flexibility and adaptability, and an ability to work effectively with co-workers and in teams will equip students for the emerging labour market.

Investing in society through language education

Although language education plays a crucial role in elementary and secondary school curricula, it should be noted that, as human capital, language wealth can decline without investment. For this

⁷ Localization (often shortened to “l10n”) involves adapting a product, such as a piece of software and accompanying instructions, to a particular language-culture so that the product feels as though it were designed for the specific market. For example, Microsoft® Office™ 2010 is now available in 96 languages/cultures, including French for Canada and French for France.

⁸ Statistics Canada. (2009). “Graduating in Canada: profile, labour market outcomes and student debt of the class of 2005.” Ottawa: Statistics Canada, p. 14; <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2009074-eng.pdf>.

⁹ Advancing International Skills and Knowledge, http://www.rhdcc-hrsdc.gc.ca/eng/learning/exchanges/iam_program/activities/advancing.shtml, page viewed March 16, 2011.

capital to remain current, language education must play a central role in post-secondary education. Such investment produces *social returns*—increasingly important in a globalized context. Social returns are difficult to identify, but the development of relationships based on speaking a common language—for example, Canada’s membership in the Francophonie—is a notable one.

Language as human capital is a relatively new concept. Historically, language has been studied first as an ethnic attribute, something that helped label individuals and that, to some extent, allowed for explaining discriminatory biases. More recently, we began to look at language as human capital, which opened the way to a different perspective on language: language skills were being interpreted in the same way as other types of skills, and language became an area in which people could invest profitably as a source of economic advantage. Specialists now consider both dimensions jointly: languages are no longer considered as elements of identity *or* potentially valuable skills, but as sets of attributes that, over time, influence the individual’s socio-economic status.¹⁰

Market trends

We now face a situation in which not mastering another language is seen as a deficit. In an OECD seminar (2008), Bruno della Chiesa writes of the growing expectation that workers will be competent in more than one language: “The impact of these labour market practices on the language learning/teaching market and the consequence of labour market outcomes on social representations are substantial.”¹¹ Statistical trends in Canada seem to be supporting this idea. In 2006, 15% of the population aged 15 and over who were employed between January 1, 2005 and May 16, 2006 reported using more than one language at work. This was a slight increase compared to 2001.¹² While della Chiesa cited evidence of a rise in the knowledge of English (among non-native English workers) the knowledge of French has also increased—between 2001 and 2006—among the Anglophones (from 9.0% to 9.4%) and Allophones (from 11.8% to 12.1%).¹³

Enriching our collective understanding

One’s career path is not the only consideration. As American journalist Flora Lewis once said, “Learning another language is not only learning different words for the same things, but learning another way to think about things.”¹⁴ Intercultural Relations is not based solely on grammar and vocabulary skills, but also on extensive knowledge about intercultural differences, strategic communication and negotiation dynamics.

Intercultural Relations helps to bring together parts of the world in which we live and to foster mutual understanding in a globalized world. All professional studies, such as business or architecture, require an understanding of *Otherness* in order to understand *Self* and vice versa. Furthermore, a mature and nuanced understanding of other languages and cultures can help identify differences, as well as similarities, and anticipate conflicts in the contemporary world.

¹⁰ Grin, François. (2007). “Using Language Economics and Education Economics in Language Education Policy: Guide for the Development of Language Education Policies in Europe. From Linguistic Diversity to Plurilingual Education.” <http://www.coe.int/t/dg4/linguistic/Source/GrinEN.pdf>.

¹¹ della Chiesa, Bruno. (2008). “Globalization and Linguistic Competence: Responding to Diversity in Language Environments. Towards more efficient non-native language learning (NNLL) policies and practices.” Pp. 11, 12, <http://www.oecd.org/dataoecd/46/6/41504351.pdf>.

¹² “Using Languages at Work in Canada.” 2006 Census: Canada, <http://www12.statcan.ca/census-recensement/2006/as-sa/97-555x/p2-eng.cfm>.

¹³ “The Evolving Linguistic Portrait.” 2006 Census: Bilingualism, <http://www12.statcan.ca/census-recensement/2006/as-sa/97-555/p13-eng.cfm>.

¹⁴ Lewis, Flora. (2000). “Round Table: Dialogue among Civilizations.” United Nations, New York, 5 September, <http://www.unesco.org/dialogue/en/lewis.htm>.

Cultural differences, when viewed in isolation, are everywhere. They are used (and frequently abused) to explain and justify particular actions. They are poorly understood by many, yet often quoted and discussed as something familiar. Linguistic and cultural competence is powerful, dynamic, exacting, accepting and complicated. It is precisely because of these characteristics that the study of languages and cultures is important. Intercultural Relations specialists strive to be objective and critical, and in the process enrich our collective understanding of each other. The study of languages and cultures is dynamic, intellectually rigorous, and, above all, highly relevant to understanding today's world.

4. COMPARISON WITH SIMILAR PROGRAMS

The proposed LIR program will enable students to combine two strands of learning: 1) experience related to three of the most-widely spoken languages in the world—English, French, and Spanish—and the many cultures they represent; and 2) valuable insight into the world of intercultural relations management. This unique combination will set the program apart from classic language or applied language programs, international studies programs, or even international business programs offered in Canada and the United States¹⁵. This focus not only will fit with the Ryerson brand—offering real-world skills and experience—but also will enhance the Department's attractiveness to students looking for a different kind of bachelor's degree in language or global management within the larger arts and humanities milieu. Ryerson's commitment to program flexibility, and our ability to align the study of LIR with subject areas that normally are not combined in other universities, should enable us to attract a wide range of high quality students with diverse interests, talents, and potentials.

Elsewhere in Canada, university programs have developed BA degrees in International Studies (e.g. UNBC, Trinity Western, Ottawa, Calgary, UNB, York). With the exception of the International Bachelor of Arts at York (Glendon)—which puts less emphasis on global business/management than the proposed LIR—none of these offers a strong language component. UBC has developed a certificate in Intercultural Studies, self-described as “an innovative career development program that seeks to enable people from corporate, education and community sectors to develop cultural intelligence.”¹⁶ This program recognizes the need for cultural intelligence, but lacks a language component.

Degree programs that are closer in nature to the proposed LIR can be found at McGill University (Major in International Management) and Carleton University (Bachelor of International Business). Both of these programs include a focus on language proficiency, experiential learning, and real-world relevance; however, they are more limited in their applications, focusing on business and/or management only, and lack the LIR emphasis on cultural intelligence.

The proposed program is unique in the way that it brings together language, cultural, ethnographic, communication and negotiation knowledge and skills, together with skills, for example, in management or international development. This unique approach to language and culture programming reinforces the need for applied skills in today's labour market, while being characteristic of Ryerson's unique educational and societal mission.

5. CURRICULUM OVERVIEW

This 40-course unique program constitutes a dynamic addition to other programs offered at Ryerson. The program is based on the Faculty of Arts, one-year common platform degree template, which provides for maximum flexibility and strong foundational educational opportunities.

¹⁵ These programs are usually dedicated to the study of a specific language, translation, international issues, but nowhere are these topics combined into one degree.

¹⁶ <http://www.cstudies.ubc.ca/intercultural-communication/certificate-in-intercultural-studies/index.html>

Twenty (of the total 40) courses are grouped into four categories:

1. Intercultural Relations and ACS courses (5) taught in English:

- LIR100 Global Models in Intercultural Relations¹⁷: This course will instill in students the concepts of world-view as expressed in language and culture, and will help them develop analytical and critical skills in order to be effective as cross-cultural communicators and negotiators. In this course, students will become aware of the concepts of *interculturality*, through the study of the works of Geert Hofstede,¹⁸ Alfons Trompenaars,¹⁹ and David Katan,²⁰ against the background of a variety of definitions of the concept of “culture” ranging from the anthropological to the classic, cultural perspective.
- LIR200 Critical Practices in Intercultural Relations,²¹ a course in which students will be presented with contemporary theories of intercultural, international and cross-cultural communication. They will explore how these theories apply in everyday situations.
- LIR300 Intercultural Negotiation,²² a course in which students will see how intercultural negotiations occur between organizations, businesses, and even levels of government and what techniques may help these parties reach agreements while maintaining different world-views.
- LIR400 Ethnographic Practices²³, a course in which students will learn the skills required in ethnographic practices, including field research, interviews, analysis, and interpretation. Student research skills will grow and coalesce into a final ethnography. These courses will be taught in English, and not from a language or culture-specific perspective; in addition, we expect that they will be taught in single sections by full-time rather than sessional faculty members.
- ACS 401 Introduction to Research Statistics

2. Language and culture courses (minimum of 8) in either French or Spanish.

“Language is an overt marker of cultural membership, and because people place values on different cultural groups, a second language involves decisions about values.” (Bialystok and Hakuta, 1994) The core of the LIR program includes courses on language, literature and culture, in addition to applied language courses.

¹⁷ The current working concept for “Global Models in Intercultural Relations”: As technological, social, political, economic and cultural developments continue to make international communications increasingly prevalent, this course will help students get a better understanding of the differences and similarities between their systems of communication and those of members of other cultures. This course will teach students to develop the necessary emotional competence and intercultural sensitivity to be able to understand the complexities associated with brokering social connections between people from a variety of backgrounds.

¹⁸ <http://www.geerthofstede.nl/culture/dimensions-of-national-cultures.aspx>.

¹⁹ http://changingminds.org/explanations/culture/trompenaars_four_cultures.htm.

²⁰ Katan, David. 1999. *Translating Cultures: An Introduction for Translators, Interpreters and Mediators*. Manchester: St. Jerome Publishing, 271 p.

²¹ The working concept of “Critical Practices in Intercultural Relations”: This course explores the relationship between culture, language and communication. The key concepts of identity, otherness, culture, assumptions and stereotypes, beliefs, and value systems are discussed. Foundational theories and practices are presented, and students investigate the impact of identity and context in intercultural interactions. The focus of this course is to help students develop meaningful strategies to communicate in today’s culturally diverse communities.

²² The working concept of “Intercultural Negotiation”: This course will present students with phase models of negotiations, negotiation contexts, negotiations based on principles or interest, power relations in negotiation situations, negotiation ethics, and intercultural negotiations. Students will have an opportunity to put models and tools into practice, negotiate in their language other than English, with a context-related framework, and be expected to present negotiation-relevant matters in the form of a report.

²³ Students are also required to take ACS 401 Introduction to Research and Statistics, because students will need to be able to generate, analyze and understand quantitative data in order to apply to their full extent the skills they will acquire in LIR 400 Ethnographic Practices.

For students with little prior knowledge of their target language, it could be difficult (but not impossible) to achieve a very high level of fluency within this framework, and they might want to take advantage of additional language courses to that end, by taking more than two concentration courses in the target language and by taking LIR 900 in the target language. On the other hand, students with prior knowledge of their target language of choice will be able to reach a high level of fluency after having taken their ten courses²⁴ in the given language, and will have an opportunity to develop and apply this knowledge to the study of culture and applied language studies.

The language and culture courses included in this program are already offered as Liberal Studies courses—and will continue as such. The Department will thereby ensure healthy enrolment numbers in its Lower Level language course sections; while students entering at an intermediate or advanced level of fluency will increase enrolment numbers in the program's upper level Liberal Studies course sections.

3. Concentration courses (6) in one of the following concentrations: Organizational Behaviour; Language and Cognition; Translation Studies.

In their second, third and fourth years, students will take their concentration courses. *These courses contribute to this program's distinctive edge over language programs offered by other language departments in Ontario and Canada.* A minimum of two of the concentration courses will be taken in either French or Spanish. Normally only one concentration will be achieved within the program structure. It may be difficult for students who opt to spend one or more semesters abroad to complete these courses—some of which are quite unique to Ryerson. In those cases we will consider course substitutions.

4. Community-engaged learning course (1): LIR800 Capstone Course: Community-Engaged Learning in Language and Intercultural Relations

This course is meant to be focused on experiential learning, and will enable students to begin building up a professional portfolio. It is anticipated that the course will function as a capstone and enable students to bring all of their learning into focus as part of a research and work project. This course is meant to be, first and foremost, student-driven and community-focused.

Directed Reading

In semester 7, students interested in pursuing graduate studies may choose to prepare a thesis. In this course, students focus on a community-related research topic, under the supervision of a faculty coordinator, and prepare their thesis, which can in turn become the foundation of their application to graduate school. Students who wish to take this option will need departmental consent. This course will be offered in French or Spanish. It can be taken in English with departmental permission if the student takes 3 concentration courses in the target language).

6. CURRICULUM STRUCTURE

Currently, 10 Arts programs are part of the 'common platform': Criminology, English, Geography, Environment & Urban Sustainability, History, Philosophy, Politics & Governance, Psychology, Sociology and Undeclared Arts. The LIR program would join this group. It is recommended that, by the end of their second semester of studies, students successfully complete the two foundational courses in the program to which they choose to transfer. In the case of LIR, those courses are LIR100 and one language and culture course.

²⁴ In most cases, ten courses in French is the minimum for teachers' colleges to consider French as the main teachable subject.

The proposed program includes:

8 language and culture courses (French or Spanish)

2 concentration courses in French or Spanish

4 concentration courses in English

6 core courses (LIR courses + ACS 401)

6 liberal studies courses

7 common platform courses

7 open electives

Total: 40

The curriculum breakdown is as follows:

8 Required courses

4 – 6 Required Electives (Table I)

8 Professional Electives (Table II)

1 – 7 Professionally Related Electives (Table III)

0 – 5 Professionally Related Electives (Table IV)

6 Required Concentration courses (Table V)

6 Liberal Studies courses (Table A, B in Ryerson Calendar)

FALL	WINTER
YEAR 1	
LIR100 Global Models in Intercultural Relations	Course from Table II
SSH 205: The Fundamentals of Academic Writing	SSH 105: Critical Thinking
Course from Table I : Social Science Elective	Course from Table I : Social Science Elective
Course from Table I : Humanities Elective	Course from Table I : Humanities Elective
Course from Table III	Course from Table I or Table III
YEAR 2	
LIR200 Critical Practices in Intercultural Relations	ACS401 Introduction to Research and Statistics
Course from Table V	LIR300 Intercultural Negotiation
Course from Table II	Course from Table II
SSH 301 Research Design and Qualitative Methods	Course from Table I, III or IV
Course from Table A ²⁵	Course from Table A
YEAR 3	
LIR400 Ethnographic Practices	Course from Table II

²⁵ Table A or B refers to the Lower Level (A) and Upper Level (B) Liberal Studies course offerings in the undergraduate calendar. Students are allowed to take Liberal Studies language and culture courses other than their second language of choice, the same way that they are allowed to take English literature Liberal Studies courses. The fact that all languages are taught in the same department does not prevent students to have that choice. Students are not, however, allowed to take Liberal Studies courses in their target second language.

Course from Table II	Course from Table II
Course from Table V	Course from Table V
Course from Table III or Table IV	Course from Table III or Table IV
Course from Table B	Course from Table B
YEAR 4	
LIR 800 Capstone Course	Course from Table V
LIR 900 Dir. Read. or course from Table V	Course from Table V
FRE/SPN 900 or course from Table II	Course from Table II
Course from Table III or Table IV	Course from Table III or Table IV
Course from Table B	Course from Table B

TABLE I – REQUIRED GROUP 1

A total of four to six courses is required, as grouped and noted below. No more than two courses can be taken from any one subject area.

<p>Humanities - Minimum two courses from the following:</p> <p>ACS 100 Ideas that Shape the World I ACS 200 Ideas that Shape the World II ENG 108 Introduction to Fiction ENG 208 Introduction to Non-Fiction FRE ***+ A French course HIS ***# A History course PHL 101 Plato and the Roots of Western Philosophy PHL 201 Problems in Philosophy PHL 333 Philosophy of Human Nature PHL 366 Existentialism and Art and Culture SPN *** + A Spanish Course</p> <p>*Students who chose French as their target language cannot take FRE courses *Students who chose Spanish as their target language cannot take SPN courses</p>	<p>Social Sciences - Minimum two courses from the following:</p> <p>CRM 100 Introduction to Canadian Criminal Justice CRM 102 Introduction to Criminology ECN 104 Introductory Microeconomics ECN 204 Introductory Macroeconomics ECN 220 Evolution of the Global Economy EUS 102 Environment and Sustainability EUS 202 Sustaining the City's Environment GEO 131 Energy, Earth and Ecosystems GEO 151 Location, Location, Location POG 100 People, Power and Politics POG 110 Power and Influence in Canadian Politics PPA 101 Cdn. Public Administration I: Institutions PPA 102 Cdn. Public Administration II: Processes PSY 102 Introduction to Psychology I PSY 202 Introduction to Psychology II SOC 105 Introduction to Sociology SOC 107 Sociology of the Everyday SSH 100 Social Scientific Inquiry SSH 102 Learning and Development Strategies</p>
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PROFESSIONAL – TABLE II

Students must declare their target language upon admission: either French or Spanish. Of the 10 courses to satisfy the LIR requirement a minimum of 8 are from Table II and a minimum of 2 are to be completed within the concentrations (Table V).

<p><u>French</u></p> <p>FRE 101/201 Introductory French I & II FRE 302 French Food, Wine and Hospitality FRE 301/401 Intermediate French I & II FRE 402 French Conversation and Pronunciation FRE 501/601 Speaking and Writing French I & II FRE 502/602 Advanced Business French I & II FRE 505/605 Language and Culture I & II FRE 507/607 English-French Translation I & II FRE 508/608 Introduction to 20th C French Literature I & II FRE 509/609 Franco-Canadian Literature I & II FRE 510/610 Effective Writing I & II FRE 515 Introduction to Business French FRE 701/801 French in the Media I/II FRE 703 French Theatre from Classicism to the Absurd FRE 704/804 Introduction to Franco-Canadian Culture I & II FRE 706 Cultural Evolution of the French language FRE 707 Introduction to French-English Translation FRE 709 Children's Literature in French FRE 803 French Theatre: 20th Century and Contemporary FRE 900 Senior French Seminar FRE 901 Francophone Women Writers FRE 902 Gender and Decadence 1850-1920 FRE 903 Francophone Short Story FRE 805 French Language Teaching Methodologies</p>	<p><u>Spanish</u></p> <p>SPN 101/201 Introductory Spanish I & II SPN 301/401 Intermediate Spanish I & II SPN 402 Spanish Conversation and Pronunciation SPN 501/601 Advanced Spanish I & II SPN 507/607 English-Spanish Translation I & II SPN 515 Introduction to Business Spanish SPN 702/802 Advanced Business Spanish I & II SPN 704/804 Introduction to Latin-American Culture I & II SPN 707 Spanish-English Translation SPN 708 Contemporary Spanish Fiction SPN 710 Spanish of Spain and Latin America SPN 810 Cultural Context of Writing SPN 805 Spanish Language Teaching Methodologies</p>
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Although any ten courses in French (for students in the French stream) or Spanish (for students in the Spanish stream) may be taken to complete LIR language requirements, students wishing to pursue a particular concentration may wish to include these recommended course selections:

Organizational Behaviour

French Stream: FRE 515, FRE 502, FRE 602

Spanish Stream: SPN 515, SPN 702, SPN 802

Language and Cognition

French Stream: FRE 505, FRE 605, FRE 709, FRE 805

Spanish Stream: SPN 704, SPN 804, SPN 805

Translation Studies

French Stream: FRE 507, FRE 607, FRE 706, FRE 707

Spanish Stream: SPN 507, SPN 607, SPN 707, SPN 710

PROFESSIONALLY-RELATED COURSES – TABLE III

A minimum of one course is required for graduation.

ACC 100 Introductory Financial Accounting	INP 901 Developing Effective Organizations
ACC 333 Core Concepts of Accounting	INP 902 Program Evaluation
ACC 406 Introductory Management Accounting	INP 910 Strategic Planning
ACC 414 Intermediate Accounting I	INT 900 Program Planning and Evaluation Strategies
BLG 143 Biology I	INT 905 Conflict Resolution and Dispute Negotiation
BLG 144 Biology II	INT 908 Homelessness in Canadian Society
BLG 151 Microbiology I	INT 912 Community Development: International Field Experience
BSM 100 The New Business: From Idea to Reality	INT 913 Issues of Migration
BSM 200 The Growing Business: Breaking Even	INT 914 Settlement Experiences
CHY 103 General Chemistry I	INT 917 Urban Community Development
CHY 113 General Chemistry II	ITM 100 Foundations of Information Systems
CHY 213 Analytical Chemistry III	ITM 207 Computer-Enabled Problem Solving
CMN 279 Intro to Professional Communication	ITM 305 System Analysis and Design
CMN 288 Promotional Communication in New Media Contexts	ITM 350 Concepts of e-Business
CMN 305 Strategic Public Relations in Professional Communication	JRN 400 Critical Issues in Journalism
CMN 306 Risk and Crisis Communication	JRN 401 History of Journalism
CMN 313 Organizational Problem Solving and Report Writing	JRN 402 Theory in Journalism and Mass Communications
CMN 314 Professional Presentations	JRN 403 Journalism and Ideas
CMN 315 Issues in Communication and the Contemporary Workplace	JRN 404 Journalism's Best
CMN 316 Questioning Numbers	LAW 122 Business Law
CMN 317 Governance in the Information Society	LAW 525 Law of the Marketplace
CMN 413 Corporate Communications	LAW 529 Employment and Labour Law
CMN 414 Interpersonal Communication in Management	MHR 405 Organizational Behaviour and Interpersonal Skills
CMN 447 Communication and the Law	MHR 505 Organizational Behaviour II
CMN 448 Introduction to Visual Communication	MHR 522 Industrial Relations
CMN 450 Participatory Media and Communication	MHR 523 Human Resources Management
CPS 513 Introduction to Multimedia Computation	MHR 640 Leadership
CYC 101 Intro to Child and Youth Care	MHR 733 Training and Development
CYC 201 Child Abuse and Neglect	MKT 100 Marketing I
CYC 401 Theories of Change for Children and Youth	MKT 300 Marketing Metrics and Analysis
DST 501 Rethinking Disability	MTH 110 Discrete Mathematics I
DST 502 Disability and the State	NNS 101 Introduction to News
DST 503 Current Topics in Disabilities I	NNS 102 Understanding Multimedia Journalism
EID 100 Digital Skills and Innovation for The Global Economy	NNS 103 Basics of Photojournalism
ENT 500 New Venture Startup	OHS 208 Occupational Health and Safety
ENT 526 Entrepreneurial Behaviour and Strategy	OHS 477 Integrated Disability Management
ENT 601 Identifying Opportunities	OHS 508 Occupational Health
FIN 562 Personal Finance	PCS 102 Physics Answers to Everyday Questions
	PCS 120 Physics I
	PCS 130 Physics II
	SCI 102 Chaos and Fractals

PROFESSIONALLY-RELATED COURSES – TABLE IV	
A minimum of one course is required for graduation.	
ANT 100 Introduction to Anthropology	MPF 327 Film History and Criticism to 1945
ASC 731 The Architecture of Urban Housing	MPF 427 Film History and Criticism since 1945
ASC 733 Canadian Architecture Since 1945	MPM 301 New Media History: Analogue Culture(s)
ASC 735 Heritage Conservation Theory and Practice	MPM 401 New Media History: Digital Culture(s)
ASC 750 Architecture and Public Policy	NNS 502 Journalism and the World of Business
ASC 858 Toronto: Architecture of Urbanism	NNS 510 Reporting Religion
CLD 213 History and Philosophy of ECE	NPF 504 Technology, Culture and Communication I
CMN 207 Communication in Hosp. and Tourism Management	NPF 505 Independent Cinema I
CMN 288 Promotional Comm. in New Media Contexts	NPF 506 Contemporary Art History
CMN 443 Contemporary Intercultural Communication	NPF 507 Critical Theory
CMN 447 Communication and the Law	NPF 548 Modern Movements/Issues in Photography
CMN 448 Introduction to Visual Communication	NPF 553 Modern Movements in the Arts I
CMN 450 Participatory Media and Communication	NPF 554 Modern Movements in the Arts II
CRB 600 Post-Colonial Caribbean Society	NPF 557 Topics in Film
CRB 605 Caribbean Tourism: Impacts and Resistance	NPF 559 Advanced Topics in Curatorial Practice
CRB 614 Caribbean Critical Thought	NPF 560 Adv. Topics in Film History and Theory
CRM 200 Criminal Law	NPF 561 Adv. Topics in New Media History and Theory
CRM 202 Victims and the Criminal Process	NPF 564 Contemporary World Cinema
CRM 205 Gender, Sexuality and the Law	NPF 565 Contemporary Canadian Cinema
CRM 206 Race, Ethnicity and Justice	NPF 566 History of Animation
CRM 300 Policing in Canada	NPF 567 Exhibition Practices in Contemporary Art
CRM 304 Youth Justice in Canada	NPF 568 Analogue as Meaning
CRM 306 Corrections in Canada	NPF 569 Disaster Images: Memory and Response
CRM 308 Criminal Courts in Canada	NPF 571 Introduction to Museum and Gallery Studies
CRM 314 Criminal Justice and the Charter	NPF 572 Curatorial Practices in Toronto
CRM 316 International Perspectives	NPF 604 Technology, Culture and Communication II
CRM 402 Criminal Justice and Social Inequality	NPF 605 Independent Cinema II
CRM 404 Criminal Justice Policy	NPF 606 Contemporary Art Theory
CYC 601 Social Research Methods	NPF 607 Cultural Studies
DST 500 A History of Madness	PHL 400 Human Rights and Justice
DST 504 Mad People's History	PHL 401 Philosophy and Mass Culture
ECN 104 Introductory Microeconomics	PHL 449 Issues in the Philosophy of Punishment
ECN 204 Introductory Macroeconomics	PHL 530 Media Ethics
ECN 220 Evolution of the Global Economy	PHL 621 Beyond the Western Academic Tradition
ECN 301 Intermediate Macroeconomics I	POG 100 People, Power and Politics
ECN 321 Introduction to Law and Economics	POG 110 Power and Influence in Canadian Politics
ECN 330 Economic Systems in the New World Economy	POG 210 Canadian Government
ECN 501 Industrial Organization	POG 214 Controversial Policy Topics
ECN 502 Economics of Natural Resources	POG 225 Global Governance
ECN 504 Intermediate Microeconomics I	POG 235 Western Political Thought
ECN 506 Money and Banking	POG 240 Introduction to Comparative Politics
ECN 510 Environmental Economics	POG 310 Provincial Politics
ECN 605 Labour Economics	POG 313 The Politics of Race and Ethnicity
ECN 606 International Monetary Economics	POG 315 Equity and Human Rights
ECN 609 Topics in Economic History	POG 316 Social Policy
ECN 640 The Economics of Immigration	POG 317 Education, Policy
ECN 703 Public Finance I	POG 320 Social Identity and Citizenship
ECN 707 Economics of International Trade	POG 323 The Politics of Development
ECN 710 Transportation Economics	POG 410 Canadian Urban Politics
ECN 721 International Financial Markets	POG 411 Canadian Foreign Policy
ECN 803 Public Finance II	POG 412 Government and the Economy
ECN 808 Economics of Technological Change	POG 415 Environmental Politics and Policy
ENG 413 Colonial and Postcolonial Literatures	POG 416 The Politics of Canadian Federalism
ENG 416 Modern American Experience	POG 417 Canadian American Relations
ENG 421 16C Literature and Culture	POG 423 Nationalism and Identity
ENG 422 17C Literature and Culture	POG 424 Human Rights and Global Politics
ENG 530 Literary Non-Fiction	POG 425 Regional Economic Integration
ENG 531 18C Literature and Culture I	POG 426 Contemporary Global Conflicts
	POG 430 Contemporary Political Thought

ENG 532	18C Literature and Culture II	POG 431	Power, Hegemony, and Resistance
ENG 540	The Novel	POG 440	Indigenous Governance/Justice
ENG 550	Drama	POG 442	Women and Comparative Politics
ENG 560	Poetry and Poetics	POG 443	Global Cities
ENG 570	Auto/Biography	POG 444	Politics, Media and Technology
ENG 590	Word and Image	POG 446	Voters, Elections and Parties
ENG 621	Women's Texts, Global Contexts	PPA 101	Cdn. Public Administration I: Institutions
ENG 624	20C Literature and Culture I	PPA 102	Cdn. Public Administration II: Processes
ENG 626	20C Literature and Culture II	PPA 120	Canadian Politics and Governance
ENG 632	19C Literature and Culture I	PPA 122	Local Politics and Government
ENG 633	19C Literature and Culture II	PPA 124	Indigenous Politics and Governance
ENG 701	Canadian Literatures	PPA 235	Theories of the State
ENG 703	Popular Literatures	PPA 319	Politics of Work and Labour
ENG 705	Visual Cultures	PPA 401	Collaborative Governance
ENG 720	Rhetoric: Theory and Criticism	PPA 403	e-Government
ENG 730	The History of the Book and Publishing	PPA 414	Comparative Public Policy
ENG 888	Televisual Texts and Contexts	PPA 700	Comparative Indigenous Politics/Policies
ENG 921	Narrative in a Digital Age	PPA 702	Administrative Law in Indigenous Context
ENG 930	High and Low Culture	PSY 102	Introduction to Psychology I
ENG 940	Discourses of Difference and Diversity	PSY 518	Environmental Psychology
ENG 941	Gender and Sex in Literature and Culture	PSY 605	Psychology of Health and Health Care
ENG 942	Postcolonial Interventions	PSY 731	History and Theory of Psychology
FNY 403	Food Security Concepts and Principles	PSY 808	Community Psychology
FNY 404	Food Policy and Programs for Food Security	PSY 941	Cross Cultural Psychology
FNY 406	Economics of Food Security	SEM 101	Sign, Sense and Meaning
FNY 407	Community Development and Food Security	SEM 201	Introduction to Visual Semiotics
FNY 408	Urban Food Security	SOC 104	Understanding Society
FRS 102	Francophone Detective Fiction	SOC 105	Introduction to Sociology
FRS 501	Women and the Arts in the 19th Century France	SOC 25A/B	Media and Society
FRS 502	French Feminisms	SOC 300	The Sociology of Diversity
FRS 602	French Caribbean Literature and Culture	SOC 302	The City and Society
FSN 203	History of Design	SOC 402	The City and Social Problems
FSN 132	History of Art I	SOC 470	Toronto: The Changing City
FSN 232	History of Art II	SOC 473	Classical Sociological Theory
FSN 302	History of Costume I	SOC 474	Immigration, Minorities and Citizenship
FSN 509	Topics in Fashion History and Theory	SOC 475	Contemporary Sociological Theory
FSN 556	Design and Cultural Diversity	SOC 608	Women, Power and Change
FSN 704	Dress - Cultural Transformation	SOC 609	Women and Human Rights
GEO 313	Geography of the Physical Environment	SOC 611	Future Worlds: Technology and Social Change
GEO 527	Inequalities in Urban Neighbourhoods	SOC 706	Globalized Labour and Consumption
GEO 530	Urban-Economic Geography	SOC 931	Waste and Consumerism
GEO 551	Urbanization and Regional Development	SOC 941	Race, Ethnic and Aboriginal Studies
GEO 553	Studies in Rural Geography	SOC 943	Poverty Issues
GEO 627	Accessibility in Urban Social Services	SPS 502	Spanish Caribbean Literature and Culture
GEO 631	Exploration in Travel and Tourism	SPS 502	Sex in the Early Modern City
GEO 671	Developmental and Environmental Law	SWP 132	Critical Social Work Foundations
GEO 691	Canadian Immigration: Patterns and Place	SWP 302	Social Policy: Welfare and Programs
GEO 703	Perspectives on Environmental Management	SWP 331	Social Work Theories and Practice
GEO 705	Environment and Society in the Caribbean	SWP 335	Power, Resistance and Change
GEO 803	Recreation and Tourism Analysis	SWP 435	Aboriginal Approaches to Social Work
GEO 910	Structure of the Global Village	SWP 900	Race and Ethnicity
GMS 200	Introduction to Global Management	THF 200	Timelines of Performance History I
GMS 400	The Global Business Environment	THF 201	Timelines of Performance History II
IDE 303	Housing in Society		
INT 910	First Nations Issues		<u>Available only to students in the Spanish stream</u>
INT 911	International Community Development	FRE 302	French Food, Wine and Hospitality
INT 915	Responses to Migration	FRE 402	French Conversation and Pronunciation
INT 916	Introduction to fundraising	FRE 502	Advanced Business French I
IRH 101	History of Design I	FRE 515	Introduction to Business French
IRH 110	Introduction to Art History	FRE 602	Advanced Business French II
IRH 115	Introduction to Contemporary Design	FRE 701	French in the Media I
IRH 201	History of Design II	FRE 801	French in the Media II

JRN 405 Special Topics in Journalistic Theory	<u>Available only to students in the French stream</u> SPN 402 Spanish Conversation and Pronunciation SPN 515 Introduction to Business Spanish SPN 702 Advanced Business Spanish SPN 802 Advanced Business Spanish II
JRN 412 Documentary Survey	
JRN 508 Literary Journalism	
JRN 509 Journalism and the Political Arena	
MPC 103 Art and the Classical Tradition	
MPC 201 Concepts and Theories	
MPC 203 Art in the Modern World	
MPF 290 Introduction to Film Studies	
MPF 427 Film History and Criticism since 1945	
MPM 301 New Media History: Analogue Culture(s)	
MPM 401 New Media History: Digital Culture(s)	
MPS 301 History of Photography I	
MPS 401 History of Photography II	
MUS 211 Music Culture of the City	
MUS 401 Music, Religion and Spirituality	

CONCENTRATION COURSES – TABLE V

Organizational Behaviour

Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language.

MHR 405	Organizational Behaviour and Interpersonal Skills
MHR 523	Human Resources Management
MHR 700	Cross-Cultural Dimensions of Organizational Behaviour
MHR 721	Negotiation and Conflict Resolution

French Stream:

FRE 515	Introduction to Business French
FRE 502/602	Advanced Business French I & II

Spanish Stream:

SPN 515	Introduction to Business Spanish
SPN 702/802	Advanced Business Spanish I & II

Language and Cognition

Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language.

PSY 102	Introduction to Psychology I
PSY 202	Introduction to Psychology II
CLD 206	Language Development ²⁶
CLD 307	Cognitive Development

French Stream:

FRE 505/605	Language and Culture I & II
FRE 709	Children's Literature in French
FRE 805	French Language Teaching Methodologies

Spanish Stream:

SPN 805	Spanish Language Teaching Methodologies
SPN 704/804	Introduction to Latin American Culture I & II

Translation Studies

Students take six of the following courses. Four of these courses must be in French or Spanish depending on their target language.

ACS 106	Introduction to Language
LIR 207	Translation as a Cultural Bridge

French Stream:

FRE 507/607	English-French Translation I & II
FRE 706	The Life and Times of the French Language
FRE 707	French-English Translation

²⁶ Upon agreement between the Department of LLC, Curriculum Advising and the School of the Early Childhood Studies, the prerequisites for students in LIR program for CLD 206 & CLD 307 will be: "CLD 103 or PSY 102 or Direct Entry".

Spanish Stream:	
SPN 507/607	English-Spanish Translation I & II
SPN 707	Spanish-English Translation
SPN 710	Spanish of Spain and Latin America

Note: Normally only one concentration will be achieved within the fields of program structure.

Interdisciplinarity is fundamental to the LIR program. Built on the Faculty of Arts' Common Platform, LIR also includes courses from the Ted Rogers School of Management. The proposed LIR program not only gives Ryerson a new opportunity for admitting students into the (comparatively cost-effective) arts and humanities programs; it also gives a new structure for inter-faculty collaboration—requiring students, for example, to take courses with the Ted Rogers School of Management or the Faculty of Community Services.

Although there is currently no double major curriculum structure at Ryerson, the Department believes that, should it become possible for students to take double majors in the future, a slightly modified version of this program would provide a very interesting and innovative opportunity—both within the Faculty of Arts (for example with a second major in English, Sociology, History, International Economics, Politics and Governance, etc.), and outside the Faculty of Arts (for students in Journalism, Radio and Television Arts, Hospitality and Tourism, Social Services and Social Work, for example). Students would be able to acquire a unique set of skills through complementary programs. This would improve the Department's capacity to brand its program with Ryerson's unique mandate and give students the possibility to earn a degree made up of programs that are rarely, if ever, combined in Canada and abroad.

Initial concerns, voiced by the School of Professional Communication regarding the potential for competition with their courses, have given way to an interest in adding some LIR courses to their series of elective courses. LIR students will likewise be interested in ProComm courses. We are confident that a significant number of our students will be interested in taking the Professional Communication minor. Thus, we see our two disciplines as being complementary rather than competitive.

The current French Option offered as part of the Arts and Contemporary Studies program will not be affected by the introduction of this new degree.

7. NEW PROGRAM ADVISORY COMMITTEE

Dr. Mariel O'Neill Karch, French Department, University of Toronto
 Dr. Marcel Danesi, Department of Anthropology, University of Toronto
 Dr. Jeff Tennant, Études françaises (linguistics), University of Western Ontario
 Dr. Stephen Rupp, Vice Dean, Academic, University of Toronto
 Ms. Bronwyn Best, President, Heiwa Business International

8. ALIGNMENT WITH INSTITUTION'S PLANS

Ryerson's Academic Plan (2008–2013) puts a high value on societally relevant education, and on methods that blend theory and practice. A primary goal is to provide students with educational opportunities that are clearly aimed at developing employment-ready skills, while strengthening critical thinking and analytical ability. The LIR program would support Ryerson's mission by adding an element of cultural competence—and global market awareness—to an already robust language program. Furthermore, the Department hopes to expand its course offerings, with their current focus on French and Spanish, to include Arabic and Chinese. These four languages represent a major section of the world population, culture, and economy.

Supporting strategies in Ryerson's Academic Plan

- The faculty members of the Department recognize and embrace the need to provide opportunities for direct and distinctive career-oriented and experiential learning within a diversity of contexts to meet the wide range of interests of the Ryerson student body, as demonstrated through our involvement in Liberal Studies course offerings, which are very popular among students.
- The Department will provide instruction and practical opportunities of direct relevance so that Ryerson graduates will be able to adapt to ever-changing employment markets as well as equip them to be competitive entrants into graduate and other further educational programs.
- The LIR program is being developed in response to a demand for career preparation; to a growing need for cultural “brokerage.” Courses are designed to take advantage of technological innovation in learning.
- In developing two capstone courses and in working towards creating a learning environment that values self-initiated experiential learning opportunities, the Department will work hand in hand with the Faculty of Arts Student Experience Centre to ensure that the needs of students and community partners are both met.
- The Department strongly believes that their programs, which are based on a close interdisciplinary relationship with the Ted Rogers School of Management, will help Ryerson meet the goal of enhancing partnerships with others to support teaching, learning, and student success and retention and build on a strong tradition of preparing students for employment readiness. They already have formal support from the Chairs of Human Resources, Global Management Studies, and Sociology.
- Along with the practical skills learned within the classroom, course-related experiential assignments and opportunities, and specific research projects associated with the Community-Engagement Projects, students will have opportunities to put their skills to work in the wider world of immigration services, procurement, language and culture mediation in public services and with international corporations, NGOs, and other organizations where they will work with professionals in closely-aligned endeavours in real world contexts.

It should be noted that we are transitioning into a new Academic Plan. “Our Time to Lead” 2014-2019 at the departmental and faculty level is being finalized simultaneously with the LIR approval stages but we can already point out how the proposal fits with the goals of 2014-2019. The program’s philosophy and design links directly to the new plan, especially to Priority 1: Enable Greater Student Engagement and Success through Exceptional Experiences. By combining cultural competence with global market awareness LIR supports Ryerson’s mission “to provide graduates with strong intellectual foundations, as well as transferable skills needed to succeed in careers, become responsible global citizens and enable positive change”. At the same time, new faculty hires will contribute to teaching excellence as well as enhancement of SRC profile that aligns with Priority 2: Increase SRC Excellence, Intensity and Impact.

How the LIR will benefit the Department

The French and Spanish language and culture courses that form the core of this program already exist. Currently, the number of students who achieve the level of fluency necessary to enroll in French and Spanish advanced courses is limited at Ryerson. The Department is therefore unable to offer all its courses each year. Since the LIR program will require students to pursue their language studies at an advanced level and to undertake cultural studies in the target language, these courses will be in greater demand, and thus offered more frequently. Some upper level courses are currently only offered every second or third year. The LIR program will provide an opportunity to populate upper level courses to a level that cannot be achieved under the Department’s current service

mission, therefore enabling tenured faculty members to teach in areas that are closely related to their fields of expertise or research interests.²⁷

As part of its commitment to this program, the Department plans to review its course offerings, amending or removing those that are no longer taught regularly, and reviewing the content of some other courses in order to reflect more faithfully the focus of the proposed program. However, these changes will not derail our current commitments toward Liberal Studies and the Chang School of Continuing Education. We currently have three certificates with the Chang School, and we intend to maintain our ongoing level of commitment toward adult learners.²⁸

Theory, practice, and societal relevance

The Intercultural Relations courses address objectives that would be difficult to meet to the same extent within traditional language courses.

1. **To provide students with the necessary theoretical background to reflect on language as a cultural marker, and on how language can dictate and reflect culture-specific and language-specific world views**—sometimes described as *linguistic determinism* (Athanasopoulos 2006)²⁹—while giving them the necessary technical skills to put into practice their cultural and language skills and knowledge. These courses will enable students to achieve a level of appreciation for intercultural relations as a discipline by focusing on key issues and effective methodologies.
2. **To ensure that students see *intercultural relations in the light of culture and its multiple manifestations as shared practices***—while also recognizing that inter-linguistic communication forms a subject based on four language skills (writing, reading, speaking, listening).³⁰ Intercultural relations courses will look at communication from a unique perspective. In language classes, students are taught how to modify their own linguistic and social behaviour to adopt that of the “Other.” In intercultural relations courses, students will learn how to bridge the cultural and communication divide between members of a different cultural background, thus enabling each party to maintain its cultural distinction. These courses strive to ensure that students approach intercultural and cross-linguistic relations from a perspective that is generally overlooked in traditional language programs.
3. **To develop students’ intercultural knowledge, skills and values to a professional level of competence.** Already, students taking language and culture courses with the Department acquire, and learn to use, intercultural knowledge to some extent. Intercultural relations courses will frame this language and cultural knowledge as a skill-set that is used not only to communicate, but also to bring together groups and individuals separated by language, cultural and value-driven barriers. Intercultural relations courses will provide students with crucial professional tools and expand on Ryerson’s rich tradition of experiential learning. This set of competencies will help students compete in the labour force or gain admission to graduate and other further educational programs.
4. **To improve students’ capacities for corporate and civic engagement and leadership**—enabling them to take their place as thoughtful and active members of society, to participate

²⁷ For a summary of faculty fields of expertise, see the section on Department Staffing 2014-15 in section 2.7.

²⁸ We understand that any significant change made to Liberal Studies courses will have to be first submitted to the Liberal Studies Curriculum Committee then approved by the Liberal Studies Council, prior to being implemented.

²⁹ “[C]ertain patterns of language may highlight certain patterns of reasoning/thinking more than others. In this respect, we are likely to pay more attention to those aspects of reality that are coded in our language than those that are not.” Athanasopoulos 2006, p. 89.

³⁰ In this document, culture is understood in its anthropological sense, with artistic manifestations being an important but partial component of culture.

in public discourse as knowledgeable and articulate individuals, and to contribute effectively to the evolution of the world around them.

Multilingualism / multiculturalism and Canada

Initially, we intend to offer two language streams in the LIR program—French and Spanish—but (as mentioned above) we hope to be able to expand and offer others, using a variety of approaches to curriculum delivery, including exchange or study abroad opportunities. This is consistent with recent developments. In fall 2011, the Department began offering, through the Chang School, a series of Chinese courses. Starting in fall 2012, these were offered during the day as Liberal Studies courses. There appears to be much demand for Chinese, and if the level of enrollment warrants it, Chinese could form the basis of a third stream within this program. We are also looking into the possibility of offering an Arabic stream, (Arabic courses were introduced in fall 2014), among others, through partnerships or exchange programs with foreign institutions. Based on an internal survey conducted in 2010, students in business were interested in Chinese (Mandarin), Hindi, and German. Brazilian Portuguese may also be an option to explore.

It should also be noted that, given the increasingly multicultural nature of our country—and of Toronto, especially—many students will come to this program already equipped with the knowledge of a language and culture other than English or French.³¹ Therefore, it would not be entirely accurate to say that this program will train language and culture specialists able to work in English and French or Spanish only.

9. APPROPRIATENESS OF DEGREE NOMENCLATURE

The degree nomenclature—Bachelor of Arts Degree in Language and Intercultural Relations—reflects both an innovative perspective and a well-established theoretical and practical field of expertise. The BA nomenclature is consistent with comparable programs offered at other Canadian universities, such as the Bachelor of Arts in French Studies (University of Windsor), the International Bachelor of Arts: Bilingual or Trilingual (York University) or the Bachelor of Arts in International Relations (University of Calgary).

The nomenclature also conveys the attributes that set our program apart. For example, other universities currently offer programs in international or intercultural studies but, to our knowledge, ours is the only program that gives students a solid humanities degree that equips them with advanced second language and cultural competence (including skills and knowledge) based in theory and practice.

Evidence of an established field of expertise is found in peer-reviewed journals. For example:

- *Language & Intercultural Communication* (Taylor & Francis)
- *International Journal of Intercultural Relations* (Elsevier)
- *Intercultural Pragmatics* (de Gruyter)
- *Journal of Intercultural Communication Studies* (IAICS)
- *Journal of International and Intercultural Communication* (Taylor & Francis)

Book titles such as *The Routledge Handbook of Language and Intercultural Communication* (2012), *Intercultural Language Activities* (2010), and *Cultures in Conversation* (2005)—published by such

³¹ “In 2011, 11.5% of the population reported speaking both English and a language other than French at home. The corresponding figure in 2006 was 9.1%.” More than 200 languages were reported as a home language or mother tongue in 2011. Statistics Canada, “Linguistic Characteristics of Canadians,” Census 2011, <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.cfm>.

houses as Routledge and Cambridge University Press—further indicate that the field is well-established globally.

10. ADMISSION REQUIREMENTS

Students interested in seeking admission to the LIR program will need to have obtained an Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses (a minimum overall average of 70% establishes eligibility for admission consideration; subject to competition, individual programs may require higher pre-requisite grades and/or higher overall averages). Students should note that they will also need a minimum grade of 70% or higher in Grade 12 U English/Anglais. Students are also encouraged to include one Grade 12 U French or Spanish course.

Upon admission, students will be placed at the appropriate level of fluency in their target language. Furthermore, in addition to being fluent in English, it is expected that some will already have native or near-native levels of fluency in French, Spanish or another language.³² However, our current course offerings in these languages will enable students of all levels to improve their knowledge of non-English language and cultural skills.

The admission requirements are the same as those of all programs on the Common Arts Platform. Nevertheless, following consultation with the Ryerson University Registrar and Director of Admissions, we will recommend to students interested in our program that they make an attempt at having at the very least a very basic knowledge of their second language of choice upon admission.

11. STRUCTURE

As specified by the learning outcomes the LIR degree hopes to introduce, reinforce, and lead towards proficiency identification, organization, interpretation, and appraisal of intercultural dynamics to mediate, prevent, and resolve conflict. The LLC offers courses that will introduce the 9 established program learning outcomes so that students become familiar with the theoretical and practical skills and knowledge needed for intercultural brokerage and interpretation.

LIR100, LIR200, and LIR207 will help students learn the necessary skills to communicate effectively research and outcomes in cultural systems and meaning. Within LIR300, LIR400, and ACS401, students will continue to acquire intercultural analysis and practical skills as well as reinforce the theoretical and attitude based framework presented in their first years. LIR800 and LIR900 presents the students with an opportunity to become proficient and self-directed at intercultural brokerage and research, as well as myriad ethnographic strategies to promote and resolve problems and issues uncovered via observations and readings.

Language specific courses (both the FRE and SPN) follow a gradual and progressive ascent towards language proficiency. All students taking language specific courses at Ryerson through the department of the LLC must first complete an online placement test to ensure that they register in a level-appropriate class. This is important in order to respect the level of the class and, by so doing, create a strong learning environment for the true beginners. Students starting with little familiarity with the language of choice, will commence their journey at the 101 level. The 101 and 201 introduce students to the elements of grammar, style, pronunciation, and culture associated with the language in a dynamic and engaged learning environment. Students commencing their BA in LIR with some previous knowledge of the language, would commence at the intermediate level (i.e. SPN or FRE 301/401), where the foundations introduced at the 101/201 level are reinforced and new

³² It should be noted that, starting in fall 2014, the Department will offer four of the six official languages of the United Nations (Arabic, Chinese, French and Spanish).

language and culture specific elements are introduced (such as literary skills and communication skills).

Recently, the LLC created two new (and popular) courses that focus on phonetics and pronunciation within a specific language. Both the FRE 402 and SPN 402 provide students with a unique opportunity to refine the palette and the tongue and exercise the particular oral/aural requirements of the language.

As students in the program need to complete 10 credits towards their intended language acquisition goal (10 credits towards proficiency), they will continue with business and translation courses or language specific courses, which allow them to fine-tune and become proficient in the grammar and writing styles of the chosen language.

The department of LLC also offers a selection of courses that use elements of literature, cultural studies, media and writing styles, specific time periods, and purviews, to continue reinforcing and making proficient the use of language. Courses coded 5xx, 6xx, 7xx, 8xx, and 9xx offer students a variety of courses where the language is used as a vehicle through which the cultural variance, appreciation, and performance can be pursued.

12. PROGRAM CONTENT

As we recognize the limitations of offering this kind of degree solely in French and Spanish—the two languages for which we currently have tenured and tenure-track faculty members within the Department—we will be offering students interested in other languages and cultures the possibility to meet the language and culture requirements for their degree through a variety of external learning opportunities (online courses, extended stays and student exchanges). Chinese will be the next logical language to develop, as demand is increasing for more advanced courses. We can also see a logical link between some of the History courses currently being offered and what could be included in a Chinese stream in this program.

13. MODE OF DELIVERY

Most courses are, or will be, offered in a lecture format (3 hours per week). However, courses will use many modes of delivery as needed. Language courses, in particular, will offer a lab-like setting to encourage students to build their skill and confidence in speaking; while, in some cases, intensive conversational workshops will be offered in class. Some instructors make use of internet-based grammatical and cultural activities.

Many of our courses draw upon a variety of media sources: newspapers, film, music, image, audio recordings, magazines, historical text, and theatre (among others). This variety is essential for representing a wide range of cultural “voice,” reportage, and artifact. It provides students with real-world experience and heightens their awareness of the dynamic nature of culture: not only does cultural competence require four separate language skills—writing, reading, speaking, listening—but it also depends on diverse kinds of expression, some of which are non-verbal.

Experiential learning

“For the things we have to learn before we can do them, we learn by doing them” said Aristotle, and it is fair to say that all courses currently offered by the Department have a strong experiential component. How can you learn a new language other than by using it to communicate? In our language courses, from the introductory to the most advanced levels, students participate fully in the learning process. Courses are built in such a manner that students have that opportunity to remain constantly involved. In literature courses, students apply critical approaches by defining first the

social-cultural framework of the literary work being studied. In language for business and translation classes, students receive constant feedback and are placed in realistic situations in which they produce texts aimed at fulfilling a given communication goal, in a given communication situation, within a given system of cultural reference. For example, some students have translated an NGO's communication strategy from English into French, and have been able to use this as part of their professional portfolio.

The experiential Intercultural Communication courses allow both individuals and small groups of students to put declarative and conditional (theoretical) knowledge into practice within and—perhaps most importantly—outside the classroom in professional, career-oriented contexts through internships, work placements, or other opportunities. They may work in the private or public sector, for large corporations or small NGOs, but in each case these experiential learning opportunities will be supervised by the Department and will always include a critical and reflexive component that will involve writing an essay and, potentially, keeping a journal of the learning experience. It is hoped that these learning opportunities will also translate into a wide range of venues, allowing students to develop a strong professional network including specialists and other stakeholders on whom students will be able to count, upon graduation, for further guidance in their careers of choice, hence facilitating the university-to-labour market transition.

14. ASSESSMENT OF TEACHING AND LEARNING

Course-level assessments of student achievement are based on the learning objectives as expressed in the course description and anticipated outcomes. The LIR program will challenge students to demonstrate language, culture and mediation competence through the production of documents, using both analogue and digital media, of presentations, as well as the conducting of field work, including mediation sessions between culturally diverse partners. Assignments are related to program goals, with the overall outcome that students graduate with dual language and culture competence, and the ability to mediate effectively and ethically between culturally diverse partners. The ability to self-criticize and question their own behaviour and attitudes is also part of the evaluation scheme. These methods of measuring the achievement of learning objectives and program goals is linked with the University Degree Level Expectations, which ensure graduates that they have the required degree of self-awareness, communication and negotiation skills to perform the duties expected of them in the workplace, in a multiplicity of professional spheres.

15. RESOURCES

LLC is already a strong department that has helped countless students over decades to develop critical skills and a better understanding of the world. For many years, it has maintained some of the highest teaching evaluations in the university. Members of the Department look forward to expanding opportunities to welcome students who will become subject specialists by offering courses that will capture their imaginations—while developing their critical research, analytical, and communications skills more fully than is possible in the Department's current matrix of programming.

Past and present faculty members have been acknowledged for their scholarship and teaching, some being recognized internationally. They cover a wide range of fields, and contribute to a rich educational environment. Courses offered by the Department attract, year after year, students interested in French, Spanish and, more recently, Chinese and Arabic; topics include literature, theatre, cinema, translation, lexicology, migration and language, French feminism, semiotics, and diasporic literatures. Demand for the Department's courses is high and increasing.

From a resource perspective, the Department will be able to use the untapped skills of its faculty members—especially its seven (7) RFA members, who will be able to share knowledge not only of languages but also of their specialist fields on a regular basis.

The Department currently has seven full-time faculty members (tenured/tenured-stream) and a skilled group of sessional instructors. In preparing to deliver the degree with an initial intake of about 45 student FTEs (full-time equivalents), the Department anticipates a need for a total complement of ten full-time faculty along with ongoing sessional support and, on occasion, LTF (limited term faculty) personnel. The projected growth will enable the Department to meet the core requirements of the LIR program as well as to fulfill commitments to Liberal Studies, professionally-related courses, Arts and Contemporary Studies, graduate studies and others.

The Department receives the half-time support of one departmental assistant, shared with the Department of History. The new program will require some additional support: we anticipate moving from 0.5 FTE to 1.5-2.0 FTE in terms of support staff. It is also likely that a faculty member will need to take on additional administrative duties as undergraduate program director to support the chair—which would entail some course release.

Fields of expertise among tenured/tenure-stream faculty

- a) Latin American Literature and Culture; Feminist Theory
- b) Translation Theory; Gender and Discourse; Interlinguistic Communication; Language for Special Purposes
- c) Quebec/Franco-Canadian Literature and Culture; Francophone women's fiction; Francophone Short Story; Narratology; Feminist Theory
- d) Anthropological Linguistics; Ethnography of Communication; Semiotics; Chinese Languages
- e) Communication Theory; Literary Theory; Semiotics; Cognitive Semiotics; Culture Theory; Contemporary Québécois Literature; Magic Realism; Psychoanalysis
- f) Spanish Peninsular Golden Age Literature; Early Modern discourse on prostitution; Cervantes and Picaresque novel
- g) 20th Century French, Québécois and Francophone Drama; Theatre Semiotics; Theories of Otherness in Literary Discourse; Second Language Acquisition

Fields of expertise among CUPE sessional faculty

- a) Comparative Studies; Spanish Influence on Philippine Hispanic literature; 19th Century Peninsular prose: Costumbrism; Role of Women in Hispanic Literature; Second Language Acquisition
- b) Stylistics and Translation
- c) Latin-American Literature and Culture
- d) Translation; Cuban Literature; Poetry
- e) Translation, French
- f) Chinese Language and Literature; Language for Special Purposes
- g) Second Language Acquisition; Applied Linguistics; Arabic; French
- h) Early Modern Philosophy (Arnauld); Wittgenstein; Transnational and Post-Colonial Literature; 20th Century French novel (Duras); Cinema Narrative
- i) 19th Century French Literature
- j) 17th Century French Literature, Feminist Theory

Anticipated full-time faculty requirements when the program is fully operational

	CURRENT	ANTICIPATED
France	1	1
Francophonie	1	2
Caribbean and Latin America	1	1

Iberian Peninsula	1	1
Chinese Studies	0	1
Translation	1	2
Communication Theory/Cultural Studies	2	2
Totals	7	10

16. REPORT ON RYERSON UNIVERSITY LIBRARY AND ARCHIVES — RESOURCES AND SERVICES

Collections

The library is adequately equipped to support the BA in Language and Intercultural Relations. However, inflationary increases to subscription costs require sustained financial commitment from the university in order to provide the current level of service to students, and to allow for improvement and innovation. This is of particular importance as, historically, the acquisition of Chinese materials has been very limited.

Our collection development philosophy is very much holistic in its intent. In response to the rise of interdisciplinary studies in the academy, we have ensured that librarians engaged in collection development are not motivated by strict subject silos, rather they are aware of the needs of all program areas and make collection decisions that improve our resources for all users. A committee comprised of librarians representing all subject areas vets requests for new serials and electronic resources. The committee considers all requests and approvals are granted based on a myriad of factors, including usability, cost, access, and relevance to programs of study at Ryerson.

Where at all possible, we work with our national and provincial consortium, the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL) to negotiate licenses for many of our electronic resources. This increases our purchasing power, and allows us to ensure that the content we purchase is archived in perpetuity on servers housed at University of Toronto via the Scholarsportal initiative.

Liaison with the Department

- a) Subject Librarian for French and Spanish. Offering collections, reference and instruction support for those areas. Languages spoken and written: English, French, Spanish, and German.
- b) Subject Librarian for Sociology and Anthropology. Offering collections, reference and instruction support for those areas.
- c) Subject Librarian for Psychology and Chinese. Offering collections, reference and instruction support for those areas. Languages spoken and written: English and Chinese/Mandarin.

17. QUALITY AND OTHER INDICATORS

The curriculum vitae of LIR faculty members are testament to the interdisciplinary nature of our professional horizons and academic ambitions. The fields of expertise of our faculty members cover the wide scope of research experience necessary to support and develop a bachelor's program in Language and Intercultural Relations.

Faculty members represent a wide spectrum of fields of interest, ranging from Peninsular Spanish culture to Semiotics, from Linguistic Anthropology to Francophone studies, from Translation to Latin American literature, from French feminism to Argentine women writers in exile. LLC is the embodiment of intercultural communication and relations. The SRC achievements of this young department show that intercultural relations are a fertile ground for scholarly studies.

The areas of interest of faculty members lead them to launch research projects that often require the processing of large quantities of data, in a relatively short period of time, and these research projects require research assistants who have a minimal knowledge of the analytical skills required for such tasks. This means that, whenever possible, faculty members will hire undergraduate students as research assistants to support them in their endeavours. For example, currently, five of the seven faculty members are expecting to launch new research projects that will require research assistants with some knowledge of a language other than English, or some knowledge of semiotics and anthropology. Our students would be ideal candidates to fill such positions and they would be able to apply their newly acquired skills, and even gain an interest for scholarly research and graduate studies.

18. PEER REVIEW TEAM (PRT) REPORT

This review was conducted by site visit on November 3, 2014 by Dr. Marc Charron, Associate Professor, School of Translation and Interpretation, University of Ottawa and Dr. Rosa Sarabia, Professor, Department of Spanish and Portuguese, University of Toronto.

1. Objectives

The Language and Intercultural Relations (LIR) program has been developed under the orientations of the last academic plan (2008-13), and is perfectly consistent with the ongoing commitment toward community-oriented and employment-centered education at Ryerson University. In fact, LIR will contribute to serve the growing numbers of students in the GTA, many of whom are non-English speakers. Notwithstanding the positive impact of linguistic diversity, this phenomenon is creating and will inevitably create some linguistic and cultural obstacles and tensions. LIR aims to form professionals who will be able to navigate these obstacles and tensions and respond to a variety of challenges coming out from different social and cultural interactions. LIR graduates will build strategies towards non-obstructed information whether they deal with individuals, corporations, governments or NGOs.

To the existing university's mission, the LIR program will provide students with a dual linguistic and cultural competence that will enable them to become cultural mediators. The LIR program clearly complies with the Undergraduate Degree Level Expectations. It does so by addressing learning outcomes in which students will be able to identify, organize and generate systems of cultural organization; select and distinguish strategies towards cultural diversity and negotiate differences while appreciating similarities; demonstrate leadership; develop plans and processes in order to solve problems; interpret cultural practices so to generate positive intercultural exchanges; communicate effectively in two or more languages; appraise cultural specificities; design and direct strategies for intercultural brokerage; apply a range of ethnographic tools, skills and methods to interpret cultural meanings and apply knowledge of intercultural dynamics to ethically prevent, mediate or resolve conflict. In sum, LIR will train and form students to apply their experiential learning to the real world, which is at the core of the university's mandate.

The degree nomenclature –BA in Language and Intercultural Relations—is consonant with an established field of study. Although there are some programs in international and intercultural studies offered by Canadian universities, LIR is unique by offering both an advanced second language and practical skills along with knowledge pertaining to inter-cultural competence.

2. Admission requirements

Although LIR sits on the Faculty of Arts Common Platform and therefore admission requirements are common to all programs (an OSSD or equivalent with a minimum overall average of 70%, plus a minimum of 70% or higher in Grade 12 U English), LIR will recommend --upon admission-- that students have a basic knowledge of their second language of choice (e.g. one Grade 12 U French,

Spanish, Chinese or Arabic course). Nevertheless, there is an expectation that some students will already have a native or near-native level of fluency in the chosen language. The current language course offerings in LLC will allow students of all levels to improve their knowledge of non-English language and cultural abilities. These LIR language requirements are completely justified by the very nature of the program, and they amount to its expected outcomes.

3. Structure

As part of the Faculty of Arts Common Program, the LIR program proposed offers a coherent structure. In that sense, it is in complete keeping with the regulations set to meet learning outcomes and degree expectations. By offering this structure, the proposed LIR program makes sure that students develop the required competencies in both theory and practice. The applied component of this program is well thought out, and is constantly supported by and developed in accordance with the more analytical and reflective parts of the curriculum. The ethnographic dimension of the upper-level LIR 800 and LIR 900 is a welcome plus-value of this program. As for the language specific courses, their sequence and distribution ensure overall student proficiency (both oral and written, including the writing techniques specific to business/commerce and translation). Course offerings for students also ensure that the widest array of aspects of cultural variance, appreciation and performance are covered. In sum, the structure of the proposed LIR strikes a right balance.

4. Program Content

The curriculum proposed addresses very well the state of intercultural studies, a field that is currently undergoing a considerable expansion in the Americas, Asia, and Europe. If only for that reason, the timing for this program could not be better. The courses related to translation studies and conflict studies, especially, are well designed and relevant for such a program. Their combination with multilingual proficiency makes this program unique and innovative. The Canadian context is particularly well positioned for the launch of such a program, and downtown Toronto even more so. The idea to expand this program to Chinese (after French and Spanish, a logical choice, given that they are the 2nd and 3rd Canadian languages) is more than justified. Again, Metropolitan Toronto seems an obvious choice. The linguistic makeup of such an intercultural-focused program should of course be supported by a well-developed, yet flexible, offer of opportunities for students to study abroad and/or engage in extra-curricular activities in the Francophonie and Spanish-speaking countries, especially Latin America.

5. Mode of delivery

Given the fundamental focus on inter-culturality in this program, the decision to offer the vast majority of courses in a lecture format seems appropriate, if not outright necessary. The lab-like environment for language courses is also a logical one. Resources offered online are additionally part and parcel of the latter, again a contextual necessity that this program acknowledges and has taken into consideration. Same for media sources, which are essential in order to offer a comparative critical viewpoint of possibly “conflicting cultural voices”. Through these, students will be exposed to the major issues (be they local, national, or global) of our times, all the while having to “negotiate” through a multiplicity of not only cultural perspectives, but also social, economic, and political ones.

6. Assessment of teaching and learning

Students’ achievements will be assessed mainly through the creation and delivery of documents, presentations and field work projects (e.g. LIR400, LIR800, LIR900), all of which are oriented by the program’s main learning goals, i.e. dual language and culture competence, and successful mediation between culturally distinct parties and/or subjects.

While LIR students will demonstrate acquired cognitive and practical skills, they will be expected as well to self-evaluate their own attitudes, understand the limitations to their own knowledge, and be aware of how all this may affect analyzes and interpretations. Certainly, this is a healthy and sensible

approach to the complexities of cultural interactions and negotiations due to increased migration. Regarding the levels of student performance and achievement, LIR's proposal is consonant with the guidelines of the university undergraduate Degree Level Expectations.

7. Resources

If the launch of such a creative and multidisciplinary program clearly presents multiple challenges, the current faculty within LLC (aided by an impressive, qualified and experienced group of sessional teachers in all relevant fields) still seems more than adequately equipped to take upon the task. LLC is made up of a young yet extremely focused group of professors-researchers, with strong pedagogical qualities. Also, many of them have published internationally, in prestigious university presses and publishing houses. This top-notch research, in turn, funnels inevitably into the classroom. The Department's languages courses are challenging, and will assuredly offer students some of their most worthy academic experience. Finally, the interdisciplinary principle at the heart of this program can be observed in both the teaching and scholarly activities of its faculty members, and equally in the collaborative spirit that allows the latter to be able to actively engage with other members in the same Faculty and beyond. This type of collaboration (be it teaching- or research-based) is to be encouraged and can only benefit a new trans-disciplinary endeavour like the LIR program.

The LIR proposal elaborates a realistic projection based on existing faculty and staff plus new hires. Since LIR is planning an intake of 45 students in its initial stages new positions seem essential and necessary for the running of the program, both at the faculty and administrative levels. Currently, LLC has seven RFA members, some eleven sessional instructors, and a part-time administrative assistant, shared with the Department of History. In order to meet the core requirements and obligations, and fulfill expected goals of the new program and the ongoing ones of LLC, new hiring seems imperative and reasonable. With the creation of LIR, LLC aims to hire three tenured or tenure-track professors (one will replace a recent retirement) and 1.5-2 FTE full committed administrative assistants. In addition to an undergraduate program director, which will require course release, faculty members will be expected to guide and direct advanced students in LIR800 and LIR900, as part of their teaching load. Also marking allowances will be needed to support those LIR courses with more of 50 students.

New faculty hires intended in the areas of Francophonie, Chinese Studies and Translation will cover the expected needs coming from the three proposed concentrations—a forefront feature not common at Ryerson University.

From the curricula vitae provided, and from our personal exchange with full-time faculty, there is solid proof of high qualified professionals who possess very positive energy and a passionate dedication to teaching and research.

8. Quality and other indicators

As stated prior, the quality of LLC team is excellent, in all aspects (teaching and research, to name but the two most prevalent). All are dedicated pedagogues, and every one of the members brings a unique contribution to this inter-disciplinary program. From anthropological linguistics to translation theory, from Latin American culture to Theories of Otherness in Literary Discourse, to name but a few of the diverse research specialities of LLC team, this program will benefit from a wide variety of scholarly expertise, all of it directly concerned with "languages and intercultural relations". From that perspective, it can only be expected that students will be thoroughly introduced to today's most dynamic and mind-provoking inter-linguistic and intercultural school of thoughts. The key word here is "interdisciplinary", and as a team, the LIR program can count on quite a range of depth in both cutting-edge research and pedagogical initiative.

Summary and Recommendations

Without a doubt, LIR is not only an exciting, cohesive and innovative program but also a long-awaited and much-needed initiative since LLC is the only Department left without a program in the Faculty of Arts. Definitely, LIR will provide LLC with well-defined goals that will channel the synergy of its faculty. Moreover, LIR encompasses the professional vision of Ryerson University at large by forming brokers with mediation capabilities, language knowledge and intercultural competence. Most importantly, LIR's graduates will be crucial agents in a multicultural society defined by bilingualism and characterized by an increasing multiethnic population. In sum, we strongly believe that the LIR program deserves the university's full support.

19. DEPARTMENT RESPONSE TO THE PRT REPORT

As required by Policy 112, Dr. Sarabia and Dr. Charron conducted the site visit on November 3rd, 2014. During the visit both members of the Peer Review Team commented on the distinctive and original aspects of the LIR, its potential as a future template for language departments, and a program they would wish to see established in their own institutions. In the written report submitted on November 18th, 2014, the reviewers are unanimous in their positive assessment of the proposal and "strongly believe that the LIR program deserves the university's full support".

There are no issues raised in the report or questions from the reviewers necessitating a response and we are pleased to see their observations align with the goals and objectives underlined in the proposal. The assessors highlight LIR consistency with the university's mandate and commitment toward community-oriented and employment-centered education via its balanced structure and content that ensure students will develop both cognitive and practical competencies. They commend the realistic plans in terms of staffing and new hires to complement the current "extremely focused group of professors-researchers, with strong pedagogical qualities". Most importantly they emphasize how the combination of intercultural studies with multilingual proficiency makes this program unique and innovative and bring attention to the fact that "the timing for this program could not be better".

In their conclusion the reviewers state that "LIR encompasses the professional vision of Ryerson University at large by forming brokers with mediation capabilities, language knowledge and intercultural competence. [...] LIR's graduates will be crucial agents in a multicultural society defined by bilingualism and characterized by an increasing multiethnic population."

20. DEAN'S RESPONSE (Dr. J.-P. Boudreau)

The LLC department has been working energetically on a degree proposal dating back to 2011 when we first submitted an LOI in June of that year. We received permission from Provost Shepard on June 12, 2012 to post the LOI for the university community. We subsequently engaged with all the feedback received on the LOI, most of which was very positive with our response submitted on October 1, 2012. Following additional requests for further information (data, modules, employment, Ontario survey, etc.), we completed an extensive review and provided responses on June 12, 2013. The LLC Department was authorized to proceed to proposal stage on October 24, 2013; with several points that should be considered in developing the final proposal. All of these changes were carefully incorporated in the proposal along with some new suggestions from Curriculum Advising. On October 23, 2014, the Office of the Vice Provost Academic indicated that the revised degree proposal was ready for peer-review.

The peer review site visit was conducted by Dr. Rosa Sarabia (U Toronto) and Dr. Marc Charron (U Ottawa) on November 3, 2014; the peer review report was received in a timely manner on November 18, 2014. We were very pleased to receive the report which was uniformly supportive and enthusiastic.

I am pleased to express my full and enthusiastic support of the program. I believe this degree—one that brings language and culture into a new lens of exploration—will add innovative programming to Ryerson University and strengthen the range of options available to students all the while embodying Ryerson's unique mission of blending theory with practice within a stimulating intellectual context.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Bachelor of Arts in Language and Intercultural Relations*

C) CERTIFICATE IN IBM MAINFRAME SYSTEM Z COMPUTING: DISCONTINUATION AND CANCELLATION OF COURSES

The Certificate in IBM Mainframe System z Computing was developed and commenced delivery in the 2007-2008 academic year. It is a 6-course certificate delivered through the Chang School's Information Technology Studies (ITS) area within the Engineering, Architecture and Science Unit. It is designed for IT professionals to acquire comprehensive theoretical and practical knowledge in basic and advanced Mainframe computing, focusing on the z/OS environment. Mainframe computers are complex hardware systems used by large corporations and government institutions for mission critical applications such as intensive data processing, management information systems, financial transaction processing, manufacturing control systems, and managing large databases including census statistics and financial data. Mainframe computers, a significant segment of the IBM product line, are used for large scale simultaneous processing of very large information databases. Security of data warehousing and accuracy of processing are of paramount importance. Mainframes require sophisticated and specialized computer programming management and maintenance.

The curriculum is intended to help participants gain knowledge and competencies in the Mainframe environment, including hardware systems, workflows, end-user interfaces, programming, and data management.

Required Course

CKCS 191 **Mainframe Computing:** Introduction to Mainframe Computing z/OS Environment

Electives (select five)

CKCS 192 **Mainframe Computing:** Mainframe Application Programming ASSEMBLER

CKCS 193 **Mainframe Computing:** Mainframe Application Programming COBOL

CKCS 194 **Mainframe Computing:** Mainframe Batch Programming JCL

CKCS 195 **Mainframe Computing:** Mainframe Online Programming: CICS

CKCS 196 **Mainframe Computing:** Mainframe Database Management Systems DB2

CKCS 197 **Mainframe Computing:** Websphere Application Server on z/OS

Consultation with current instructors and staff have resulted in the recommendation that the Certificate in IBM Mainframe System z Computing be discontinued. This Certificate has been experiencing declining enrollment for the last 2 years. In the 2011-2012 year, enrollment was insufficient to start the program as advertised in the Fall 2011 term. Therefore, a second attempt was made to run the program in the Winter 2012 term, but again enrollment was insufficient and the IBM Mainframe System z/OS Computing Certificate did not run during the 2011-2012 academic year. The IBM Certificate program did run during the following academic year, starting in Fall of 2012 and concluding by the end of October 2013. However, the courses in this cohort attracted an approximate

average enrollment of 8 students per course. In the current 2014-15 year, the certificate program is on “pause”.

Currently, there are no certificate registrants in the program. Accordingly, the normal steps (phase-out) taken to ensure certificate completion shall not be necessary.

Since the anticipated need to replace the mainframe technical workforce has declined drastically with the emerging universal adoption of cloud computing, with the downturn in the economy, and with planned retirements put on hold, with retirees returning to work on contract, and with industry not filling vacated positions, it is advisable at this time to discontinue this certificate, commencing discontinuance in the 2015-16 academic year. The courses in the Certificate should be removed from the Chang School course calendar.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in IBM Mainframe System Z Computing: Discontinuation and Cancellation of Courses*

D) CERTIFICATE IN LABORATORY MANAGEMENT AND PRACTICES: DISCONTINUATION

The Department of Chemistry and Biology proposes to discontinue the Certificate in Laboratory Management and Practice and to delete the related CKLP courses from the Chang School Calendar.

The Certificate in Laboratory Management and Practices has been developed for professionals currently practicing or anticipating careers in science-related fields. This program has been designed to equip graduates with managerial skills combined with practical knowledge (ranging from safety, environmental awareness, standards and regulations, specialized information technology systems, effective communications, record keeping, and technical writing) that laboratory work requires. To date none of the courses have run since the certificate’s inception. In fact, there are no certificate candidates in the Certificate in Laboratory Management and Practices Certificate. The certificate is currently on pause for the 2014-2015 academic year at the request of the Department of Chemistry and Biology.

Required Courses

- CKLP 100 **Laboratory Practice:** Professional Laboratory Practice
- CKLP 110 **Laboratory Practice:** Standards and Good Practices
- CKLP 120 **Laboratory Practice:** Intro to Lab Project Management
- CKLP 130 **Laboratory Practice:** Intro to Laboratory Regulations
- CKLP 140 **Laboratory Practice:** Laboratory and Research Ethics
- CKLP 150 **Laboratory Practice:** Sample Management
- CKLP 160 **Laboratory Practice:** Laboratory Info Management
- CKLP 170 **Laboratory Practice:** Data Handling

Elective Courses

- CKLP 180 **Laboratory Practice:** Applied Technical Writing
- CKLP 190 **Laboratory Practice:** Skills for Professional Practice
- CKLP 200 **Laboratory Practice:** Intro to Intellectual Property
- CKLP 210 **Laboratory Practice:** Laboratory Quality Processes
- CKLP 220 **Laboratory Practice:** Independent Study I
- CKLP 230 **Laboratory Practice:** Independent Study II
- CKLP 240 **Laboratory Practice:** Fundamentals of Clinical Research
- CKLP 250 **Laboratory Practice:** Current Topics in Lab Science

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Laboratory Management and Practices: Discontinuation*

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

**■ Yeates School of
Graduate Studies**

GRADUATE PROGRAM COUNCIL BYLAWS

SCHOOL of FASHION

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

14/11/2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

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 Fashion graduate program.

2. 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:

- 2.1. To develop and recommend policy relevant to the School of Fashion graduate program in a manner which is consistent with the general policy of Ryerson University. The School has a separate School Council that deals with undergraduate program matters.
- 2.2. 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.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

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

- 3.1. Responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to the program/ Department/School/Faculty. GPCs collaborate in a transparent manner with related D/SC(s), Chair(s)/Director(s), affected

Faculty Dean(s) or designate(s), the YSGS Dean, the YSGS Council and its standing committees.

- 3.2. Approve policy and procedure with significance and effect only in the program. Consultation with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and the YSGS Dean must take place before implementation. Endorsement by the YSGS Dean – who shall ensure that all consultations have occurred – is necessary before implementation.
- 3.3. Recommend and communicate policies and procedures with implications beyond the program. Endorsement by the affected Faculty Dean(s), and/or designate(s) and/or the Dean of Record is required before submission to the Dean of YSGS. The YSGS Council makes recommendations for approval to Senate.
- 3.4. Report directly to YSGS Council on issues specific to the respective graduate program, and/or matters of general interest. Department/School based programs should copy their respective D/SCs on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. 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:

- 3.6. 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.
- 3.7. 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.
- 3.8. 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.

- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. Chair of the School of Fashion
- 4.3. All full-time faculty members of the School who are active YSGS members and currently teaching regularly in, supervising students of, or active in the administration of, the graduate program.
 - 4.3.1. Faculty on leave who indicate in advance to the GPC Chair that they will be present at meetings during their leave remain full members for the purposes of quorum calculation.
- 4.4. All adjunct faculty members who are active YSGS members and currently teaching regularly in, and supervising students in the graduate program.
- 4.5. Full time students in good academic standing elected by and from their respective years, as follows:
 - 4.5.1. Two students from first year to represent the first year student body.
 - 4.5.2. Two students from second year to represent the second year student body.
- 4.6. At the discretion of the GPC Chair, advisory personnel and other interested persons may be invited to attend GPC meetings, but such persons may not have voting privileges. Staff may serve on the GPC or its committees, but are non-voting.

- 4.7. The GPC Secretary shall be elected by and from the faculty members of the GPC for one year. The GPC Secretary shall be responsible for informing council members of meetings, working with the GPC Chair to determine meeting agendas, recording proceedings of each meeting and arranging for distributing the minutes to all GPC members.
- 4.8. The term of GPC membership will be 3 years for faculty and staff, and 1 year for students. All members may stand for re-election

5. Chair

- 5.1. The Chair of the School of Fashion, or designate (as designated by the Chair), shall act as Chair of Graduate Program Council
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.
 - 5.2.3. 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.
 - 5.2.4. Monitoring follow up to Council actions.
 - 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees. (The GPD is also an ex-officio member of all GPC committee and sub-committees.)
- 5.4. The GPC Chair may request another council member to act as Chair on an interim basis.
- 5.5. There is no limit to the number of terms that a GPC Chair may serve, provided that an election is duly held each year.

6. GPC Procedures

- 6.1. GPC meetings may be called at any time by the GPC Chair but must be held at least twice per academic 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.

- 6.2. A notice, in writing, of a GPC meeting shall be given by the GPC Chair or the GPC Secretary to each member of GPC and be posted at least seven (7) working days prior to the date of the meeting. The agenda and formal motions shall be given to each member at least three (3) working days before each regular meeting but for an emergency meeting, they may be given out at the meeting.
- 6.3. A meeting may be called by a request in writing to the GPC Chair by no fewer than four (4) members of the Council. Such meetings must be called and convened within seven (7) calendar days.
- 6.4. Under the provisions of membership, voting members of GPC will be determined at the first GPC meeting of the academic year. They consist of:
 - a) All full time faculty members of the school
 - b) One instructor from the adjunct faculty within the school
 - c) All student representatives of the graduate program
 - d) The GPC Chair shall only vote in case of a tie
- 6.5. Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting faculty members.
- 6.6. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.7. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.8. 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
- 6.9. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.10. 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 **Error! Reference source not found.** applies).

6.11. Minutes:

- a) The GPC Secretary shall distribute copies of the minutes to:
- i) Each member of the GPC
 - ii) The Dean, Yeates School of Graduate Studies
 - iii) The Dean, Faculty of Communication & Design
 - iv) The Program Administrator, Yeates School of Graduate Studies
- b) Each student member shall report back to their year the results of the meetings.

7. Standing Committees

GPC sub-committees (which may be Committees of the Whole) may be established, with mandate and authority specified at the time of the creation. Where decision-making power is delegated to such sub-committees, their responsibilities and composition must be specified in these bylaws. If sub-committees are deemed appropriate by the GPC, consideration should be given to those areas (e.g., curriculum, scholarship and awards, admissions) included in the YSGS governance structure. Other sub-committees may be established in accordance with GPC bylaws.

- 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.
- 7.3. 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.
- 7.4. In the event that an emergency situation arises at a time when it is not possible to contact members of a committee because of holiday periods, a meeting of a standing or special committee consisting of less than quorum may be convened. Such holiday periods include the winter holiday from the end of classes in December until classes commence again in January, and the period of the summer holidays from the end of classes in April until classes commence again in September.

The Standing Committees of the GPC are as follows:

7.5. Graduate Curriculum and Course Development Committee (hereafter called "Curriculum Committee")

- 7.5.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - 7.5.1.1. Registration practices (course selection and approval);
 - 7.5.1.2. Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.5.1.3. Residency/post residency requirements;
 - 7.5.1.4. Procedures and practices for graduate examinations;
 - 7.5.1.5. Time limits for completion of graduate programs;
 - 7.5.1.6. Definition of instructional offence and offences of conduct;
 - 7.5.1.7. Student appeal and petition mechanisms; and
 - 7.5.1.8. Graduation requirements and practices and convocation practices.

- 7.5.2. Committee Composition: GPD, GPC Chair as ex-officio members and members of GPC who regularly teach in the graduate program.
 - 7.5.2.1. Student representation on the Graduate Curriculum Committee will consist of invitations to specific Curriculum Committee meetings to receive proposed course revisions, to disseminate to class representatives, and to provide input to specific aspects of the curriculum.

7.6. Admissions Committee

- 7.6.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - 7.6.1.1. Recruitment mechanisms;
 - 7.6.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);
 - 7.6.1.3. Review of applications to the program
 - 7.6.1.4. Ranking application and issuing offers to the program.

- 7.6.2. Committee Composition: GPD, GPC Chair as ex-officio members and 4 full-time faculty members elected from and by full-time faculty members of GPC.

7.7. Scholarships and Awards

7.7.1. Mandate:

- 7.7.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
- 7.7.1.2. To recommend sources of graduate student funding, e.g. internal scholarships, A.A.'s and R.A.'s; and
- 7.7.1.3. Recommend selection procedures.

- 7.7.2. Committee Composition: GPD and GPC Chair as ex-officio members, four (4) faculty members chosen from the program.

7.8. Program Membership Committee

7.8.1. Mandate:

- 7.8.1.1. 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;
- 7.8.1.2. 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
- 7.8.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.

- 7.8.2. Committee Composition: GPD and GPC Chair as ex-officio members, four (4) faculty members from the GPC membership

7.8.3. Procedures

- 7.8.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;
- 7.8.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.9. Ad Hoc Committees

- 7.9.1. The GPC may constitute ad-hoc committees to address specific topics.
- 7.9.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.
- 7.9.3. 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.

8 Amendments

The GPC may revoke, amend or re-enact these bylaws provided that notice in writing is given to each GPC member at least 14 days before the next meeting of the GPC. Revocation, amendment or re-enactment of these bylaws shall not come into force until and unless it is ratified by Senate.

**■ Yeates School of
Graduate Studies**

GRADUATE PROGRAM COUNCIL BYLAWS

**Film/Photographic Preservation and Collections
Management**

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

14/11/2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

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 FPPCM graduate program.

2. Mandate

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

- 2.1. 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).
- 2.2. 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.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program/Department/School/Faculty. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty

Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.

- 3.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and 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.
- 3.3. 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.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. Department/School based programs should copy their respective Department/School Councils on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. 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:

- 3.6. 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.
- 3.7. 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.
- 3.8. 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.

- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. The Chair of the School of Image Arts (one of the faculty members represented on the Graduate Program Council.)
- 4.3. All faculty members who are active YSGS members **and** currently teaching regularly in, supervising students of, or active in the administration of the graduate program.
- 4.4. Graduate student representatives from each of the first and second years, elected by and from graduate students in that program of study. (The student representatives are chosen from among their peers by nomination and a vote held in both the first and second-year class. The term of appointment is for one year.)
- 4.5. The Graduate Program Administrator who will be a non-voting member of Council.
- 4.6. The term of GPC membership will be 3 years for faculty and staff, and 1 year for students. All members may stand for re-election

5. Chair

- 5.1. The Chair of the GPC will be elected by GPC members at the first meeting. The position of Chair is restricted to YSGS members and will be re-elected at the beginning of each academic year.
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):

- 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.
 - 5.2.3. 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.
 - 5.2.4. Monitoring follow up to Council actions.
 - 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.
 - 5.4. The GPC Chair may request another council member to act as Chair on an interim basis.
 - 5.5. There is no limit to the number of terms that a GPC Chair may serve, provided that an election is duly held each year.

6. GPC Procedures

- 6.1. 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.
- 6.2. Notices of meetings will normally be distributed at least two (2) working days in advance.
- 6.3. 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.
- 6.4. Quorum shall be two faculty members in addition to the Chair and one student member, and the majority of those present must be voting faculty members.
- 6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.

- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. 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
- 6.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.9. 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 working days in advance of the meeting.

7. Standing Committees

GPC sub-committees (which may be Committees of the Whole) may be established, with mandate and authority specified at the time of the creation. Where decision-making power is delegated to such sub-committees, their responsibilities and composition must be specified in these bylaws. If sub-committees are deemed appropriate by the GPC, consideration should be given to those areas (e.g., curriculum, scholarship and awards, admissions) included in the YSGS governance structure. Other sub-committees may be established in accordance with GPC bylaws.

- 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.
- 7.3. 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:

7.4. Admissions and Studies

- 7.4.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:

- 7.4.1.1. Recruitment mechanisms;
 - 7.4.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);
 - 7.4.1.3. Review applications to the program;
 - 7.4.1.4. Ranking applicants and issuing offers to the program;
 - 7.4.1.5. Registration practices (course selection and approval);
 - 7.4.1.6. Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.4.1.7. Residency/post residency requirements;
 - 7.4.1.8. Full-time and part-time status requirements and procedures;
 - 7.4.1.9. Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
 - 7.4.1.10. Time limits for completion of graduate programs;
 - 7.4.1.11. Definition of instructional offence and offences of conduct;
 - 7.4.1.12. Student appeal and petition mechanisms; and
 - 7.4.1.13. Graduation requirements and practices and convocation practices.
- 7.4.2. Committee Composition: GPD, GPC Chair as ex-officio member, minimum of three (3) faculty members chosen from the program.

7.5. Scholarships and Awards

- 7.5.1. Mandate:
 - 7.5.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
 - 7.5.1.2. To recommend sources of graduate student funding, e.g. internal scholarships, A.A.'s and R.A.'s; and
 - 7.5.1.3. Recommend selection procedures.
- 7.5.2. Committee Composition: GPD, GPC Chair as ex-officio member, two (2) faculty members chosen from the program.

7.6. Program Membership Committee

- 7.6.1. Mandate:
 - 7.6.1.1. 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;
 - 7.6.1.2. 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
 - 7.6.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.
- 7.6.2. Committee Composition: GPD, GPC Chair as ex-officio member, 2 faculty members from the GPC membership
- 7.6.3. Procedures
 - 7.6.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;
 - 7.6.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.7. Ad Hoc Committees

- 7.7.1. The GPC may constitute ad-hoc committees to address specific topics.
- 7.7.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.
- 7.7.3. 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.

**■ Yeates School of
Graduate Studies**

GRADUATE PROGRAM COUNCIL BYLAWS

Master of Journalism

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

14/11/2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

Approved by Senate

dd/mm/yyyy

1. Definitions

Chair: Chair of Council, unless otherwise stated

Council: Graduate Program Council, unless otherwise stated

Faculty: Full-time faculty who are members of YSGS and supervising graduate students.

Graduate Students: Students who are registered in the Journalism MA program.

2. 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:

- 2.1. 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).
- 2.2. 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.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program/Department/School/Faculty. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty

Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.

- 3.2. The GPC may approve policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and 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.
- 3.3. 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.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. Department/School based programs should copy their respective Department/School Councils on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. 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:

- 3.6. 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.
- 3.7. 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.
- 3.8. 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.

- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. Graduate Program Director (GPD)
- 4.2. Chair of the School of Journalism
- 4.3. All faculty members who are active YSGS members and currently teaching regularly in, supervising students of, or active in the administration of the graduate program.
- 4.4. Two graduate student representatives from the Master of Journalism program elected by and from graduate students in that program of study; or, failing that, appointed by Graduate Program Director.
- 4.5. Graduate Program Administrator (GPA), who will be a non-voting member of Council.
- 4.6. One CUPE representative, to represent CUPE members who teach Master of Journalism courses in the School of Journalism.
- 4.7. One member of administrative staff who is active in administration and/or facilitation of the graduate program or Major Research Projects, who will be a non-voting member of Council.
- 4.8. All faculty members who are active YSGS members are automatically members of GPC. Graduate students, the CUPE representative, and the administrative staff member are elected to one-year terms, and may stand for re-election.

5. Chair

- 5.1. The GPD of the Master of Journalism program shall act as chair of the GPC.
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.
 - 5.2.3. 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.
 - 5.2.4. Monitoring follow up to Council actions.
 - 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair is an ex-officio member of all GPC committees and subcommittees.
- 5.4. The GPC Chair may request another council member to act as Chair on an interim basis.

6. GPC Procedures

- 6.1. 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.
- 6.2. Notices of meetings will normally be distributed at least 5 working days in advance.
- 6.3. 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.
- 6.4. Quorum is 50 per cent of the GPC's full membership, and the majority of the members present must be voting faculty members.

- 6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. 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
- 6.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.9. 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 **Error! Reference source not found.** applies).

7. Standing Committees

- 7.1. Additional committees, coordinators and working groups can be established at any time with the approval of the GPC.
- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.

The Standing Committees of the GPC are as follows:

7.3. Admissions and Studies

- 7.3.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - 7.3.1.1. Recruitment mechanisms;
 - 7.3.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);
 - 7.3.1.3. Registration practices (course selection and approval);
 - 7.3.1.4. Standards for maintaining good standing (grades, continuous registration, etc.);

- 7.3.1.5. Residency/post residency requirements;
- 7.3.1.6. Full-time and part-time status requirements and procedures;
- 7.3.1.7. Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
- 7.3.1.8. Time limits for completion of graduate programs;
- 7.3.1.9. Definition of instructional offence and offences of conduct;
- 7.3.1.10. Student appeal and petition mechanisms; and
- 7.3.1.11. Graduation requirements and practices and convocation practices.

7.3.2. Committee Composition: GPD plus all YSGS faculty, plus GPA, plus at least 1 graduate student.

7.4. Program Membership Committee

7.4.1. Mandate:

- 7.4.1.1. 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;
- 7.4.1.2. 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
- 7.4.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.

7.4.2. Committee Composition: GPD plus 2 faculty members.

7.4.3. Procedures

- 7.4.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;
- 7.4.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.5. Ad Hoc Committees

- 7.5.1. The GPC may constitute ad-hoc committees to address specific topics.
- 7.5.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.
- 7.5.3. 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.

 Yeates School of
Graduate Studies

GRADUATE PROGRAM COUNCIL BYLAWS

Master of Health Science in Nutrition Communication

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

14/11/2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

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 Nutrition Communication graduate program.

2. Mandate

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principal 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:

- 2.1. 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).
- 2.2. 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.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program/Department/School/Faculty. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty

Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.

- 3.2. The GPC may **approve** policy and procedures with significance and effect only in the graduate program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and 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.
- 3.3. 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.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. Department/School based programs should copy their respective Department/School Councils on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. 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:

- 3.6. 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.
- 3.7. 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.
- 3.8. 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 Director of the School of Nutrition. The GPC is advisory to the Director on matters that are contractually the responsibility of the Director.

- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. The Department/School Chair/Director
- 4.3. All faculty members who are active YSGS members **and** currently teaching regularly in, supervising students of, or active in the administration of the graduate program.
- 4.4. 2 Graduate Student representatives: one from the MHSc program and one from the Professional Master's Diploma elected by and from graduate students in that option.
- 4.5. The Graduate Program Administrator and the Practicum Coordinator who will be non-voting members of Council.
- 4.6. The term of GPC membership will be 3 years for faculty and staff, and 1 year for students. All members may stand for re-election.

5. Chair

- 5.1. 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.
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.

- 5.2.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the Program Administrator.
- 5.2.4. Monitoring follow up to Council actions.
- 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.
- 5.4. The GPC Chair may request another council member to act as Chair on an interim basis.
- 5.5. The GPC Chair shall vote only in the case of a tie.
- 5.6. There is no limit to the number of terms that a GPC Chair may serve, provided that an election is duly held each year.

6. GPC Procedures

- 6.1. 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.
- 6.2. Notices of meetings will normally be distributed at least 5 working days in advance.
- 6.3. 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.
- 6.4. Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting faculty members.
- 6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.

- 6.7. 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
- 6.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.9. 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 **Error! Reference source not found.** applies).

7. Standing Committees

- 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.
- 7.3. 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:

7.4. Admissions

- 7.4.1. Mandate: to make recommendations to GPD regarding the following:
 - 7.4.1.1. Recruitment mechanisms;
 - 7.4.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, Dietitians of Canada eligibility, etc.);
 - 7.4.1.3. Admission decisions
 - 7.4.1.4. Graduate award allocations
- 7.4.2. Committee Composition: GPD, GPC Chair as ex-officio member(s), 4 faculty members, PA as a non-voting member

7.5. Scholarships and Awards

7.5.1. Mandate:

- 7.5.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
- 7.5.1.2. To recommend sources of graduate student funding, e.g. internal scholarships, A.A.'s and R.A.'s; and
- 7.5.1.3. To recommend selection procedures.

7.5.2. Committee Composition: GPD, GPC Chair, 4 faculty members, student representative.

7.6. Curriculum

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

- 7.6.1.1. Registration practices (course selection and approval);
- 7.6.1.2. Standards for maintaining good standing (grades, continuous registration, etc.);
- 7.6.1.3. Changes in accreditation standards that impact program curriculum;
- 7.6.1.4. Full-time and part-time status requirements and procedures as appropriate;
- 7.6.1.5. Procedures and practices for major research project or paper requirements.
- 7.6.1.6. Time limits for completion of graduate programs;
- 7.6.1.7. Curriculum changes and other matters as they may arise.
- 7.6.1.8. Impact of curriculum changes on students' ability to meet Graduate Degree Level Expectations

7.6.2. Committee Composition: GPD, GPC Chair as ex-officio member, 3 faculty members who are members of GPC, and a student representative. Practicum Coordinator and Program Administration as non-voting members.

7.7. Program Membership Committee

7.7.1. Mandate:

- 7.7.1.1. 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;

7.7.1.2. 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;

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

7.7.2. Committee Composition: GPC Chair (ex-officio), 1 faculty member, 1 student representative.

7.7.3. Procedures

7.7.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;

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

7.8. Scholarly Research and Creative Activity (SRC) Committee

7.8.1. Mandate:

7.8.1.1. To review major research project/paper (MRP) proposals and provide feedback to MRP students

7.8.1.2. To promote the quality and integrity research completed by MHSc students

7.8.2. Committee Composition: GPC Chair (ex-officio), 2 faculty members

7.9. Ad Hoc Committees

7.9.1. The GPC may constitute ad-hoc committees to address specific topics.

7.9.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.

7.9.3. 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.

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
06/01/2015

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 or her 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 or her 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.

3. Membership

In accordance with Policy 45, GPC membership shall be as follows:

- 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 (full or associate) 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. In the event that a student member cannot attend a meeting, he or she may designate another student to attend GPC meetings on an interim basis.

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 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. Members on leave or sabbatical count toward quorum if they are present at a meeting, but otherwise not.
- 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. 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 decisions regarding admissions, scholarships and awards, and to make recommendations to 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. Graduate award allocations (RGA, RGS, OGF, etc.)
- 6.4.1.4. Policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
- 6.4.1.5. Sources of graduate student funding, e.g. internal scholarships, A.A.'s and R.A.'s; and
- 6.4.1.6. 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, and the GPA as non-voting member.

6.6. Program Membership Committee

6.6.1. Mandate:

- 6.6.1.1. to make recommendations to GPC, or relevant subcommittee, regarding 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 program-specific criteria 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.



GRADUATE PROGRAM COUNCIL BYLAW
PhD in Policy Studies

Approved by Interim Program Council

31 October 2014

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

14/11/2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

Approved by Senate

dd/mm/yyyy

1. Definitions

- 1.1. "Chair" means the Chair of the Graduate Program Council (GPC) of the Policy Studies program, as defined by this bylaw, unless otherwise stated.
- 1.2. "Council" or "GPC" means Graduate Program Council of the Policy Studies program, as defined by this bylaw, unless otherwise stated.
- 1.3. "Executive Committee" or "Executive" means the Executive Committee of the Policy Studies Graduate Program Council, as defined by this bylaw, unless otherwise stated.
- 1.4. "Dean of Record" is the Dean of the Faculty of Arts, with such duties and responsibilities as may be determined, from time to time, by Senate policy.
- 1.5. "Dean of YSGS" is the Dean of the Yeates School of Graduate Studies.
- 1.6. "faculty" (lower-case "f") means all faculty members (regular, adjunct, and affiliate) who are active in the program.
- 1.7. "Faculty" (upper case "F") means an academic unit containing Departments/Schools.
- 1.8. "GPD" means Graduate Program Director of the Policy Studies program, as defined by this bylaw, unless otherwise stated.
- 1.9. "GPA" means Graduate Program Administrator, who provides administrative support to the Policy Studies program.
- 1.10. "graduate program" or "program" means the doctoral program in Policy Studies, housed in the Faculty of Arts at Ryerson University, unless otherwise stated.
- 1.11. "stream" or "field" means one of the areas of academic concentration available within the program.
- 1.12. "graduate student" means a student who is enrolled in the Policy Studies program.
- 1.13. "YSGS" means the Yeates School of Graduate Studies.

2. Mandate

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principal 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 to:

- 2.1. 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);
- 2.2. 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;
- 2.3. ensure that the graduate program remains current and relevant by monitoring the curriculum of the graduate program on an ongoing basis, and by recommending and/or enacting changes to the current curriculum and methods of delivery as appropriate to ensure that it continues to satisfy the program's objectives;
- 2.4. provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and the YSGS;
- 2.5. ensure, subject to budgetary limitations, the adequate promotion of the program through appropriate print and electronic promotional material; and to
- 2.6. review annually the budget of the program and, when required, to make recommendations for amendment(s) to the Dean of Record and to Dean of the Yeates School of Graduate Studies.

3. Council Membership

In accordance with Senate Policy 45 (*Constitutional Provisions for Department/School Councils*), membership has been determined via a consultative process involving the GPD, the Dean of Record, and the Dean of the YSGS. GPC Membership includes the following:

- 3.1. The Graduate Program Director (GPD);

- 3.2. All faculty members who are active YSGS members and who self-identify annually as active in any of the following capacities within a four (4) year period:
 - 3.2.1. teaching in the program; **and/or**
 - 3.2.2. serving on the comprehensive examination or dissertation committees of graduate students of the program; **and/or**
 - 3.2.3. serving on any of the standing or *ad hoc* committees of the graduate program;
- 3.3. The Chairs/Directors of the Schools/Departments in which any of the faculty members of GPC hold their primary appointment; and
- 3.4. Two (2) graduate student representatives from each stream, elected annually by and from current graduate students in that stream.
- 3.5. The Graduate Program Administrator (GPA), who will provide administrative support and be a non-voting member of the Council.

4. Authority

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

- 4.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program, housed in the Faculty of Arts. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.
- 4.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC may consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and the Dean of YSGS before implementing any policy or procedure. The Dean of YSGS shall ensure that all necessary consultations have occurred before endorsing the implementation of any policy or procedure.
- 4.3. 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.

- 4.4. The GPC may report directly to the YSGS Council, with copy to the Dean of Record, on issues specific to the respective program, and/or on matters of general interest.
- 4.5. Input to committees:
 - 4.5.1. The GPC and its committees will review all matters pertaining to their respective mandates on their own initiative.
 - 4.5.2. The GPC may also request that any of its committees review any particular matter.

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

- 4.6. The GPC will not enter into debate or take action on any matter that would violate the *Ryerson University Act*, or any policy of either the Board of Governors or of Senate.
- 4.7. 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.
- 4.8. The GPC does not have the authority to override decisions made by other governance bodies 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 Dean of Record. The GPC is advisory to the Dean of Record and/or to relevant Department Chair(s)/School Director(s) on matters that are contractually the responsibility of the Dean of Record and/or the Department Chair(s)/School Director(s) and/or the Department/School Council(s).
- 4.9. In the event of a disagreement between the GPC and the Dean of Record and/or the Dean of the YSGS that is not resolved through normal avenues of discussion, 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.

5. Graduate Program Director

- 5.1. The Graduate Program Director (GPD) – who must be a tenured faculty member whose principal appointment is within the Faculty of Arts – is appointed for a three (3) year term by the Dean of Arts upon the advice of a search committee that shall:
 - 5.1.1. be established by the Dean of Arts at least six (6) months prior to the expiration of the incumbent GPD's term;
 - 5.1.2. consist of
 - 5.1.2.1. the Dean of Arts or designate, who shall Chair the committee;
 - 5.1.2.2. one (1) faculty member from each stream elected by and from faculty members of the GPC; and
 - 5.1.2.3. one (1) graduate student elected by and from the graduate students of the program.
- 5.2. The Graduate Program Director (GPD) may serve a maximum of two consecutive terms, provided that reappointment occurs following the process outlined in Article 5.1 above.
- 5.3. The conditions of employment of the GPD will be specified in a Letter of Appointment.
- 5.4. The GPD is, *ex officio*, a member of all committees and governance structures of the program.

6. Chair of the GPC

- 6.1. The Chair of the GPC will be elected by GPC members at the first meeting of each academic year. All faculty members of the GPC, including the GPD, are eligible to be nominated and elected.
- 6.2. The Chair may delegate any of the following tasks, but is responsible for:
 - 6.2.1. calling and conducting meetings, and confirming quorum;
 - 6.2.2. setting meeting agendas;
 - 6.2.3. maintaining a written record of Council decisions, actions, and recommendations; and ensuring that a copy of these records is shared with the GPC and is filed with the GPA and thereby accessible to appropriate personnel in the YSGS and the office of the Dean of Record;

- 6.2.4. monitoring follow up to Council decisions;
 - 6.2.5. submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council; and
 - 6.2.6. communicating with the Dean of Record, relevant Department Chair(s) and/or Department Council(s), and the YSGS on behalf of the Program Council and/or its Executive Committee.
- 6.3. As per Article 5.4 above, the GPD is, *ex officio*, a member of all committees and governance structures of the program. Where the GPC Chair elected pursuant to Article 6.1 above is not the GPD, s/he is also a member, *ex-officio*, of all GPC committees and sub-committees.
- 6.4. The GPC Chair may designate another council member to act as Chair on an interim basis.

7. GPC Procedures

- 7.1. GPC 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, and for information and/or approval, where applicable, to reach other committees and councils. Additional meetings may be held at the call of the GPC Chair, the Executive Committee, or at the request of any five (5) Council members.
- 7.2. Notices of meetings will normally be distributed at least 5 days in advance.
- 7.3. Only faculty and student members of the GPC are voting members. Staff may serve on the GPC or its committees but are non-voting.
- 7.4. The Chair is entitled to vote on all questions coming before the GPC and/or any standing committee. In the event of a tie, the Chair has a second, 'casting,' vote.
- 7.5. Quorum is fifteen (15) members, or such greater number as may be specified by Senate policy, and
- 7.5.1. the majority of the members present must be faculty members of Council; and
 - 7.5.2. at least half of the student members of Council must be present.
- 7.6. Voting matters are normally decided by a simple majority of members present and voting at a meeting.

- 7.7. Decisions, including the election of committee members, may be taken outside meetings through ballots distributed electronically or physically to all members.
- 7.8. The nomination process – and elections, if there is more than one candidate – will take place in May of each year according to the following schedule:
 - 7.8.1. A call for nominations will be circulated to faculty members of Council and to all graduate students in good academic standing by 30 April in each year, and nominations will be accepted until 4 pm on 14 May (or the following Monday, where 14 May falls on a weekend);
 - 7.8.2. Voting will commence two (2) business days following the close of nominations and will continue until 4 pm on 26 May (or the following Monday, where 26 May falls on a weekend);
 - 7.8.3. Results will be announced before the end of May.
- 7.9. 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.
- 7.10. Any faculty Council member may attend a meeting of any committee, of which s/he is not a formal member, as a non-voting participant. Any student Council member may attend, as a non-voting participant, any meeting of any committee that has students included in its formal membership.
- 7.11. A decision to amend this Bylaw requires a two-thirds majority of the GPC members present and voting at the meeting, and can be taken only after written notice – including the text of the proposed amendment(s) – has been provided to all members at least 5 days in advance of the meeting.
- 7.12. Proxies are not permitted, and GPC members must be in attendance at a GPC meeting to vote (except where Article 7.7 applies).

8. Standing Committees

The Standing Committees of the GPC are as follows:

8.1. Executive Committee

8.1.1. Mandate:

- 8.1.1.1. to exercise the functions of the GPC between meetings;
- 8.1.1.2. to work with the GPD to ensure the efficient and effective operation of the program;
- 8.1.1.3. to coordinate the activities of, and to consult with, the other standing committees;
- 8.1.1.4. to recommend, where appropriate, policies, procedures, and practices to the GPC and/or to relevant YSGS bodies;
- 8.1.1.5. to make recommendations to the GPC and/or, where appropriate, to relevant YSGS bodies, regarding recruitment mechanisms and strategies;
- 8.1.1.6. to develop, implement, and periodically review (in consultation with the appropriate program and/or YSGS bodies) program registration policies and procedures;
- 8.1.1.7. to define instructional offences and offences of conduct;
- 8.1.1.8. to recommend to the GPC, and/or relevant YSGS bodies, policies and practices for graduate student funding (e.g., minimum levels, length of commitment, both full-time and part-time);
- 8.1.1.9. to be consulted, and to advise the GPD, in the distribution of Research and/or Graduate Assistantships;
- 8.1.1.10. to recommend to program students sources of funding (e.g., external and internal scholarships, research assistantships, and other awards that may come to the attention of this committee); and
- 8.1.1.11. to report annually to the GPC on its activity.

8.1.2. **Chair:** The Chair of the Executive Committee shall be the GPD.

8.1.3. **Composition:** The Executive Committee (EC) will consist of

- 8.1.3.1. the Graduate Program Director (GPD);
- 8.1.3.2. the Chair of the Graduate Program Council elected by the Council pursuant to Article 6.1 of this Bylaw (if someone other than the GPD);
- 8.1.3.3. one (1) faculty member from each stream, elected by and from faculty members of the GPC by way of a

nomination and election process, which may be conducted in person or electronically; and

- 8.1.3.4. one (1) graduate student elected by and from the six (6) graduate student members of the GPC, using a nomination and election process that may be conducted in person or electronically.

If the graduate student elected is unable to attend any meeting of the Executive Committee, s/he may designate one of the other elected student members of the GPC to attend that meeting in his/her stead.

- 8.1.3.5. The Graduate Program Administrator will provide support to this committee but is a non-voting member.

- 8.1.4. **Terms of office:** One year, beginning 01st August in the year of election and expiring 31st July of the following year. There is no limit to the number of terms members may serve, provided that the member is eligible to serve and is re-elected to subsequent terms. All GPC elections are to be held in accordance with GPC election procedures

- 8.1.5. **Procedural matters:** The provisions of Articles 7.2, 7.3, 7.4, 7.6, and 7.7 of this bylaw will also pertain to its Executive Committee
Quorum is one-half of the committee membership.

8.2. Admissions Committee

8.2.1. Mandate:

- 8.2.1.1. to review the submissions of applicants and to establish a priority order for offers of admission to be extended;
- 8.2.1.2. to determine the number of, process to be used in awarding, and recipients of any and all admissions scholarships that are not automatically granted to incoming students (in consultation with the Scholarships and Awards Committee); and
- 8.2.1.3. to develop, implement, and periodically review (in consultation with the appropriate program and/or YSGS bodies) procedures, practices and standards for admission to the program, including academic and non-academic qualifications (e.g., ESL, program standards).

- 8.2.2. **Chair:** The GPD or designate shall chair the committee.

- 8.2.3. **Composition:** Graduate Program Director; Chair, GPC (if someone other than the GPD); and two (2) faculty members from each stream, elected by and from faculty members of the GPC by way of a nomination/election process which may be conducted in person or electronically

Should the nomination process fail to produce the necessary committee members, the GPD may appoint eligible faculty to fill any vacancies.

The Graduate Program Administrator will provide support to this committee but is a non-voting member.

- 8.2.4. **Term of Office:** one (1) year from 01 August to 31 July. 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.

- 8.2.5. **Procedural matters:** The provisions of Articles 7.2, 7.3, 7.4, 7.6, and 7.7 of this bylaw will also pertain to the Admissions Committee.

Quorum is one-half of the committee membership.

8.3. Curriculum and Studies Committee

- 8.3.1. **Mandate:** to ensure that the graduate program remains current and relevant by monitoring the curriculum of the graduate program on an ongoing basis and by making recommendations to the GPC, regarding the following:

- 8.3.1.1. number and type of courses included in the program;
- 8.3.1.2. course development, review, and content changes;
- 8.3.1.3. course requisites and methods of delivery;
- 8.3.1.4. course registration practices (e.g., course selection and approval);
- 8.3.1.5. development, review and administration of Progress Report forms;
- 8.3.1.6. standards for maintaining good academic standing (e.g., grades, continuous registration);
- 8.3.1.7. residency/post residency requirements;
- 8.3.1.8. enrolment status requirements and procedures;
- 8.3.1.9. policy, procedures and practices for graduate examinations (including comprehensive examinations), thesis requirements and thesis examination practices;

- 8.3.1.10. time limits for completion of graduate programs; and
- 8.3.1.11. graduation requirements and practices and convocation practices.

8.3.2. **Chair:** The GPD or designate shall chair the committee.

8.3.3. **Composition:** The Curriculum and Studies Committee will consist of:

- 8.3.3.1. the Graduate Program Director;
- 8.3.3.2. the Chair of the GPC (if someone other than the GPD);
- 8.3.3.3. one (1) faculty member from each stream, elected by and from faculty members of the GPC using a nomination and election process that may be conducted in person or electronically; and
- 8.3.3.4. one (1) graduate student from each stream elected by and from the six (6) student members of the GPC using a nomination and election process that may be conducted in person or electronically.

The other graduate student GPC member from each stream will serve as an alternate for the student elected from his/her stream, and will have voice and vote when serving in that capacity.

- 8.3.3.5. The Graduate Program Administrator will provide support to this committee and its subcommittees, but is a non-voting member.

8.3.4. **Term of Office:** one (1) year from 01 August to 31 July. 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. Should the nomination process fail to produce the necessary committee members, the GPD may appoint eligible GPC members to fill any vacancies.

8.3.5. **Procedural matters:** The provisions of Articles 7.2, 7.3, 7.4, 7.6, and 7.7 of this bylaw will also pertain to the Curriculum and Studies Committee and its subcommittees

Quorum is one-half of the committee or subcommittee membership.

8.3.6. **Subcommittees:** The Curriculum and Studies Committee (CSC) may establish such standing or *ad hoc* subcommittees as it may consider appropriate, but must specify, at the time the committee is

constituted, its membership, Chair, terms of reference, and reporting relationship.

Notwithstanding the generality of the foregoing, there shall be two standing sub-committees as follows:

- 8.3.6.1. **Appeals Subcommittee:** To adjudicate student appeals and petitions, the Curriculum and Studies Committee (CSC) shall establish, as required, an Appeals Subcommittee consisting of the GPD and two faculty Council members uninvolved in the appeal, one of whom shall be from the same stream as the student.
- 8.3.6.2. **Comprehensive Examination Questions Subcommittee:** To ensure that comprehensive examinations are developed that are reflective of the program's curriculum, the Curriculum and Studies Committee (CSC) shall establish annually a Comprehensive Examinations Questions Subcommittee consisting of the GPD and one (1) faculty Council member from each stream. In consultation with faculty in each stream, the Comprehensive Examination Questions Subcommittee will establish annually a suite of Policy Theory questions and a suite of questions related to each stream.

8.4. Scholarships and Awards Committee

8.4.1. Mandate:

- 8.4.1.1. to develop, publicize, and administer selection procedures for any awards for which program students make application and for which program input is solicited. Such procedures include, but are not restricted to, assessing applications when committee members have acted as referees; and
- 8.4.1.2. to fairly assess/adjudicate scholarship/award applications and make recommendations to the Executive Committee.

8.4.2. **Chair:** The GPD or designate shall chair the committee.

8.4.3. **Composition:** Graduate Program Director (GPD) and one faculty member from each stream elected by and from the faculty members of GPC using a nomination and election process that may be conducted in person or electronically.

Should the nomination process fail to produce the necessary committee members, the GPD may appoint eligible faculty to fill any vacancies.

The Graduate Program Administrator will provide support to this committee but is a non-voting member.

8.4.4. **Term of Office:** one (1) year from 01 August to 31 July. 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.

8.4.5. **Procedural matters:** The provisions of Articles 7.2, 7.3, 7.4, 7.6, and 7.7 of this bylaw will also pertain to the Scholarship and Awards Committee.

Quorum is one-half of the committee membership.

8.5. Program Membership Committee (PMC)

8.5.1. Mandate:

- 8.5.1.1. to develop program-specific criteria and procedures for YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and be approved by the YSGS Dean;
- 8.5.1.2. 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 in a timely manner; and
- 8.5.1.3. to review the list of faculty affiliated with the program on an annual basis and submit it to the Dean of YSGS.

8.5.2. **Chair:** The GPD or designate shall chair the committee.

8.5.3. **Composition:** Graduate Program Director (GPD) and one faculty member from each stream elected by and from the faculty members of GPC using a nomination and election process that may be conducted in person or electronically.

Should the nomination process fail to produce the necessary committee members, the GPD may appoint eligible faculty to fill any vacancies.

The Graduate Program Administrator will provide support to this committee but is a non-voting member.

8.5.4. **Term of Office:** one (1) year from 01 August to 31 July. 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.

8.5.5. **Procedural matters:** The provisions of Articles 7.2, 7.3, 7.4, 7.6, and 7.7 of this bylaw will also pertain to the Program Membership Committee.

Quorum is one-half of the committee membership.

9. Ad Hoc Committees

- 9.1. The GPC and/or the Executive Committee may constitute additional committees from time to time to address specific topics such as a conference committee, a Periodic Program Review Committee. Membership, Chair, Terms of Reference, and reporting relationship of ad-hoc committees will be determined at the time the committee is constituted.
- 9.2. 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.



GRADUATE PROGRAM COUNCIL BYLAWS
Master of Arts in Public Policy and Administration

Approved by YSGS Council
10/11/2014

Approved by Dean, YSGS
14/11/2014

Approved by the Academic Governance and Policy Committee of Senate
06/01/2015

Approved by Senate
dd/mm/yyyy

1. Definitions

- 1.1. "Chair" means the Chair of the Graduate Program Council (GPC), unless otherwise stated.
- 1.2. "Council" or "GPC" means Graduate Program 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 of YSGS" is the Dean of the Yeates School of Graduate Studies.
- 1.6. "faculty" (lower-case "f") means all faculty (regular, adjunct, and affiliate) who are active in the program.
- 1.7. "Faculty" (upper case "F") means an academic unit containing Departments/Schools.
- 1.8. "GPD" means Graduate Program Director.
- 1.9. "GPA" means Graduate Program Administrator.
- 1.10. "graduate program" or "program" or "MPPA program" means the Master of Arts in Public Policy and Administration, unless otherwise stated.
- 1.11. "graduate student" means a student who is enrolled in this graduate program.
- 1.12. "YSGS" means the Yeates School of Graduate Studies.

2. Mandate

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principal 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 to:

- 2.1. 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).
- 2.2. 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.
- 2.3. Ensure the graduate program remains current and relevant by monitoring its curriculum on an ongoing basis; by considering the recommendations of the Curriculum and Studies Committee regarding appropriate changes to the current curriculum and methods of delivery, to enable the continued satisfaction of the program's objectives.
- 2.4. Provide an arena for the debate, discussion and dissemination of information on matters pertaining to the graduate program and the YSGS.
- 2.5. Take responsibility for the accreditation of the program by the Canadian Association of Programs in Public Administration (CAPPA).
- 2.6. Ensure, subject to budgetary limitations, the adequate promotion of the program through appropriate print and electronic promotional material.
- 2.7. Review annually the program's budget and, when required, make recommendations for amendment(s) to the Dean of the Yeates School of Graduate Studies and/or to the Dean of the Faculty of Arts.
- 2.8. Provide support for Department-based and other initiatives of relevance to the program including, but not restricted to, the Ontario Public Service Visiting Fellow, Distinguished Public Servant in Residence, Executive-in-Residence Program of the Canada School of Public Service, the Deputy Minister Champion program of the Ontario and Canadian governments, Visiting Scholars, Ryerson University Public Policy and Administration Alumni Association, student/faculty events, and special symposia.

3. Membership

In accordance with Senate Policy 45 (*Constitutional Provisions for Department/School Councils*), membership has been determined via a consultative process involving the GPD, the Chair of the Department of Politics and Public Administration, the Dean of the Faculty of Arts, and the Dean, YSGS. GPC Membership includes the following:

- 3.1. The Graduate Program Director (GPD);
- 3.2. The Chair, Department of Politics and Public Administration;
- 3.3. All faculty members who are current YSGS members in this program and active in any of the following capacities within a four (4) year period:
 - 3.3.1. teaching in the program; **and/or**
 - 3.3.2. serving as a Supervisor or Second Reader on a Thesis or Major Research Paper; **and/or**
 - 3.3.3. serving on any of the standing or *ad/hoc* committees of this graduate program;
- 3.4. Four graduate student representatives in good academic standing in the program, including, at least one part-time students, elected each Fall semester by and from current graduate students in the program, using a nomination and election process that may be conducted in person or electronically. Part-time students may serve more than one year, but must be re-elected to each subsequent year.
- 3.5. The Graduate Program Administrator (GPA) is to provide administrative support, but be a non-voting member of Council.

4. Authority

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

- 4.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program, housed in the Department of Politics and Public Administration in the Faculty of Arts. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.
- 4.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, and 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.

- 4.3. The GPC may **recommend and communicate** policies and procedures with implications beyond the program. Affected Faculty Dean(s), and/or designate(s) must endorse recommended policies and procedures before they are submitted to the Dean of YSGS and YSGS Council. The YSGS Council makes recommendations to Senate for approval.
- 4.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. As a Department-based program, a copy of such reports will be provided to the Department Council of the Department of Politics and Public Administration.
- 4.5. Input to committees:
 - 4.5.1. The GPC and its committees will review all matters pertaining to their respective mandates on their own initiative.
 - 4.5.2. The GPC may also request that any of its committees review any particular matter.

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

- 4.6. 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.
- 4.7. 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.
- 4.8. The GPC does not have the authority to override decisions made by other Department 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 or the Department Council.
- 4.9. In the event of a disagreement between the GPC and the Dean of YSGS that is not resolved through normal avenues of discussion, 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.

5. Graduate Program Director

- 5.1. The Graduate Program Director (GPD) – who must be a tenured faculty member – will be recommended by the Chair of the Department of Politics and Public Administration, who shall consult with the GPC Executive Committee and may consult with the GPC, to the Dean of Arts for appointment.
- 5.2. The conditions of employment of the GPD will be specified in a Letter of Appointment from the Dean of the Yeates School of Graduate Studies.
- 5.3. The GPD is, *ex officio*, a member of all committees and governance structures of the program.

6. Chair of the Graduate Program Council

- 6.1. The Chair of the GPC will be elected by GPC members at the first meeting of each academic year. All faculty members of the GPC, including the GPD, are eligible to be nominated and elected.
- 6.2. The Chair may delegate any of the following tasks, but is responsible for:
 - 6.2.1. calling and conducting meetings, and confirming quorum;
 - 6.2.2. setting agendas;
 - 6.2.3. maintaining a written record of Council decisions, actions and recommendations, and ensuring that a copy of these records is shared with the GPC, and is filed with the GPA and thereby accessible to appropriate YSGS personnel;
 - 6.2.4. monitoring follow up to Council actions;
 - 6.2.5. submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council; and
 - 6.2.6. communicating with the Department Chair, Department Council and the YSGS on behalf of the GPC and/or its Executive Committee.
- 6.3. As per Article 5.3 above, the GPD is, *ex officio*, a member of all committees and governance structures on the program. Where the GPC Chair, elected pursuant to Article 6.1 above, is not the GPD, s/he is also a member, *ex-officio*, of all GPC committees and sub-committees.

- 6.4. The GPC Chair is entitled to vote on all questions coming before the GPC and/or the Executive Committee. In the event of a tie, the Chair has a second, 'casting,' vote.
- 6.5. The GPC Chair may request another Council member to act as Chair on an interim basis.
- 6.6. There is no limit to the number of terms a GPC Chair may serve, provided an election is duly held each year.

7. GPC Procedures

- 7.1. The GPC 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, and for information and/or approval, where applicable, to reach other committees and councils. Additional meetings may be held at the call of the GPC Chair, the Executive Committee, or at the request of any five (5) Council members.
- 7.2. Meeting notices will normally be distributed at least three (3) working days in advance.
- 7.3. Only faculty and elected student members of the GPC are voting members. The Graduate Program Administrator is to provide administrative support but be a non-voting member of Council.
- 7.4. Quorum is eleven (11) members, or such greater number as may be specified by Senate policy, and
 - 7.4.1. the majority of the members present must be faculty members of Council; and
 - 7.4.2. at least two student members of Council must be present.
- 7.5. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 7.6. 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.
- 7.7. Any faculty Council member may attend, as a non-voting participant, a meeting of any committee, of which s/he is not a formal member. Any student Council member may attend, as a non-voting participant, any meeting of any committee that has students included in its formal membership.

- 7.8. A decision to amend GPC Bylaw requires a two-thirds majority of the members present and voting at the meeting, and can be taken only after written notice – including the text of the proposed amendment(s) – has been provided to all members at least 5 days in advance of the meeting.
- 7.9. Proxies are not permitted, and GPC members must be in attendance at a GPC meeting to vote (except where Article 7.5 applies).

8. Standing Committees

The Standing Committees of the GPC are as follows:

8.1. Executive Committee

8.1.1. **Mandate:**

- 8.1.1.1. to exercise the functions of the GPC between meetings;
- 8.1.1.2. to work with the GPD to ensure the efficient and effective operation of the program;
- 8.1.1.3. to coordinate the activities of, and to consult with, the other standing committees;
- 8.1.1.4. to recommend, where appropriate, policy to the GPC;
- 8.1.1.5. to recommend to the GPC and/or, where appropriate, to relevant YSGS bodies, recruitment mechanisms and strategies;
- 8.1.1.6. to define instructional offences and offences of conduct;
- 8.1.1.7. to be consulted, and to advise the GPD, in the distribution of Graduate Assistant (GA) and/or Research Assistant (RA) positions; and
- 8.1.1.8. to report annually to the GPC on its activity.

8.1.2. **Chair:** The Chair of the Executive Committee will be the GPD.

8.1.3. **Composition:** The Executive Committee (EC) will consist of

- 8.1.3.1. The GPD;
- 8.1.3.2. The Chair of the GPC elected by the Council pursuant to Article 6.1 of this Bylaw, if someone other than the GPD;

- 8.1.3.3. Three (3) elected GPC faculty members. Two faculty members will be elected in May of each even-numbered year and a third in May of each odd-numbered year. The faculty election process will be by way of a nomination and election process, which may be conducted in person or electronically;
 - 8.1.3.4. Two (2) graduate student members of the GPC (ideally, but not necessarily one full-time and one part-time student) are to be elected by and from the six GPC student members, using a nomination and election process that may be conducted in person or electronically. Student members will be elected in the Fall semester.
 - 8.1.3.5. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.
- 8.1.4. **Terms of office:** For faculty, two years, and for students, one year.
- 8.1.4.1. Faculty terms begin 01st August in the year of election and expire two years later, 31st July. There is no limit to the number of terms faculty members may serve, provided the member is eligible to serve and is re-elected every two years.
 - 8.1.4.2. Student elections will be held in Fall semester each year and terms expire 31st August. Full-time students may serve only one term. Part-time students may serve more than one term, but must be re-elected each subsequent year.
- 8.1.5. **Sub-Committees:** The Executive Committee may establish such standing or *ad hoc* subcommittees as it may consider appropriate, but must specify, at the time the committee is constituted, its membership, Chair, terms of reference, and reporting relationship.
- Notwithstanding the generality of the foregoing, there shall be one standing sub-committees as follows:
- 8.1.5.1. **Program Membership Sub-Committee (PMSC):**
 - 8.1.5.1.1. **Mandate:**
 - 8.1.5.1.1.1. to develop program-specific criteria and procedures for YSGS membership, which must be consistent with YSGS requirements

and be approved by the Dean of YSGS;

8.1.5.1.1.2. 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

8.1.5.1.1.3. to review annually and submit to the Dean of YSGS, the list of those affiliated with the program

8.1.5.1.2. **Chair:** The GPD or designate shall chair the committee

8.1.5.1.3. **Composition:** the GPD; the Chair of the GPC (if someone other than the GPD); and the three faculty members of the Executive Committee. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.

8.1.6. **Procedural matters:** Relevant GPC Procedures (Articles 7.2, 7.3, 7.5, 7.6, 7.7, and 7.9) will also pertain to its Executive Committee and sub-committees thereof. Quorum is one-half of the committee or sub-committee membership.

8.2. Admissions, Scholarships and Awards

8.2.1. **Mandate:**

8.2.1.1. to review applications submitted, and to establish a priority order for offers of admission to be extended;

8.2.1.2. to determine the number of, process to be used in awarding, and recipients of, admissions scholarships that are not granted automatically to incoming students;

8.2.1.3. to develop, implement, and periodically review (in consultation with YSGS bodies) procedures, practices, and standards for admission to the program, including academic and non-academic qualifications (e.g., ESL, program standards); and to develop, implement, and periodically review (in consultation with the appropriate YSGS bodies) program registration policies and procedures;

- 8.2.1.4. to develop, publicize, and administer selection procedures for any awards for which program students make application and for which program input is solicited; and
- 8.2.1.5. to fairly assess/adjudicate scholarship/award applications and make recommendations to the Executive Committee.
- 8.2.2. **Chair:** The GPD or designate shall chair the committee.
- 8.2.3. **Composition:** the GPD; the Chair of the GPC (if someone other than the GPD); and up to three (3) faculty members, elected by and from GPC faculty members by way of a nomination and elections process, which may be conducted in person or electronically. Should the nomination/election process fail to produce the necessary committee members, the GPD may appoint eligible faculty to fill any vacancies. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.
- 8.2.4. **Term of Office:** one (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.
- 8.2.5. **Procedural matters:** Relevant GPC Procedures (Articles 7.2, 7.3, 7.5, 7.6, 7.7, and 7.9) will also pertain to its Admissions, Scholarships and Awards Committee. Quorum is one-half of the committee membership.

8.3. Curriculum and Studies Committee

- 8.3.1. **Mandate:** to ensure that the graduate program remains current and relevant by monitoring the curriculum of the graduate program on an ongoing basis and by making recommendations to the GPC, regarding the following:
 - 8.3.1.1. number and type of courses included in the program;
 - 8.3.1.2. course development, review and content changes;
 - 8.3.1.3. course requisites and delivery methods;
 - 8.3.1.4. course registration practices (e.g. course selection and approval);
 - 8.3.1.5. standards for maintaining good academic standing (e.g., grades, continuous registration);
 - 8.3.1.6. residency/post residency requirements;

- 8.3.1.7. full-time and part-time status requirements and procedures;
 - 8.3.1.8. policy, procedures, and practices for graduate examinations, thesis requirements and thesis examination practices;
 - 8.3.1.9. enrolment status requirements and procedures;
 - 8.3.1.10. time limits for completion of graduate programs; and
 - 8.3.1.11. graduation requirements and practices and convocation practices.
- 8.3.2. **Chair:** The GPD or designate shall chair the committee.
- 8.3.3. **Composition:** The Curriculum and Studies Committee will consist of:
- 8.3.3.1. the GPD;
 - 8.3.3.2. the Chair of the GPC (if someone other than the GPD);
 - 8.3.3.3. three (3) elected GPC faculty members; and
 - 8.3.3.4. two (2) graduate student (ideally, but not necessarily one full-time and one part-time student) from the GPC, using a nomination and election process that may be conducted in person or electronically.
 - 8.3.3.5. The Graduate Program Administrator will provide support to this committee but is to be a non-voting member.
- 8.3.4. **Term of Office:** one (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. Should the nomination/election process fail to produce the necessary committee members, the GPD may appoint eligible GPC members to fill any vacancies.
- 8.3.5. **Subcommittees:** The Curriculum and Studies Committee (CSC) may establish such standing committees as it may consider appropriated, but must specify, at the time the committee is constituted, its membership, Chair, terms of reference, and reporting relationship.

Notwithstanding the generality of the foregoing, there shall be one standing sub-committee as follows:

- 8.3.5.1. **Appeals Subcommittee:** To adjudicate student appeals and petitions, the Curriculum and Studies Committee (CSC) shall establish, as required, an Appeals Committee consisting of the GPD and two faculty Council members uninvolved in the appeal.
- 8.3.6. **Procedural matters:** Relevant GPC Procedures (Article 7.2, 7.3, 7.5, 7.6, 7.7, and 7.9) will also pertain to its Curriculum and Studies Committee and any sub-committees thereof. Quorum is one-half of the committee or subcommittee membership.

9. Ad Hoc Committees

- 9.1. The GPC and/or the Executive Committee may constitute additional committees from time to time to address specific topics. Membership, Chair, Terms of Reference, and reporting relationship of *ad hoc* committees will be determined at the time the committee is constituted.
- 9.2. 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.

 Yeates School of
Graduate Studies

GRADUATE PROGRAM COUNCIL BYLAWS

SPATIAL ANALYSIS

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

14/11/2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

Approved by Senate

dd/mm/yyyy

1. Definitions

Department: Ryerson's Department of Geography.

Department Chair: The Chair of the Department of Geography.

Faculty: Ryerson's Faculty of Arts.

Faculty Dean: The Dean of the Faculty of Arts.

Graduate program: The graduate program in Spatial Analysis.

Graduate Program Council (GPC): The program council of this graduate program.

Graduate Program Director: The program director of this graduate program.

Graduate Program Administrator: The program administrator of this graduate program.

Program faculty member: A faculty member teaching or supervising in, or contributing to the administration of, this graduate program.

Program instructor: A non-faculty member teaching in this graduate program

Program student: A student who is enrolled in this graduate program.

Yeates School of Graduate Studies (YSGS): Ryerson University's school of graduate studies

2. Mandate

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

- 2.1. To develop and recommend policies relevant to the graduate program within the context of general University policies, especially those of YSGS.
- 2.2. 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.

- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and to YSGS.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program, Department, and Faculty. The GPC will collaborate in a transparent manner with the Department Council, Department Chair, Faculty Dean or designate(s), Dean of YSGS, YSGS Council and its standing committees.
- 3.2. The GPC may approve policy and procedures with significance and effect only in the program. The GPC must consult with the Graduate Program Director, Faculty Dean or designate(s), Faculty Council(s) where appropriate, and 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.
- 3.3. The GPC may recommend and communicate policies and procedures with implications beyond the program. Affected Faculty Dean(s), and/or designate(s) 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.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. The GPC should copy the Department Council on such reports.
- 3.5. Input to committees: The GPC and its committees will review all matters pertaining to their mandates on their own initiative. The 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:

- 3.6. 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.
- 3.7. 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.
- 3.8. The GPC does not have the authority to override decisions made by other Department 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 Department Chair. The GPC is advisory to the Department Chair on matters that are contractually the responsibility of the Department Chair.
- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

- 4.1. In accordance with Policy 45, membership was determined via a consultative process involving the Graduate Program Director, Department Chair, affected faculty deans, and the Dean, YSGS. GPC membership includes the following:
 - The Graduate Program Director
 - The Department Chair
 - All program faculty members, who are active YSGS members and regularly teaching in the graduate program, supervising program students, or contributing to the administration of the graduate program.
 - All adjunct professors and emeriti, who are active YSGS members and regularly supervising program students or contributing to the administration of the program
 - All program instructors
 - Program student representatives from each program of study elected annually by and from the students in that program of study, as follows:

Two full-time Master of Spatial Analysis students, and one part-time Master of Spatial Analysis student

- The Graduate Program Administrator as a non-voting member

4.2. The GPC is re-constituted at the beginning of each academic year.

5. Chair

5.1. The Graduate Program Director serves as Chair of the GPC.

5.2. The GPC Chair is responsible for:

- Calling and conducting meetings, and confirming quorum;
- Setting agendas;
- Maintaining a written record of GPC decisions, actions, and recommendations, and ensuring that a copy of these records is filed with YSGS;
- Monitoring follow-up to GPC actions;
- Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.

5.3. The GPC Chair is an ex-officio member of all GPC committees.

5.4. The GPC Chair may request another GPC member to act as GPC Chair on an interim basis.

6. GPC Procedures

6.1. The GPC meets at least twice per year, once in each of the Fall and Winter semesters. Meetings are 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 GPC members.

6.2. Notices of meetings will normally be distributed at least one week in advance.

6.3. All GPC members with the exception of the Graduate Program Administrator are voting members. The GPC Chair shall vote only in the event of a tie.

- 6.4. Quorum is 50% of the GPC's voting members, and the majority of the members present must be voting faculty members.
- 6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. All members are expected to attend Council and, where relevant, committee meetings. If members are unable to attend they are to inform the Chair of the GPC or committee in advance of the meeting, or as soon as possible thereafter.
- 6.8. 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 one week 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 **Error! Reference source not found.** applies).

7. Committees

- 7.1. Ad hoc committees and working groups can be established at any time with the approval of the GPC. Membership of ad hoc committees will be determined at the time the committee is constituted. Members 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 is dissolved.
- 7.2. Membership of all committees is on a volunteer basis and members are elected from and by the GPC, or from and by the group of eligible members within GPC (e.g., program faculty members electing the members of a committee that is composed exclusively of program faculty members).
- 7.3. The term of office of members of any committee is identical to the academic year, for which the GPC was constituted.

The standing committees of the GPC are as follows:

7.4. Spatial Analysis Policy Committee

- 7.4.1. Mandate: The committee makes recommendations to the Graduate Program Director as well as to YSGS Council, or its relevant committees, on procedures, standards, and practices regarding graduate admissions and graduate studies,

scholarships and awards, and graduate faculty membership. Specifically, the committee will:

- Recommend admissions criteria and procedures for the program;
- Recommend policies and practices for graduate student funding;
- Recommend scholarships and awards selection procedures;
- Develop program-specific criteria and procedures for program faculty membership and supervisory responsibilities;

7.4.2. Committee Composition: Committee of the whole.

7.5. Spatial Analysis Executive Committee

7.5.1. Mandate: The committee advises the Graduate Program Director and the Department Chair on the operation of the graduate program. Specifically, the committee will:

- Review admissions applications and recommend admissions decisions and funding offers;
- Recommend allocation of graduate scholarships and awards;
- Recommend allocation of research assistant and graduate assistant positions;
- Assist with award nominations;
- Review and consult students on the graduate program's curriculum, and make recommendations pertaining to its integrity, coordination, relevance, currency, and methods of delivery;
- Review and recommend the assignment of graduate courses to faculty members and instructors;
- Make recommendations on the use of the program's operating budget, e.g. for student conference travel support;
- Review applications for membership in the program faculty, and to submit its recommendations to the Dean of YSGS; and
- Review the program faculty membership on an annual basis and submit the list to the Dean of YSGS.

7.5.2. Committee Composition: GPC Chair and between three and five program faculty members elected from and by program faculty members of GPC. Due to the confidential nature of the committee's responsibilities, there are no student members.



GRADUATE PROGRAM COUNCIL BYLAWS

Master of Digital Media

Approved by YSGS Council
27/02/2014

Approved by Dean, YSGS
18/03/2014

Approved by the Academic Governance and Policy Committee of Senate
06/01/2015

Approved by Senate
dd/mm/yyyy

1. Definitions

- Chair:** Chair of Council, unless otherwise stated;
- Council:** Master of Digital Media Graduate Program Council (MDM);
- Faculty:** all full-time faculty members that are currently teaching courses offered and/or advising / supervising students in the Graduate Program in the Master of Digital Media;
- Adjunct Faculty:** an individual who is able to make a significant contribution to a Department, School or Faculty, or to the University as a whole through teaching, or supervising students in field or practice placements, participation in SRC projects or other intellectual activity at the University, or a combination of these activities.

Associate YSGS

- Member:** is employed by, or affiliated with, Ryerson University, has been formally recognized as an Associate YSGS member, but is not a member of the RFA. Eligibility for membership in this category may include: research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors, who are actively engaged in SRC activities and who meet the criteria established by the graduate program with which they are to be affiliated and are formally recognized as an Associate YSGS member by YSGS.

Graduate Program

- Administrator:** (GPA) works in collaboration with the GPD to administer the graduate program and is an ex-officio non-voting member of GPC and sub-committees.

- Graduate Student:** a student who is currently registered in the Graduate Program in the Master of Digital Media.

2. 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:

- 2.1. 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).
- 2.2. 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.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program/Department/School/Faculty. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.
- 3.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and 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.
- 3.3. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. Department/School based programs should copy their respective Department/School Councils on such reports.
- 3.4. Input to committees:

- 3.4.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
- 3.4.2. 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:

- 3.5. 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.
- 3.6. 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.
- 3.7. 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.
- 3.8. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. The Department/School Chair(s)/Director(s) from programs with direct involvement as determined by the Dean of Record in consultation with the Dean of YSGS (in cases where she is not the Dean of Record).
- 4.3. Due to the interdisciplinary focus of the program, the GPC will consist of a minimum of 4 faculty members who are active YSGS members, supervising students of, or active in the administration of the graduate

program. Members will be elected by and from faculty by way of a fair and transparent method.

- 4.4. One Graduate Student representatives elected by and from graduate students in the program.
- 4.5. The Graduate Program Administrator who will be a non-voting member of Council.
- 4.6. GPC membership may include others as determined by bylaw, including faculty members from related departments/schools and adjunct faculty, as long as they are active or associate members of YSGS. Staff may serve on the GPC or its committees, but are non-voting.
- 4.7. The term of GPC membership will be 2 years for faculty and staff, and 1 year for students. All members may stand for re-election.

5. Chair

- 5.1. 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.
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.
 - 5.2.3. 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.
 - 5.2.4. Monitoring follow up to Council actions.
 - 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.
- 5.4. The GPC Chair may request another council member to act as Chair on an interim basis.

- 5.5. There is no limit to the number of terms that a GPC Chair may serve, provided that an election is duly held each year.

6. GPC Procedures

- 6.1. 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.
- 6.2. Notices of meetings will normally be distributed at least 5 working days in advance.
- 6.3. 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.
- 6.4. Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting faculty members.
- 6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. 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
- 6.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.9. 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 6.6 applies).

7. Standing Committees

GPC sub-committees (which may be Committees of the Whole) may be established, with mandate and authority specified at the time of the creation. Where decision-making power is delegated to such sub-committees, their responsibilities and composition must be specified in these bylaws. If sub-committees are deemed appropriate by the GPC, consideration should be given to those areas (e.g., curriculum, scholarship and awards, admissions) included in the YSGS governance structure. Other sub-committees may be established in accordance with GPC bylaws.

- 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.
- 7.3. 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:

7.4. Admissions, Studies, Scholarships and Awards

- 7.4.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - 7.4.1.1. Recruitment mechanisms;
 - 7.4.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);
 - 7.4.1.3. Registration practices (course selection and approval);
 - 7.4.1.4. Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.4.1.5. Residency/post residency requirements;
 - 7.4.1.6. Full-time and part-time status requirements and procedures;
 - 7.4.1.7. Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
 - 7.4.1.8. Time limits for completion of graduate programs;

- 7.4.1.9. Definition of instructional offence and offences of conduct;
- 7.4.1.10. Student appeal and petition mechanisms; and
- 7.4.1.11. Graduation requirements and practices and convocation practices.
- 7.4.1.12. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
- 7.4.1.13. To recommend sources of graduate student funding, e.g. internal scholarships, A.A.'s and R.A.'s; and
- 7.4.1.14. Recommend selection procedures.
- 7.4.1.14.1. Committee Composition: GPD, GPC Chair as ex-officio member and four faculty members.

7.5. Program Membership Committee

- 7.5.1. Mandate:
 - 7.5.1.1. 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;
 - 7.5.1.2. 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
 - 7.5.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.
- 7.5.2. Committee Composition: GPD, GPC Chair as ex-officio member, 2 faculty members.
- 7.5.3. Procedures
 - 7.5.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;
 - 7.5.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.6. Ad Hoc Committees

- 7.6.1. The GPC may constitute ad-hoc committees to address specific topics.
- 7.6.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.
- 7.6.3. 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.

 Yeates School of
Graduate Studies

GRADUATE PROGRAM COUNCIL BYLAWS

MASTER OF SOCIAL WORK

Approved by YSGS Council

November 10, 2014

Approved by Dean, YSGS

November 14, 2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

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 Master of Social Work program.

2. Mission

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:

- 2.1. 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).
- 2.2. 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.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To ensure that the School of Social Work's Mission is preserved:
Our Mission
 - To prepare graduates for critically engaged social work practice with marginalized populations and communities
 - To develop leadership and innovation in social work education, at the undergraduate and graduate level, through teaching, scholarship, research and community service.
- 2.5. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program/Department/School/Faculty. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.
- 3.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and 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.
- 3.3. 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.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. Department/School based programs should copy their respective Department/School Councils on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. 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:

- 3.6. 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.

- 3.7. 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.
- 3.8. 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.
- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. The Department/School Chair/Director
- 4.3. Given the large size of the program, the GPC will consist of a minimum of 5 faculty members who are active YSGS members **and** currently teaching regularly in, supervising students of, or active in the administration of the graduate program. Members will be elected by and from faculty by way of a fair and transparent method.
- 4.4. Two Graduate Student representatives elected by and from graduate students in that program of study.
- 4.5. The Associate Director of Field Education and or the Field Manager. Both will be non-voting members.
- 4.6. GPC membership may include others as determined by bylaw which may include, but is not necessarily restricted to, instructor representatives, faculty representatives from other related programs, adjunct faculty, postdoctoral fellows, staff, and alumni. They will be non-voting members.

- 4.7. The Graduate Program Administrator who will be a non-voting member of Council.
- 4.8. The term of GPC membership will be 2 years for faculty and staff, and 1 year for students. All members may stand for re-election

5. Chair

- 5.1. 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.
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.
 - 5.2.3. 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.
 - 5.2.4. Monitoring follow up to Council actions.
 - 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.
- 5.4. The GPC Chair may request another council member to act as Chair on an interim basis.
- 5.5. There is no limit to the number of terms that a GPC Chair may serve, provided that an election is duly held each year.

6. GPC Procedures

- 6.1. 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.

- 6.2. Notices of meetings will normally be distributed at least 5 working days in advance.
- 6.3. 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.
- 6.4. Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting members.
- 6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. 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
- 6.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.9. 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 working 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 **Error! Reference source not found.** applies).

7. Standing Committees

GPC sub-committees (which may be Committees of the Whole) may be established, with mandate and authority specified at the time of the creation. Where decision-making power is delegated to such sub-committees, their responsibilities and composition must be specified in these bylaws. If sub-committees are deemed appropriate by the GPC, consideration should be given to those areas (e.g., curriculum, scholarship and awards, admissions) included in the YSGS governance structure. Other sub-committees may be established in accordance with GPC bylaws.

- 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.

- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.
- 7.3. 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:

7.4. Program and Studies

- 7.4.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - 7.4.1.1. Recruitment mechanisms;
 - 7.4.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);
 - 7.4.1.3. Registration practices (course selection and approval);
 - 7.4.1.4. Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.4.1.5. Residency/post residency requirements;
 - 7.4.1.6. Full-time and part-time status requirements and procedures;
 - 7.4.1.7. Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
 - 7.4.1.8. Time limits for completion of graduate program;
 - 7.4.1.9. Definition of instructional offence and offences of conduct;
 - 7.4.1.10. Student appeal and petition mechanisms; and
 - 7.4.1.11. Graduation requirements and practices and convocation practices.
- 7.4.2. Committee Composition: GPD, GPC Chair as ex-officio member, 3 faculty members, student representative.

7.5. Scholarships and Awards

- 7.5.1. Mandate:

- 7.5.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
 - 7.5.1.2. To recommend sources of graduate student funding, e.g. internal scholarships, Teaching Assistance and Research Assistance. And;
 - 7.5.1.3. Recommend selection procedures.
- 7.5.2. Committee Composition: GPD, GPC Chair as ex-officio member, 2 faculty members, student representative.

7.6. Program Membership Committee

- 7.6.1. Mandate:
- 7.6.1.1. 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;
 - 7.6.1.2. 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
 - 7.6.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.
- 7.6.2. Committee Composition: specify membership, GPD, GPC Chair as ex-officio member, 2 faculty members, and students' representative.
- 7.6.3. Procedures
- 7.6.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;
 - 7.6.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.7. Ad Hoc Committees

- 7.7.1. The GPC may constitute ad-hoc committees to address specific topics.
- 7.7.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.

- 7.7.3. 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.

 Yeates School of
Graduate Studies

GRADUATE PROGRAM COUNCIL BYLAWS

Ted Rogers School of Management

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

14/11/2014

Approved by the Academic Governance and Policy Committee of Senate

06/01/2015

Approved by Senate

dd/mm/yyyy

1. Definitions

Chair: Chair of TRSM Graduate Program Council, unless otherwise stated

GPC: TRSM Graduate Program Council, unless otherwise stated

Faculty: all full-time faculty members

Graduate Student: a student who is registered in one of the graduate programs in TRSM

TRSM Dean: Dean of the Ted Rogers School of Management (TRSM)

Associate Dean: Associate Dean responsible for Graduate Programs within TRSM

YSGS Dean: Dean of the Yeates School of Graduate Studies

GPD: Director of one of the graduate programs in TRSM

Director of Graduate Students is a Director appointed by the TRSM Dean

Recruiting and Program Manager (RPM): The manager of the TRSM YSGS staff team, consisting of, but not limited to the Recruiting and Program Administrators, Graduate Program Administrator (GPA), and Recruiting and Program Assistants.

2. 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:

- 2.1. 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), including Admissions, Curriculum, Scholarships and Awards, and Membership.
- 2.2. To contribute actively to the operation and long-term planning of the graduate programs and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to graduate programs within the TRSM Faculty. The GPC will collaborate in a transparent manner with the TRSM Faculty and its Chairs and Directors, the graduate program directors, TRSM Dean or designate, the Dean of YSGS or designate, the YSGS Council and its standing committees.
- 3.2. The GPC may approve policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), the TRSM Faculty Council and related Faculty Councils where appropriate, the TRSM Dean, and 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.
- 3.3. The GPC may recommend and communicate policies and procedures with implications beyond the program. The TRSM Dean and the TRSM Faculty Council 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.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest, and copy the TRSM Faculty Council on such reports for information.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. 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:

- 3.6. The GPC will not take action on any matter that would violate the Ryerson University Act, or any policy of Senate.
- 3.7. The GPC will not 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.

- 3.8. In the event of a disagreement between the GPC and the Dean of YSGS and/or the TRSM Dean, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Directors (GPDs)
- 4.2. The Director of Graduate Students
- 4.3. The Associate Dean
- 4.4. The TRSM Dean or designate
- 4.5. Given the large number of eligible faculty members, a subset of eligible members will be elected to the GPC as follows: A minimum of 7 faculty members who are active YSGS members and who have taught in the program within two prior academic years or are active in the administration of the graduate program. Members will be elected by and from TRSM YSGS members by way of a fair and transparent method prior to the first meeting of the GPC in the fall of each academic year.
- 4.6. Three Graduate Student representatives enrolled in a TRSM graduate program elected by and from graduate students in TRSM by way of a fair and transparent method.
- 4.7. In addition to the members elected under the terms of 4.5, a minimum of 7 faculty members who have participated in supervising Major Research Papers or Theses of Ryerson graduate students within two prior academic years and are TRSM YSGS members. Members will be elected by and from faculty in a fair and transparent method.
- 4.8. The RPM or designate and GPA will be ex officio non-voting members of Council.
- 4.9. The term of GPC membership will be 3 years for faculty and 1 year for students. All members may stand for re-election.
- 4.10. The GPC will review membership and participation annually, and at the last meeting of each academic year will vote on the number of GPC members for the following year. The inaugural election winners will be randomly assigned to 1, 2 and 3 year terms.

5. Chair

- 5.1. 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.
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.
 - 5.2.3. 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.
 - 5.2.4. Monitoring follow up to Council actions.
 - 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.
- 5.4. The GPDs are non-voting members of all GPC committees and sub-committees.
- 5.5. The GPC Chair may request another council member to act as Chair on an interim basis.
- 5.6. A GPC Chair may serve a maximum of 3 terms, provided that an election is duly held each year.

6. GPC Procedures

- 6.1. 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.
- 6.2. Notices of meetings will normally be distributed at least 5 business days in advance.
- 6.3. Motions must be submitted a minimum of 5 business days in advance.

- 6.4. 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.
- 6.5. Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting faculty members.
- 6.6. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.7. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.8. 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
- 6.9. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.10. 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 **Error! Reference source not found.** appliesA).

7. Standing Committees

- 7.1. Additional committees, sub-committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 7.2. Non Appointed members of all committees and sub-committees will be elected in a fair and transparent manner from the membership of the GPC will be approved by the GPC.
- 7.3. 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:

7.4. Admissions

- 7.4.1 Mandate: to make recommendations to the GPC regarding the following:

- 7.4.1.1. Recruitment strategies (e.g. domestic and international targets, industry sectors);
- 7.4.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, years of work experience, etc.);
- 7.4.1.3. Admissions
 - 7.4.1.3.1. For thesis-based programs, admission recommendations will be made by the committee by means of a transparent voting mechanism, either using electronic voting procedures or face to face meetings within 7 days of receiving the file. Where there is disagreement on an admissions file, the committee will meet in person to reach consensus about offers of admissions. For thesis-based degrees, evidence of acceptance by a supervisor must be submitted to complete the admissions file for applicants. No application will be complete until a supervisor is assigned.
 - 7.4.1.3.2. For non-thesis-based graduate programs, admissions will be made by the program GPD(s) subject to the policies herein under 7.4.1.3.
- 7.4.1.4. Entrance awards and scholarships, which are communicated to applicants as part of their offers of admissions, will be awarded by the committee. The admissions committee will provide a list of students receiving entrance scholarships and awards to the Scholarships and Awards Committee.
- 7.4.2. Committee Composition: GPDs, Director of Graduate Students, GPC Chair as ex-officio member, 2 faculty members who are members of the GPC, and the Recruiting and Program Manager and GPA or designate as ex-officio and non-voting members.

7.5. Curriculum

- 7.5.1. Mandate: to make recommendations to GPC, or relevant subcommittee over and above existing Ryerson University and YSGS policies, regarding the following:
 - 7.5.1.1. Course development and offerings, curriculum structure
 - 7.5.1.2. Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.5.1.3. Residency/post residency requirements;
 - 7.5.1.4. Full-time and part-time status requirements and procedures;

- 7.5.1.5. Procedures and practices for comprehensive graduate examinations, major research paper requirements, thesis requirements and thesis examination practices;
 - 7.5.1.6. Time limits for completion of graduate programs;
 - 7.5.1.7. Definition of instructional offence and offences of conduct;
 - 7.5.1.8. Student appeal and petition mechanisms; and
 - 7.5.1.9. Graduation requirements and practices and convocation practices.
- 7.5.2. Committee Composition: GPDs, Director of Graduate Students, GPC Chair as ex-officio member, 3 elected faculty members who are members of GPC, one student representative or designate, and the Recruiting and Program Manager or designate, and GPA as a non-voting member.

7.6. Scholarships and Awards

- 7.6.1. Mandate: to make recommendations to GPC, or relevant subcommittee, regarding the following:
- 7.6.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
 - 7.6.1.2. To recommend policies for graduate student entrance awards and scholarships, both internal (e.g. Ted Rogers, RGF) and external; and
 - 7.6.1.3. To recommend policies for in-program scholarships and awards (e.g. WiLA, Kent Chin, Corenet).
 - 7.6.1.4. Student role: Due to matters of confidentiality and potential conflict of interest related to certain responsibilities of the Scholarships and Awards Committee, student members' participation and/or voting may be limited as required.
- 7.6.2. To select recipients for in-program scholarships and awards, and to inform GPC of the recipients.
- 7.6.3. Committee Composition: GPDs, Director of Graduate Students, GPC Chair as ex-officio member, 3 elected faculty members, 2 graduate students who are members of the GPC. The Recruiting and Program Manager or designate and GPA are non-voting members.

7.7. Program Membership Committee

- 7.7.1. Mandate: to make recommendations to GPC, or relevant subcommittee, regarding the following:
 - 7.7.1.1. To recommend program-specific criteria and procedures for TRSM YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and approved by YSGS Dean;
 - 7.7.1.2. 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
 - 7.7.1.3. To ratify the YSGS membership list on an annual basis and submit it to the Dean of YSGS.
- 7.7.2. Committee Composition: GPDs, GPC Chair as ex-officio member, 3 elected faculty members who are members of GPC, and the Recruiting and Program Manager or designate, and GPA as a non-voting member.

7.8. Ad Hoc Committees

- 7.8.1. The GPC may constitute ad-hoc committees to address specific topics.
- 7.8.2. Membership of ad-hoc committees will be determined at the time the committee is constituted. In general Ad Hoc committee membership will be selected through acclamation or election from either GPC members or faculty eligible to be elected to GPC.
- 7.8.3. 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.

Minor Changes to the School of Social Work Practicum Hours For Information at Senate, January 27, 2015

The School of Social Work is presenting changes to the total number of practicum hours as information for Senate.

The School of Social Work, accredited by the Canadian Association of Social Work Educators (CASWE), requires students to complete a total of 910 hours of field placement. The CASWE standards require a minimum of 700 field placement hours for the Bachelor of Social Work (BSW) degree.

Students are placed in social service related agencies and have a field instructor, who is an employee of the agency who oversees activities while the student is at placement. In addition, a faculty consultant, who is a faculty member, ensures the academic integrity of the placement experience.

Over the years, with university wide and programmatic changes related to the number of weeks in each term (i.e. the addition of a Fall study week, starting placement one week after classes have started), it has become impossible for students to complete the total required hours within the number of teaching weeks per term. In addition, if students start placement a bit later due to inability to secure a placement or become sick, there are significant challenges to completing the hours during the terms. In addition, students attempting to complete hours outside of the teaching weeks raises concern with respect students potentially being in placement when the University is closed or when faculty consultants are not available. Decreasing the total required hours will address the above noted concerns.

The tuition payment for students will not change. The change in total hours is well above the CASWE standards.

Current Model	Future Model (as of 2015/2016)
Total Hours = 910	Total Hours = 840
Third Year Total Hours = 364	Third Year Total Hours = 336
Fourth Year Total Hours = 546	Fourth Year Total Hours = 504
Total Weeks Required to Complete Hours = 26	Total Weeks Required to Complete Hours = 24

* CASWE standards require a minimum of 700 hours.