



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, November 24, 2011
in the Senate Chamber, N940 Ross Building.

AGENDA

A reception will follow the meeting, which is likely to be the last of 2011
and the final occasion when Professor Dimock presides as chair.

Table with 2 columns: Item description and Page number. Includes items like Chair's Remarks, Minutes, Business Arising, Inquiries, Academic Colleague, President's Items, Committee Reports, Academic Standards, Academic Policy, and Other Business.

Note: The Vice-President Research and Innovation will report, and the Dean of the Faculty of Science and Engineering will make a presentation on planning for Engineering, under the auspices of APPRC.

H. Lewis, Secretary

Consent Agenda (All items recommended by Academic Standards, Curriculum and Pedagogy, pp. 11-14)

- 1. Revisions to the BASc Language Proficiency Score Requirements
2. Revisions to the Degree Requirements, MA and Ph.D., Psychology, Graduate Studies
3. Revisions to the Degree Requirements, MSW, Graduate Studies
4. Revisions to the Degree Requirements, Biology, Science and Engineering
5. Revisions to the Degree Requirements, Italian Studies, Liberal Art and Professional Studies
6. Revisions to the Degree Requirements, Space Engineering, Science and Engineering
7. Revisions to the Degree Requirements, Environmental Biology, Science and Engineering



The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, October 27, 2011
in the Senate Chamber, Ross Building.

S. Dimock, <i>Chair</i>	D. Freake	L. Lo	J. Rudolph
M. Adriaen	R. Furguele	M. Lockshin	L. Sanders
J. Amanatides	L. Gilbert	K. Little	S. Schrauwers
A. Asif	D. Hastie	J. Llabias-Wolff	J. Schwarz
C. Archer	B. Heron	S. Macdonald	B. Sellers-Young
A. Belcastro	C. Heron	A. Macpherson	R. Sheese
R. Ber	C. Hibbs	J. Magee	M. Singer
G. Bérubé	E. Honarparvar	N. Marques	D. Skinner
A. Bhanich-Supapol	J. Huang	A. Mazurkov	J. Sloan
M. Biehl	C. Hudak	M. McCall	B. Smith
G. Brewer	V. Hunt	K. McRoberts	S. Snow
D. Britzman	A. Hutchinson	G. Mianda	A. Sookrah
I. Coe	R. Irving	P. Monahan	Y. Sorokin
D. Cohn	N. Israelite	V. Monty	A. Tarc
P. Cumming	M. Jacobs	A. Mukherjee Reed	R. Tiffin
S. David	J. Johnson	R. Myers	G. Tourlakis
M. Deamude	A. Karim	A. Naipaul	C. van Daalen-Smith
A. Dixit	T. Knight	N. Nariani	W. van Wijngaarden
L. Donaldson	J. Kowal	P. Ng	B. Spotton Visano
S. Drummond	J. Kozinski	S. Pagiatakis	T. Wesson
J. Duklas	C. Kutuk	J. Pichini	M. Wiktorowicz
J. Edmondson	R. Lenton	A. Pitt	P. Wilson
C. Ehrlich	S. Lewis	B. Rahder	P. Wilson
J. Elder	H. Lewis, <i>Secretary</i>	A. Redding	L. Wrazen
L. Farley	D. Leyton-Brown	A. Ricci	A. Zalik

1. Chair's Remarks

The Chair reported that the Autumn Convocation had been successful and inspiring, and expressed appreciation to those who attended and supported the ceremonies. A meeting of members of the Board and Senate Executive Committees is scheduled for November 1, and she will report at the next meeting on the discussion of this year's topic of academic quality.

2. Minutes

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of September 22, 2011."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1 Senators on the Board of Governors

Senator Tourlakis presented a synopsis of the October 3 meeting of the Board.

4.2 Academic Colleague to the Council of Ontario Universities

Senator Sanders drew attention to a campaign by the Association of Universities and Colleges of Canada on the value of postsecondary education, and indicated that the provincial government is nearing decisions on significant

policy matters such as the creation of teaching-only university campuses.

5. **President's Items**

There were no items from President Shoukri, who had communicated his regrets.

6. **Senate Committee Reports**

6.1 Senate Executive

Information was provided by Senate Executive about the following:

- Senate committee priorities for 2011-2012
- vacancies on non-designated Senate committees
- approval of individuals nominated by Faculty Councils to serve on Senate committees
- the membership and agenda of the Equity Sub-Committee

6.2 Academic Standards, Curriculum and Pedagogy

6.2.1 Consent Agenda Item

Senate *approved by consent* ASCP's recommendation to approve the establishment of a field in *East Asian History*, Graduate Program in History, Graduate Studies

6.2.2 Information Items

ASCP provided information on:

- sessional dates for the Summer 2012 and Fall/Winter 2012-2013 terms
- its priorities for the year
- sub-committee memberships
- approval of calendar copy changes to the MBA/MFA/MA combined program
- the addition of Fine Arts and Environmental Studies to the list of Faculties that permit students to pursue a Business minor as a combination option (for non-Business Honours programs that have a major/minor option)
- minor changes to the degree requirements for the BA in Cognitive Science
- restructuring of the major requirements for the BA programs in Human Rights and Equity Studies

6.3 Appeals

Senator Donaldson presented the Committee's Annual Report on appeals at the Faculty and Senate levels. He advised that requests for late withdrawal continue to be the most numerous kind of petition and appeal, and confirmed that the joint sub-committee of Appeals and ASCP is working on possible remedies for this phenomenon. He observed that grade pressures appear to be responsible for the relatively high number of appeals generated in the Faculty of Science and Engineering.

6.4 Tenure and Promotions

The Committee's Chair presented an annual report on tenure and promotions. Senator Britzman reported that thirteen of the files due to begin in the autumn 2010 have not been finalized, but reminded Senators that there is no single factor that results in delays. Even so, review and approval can be accelerated if file preparation committees exercise thoroughness and care at the outset. Dean Singer noted that many applications were late in starting at the local level last year, and, as files arrived in the spring tenure files were privileged over those for promotion to Full Professor given the time sensitivities of the former. He expressed concern that delays in addressing files in Liberal Arts and Professional Studies may worsen given the Council's inability to recruit sufficient members to populate adjudication and appeal panels.

The Chair of Senate recalled that the parties to the YUFA collective agreement have been exploring possible changes to the process for some time, and that she had asked for a meeting given Senate's interests in the outcome. The Provost expressed disappointment in the slow and inconclusive nature of these discussions, and shared his concerns about the de-centralized model currently in place and the diverse standards that have been adopted. In response to a question, Senator Britzman noted that the Senate committee is not able to form as clear a view of the overall process and standards as it did when it dealt with all files.

6.5 Academic Policy, Planning and Research

6.5.1 Consent Agenda Item

Senate *approved by consent* an APPRC recommendation to amend the mandate of the Canadian Centre for German and European Studies

6.5.2 Information Items

APPRC's report included information about the following matters:

- new members
- sub-committee memberships
- priorities for 2011-2012
- the format and focus of this year's discussions with academic planners
- a preliminary schedule for the year
- the framing of APPRC agenda items in the context of the University Academic Plan
- annual reports from the Animal Care Sub-Committee, the Advisory Committee on Biological Safety and the Human Participants Review Committee

6.5.3 Provost's Report and Report of the Vice-President Finance and Administration

In his report on "Progress toward Academic Priorities," Senator Monahan described highlights, internal and external contexts, priority areas, and key challenges. The November 1 count will confirm that enrolments have fallen below targets with punitive financial repercussions. This compounds challenges facing the University, and reinforces the need for sophisticated planning and for enhancement of governance processes in ways that facilitate, in the words of the UAP, "tough choices." Senator Brewer summarized the year-end position and three-year budget plan. In doing so he pointed to present difficulties and looming challenges.

Matters raised by Senators in addressing the reports included the following:

- the desirability of improving York's competitiveness in scholarships (although targets for direct-entry high school graduates had been met, there was a sense the University can do better), and the willingness of the Awards Committee to assist
- budgetary uncertainties owing to the fact that negotiations with the largest unions are only now beginning
- questions about apparently high consulting fees, and responses stressing the goal of maximizing the resources available for academic activities through initiatives such as PRASE and the reduction of administrative costs
- expenses incurred in the recruitment of foreign students, and the importance of international student fees to LA&PS and the University
- the costs associated with a new Faculty of Engineering, and plans for achieving full self-funding at steady state

7. Other Business

There being no further business, Senate adjourned at 4:50 p.m.

S. Dimock, Chair

H. Lewis Secretary

Council of Ontario Universities Issue Update

The following overview of issues under consideration of COU has been provided by Senate Sanders, who welcomes questions on its contents. The items listed on the two most recent issues updates issued by COU.

Issues (October)	Capsule Description
University Operating Funding	In Budget 2011, the Ontario government announced a multiyear commitment to fund enrolment increases over the next five years.
Reduction in spending in executive offices	<p>The 2011 budget announced that the government will reduce funding for executive offices of specific transfer payment agencies by 10% over two years.</p> <p>Subsequent clarification was that existing funding was to be redirected by institutions – this is not a reduction in operating grants/transfer payments</p>
Planning and Funding of Enrolment	COU has developed a proposal concerning planning and funding changes in enrolment
Capital Funding and Planning	The Ontario government re-committed to development of a 10-year infrastructure plan, beginning in 2011. MTCU, with support from the Ministry of Infrastructure, is developing a long-term capital planning process to meet the province's infrastructure needs, including those in the postsecondary sector
Condition of University Facilities	Adjustment to Facilities Renewal Program (FRP) announced in Budget 2010
Facilities Condition Assessment Program (FCAP)	The report of the Task Force of the Council of Senior Administrative Officers (CSAO) and the Ontario Association of Physical Plant Administrators (OAPPA) highlighted the sector's deferred maintenance backlog, which reached \$1.97 billion in 2011.
Tuition Framework for 2010-11 and 2011-12	In March 2010, the government announced a two-year tuition framework as well as changes to OSAP and the Tuition Set-Aside Requirements
Student Access Guarantee (SAG)	Changes to the SAG guidelines in 2011-12
Teacher Education Funding	Adjustment to Teacher Education Funding announced as part of Budget 2010.
Applications for Fall 2011-12	The Ontario Universities' Application Centre (OUAC) releases monthly statistics between January 2011 and September 2011 on applications to first year undergraduate programs.
Credit Transfer: Student Mobility Pathways	The provincial government would like student mobility and pathways enhanced at the postsecondary level.

Teaching and Learning	Ontario universities are collaborating to share ideas and information on teaching and learning innovations to improve student engagement and learning outcomes.
Online Institute	The provincial government has announced that an online institute for the postsecondary sector will be established
International	The Throne Speech announced and the Ontario Budget in March 2010 confirmed the government's goal to increase international student recruitment by 50% over the next five years.
Advocacy Initiatives	In preparation for the Ontario election, COU embarked on two initiatives with the encouragement of the Government and Community Relations Committee.
Quality Assurance	Transition to new Quality Assurance Framework
University Pension Plans	Unmanageable solvency and going concern special payments
COU Going Greener Forum and Annual Report	In November 2009, Executive Heads signed a pledge to publish an annual report on how Ontario universities are going greener, and to provide forums for the discussion and development of solutions regarding sustainability issues.
Recommendation of the Standing Committee on Public Accounts related to the 2007 Annual Report of the Auditor General of Ontario Universities – <i>Management of Facilities</i>	The Space Management Committee is drafting a response to the Standing Committee's recommendation that COU provide data to MTCU on " <i>how much of the money provided by the Ministry to universities for deferred maintenance in the university fiscal years 2005-06, 2006-07, 2007-08 and 2008-09, was spent on deferred maintenance, and shall report this information to the Standing Committee on Public Accounts.</i> "
Inter-University Transit Services (IUTS)	COU continues to streamline the IUTS to focus on its primary function – to move library books between institutions.
Council of Finance Officers – Universities of Ontario (COFO-UO)	COFO-UO Survey Automations
Directives on Perquisites in the Broader Public Sector	Amendments to the <i>Broader Public Sector Accountability Act, 2010</i> (BPSAA), included in Bill 173 (2011 budget act), will authorize Management Board of Cabinet to issue directives on perquisites in the broader public sector (BPS).
Innovative Ideas: Improving Efficiency at Ontario Universities	Staff from the Ministry of Finance (MOF) BPS Supply Chain Secretariat approached COU in regards to available funding for universities through the OntarioBuys program.
Ontario Council on University Research (OCUR)	Harmonization of Research Ethics
Ontario Council on University Research	Ontario Rese Federal ADM Integration Board Arch Fund (ORF) Research Matters High Performance Computing (HPC)

Accessibility	EnAbling Change Partnership – Foundational Toolkit (now called “Accessibility Toolkit”)
	EnAbling Change Partnership – Faculty Toolkit
Accessibility (cont.)	Integrated Accessibility Regulation
Mental Health	Mental Health and Addictions
Indigenous Masters of Public Administration	The Aboriginal Education Office at the Ministry of Education and the Ministry of Training, Colleges and Universities has engaged COU to provide advice for the development of a Request for Proposals (RFP) to be sent to universities for the creation of an Indigenous Masters of Public Administration (IMPA)
Council of Ontario University Programs in Nursing (COUPN) and the Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS)	Clinical Education
COUPN Primary Health Care Nurse Practitioner Consortium	Establishing a PHCNP Provincial Office
Ontario Interdisciplinary Council on Aging and Health (OICAH): Promoting Productive Partnerships among Colleges, Universities and Long-Term Care Homes	Long-Term Care Home Centres of Learning, Research and Innovation
Workplace Safety and Insurance Board (WSIB) Pilot Project	Streamlining the MTCU internal WSIB process for health sciences programs

Issues (November)	Capsule Description
University Operating Funding	In Budget 2011, the Ontario government announced a multiyear commitment to fund enrolment increases over the next five years.
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Condition of University Facilities	Adjustment to Facilities Renewal Program (FRP) announced in Budget 2010
Facilities Condition Assessment Program (FCAP)	The report of the Task Force of the Council of Senior Administrative Officers (CSAO) and the Ontario Association of Physical Plant Administrators (OAPPA) highlighted the sector's deferred maintenance backlog, which reached \$1.97 billion in 2011.
Tuition Framework for 2012-13 and beyond	The current tuition framework expires this academic year and a new tuition framework is needed soon for planning, budgeting and recruitment purposes.
Tuition grants	Implementation of the Liberal commitment to introduce grants to students to offset tuition costs
Student Access Guarantee (SAG)	SAG requirements in 2011-12
Ontario Education Number (OEN)	MTCU is moving forward with the implementation of the OEN in the postsecondary sector.
Teacher Education Funding and Proposed Restructuring	Implementation challenges arising from adjustments to teacher education programs
Applications for Fall 2011-12	The Ontario Universities' Application Centre (OUAC) releases monthly statistics between January 2011 and September 2011 on applications to first year undergraduate programs.
Credit Transfer: Student Mobility Pathways	The provincial government would like student mobility and pathways enhanced at the postsecondary level.
Ontario Council on Articulation and Transfer (ONCAT)	Universities are considering membership in a new coordinating body for credit transfer.

Teaching and Learning	Ontario universities are collaborating to share ideas and information on teaching and learning innovations to improve student engagement and learning outcomes.
Online Institute	The provincial government has announced that an online institute for the postsecondary sector will be established.
International	In 2010, the Ontario government articulated a goal to increase international student recruitment by 50% over five years.
Advocacy Initiatives	In preparation for the Ontario election, COU embarked on two initiatives with the encouragement of the Government and Community Relations Committee.
Quality Assurance	Transition to new Quality Assurance Framework
University Pension Plans	Unmanageable solvency and going concern special payments
COU Going Greener Forum and Annual Report	In November 2009, Executive Heads signed a pledge to publish an annual report on how Ontario universities are going greener, and to provide forums for the discussion and development of solutions regarding sustainability issues.
Recommendation of the Standing Committee on Public Accounts related to the 2007 Annual Report of the Auditor General of Ontario Universities – <i>Management of Facilities</i>	The Space Management Committee is drafting a response to the Standing Committee’s recommendation that COU provide data to MTCU on “ <i>how much of the money provided by the Ministry to universities for deferred maintenance in the university fiscal years 2005-06, 2006-07, 2007-08 and 2008-09, was spent on deferred maintenance, and shall report this information to the Standing Committee on Public Accounts.</i> ”
Council of Finance Officers – Universities of Ontario (COFO-UO)	COFO-UO Survey Automations
Innovative Ideas: Improving Efficiency at Ontario Universities	Staff from the Ministry of Finance (MOF) BPS Supply Chain Secretariat approached COU in regards to available funding for universities through the OntarioBuys program.
Ontario Council on University Research (OCUR)	Harmonization of Research Ethics
Ontario Council on University Research (cont.)	Ontario Research Fund (ORF) Federal ADM Integration Board Research Matters High Performance Computing
Accessibility	EnAbling Change Partnership – Foundational Toolkit (now called “Accessibility Toolkit”) EnAbling Change Partnership – Faculty Toolkit Integrated Accessibility Regulation
Mental Health	Mental Health and Addictions

Indigenous Masters of Public Administration	The Aboriginal Education Office at the Ministry of Education and MTCU has engaged COU to provide advice for the development of a Request for Proposals (RFP) to be sent to universities for the creation of an Indigenous Masters of Public Administration (IMPA).
COUPN and OCUPRS initiatives	Clinical Education
Collaborative Nursing Agreements	Best Practices in Collaborative Nursing Agreements
COUPN Primary Health Care Nurse Practitioner Consortium	Establishing a PHCNP Provincial Office
Ontario Interdisciplinary Council on Aging and Health (OICAH): Promoting Productive Partnerships among Colleges, Universities and Long-Term Care Homes	Long-Term Care Home Centres of Learning, Research and Innovation
Workplace Safety and Insurance Board (WSIB) Pilot Project	Streamlining the MTCU internal WSIB process for health sciences programs
Accountability for Medical Education Funding	Aligning with the government's agenda of quality and sustainable healthcare and medical education, COFM has developed a document Towards a Comprehensive Accountability Framework for the Funding and Delivery of Medical Education in Ontario.

EXECUTIVE COMMITTEE
Report to Senate
at its Meeting of November 24, 2011

FOR ACTION

1. Nominee for Election as the Vice-Chair of Senate

Senate Executive recommends the following candidate for election as the Vice-Chair of Senate with a term beginning January 1, 2012. Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate.

Vice-Chair of Senate (1 full-time faculty member)

18-month term as Vice-Chair of Senate from January 1, 2012 to June 30, 2013; 18-month term as Chair of Senate from July 1, 2013 to December 30, 2014; Senate meets at 3:00 on the fourth Thursday of the month, September – June; Senate Executive meets at 3:00 p.m. on the third Tuesday of each month, September to June

Roxanne Mykitiuk, Associate Professor, Osgoode

2. Nominees for Election to Senate Committees

Senate Executive recommends the following candidates for election to Senate Committees with non-designated seats for the remainder of three-year terms beginning immediately and ending June 30, 2014. Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate. Senate Executive confirms that the candidates listed below meet the criteria for membership on tenure and promotions committees.¹

Academic Standards, Curriculum and Pedagogy (1 full-time faculty member)

Meets twice monthly on Wednesdays at 1:30, September – June

Niru Nirupama, Associate Professor, Disaster and Emergency Management, Administrative Studies, LA&PS

Awards (2 full-time faculty members)

Meets at the call of the Chair, 2-3 times annually

Eileen Fischer, Professor, Schulich
Norma Sue Fisher-Stitt, Professor, Dance, Fine Arts

¹ Senate rules require that candidates for election to the Tenure and Promotions Committee be tenured and have prior experience as a member of tenure and promotions committee.

Tenure and Promotions (1 of 2 full-time faculty member seats)

Meets in panels on Thursdays at 3:00, except when Senate is in session; members participate in Faculty review committees; must be at the rank of Associate or above, experienced, and not serving on another Tenure and Promotions Committee

Jack McConnell, Professor, Earth and Space Science and Engineering, Science and Engineering

FOR INFORMATION

1. Senate Meeting in December

Based on a canvass of other committees, Senate Executive has determined that there are no pressing items requiring Senate's attention in December. Accordingly, and unless prompt action is required for unforeseen items, the December meeting will not be held (as is frequently the case). Confirmation, or a decision to proceed with the meeting, will be communicated via the listserv.

2. Senate Committee Vacancies

The Nominations Sub-Committee reports that there is one vacancy on the Tenure and Promotions Committee (full-time faculty members, experienced, Associate or higher, not serving on a Faculty or unit committee)) and one on Academic Standards, Curriculum and Pedagogy (contract faculty member).

3. Approval of Nominees for Membership on Senate Committees

The Committee has approved the following individuals nominated by Faculty Councils and student Senators to serve on the on the committees indicated. .

Council Nominees

Academic Policy, Planning and Research: Tom Loebel, Associate Professor, English (Graduate Studies) and Anna Agathangelou, Associate Professor, Political Science (Liberal Arts and Professional Studies).

Student Senator Nominee

Honorary Degrees and Ceremonials: Juliano Pichini, Undergraduate Studies, Liberal Arts and Professional Studies

4. Equity Sub-Committee

The Sub-Committee has held its first meeting of the year. Asked by Senate Executive to examine recent reports generated by student groups at the University (the GSA Equity Audit) and the Canadian Federation of Students - Ontario (Task Force on Campus Racism Report), the Sub-Committee has begun discussions aimed at determining if there are matters that should be addressed by the collegium. As a first step, the Sub-Committee has invite student groups and academic administrators to share their thoughts on this question.

5. Meeting with Members of the Board of Governors Executive Committee

Under her remarks at the beginning of the meeting, the Chair will report on an informal gathering, held on

November 1, at which members of the two committees shared ideas about the theme of quality (the overarching theme of the *University Academic Plan 2010-2015* and the Provostial White Paper) and the priorities, indicators, opportunities and associated challenges.

Susan Dimock, Chair

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 24 November 2011

Documentation for all items has been posted on the Senate Website.

FOR APPROVAL

1. Approval of a New Certificate in Sustainable Energy • Faculty of Environmental Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the new Certificate in Sustainable Energy in the Faculty of Environmental Studies, effective FW 2012-2013.
(Documentation is attached as Appendix A)

Rationale

The proposed *Certificate in Sustainable Energy* would be a Disciplinary Certificate as defined in the Senate Undergraduate Certificate legislation, which requires students to complete a series of courses in a specific area of study that form a distinctive complement to studies in an undergraduate major discipline. The Certificate will be offered under the aegis of the Honours Bachelor in Environmental Studies Program in the Faculty of Environmental Studies, and it will normally be open only to students in that Honours program. It meets the required minimum standard of 24 credits, 18 of which are at the 3000-level or above and at least 12 credits are in addition to those used to satisfy the requirements of the undergraduate major. In order to receive the certificate candidates must achieve upon graduation from their degree program, a cumulative grade point average of 6.0 (B) or greater in the required certificate courses; and an overall cumulative grade point average of 5.0 (C+) in all courses taken towards the certificate.

The purpose of this certificate is to formally recognize and integrate a suite of courses and activities that provide undergraduate students with applied skills in the area of sustainable energy, specifically energy efficiency, conservation and demand management and renewable energy sources. The initiative supports the direction of the Faculty's strategic plan, which includes a research focus on climate change and sustainable energy. Further, the certificate is a concrete response to the call of the White Paper for the development of new programs in areas of emerging social need. As explained in the proposal and Dean Rahder's statement there is a growing demand in Ontario, Canada and internationally for individuals with expertise in the areas of sustainable energy policy, economics, law, technology, management, communications and evaluation. Post-secondary institutions in Ontario have been slow to respond to these developments. The FES Certificate will bridge the gap and provide a unique qualification to York University graduates in the growing market for sustainable energy practitioners.

The Faculty of Environmental Studies is well positioned to offer the sustainable energy curriculum. Through its Sustainable Energy Initiative (FES-SEI), it has been actively working to position itself as a major centre for teaching and research with respect to sustainable energy in Ontario. FES-SEI is led by two energy policy experts, Mark Winfield and Jose

Etcheverry, who were hired as full-time faculty in 2007. Since then the Faculty has built a team of more than a dozen full-time faculty members, adjunct professors and associated professionals in energy conservation and efficiency, renewable energy and climate change including Ontario's former Chief Energy Conservation Officer, Peter Love. The establishment of this certificate program will consolidate and strengthen York's leadership position in the field.

The Faculties of Liberal Arts & Professional Studies and Science & Engineering, and the Schulich School of Business were consulted about the proposed Certificate. All three confirm there is no overlap with their respective programs and they lend their enthusiastic support. The Dean has confirmed that the resources, skills and commitment are already in place to sustain the curriculum offering. On the basis of the strength of the initiative and the strong support across the University, the Senate Committee recommends that Senate approve the establishment of the Certificate in Sustainable Energy.

With Senate's approval, the new certificate will be reported to the Quality Council for information at year end.

Approved by FES Council 26 May 2011 Approved by ASCP 9 November 2011 APPRC Concurrence 17 November 2011 (<i>to be confirmed</i>)
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2. Length of Completion Policy • School of Nursing • Faculty of Health

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the Length of Completion Policy for the 2nd Entry and Post RN Internationally Educated Nurses BScN Programs in the School of Nursing, Faculty of Health.
(Documentation is attached as Appendix B)

Rationale

The purpose of the Length of Completion policy is to establish time limitations for students' completion of the 2nd Entry and Post RN Internationally Educated Nurses BScN programs. Currently, there are no limitations on completion of the BScN programs. Time limitations are important to ensure cohesion and continuity of content, current competency and patient safety within the context of professional nursing education. In addition, graduates of a nursing baccalaureate program must write the national CRNE within five years of graduation, further supporting the requirement for currency in practice. The implementation of the proposed policy's associated guidelines will support the School's efforts to foster quality education, meet student's individual learning needs, enhance students' understanding of the expectations of the program and cultivate professional practice success upon graduation.

The proposed time limitations for program completion takes into account each individual program's unique structure and plan of study. This policy will affect a very minimal number of students at this time. However, given the increasing number of students requesting time off from their full-time nursing program of study, implementation of this policy will be valuable in guiding advising practices and facilitating student success upon graduation. Should a student's time in the program extend beyond the recommended time frame for the development of safe and competent practice, they will have the opportunity to re-apply.

Approved by Faculty of Health Council 1 December 2010 Approved by ASCP 19 October 2011

3. Leave of Absence Policy • School of Nursing • Faculty of Health

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the Leave of Absence Policy for BScN Programs in the School of Nursing, Faculty of Health.

(Documentation is attached as Appendix C)

Rationale

Currently, undergraduate nursing students have guidelines for leaves of absence. However, these guidelines do not indicate a maximum time for absence from the professional programs, or any requirements for documentation, consultation and clinical review before re-entry to a clinical course. As a result, students are unclear on what is required to facilitate a safe and successful return to the program, and program directors have difficulty tracking students on leave. This can result in a delay for the student in re-entering the program.

The proposed policy and associated guidelines define short-term and long-term leaves of absence. Time limitations for both categories of leaves are important to ensure cohesion and continuity of content, competency and patient safety within the context of an individual clinical course (on-campus and off-campus), and within professional nursing education. Parental leaves of absences are also encompassed in the proposed legislation. The policy and guidelines will:

- facilitate communication of specific information about a student's absence;
- help ensure that the most appropriate supports are provided for the student upon return to clinical activity;
- support students with extenuating circumstances, yet allow them to receive advising about completing the degree program requirements within an appropriate timeframe; and
- enhance current professional practice upon graduation.

Completion of required forms with each leave will allow clarity for the student and program director/coordinator, and collaboration with the Registrar's Office (RO). The School and the RO may then track the student's progress and a safe, planned return to clinical activity can be facilitated. In addition, tracking can facilitate course resource planning and clinical placement needs.

The Leave of Absence and the Length of Completion (#2 above) policies are companion pieces of legislation that will work hand-in-hand. Students encountering difficulty completing their Nursing program in a timely fashion will be able to be accommodated by the formal Leave of Absence options before the time limitations of the Length of Completion policy take effect.

Approved by Faculty of Health Council 1 December 2010
Approved by ASCP 19 October 2011

CONSENT AGENDA

1. Revised Language Proficiency Requirements for Admission to BAsc Programs in Engineering • School of Engineering • Faculty of Science & Engineering

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve minor changes to the existing language proficiency scores required for admission to BAsc Engineering programs as follows:

Existing Language Proficiency Scores	Proposed New Language Proficiency Scores
BAND 1: <i>York English Language Test (YELT):</i> 90-100 <i>Test of English as a Foreign Language (TOEFL iBT):</i> 100 <i>International English Language Test Service (IELTS)</i> 7.5-8.0	<i>York English Language Test (YELT):</i> Band 2 (72-79) <i>Test of English as a Foreign Language (TOEFL iBT):</i> 96-99 <i>International English Language Test Service (IELTS):</i> 7.5

Rationale

The School of Engineering has found that the present minimum language score (Band 1) is eliminating otherwise good applicants, who the School believes would cope very well in the Bachelor of Applied Science programs. The revised language proficiency scores are expected to address the discrepancy while maintaining the quality of students in the program. Moreover, the first year curriculum of the Engineering programs requires all students to take a technical writing course, which is an effective pedagogical tool to enhance students' language and writing skills acquisition.

Having received the approval of the Faculty Council, the Senate Committee recommends approval of the modified language requirements to take effect for the FW 2012- 2013 admissions cycle.

Approved by Faculty Council 5 May 2011 • Approved by ASCP 15 June 2011

2. **Change in Program Requirements and Timelines for Advancing from MSc to PhD • Graduate Program in Biology • Faculty of Graduate Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following minor changes to the program requirements and timelines for promotion within the graduate program in Biology:

- attendance and presentation at a graduate seminar series (one presentation at the MSc level; two presentations at the PhD level) during the degree program instead of a public oral presentation; and
- revision of the timelines for the preliminary exam required of internal promotions from 12 to 18 months of first registering in the MSc program to 12 to 16 months of first registering in the MSc program.
(Documentation is attached as Appendix D)

Rationale

The objective of the program requirement change is to incorporate the 'spirit' of the public presentation of student research within a seminar series that all students in the program are required to attend. The slight change in the timelines for internal promotions will allow the preliminary exam to occur in time for internal promotion students to be considered for the September admission cycle along with other PhD applicants. The changes would be effective as of FW'12.

Approved by Faculty Council 6 October 2011 • Approved by ASCP 19 October 2011

3. **Change in Field Name and Program Requirements • Graduate Program in Psychology • Faculty of Graduate Studies.**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following changes to the Developmental and Cognitive Processes Field within the MA and PhD programs in Psychology, Faculty of Graduate Studies:

- (i) Change in field name from “Developmental and Cognitive Processes” to “Developmental Science; and
- (ii) Change in course requirements within the Developmental Science field at both the master’s and doctoral-levels, as follows:
 - Reduction from two Developmental and Cognitive Processes half-courses to one-half Developmental Science half-course;
 - Reduction from a minimum of four half-courses at the 6000 level including at least three Developmental and Cognitive Processes half-courses to a minimum of **two half-courses** at the 6000 level including at least one Developmental Science half-course
 - The new requirement for doctoral candidates that the dissertation supervisor may not serve on a student’s Minor Area Paper committee.
(Documentation is attached as Appendix E)

Rationale

(i) The change in name of field from “Developmental and Cognitive Processes” to “Developmental Science” reflects the changing norms in the field of research most relevant to this area in Psychology. More specifically, the Developmental and Cognitive Processes (DCP) field in the Graduate Program in Psychology is relatively small, yet the research of the field members covers a wide territory, including cognitive development across the life span, evolutionary and comparative psychology, infant social cognition, and individual differences. Moreover, faculty members in the area are increasingly using an array of neuroscience methods. The current field name, however, is too narrow to accurately capture this breadth of research. As a first step toward reviewing area curricula and requirements, the program is seeking to change the field name in order to create a strong and coherent presence for the field within the program and the Faculty of Health. The goal is for the proposed new field name to better convey the scope and orientation of research in the area to prospective applicants, university administrators, and international colleagues.

In recent years the field of developmental psychology has increasingly been referred to as Developmental Science. One of the premier scientific journals in the field carries this title and has a specific focus on developmental cognitive neuroscience. The proposed name change is a move to a more current and inclusive descriptive term for what field members do. At the same time, it more clearly conveys the neuroscience focus in the area.

(ii) The change in course requirements within the Developmental Science field at both the master’s and doctoral-levels is proposed with the aim of facilitating timely progress through the program while freeing up student time for involvement in research. The length of time it takes students to complete their training in this field was specifically mentioned in the program’s recent OCGS periodic appraisal (2010); the external reviewers encouraged the program to try to reduce the total duration. An examination of course requirements in Psychology graduate programs at six other Ontario universities (McMaster, OISE, U of T, Guelph, Ryerson, and UWO) showed that all but two required 2 or fewer courses at the MA and PhD levels. The revised requirements would therefore bring York’s program in line with those at peer universities.

While the proposed reduction in course load will likely give students more time to work on their research, and lead to faster completion rates, it will also reduce some of the breadth in training. With this in mind, field members considered it important to ensure that the Minor Area Paper truly serves to increase breadth of experience. Requiring that Minor Paper committee members be from other labs (i.e. that a student’s dissertation supervisor may not serve on his or her Minor Area Paper committee) is expected to help accomplish this objective.

The changes would be effective as of FW'12 for new students to the Psychology program.

4. **Degree Requirement Changes to the BAsc Program in Space Engineering • School of Engineering • Faculty of Science & Engineering**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the suite of changes to the program requirements for the Honours BAsc Program in Space Engineering set out in the proposal, which in sum include:

- two new mandatory three-credit courses to address current insufficient coverage in the program's requirements in the area of control systems and thermal analysis
- a shift of one elective three-credit course to a core course
- one revised three-credit course to strengthen the content of space material engineering in the program
- a shift of two three-credit courses from required to elective options
- a shift one three-credit course from the third-year curriculum to fourth-year curriculum
- the revision of two 3000 level three-credit courses to 4000 level three-credit courses, (one to become an integrated graduate course in future sessions); and
- the revision of one 4000 level three-credit course to a 3000 level three-credit course (Documentation is attached as Appendix F)

Rationale

Generally the purpose of the changes to the degree requirements are to (i) streamline the course arrangement to fit the program needs, (ii) provide a more balanced coverage of critical subject areas in the discipline of space engineering by creating new / revised courses, (iii) respond to both the Canadian Engineering Accreditation Board's comments on program deficiencies and the recommendations from the last undergraduate program review (UPR) in 2008-2009. The detailed reasons for each of the 11 changes to the program requirements are set out in the proposal from the School. The program is confident that the revised curriculum and requirements will enhance the program.

Approved by Faculty Council 11 October 2011 • Approved by ASCP 2 November 2011

FOR INFORMATION

1. **Minor Curriculum Items Approved by ASCP** (*effective FW 2012-13 unless otherwise stated*).
Copies of the full proposals are available on the Senate website.

a) Faculty of Graduate Studies:

- A minor change to the admission requirements for the two-year Master in Social Work (MSW) degree program which will provide greater latitude to the program's admissions committee in its selection of degree candidates.
(Documentation is attached as Appendix G)

b) Faculty of Liberal Arts & Professional Studies:

- A minor change to the degree requirements for the Honours Minor and 90-credit BA programs in Italian Studies to reduce restrictions for students in those programs who wish to switch to an Honours BA in Italian Studies.
(Documentation is attached as Appendix H)

c) Faculty of Science & Engineering

- Minor change to the degree requirements for the BSc program in Environmental Science to reflect recent changes to the Biology core curriculum.
(Documentation is attached as Appendix I)

Certificate in Sustainable Energy: A Proposal

Faculty of Environmental Studies
York University

For Submission to York University Senate Committee on Curriculum and Academic Standards
October 25, 2011

Abstract

The intergovernmental panel on climate change has identified energy efficiency, conservation and demand management and renewable energy sources as foundations of cost-effective climate change mitigation strategies. Investment in these sectors is growing rapidly globally and in Ontario. The result is strong demand among government agencies, local energy distribution companies, renewable energy developers and energy service companies for individuals with expertise in sustainable energy policy, economics, law, technology, management, communications and evaluation. The proposed Sustainable Energy Certificate program is designed to respond to this demand, formally recognizing and integrating a suite of courses that provide students in the Faculty of Environmental Studies' BES program with applied skills in the field of sustainable energy. The Certificate will provide a unique qualification to York University graduates in the growing market for sustainable energy practitioners.

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

The Faculty of Environmental Studies is proposing a disciplinary certificate in sustainable energy under the auspices of the Faculty's Honours Bachelor of Environmental Studies Program.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

The proposed Certificate in Sustainable Energy would be an undergraduate disciplinary certificate as defined in the University Senate regulations. The proposed certificate would meet the prescribed minimum standard of 24 credits, 18 of which are at the 3000-level and 4000 level. In order to receive the certificate candidates must present a cumulative GPA of 6.0 or greater in the courses taken to satisfy certificate requirements.

It is required that for the "Certificate in Sustainable Energy" candidates must achieve, upon graduation:

- i) A cumulative grade point average of 6.0 (B) in the courses required for the Sustainable Energy Certificate program; and
- ii) An overall cumulative grade point average of 5.0 (C+) in all courses taken.

These standards would be required upon completion of students' undergraduate honours degree programs. The requirement for a B average in the required courses is aligned with the requirements of the existing Faculty of Environmental Studies Certificate Program in Geographic Information Systems (GIS).

The Sustainable Energy Certificate is normally open only to students in the BES Honours program.

Detailed certificate course requirements are laid out in Section 4.

2. General Objectives of the Undergraduate Certificate

2.1 *Provide a brief description of the general objectives of the undergraduate certificate.*

The purpose of the proposed certificate program is to formally recognize and integrate a suite of courses and activities that provide undergraduate students with applied skills in the area of sustainable energy, specifically energy efficiency, conservation and demand management and renewable energy sources. The intergovernmental panel on climate change has identified these categories as foundations of cost-effective climate change mitigation strategies.

2.2 *Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.*

A research cluster around Climate Change and Sustainable Energy is identified in the 2009-2014 FES Strategic Plan. Sustainable Energy Economics is identified as a strategic hiring priority within the plan.

The Provost's White Paper Companion refers to the development of new programs in areas of emerging social need, including sustainability and energy systems.

3. Need and Demand

3.1 *Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.*

No comparable undergraduate certificate programs exist at York.

3.2 *Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.*

Deployment and integration of sustainable energy systems on a scale sufficient to mitigate climate change while reliably meeting society's needs will require a combination of supportive policy frameworks, behavioural changes, new energy management systems, and technological innovation cutting across a wide range of traditional disciplines.

Global investments in new renewable power capacity have been growing rapidly. Despite the challenges posed by the global financial crisis and slow progress with climate change policy over the past two years, investments in new renewable power capacity have exceeded those in new fossil fuel capacity. New renewable generating capacity has

accounted for nearly 50% of total generating capacity added to the world's grids since 2008. The rapid adoption beyond the industrialized world means that more than half of the world's existing renewable power capacity is now in developing countries.

The province of Ontario, for its part, has strongly reengaged in the areas of energy efficiency and renewable energy, particularly through the adoption of the *Green Energy and Green Economy Act, 2009*. In April 2010 the province announced that it had offered 184 large scale Feed-in Tariff contracts totaling 2,500 MW of capacity to renewable power developers in the province. The contracts are estimated involve investments of \$8 billion in renewable power. The province's December 2010 Long-Term Energy Plan reiterated the strong emphasis on energy conservation and renewable energy.

Post-secondary institutions in Ontario have been slow to respond to these developments. The only existing undergraduate energy and environment program in Ontario is at the University of Ontario Institute for Technology, and is strongly technically oriented. Undergraduate offerings in the area of sustainable energy among Ontario universities are otherwise limited to individual courses in energy conservation and demand management and renewable energy.

The Faculty of Environmental Studies, through its Sustainable Energy Initiative (FES-SEI) has been actively working to position itself as a major centre for teaching and research with respect to sustainable energy in Ontario. FES-SEI is lead by two energy policy experts, Mark Winfield and Jose Etcheverry, who were hired as full-time faculty in 2007. Since then the faculty has built a team of more than a dozen full-time faculty members, adjunct professors and associated professionals in energy conservation and efficiency, renewable energy and climate change including Ontario's former Chief Energy Conservation Officer, Peter Love.

The increased demand for highly trained personnel in the CDM and renewable energy fields has been consistently identified as an emerging need in Ontario in discussions and meetings in relation to FES-SEI with potential partners in the Ontario electricity sector. These needs are seen to be at least as strongly focused on sustainable energy economics, policy, behaviour, business strategy, marketing and management as on the technical aspects of sustainable energy.

York has been the forefront of building teaching and research capacity in these areas, particularly under the auspices of FES-SEI. The establishment of a certificate program would consolidate and strengthen York's leadership position in the field and provide a unique qualification to York University graduates in the growing market for sustainable energy practitioners in Ontario.

3.3 *Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.*

Subject to Senate approval, the anticipated implementation date is fall 2012. .

Current enrolment in the third year required courses for the proposed certificate has been as follows:

- ENVS 3130 Energy and the Environment in Canada: 50 per year, constant over the past 4 years
- ENVS 3400 Introduction to Climate Change Science and Policy: 35 students

Enrolment in the new sustainable energy specialist courses at fourth year level has been as follows:

- ENVS 4400 Fundamentals of Renewable Energy: Theory Policy and Practice: 35 students)
- ENVS 4401: Fundamentals of Energy Efficiency: Theory, Policy and Practice in the Canadian Context: 35 students
- ENVS 4402: Climate Change Mitigation: 35 students

Initial consultations with student representatives on the FES Undergraduate Program Committee indicated the likelihood of strong student interest in a certificate program. Based on the enrolment in the 3rd year feeder courses and fourth year specialist courses we would anticipate ultimate enrolment growth to approximately 20 students per year in the sustainable energy certificate program. Students would enter the certificate program at the beginning of their third year of study in the BES program.

Estimated enrolment projections are shown in the Table below

Year	2012	2013	2014	2015
New Enrolments	20 (New Admits)	20+20 new admits	20+20 new admits	20+20 new admits
Total (3 rd and 4 th year)	20	40	40	40

4. Curriculum, Structure and Learning Outcomes

- 4.1 *Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.*

Bachelor in Environmental Studies students in the Honours program may earn a certificate in Sustainable Energy. The certificate encompasses the policy, economic, technological and managerial aspects of energy conservation and efficiency, demand management and renewable energy sources, including their roles in climate change mitigation strategies. The course requirements are as follows:

18 Credits of Required Courses (All required courses exist and are offered annually)	6 Credits of Elective Courses (All of the electives exist and are typically offered annually)
ENVS 3130 3.0 Energy and the Environment in Canada The course focuses on relationships between socio-economic development, energy use, and the environment in Canada. Energy sources, energy end use, energy technology, and energy institutions as	ENVS 3125 3.0 Popular Education for Environmental and Social Justice Students explore the key notions of popular education related to knowledge and power, and various forms of anti-oppression practice addressing racism, sexism, classism, homophobia, ableism, and human/non-human

<p>well as the social and ecological impacts of energy use are examined. Energy systems supportive of sustainability are explored.</p>	<p>domination in the context of organizations and movements for social and environmental justice in a globalizing and diasporic context.</p>
<p>ENVS 3400 3.0 Introduction to Climate Change Science and Policy This course is intended to provide a critical overview of current issues in climate change science and policy at the local, provincial, national and international levels. Mitigation and adaptation are addressed.</p>	<p>ENVS 3140 3.0 Environmental and Sustainability Education The course explores concepts and practices in environmental education in the widest sense, comprising formal, informal and aboriginal education ideas. The course takes a critical and historical and cultural approach to environmental education with an emphasis on developing and practicing sustainable perspectives on how people learn about think about and remember the natural environment.</p>
<p>ENVS 3510 3.0 Environmental Economics The application of economic principles to environmental issues is introduced and critically reviewed. Linkages between economic factors, social processes and natural environments are explored. The use of economic principles in deriving solutions to issues of pollution control, resource depletion and environmental regulation is explored.</p>	<p>ENVS 3151 3.0 Environmental Politics and Advocacy I This course introduces students to a range of approaches and issues in environmental politics and advocacy. Themes include: political dimensions of contemporary environmental problems; main currents in environmental political thought; and relations between governmental and non-governmental organizations in environmental advocacy.</p>
<p>ENVS 3505 3.0 Business and Sustainability An introduction to key dimensions of business and sustainability including: what is sustainability?; "valuesdriven" business models and practices; eco-production in key economic sectors (food, manufacturing, energy, building); financing sustainability; indicators of sustainability; green regulation; and green business strategies.</p>	<p>ENVS 3340 3.0 Global Environmental Politics The course examines the interrelationship between globalization and environment. It analyzes the historical development of the global environmental system and theoretical approaches to understanding the global environment. It considers the main actors, institutions and legal instruments related to global environmental issues. The environmental impacts of, and political responses to, such phenomena as global warming, trade, structural adjustment, transnational corporate activity, foreign aid, environmental security and biodiversity depletion are studied.</p>
<p>ENVS 4400 3.0 Fundamentals of Renewable Energy: Theory, Policy and Practice The course is designed to provide students with a critical understanding of key renewable energy options for electricity generation, heating and cooling of buildings and transportation. Students will be introduced to a critical analysis of renewable energy as a strategy for climate change mitigation, community empowerment, industrial development, and energy security.</p>	<p>ENVS 3410 3.0 Environmental Policy I The formulation of environmental policy is the focus its underlying scope, concepts, legal bases, methodologies. Case studies illustrate the interaction of environmental policy with other policy areas: foreign and trade policy, economic and social policy. Critical review of how policy is created participants, effects, burdens and benefits.</p>
<p>ENVS 4401 3.0 Fundamentals of Energy Efficiency: Theory, Policy and Practice in the Canadian Context This course is designed to allow students to explore the policy and technical dimensions of energy efficiency and energy conservation in greater depth, with particular focus on potential contributions to sustainability of energy systems and climate change mitigation in a Canadian context.</p>	<p>ENVS 3420 3.0 Environmental Law Introduction to basic legal concepts: sources of law, legal remedies, common law, administrative law. Planning acts, environmental protection acts and environmental assessment acts. Litigation processes, hearing boards, and their operation. Critical review of environmental legal concepts and their social, economic and environmental effects.</p>

	<p>ENVS 3440 3.0 Resource Management Current theories of resource management, methods, information and decision-making are reviewed critically. Ethical, cultural, social, and economic perspectives on resource management are explored through case studies.</p>
	<p>ENVS 3430 3.0 Environmental Assessment</p> <p>The course provides a critical overview of the theory and practice of environmental assessment (EA). Course objectives include gaining familiarity with the fundamentals of EA; exploring substantive and process-oriented issues through case studies; and practising methods and techniques. EA is examined broadly as a management and decision-support tool with applications at the project, planning and policy levels.</p>
	<p>ENVS 3520 Applications of Geographic Information Systems in Environmental Studies</p> <p>This course provides students with an introduction to the application of Geographic Information Systems (GIS) as they are commonly used to address contemporary environmental issues. Various applications, techniques and theoretical frameworks are presented to provide a critical appreciation of this geo-spatial technology. Students gain hands-on experience using industry standard software products and associated technologies (i.e. global positioning systems) to increase their ability to apply these computer-based methods of geographic inquiry. A wide range of case studies, research projects and laboratory assignments are used to demonstrate the principles of the growing area of study.</p>
	<p>ENVS 4402 3.0 Climate Change Mitigation</p> <p>This course expands on the concepts presented in ES/ENVS 3400 3.00 and examines in detail current and future options to reduce emissions at different government levels and prospects for multilateral and local collaborations. The course also critically analyzes the design, implementation and performance of domestic and international mitigation policy initiatives.</p>
	<p>ENVS 4320 3.0 Gender & Development</p> <p>The course presents an overview of gender and development analysis as a framework for considering the role of women in third world development. Consideration of theories and concepts leads to case studies illustrating issues and practices.</p>
	<p>ENVS 4230 6.0 Design for Sustainability in the Built Environment</p> <p>This course explores the principles and best practices in sustainable building design and sustainable development in an urban context. It takes an international perspective on the issues. The interactive workshop format actively engages students to collaborate in small groups to complete exercises and to plan and participate in an interdisciplinary design charrette.</p>

	<p>ENVS 4440 3.0 Environmental Disasters The overall objective of this course is to gain an understanding of the causes and responses to natural and technological disasters. An in-depth examination of various case studies of disasters will be used to illustrate the principles involved. Topics include the history of disaster research, emergency management, normal accidents and the psychosocial impacts of disasters.</p>
	<p>ENVS 4430 3.0 Impact Assessment The current processes and practices of environmental and social impact assessment are critically reviewed through case studies. Emerging conceptual and methodological issues in the field are explored in the context of actual practice situations.</p>
	<p>ENVS 4510 3.0 Ecological Economics This course provides an introduction to the emerging field of ecological economics. Areas of focus include the appropriate scale of the economy in relation to the environment, the role of discount rates in mediating intergenerational and interspecies equity, environmental valuation, full-cost accounting, environmental risk assessment, and the application of thermodynamic and ecological principles in economic analysis.</p>
	<p>ENVS 4520 3.0 Geographical Information Systems Applications in Environmental Studies This course focuses on advanced applications of Geographic Information Systems (GIS) to topics related to planning and resource management. The technical aspects of GIS applications will be explored along with considerations related to database development. Students will gain hands-on experience with data input through scanners and digitizers, and with GIS analyses using both vector and raster data models. A significant part of the course will involve the development of a GIS database for analysis through group projects.</p>
	<p>ENVS 4523 3.0 Systems Thinking This course addresses fundamentals of general and complex systems thinking (such as general systems theory, complex adaptive systems, chaos theory) major paradigms in systems thinking (functionalist, interpretive, emancipatory, postmodern), and their associated methodologies and applications in environmental studies.</p>

The certificate requirements are designed to provide core understanding and knowledge in the areas of energy and environmental policy making and the relationships between energy and environmental policy, climate change policy and science, and the technical, policy, economic and behavioural aspects of renewable energy and energy efficiency.

The overall learning outcomes for the program and their relationships to University Undergraduate Level Degree Expectations are as follows:

Program Learning Outcomes	University Undergraduate Level Degree Expectations (UUDLEs)
1. Provide students with an understanding of the basic concepts of energy and energy use and the laws of thermodynamics.	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
2. Introduce students to different energy conversion technologies and provide students with an understanding of environmental, economic and social implications of the use these technologies.	Depth and Breadth of Knowledge Awareness of Limits of Knowledge Application of Knowledge
3. Provide students with an understanding of the concepts of energy conservation and demand management.	Depth and Breadth of Knowledge Application of Knowledge
4. Introduce students to the key scientific and policy issues around climate change, including its causes and impacts, and potential mitigation and adaptation strategies.	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
5. Provide students with an overview of the key ideas, institutions and interests that inform Canadian energy policy.	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
6. Introduce students to concepts and models of energy sustainability and their relationships to environmental, economic and social sustainability.	Depth and Breadth of Knowledge Application of Knowledge
7. Explore different energy policy models and the use of different energy technologies in other jurisdictions	Depth and Breadth of Knowledge Application of Knowledge Knowledge of Methodologies
8. Provide knowledge of economic terminology, concepts and reasoning including environmental and ecological economics	Depth and Breadth of Knowledge Application of Knowledge Knowledge of Methodologies Awareness of Limits of Knowledge
9. Understand the economics of different energy conversion technologies and energy conservation	Application of Knowledge Knowledge of Methodologies Awareness of Limits of Knowledge
10. Develop working knowledge of energy and economic assessment tools such as RETSCREEN	Knowledge of Methodologies

11.	Strengthen students' ability to communicate complex concepts and materials in a concise and effective manner.	Autonomy and Professional Capacity
12.	Introduce students to gender analysis, marketing strategies, media and new communications tools in a sustainable energy context.	Knowledge of Methodologies Autonomy and Professional Capacity
13.	Provide students with the knowledge and understanding needed to investigate and analyse specific sustainable energy policy issues in greater depth and detail and to contribute to the formulation and implementation of future sustainable energy policies.	Autonomy and Professional Capacity

The contributions of the program core course requirements to the achievement of the overall program learning outcomes are summarized in the following table.

Program Core Course	Course learning objectives	Program learning objectives addressed by course learning objectives
ENVS 3130 3.0 Energy and the Environment in Canada	1. Provide students with an understanding of the basic concepts of energy and the environmental, economic and social implications of the use of different energy technologies.	1, 2
	2. Give students an overview of the key ideas, institutions and interests that inform Canadian energy policy.	5
	3. Introduce students to different approaches to the study of public policy.	5
	4. Allow students to explore the key theories regarding energy policy and its relationship to environmental sustainability.	6, 7
	5. Examine the interaction of the physical characteristics of energy, and ideas, actors and institution in the formulation of energy policy in Canada through a number of case studies.	4,5
	6. Strengthen students' ability to communicate complex concepts and materials in a concise and effective manner.	
	7. Provide students with the knowledge and understanding needed to investigate and analyse specific energy-environment policy issues in greater depth and detail and to contribute to the formulation and implementation of future energy policies.	11, 12
		13

<p>ENVS 3400 3.0 Introduction to Climate Change Science and Policy</p>	<ol style="list-style-type: none"> 1. Provide an overview of the role that fossil fuel burning has on the issue of climate change. 2. Explore key options to reduce greenhouse gas emissions. 3. Introduce greenhouse gas measurement and assessment methods. 4. Understand economic and social mechanisms for shaping responses to climate change. 5. Evaluate the advantages and challenges of the range of policy approaches to mitigation. 	<p>1,2, 4 1,2, 4 10 5, 6,7 5,6,7,8</p>
<p>ENVS 3510 3.0 Environmental Economics</p>	<ol style="list-style-type: none"> 1. Understand the differences and relationships between ecological and environmental economics. 2. Appreciate the significance of scale, distribution and allocation in analyzing economic-environmental interactions. 3. Be familiar with economic terminology, concepts and reasoning. 4. Understand the advantages and the shortcomings of economic analysis and methods as they relate to the environment. 5. Understand the economic causes of environmental problems and rationale for existing and proposed policies. 6. Be able to present and respond to arguments involving economic concepts. 	<p>8 8 8 8,10 5,6,8 8, 11, 12, 13</p>
<p>ENVS 3505 3.0 Business and Sustainability</p>	<p>The course learning objectives are under revision to strengthen their contributions to the overall program learning objectives. Revised course will be offered W12 term.</p>	<p>6,7 8,9,10, 11, 12, 13</p>
<p>ENVS 4400 3.0 Fundamentals of Renewable Energy: Theory, Policy and Practice</p>	<ol style="list-style-type: none"> 1. Understanding how wind and solar systems generate electricity/heat and how they can be integrated with other sustainable energy options (e.g. storage, CHP, district heating networks) to yield cleaner energy services (residential and commercial needs, transportation, heating and cooling of buildings, water purification). 2. Becoming well versed on RE policy tools such as FITs, RPS, net metering, tendering, green funds, certificate trading. 3. Developing working knowledge of RE assessment tools such as RETSCREEN. 4. Understanding how RE cooperatives are organized and administered and why they can be beneficial for society. 5. Familiarize students with gender analysis, marketing strategies, media and new communications tools. 	<p>1,2 7 9,10 7 11, 12, 13</p>

<p>ENVS 4401 3.0 Fundamentals of Energy Efficiency: Theory, Policy and Practice in the Canadian Context</p>	<ol style="list-style-type: none"> 1. Provide students with an understanding of the basic concepts of energy and energy use, the laws of thermodynamics and the implications of energy conversions. 2. Provide students with an understanding of the major types of energy savings actions. 3. Examine the economics of energy efficiency and the role of energy efficiency in energy system planning and design. 4. Explore approaches to evaluating energy efficiency programs and strategies. 5. Provide students with an understanding of energy efficiency in practice, including case studies of leading Canadian and US Jurisdictions. 6. Strengthen students' ability to communicate complex concepts and materials in a concise and effective manner. 7. Provide students with the knowledge and understanding needed to investigate and analyse specific energy-environment policy issues in greater depth and detail and to contribute to the formulation and implementation of future energy policies. 	<p>1,2,3,6,7</p> <p>3</p> <p>8,9</p> <p>10</p> <p>7</p> <p>11</p> <p>13</p>
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The elective courses provide opportunities for students to deepen their understanding of policy development and decision-making processes, education and policy advocacy, related to sustainable energy.

The successful completion of 1000 and 2000 level BES courses ensures that students have the foundational knowledge to proceed to the more advanced theoretical and applied program learning objectives set out above.

4.2 *Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.*

Student achievement will be assessed through the normal evaluation processes for the courses required to obtain the certificate.

4.3 *Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)*

See above.

No new courses are required.

New undergraduate courses in the area of sustainable energy (ENVS 4400 and 4401) have been developed and are now fully functional. In addition, a number of existing courses, including ENVS 3130, 3400 and 3505 have been revised to support a sustainable energy specialization within the Bachelor of Environmental Studies (BES) program.

- 4.4 *Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.*

See above. The primary mode of delivery is via existing BES course offerings. The Faculty of Environmental Studies with the support of the Academic Innovation Fund (AIF) has established and implemented a Coop/Internship program for BES students. Students pursuing the Sustainable Certificate may choose to participate in the Co-op/Internship program. However, participation in the co-op/internship is not being proposed as a requirement for the BES Certificate in Sustainable Energy at this time.

5. Admission Requirements

- 5.1 *Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.*

The Sustainable Energy Certificate is normally open only to students enrolled in the BES Honours program. As the Certificate will be completed concurrently with the Honours BES program, students who have completed a minimum of 48-60 credits towards the BES Honours degree and who are eligible to continue in the BES Honours program, are eligible to apply for the Certificate in Sustainable Energy.

6. Resources

- 6.1 *Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.*

Faculty members directly involved in sustainable energy courses include the following:

**Mark Winfield, Assistant Professor in Environmental Studies at York University;
Chair, FES-Sustainable Energy Initiative; Co-Coordinator of the MES/JD program with
Osgoode Hall Law School**

ENVS 2400: 6.0 Foundations of Environmental Management

ENVS 3130 3.0 Energy and the Environment in Canada

ENVS 4401 3.0 Fundamentals of Energy Efficiency: Theory, Policy and Practice in Canada

**José Etcheverry, Assistant Professor in Environmental Studies at York University;
Co-Chair FES-Sustainable Energy Initiative**

ENVS 3400 3.0 Introduction to Climate Change Science and Policy

ENVS 4400 3.0 Fundamentals of Renewable Energy: Theory Policy and Practice

ENVS 3505 3.0 Business and Sustainability

Peter Victor, Professor in Environmental Studies at York University

ENVS 3510 3.0 Environmental Economics

ENVS 4510 3.0 Ecological Economics

Peter Mulvihill, Associate Professor in Environmental Studies at York University

ENVS 3430 3.0 Environmental Assessment

ENVS 4430 3.0 Impact Assessment Process and Practice

Martin Bunch, Associate Dean and Associate Professor in Environmental Studies at York University

ENVS 3520 3.0 Applications of Geographic Information Systems in Environmental Studies

ENVS 4520 3.0 Geographic Information Systems Applications in Environmental Studies

ENVS 4523 3.0 Systems Thinking

Ray Rogers, Associate Professor in Environmental Studies at York University

ENVS 3440 3.0 Resource Management

Justin Podur, Assistant Professor of Environmental Studies at York University

ENVS 3520 3.0 Applications of Geographic Information Systems in Environmental Studies

ENVS 4520 3.0 Geographic Information Systems Applications in Environmental Studies

Anna Zalik, Assistant Professor of Environmental Studies at York University

ENVS 3340 3.0 Global Environmental Politics

Arlene Gould, Adjunct Professor in the Faculty of Graduate Studies at York University

ENVS 4230 3.0 Design for Sustainability in the Built Environment

Peter Love, Adjunct Professor in Environmental Studies at York University

ENVS 4401 3.0 Fundamentals of Energy Efficiency: Theory, Policy and Practice in the Canadian Context

ENVS 3505 3.0 Business and Sustainability

James MacLellan, Adjunct Professor in Environmental Studies at York University

ENVS 4402 3.0 Climate Change Mitigation.

Farid Bensebaa, Adjunct Professor in Environmental Studies at York University

ENVS 4400 3.0 Fundamentals of Renewable Energy: Theory Policy and Practice

The above complement of faculty is currently offering the courses necessary to complete the Certificate in Sustainable Energy.

Short biographies of FES-SEI faculty are provided in Appendix 1.

6.2. *Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.*

No additional equipment is required. The required computer software is already available in the FES Computer Teaching Labs.

6.3 *Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.*

No additional space is required.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
 - Attached
- from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
 - Dean's letter in response to the Vice-President Academic and Provost's requirements attached.
- from the University Librarian confirming the adequacy of library holdings and support
 - Attached
- from the University Registrar confirming the implementation schedule and any administrative arrangements
 - Attached
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
 - Letters of support are attached from:
 - Faculty of Science and Engineering
 - Faculty of Liberal Arts and Professional Studies
 - Schulich School of Business
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate

Appendix 1 Sustainable Energy Certificate Program Faculty

Mark Winfield, Assistant Professor in Environmental Studies at York University Co-ordinator of the MES/JD program with Osgoode Hall Law School, and FES-SEI Co-Chair

Dr. Winfield's research interests include the design and evaluation of institutions and policy instruments in environmental and energy policy. His most recent work has focused on electricity, energy efficiency and climate change policy in Ontario. His past environmental policy work included the role of information technology and public access to information in environmental policy, institutional design for drinking water protection (for the Walkerton Inquiry), toxic substances pollution prevention, ecological fiscal reform, globalization, trade and the environment. Dr. Winfield joined FES in 2007. Prior to joining York he was the Director of the Pembina Institute's Environmental Governance Program and prior to that he was the Director of Research with the Canadian Institute for Environmental Law and Policy. He holds a PhD in political science from the University of Toronto.

José Etcheverry, Assistant Professor in Environmental Studies at York University and FES-SEI Co-Chair

Dr. Etcheverry's research focuses on developing practical policy solutions to climate change through collaborative efforts. He is particularly interested in strategies to develop renewable energy to their full potential and in finding new ways to communicate effectively about solutions to climate change and energy problems. He is currently involved in the development of the World Wind Energy Institute, a new training network involving renewable energy centres located in Brazil, Canada, China, Cuba, Denmark, Egypt and Russia. Prior to joining FES in 2007, Dr. Etcheverry served as Research and Policy Analyst at the David Suzuki Foundation and he is currently a member of several leading national and international renewable energy organizations. He holds a PhD in geography from the University of Toronto.

Martin Bunch, Associate Professor and Associate Dean, Research, Faculty of Environmental Studies, York University.

Dr. Bunch's research interests include ecosystem approaches, adaptive management, urban development, complex systems and systems approaches to problem solving. His current research projects include "An Adaptive Ecosystem Approach to Managing Urban Environments for Human Health" (funded via the SSHRC Research Development Initiative program). This research explores an adaptive ecosystem approach to planning and managing for human health in two urban areas of comparable size with different contexts: the Golden Horseshoe region in southern Ontario, Canada, and Chennai, Tamil Nadu, India.

Peter Mulvihill, Associate Professor in Environmental Studies at York University

Dr. Mulvihill's research interests rest mainly in the areas of environmental assessment, planning and history. From 2005 to 2008, he held a Social Sciences and Humanities Research Council grant for his project entitled "Towards Sustainability in Headwaters Country: An Action - Based Research Program." Dr. Mulvihill is a member of the Editorial Advisory Board of the environmental studies journal *Environments*. He holds a PhD in environmental planning from Université de Montréal.

Justin Podur, Assistant Professor in Environmental Studies at York University. Graduate Program Director, and GIS and Remote Sensing Certificate Coordinator

Prof. Podur teaches landscape ecology and geographic information systems. His main method has been modeling using mathematical and computer models to study fire and other ecological problems.

Ray Rogers, Associate Professor in Environmental Studies, York University

Ray Rogers is a graduate of the Masters and the PhD programs in FES. His primary area of interest is the conservation of the natural world. Most of his work involves the analysis of current conservation strategies, as represented in resource management, sustainability, and Radical Environmentalism. His primary academic focus is community-based conservation and critiques of globalization. Ray teaches courses in Environmental Thought, Biological Conservation and Environment and Development.

Peter Timmerman, Associate Professor in Environmental Studies at York University

Peter Timmerman's research interests are focused on environmental ethics, environmental conflict and coastal city management. His other research has included work on environmental ethics, risk and hazardous waste management and climate change. Timmerman is the coordinator of graduate diploma program in Business & the Environment and serves as Chair of the Faculty Council. He is a former Associate Member of the Institute for Environmental Studies at the University of Toronto. For three decades, Timmerman has worked on nuclear-related issues ranging from nuclear emergency planning to high-level siting issues. As Director of the Canadian Coalition for Ecology, Ethics, and Religion (CCEER) he chaired a research team that produced a major report on social and ethical issues to the Seaborn Panel in 1997. Other notable roles have included Co-convenor of the Canadian NGO Earth Charter Working Group for the 1992 Rio Earth Summit, and in 1991, chair of an interdisciplinary research team that studied the environmental and other impacts of the Gulf War. Timmerman is the editor of volume five (Social and Economic Dimensions) of the *Encyclopaedia of Global Environmental Change*. He holds a MA in English from the University of Toronto.

Peter Victor, Professor in Environmental Studies at York University

Dr. Victor's main research interests are ecological economics and environmental policy. He is an economist with more than four decades of experience as an academic, consultant and public servant. Dr. Victor was the first President of the Canadian Society for Ecological Economics and one of the founders of the discipline of ecological economics. He served as Dean of the Faculty of Environmental Studies from 1996 to 2001. Prior to his appointment as Dean, Dr. Victor was Assistant Deputy Minister of the Environmental Sciences and Standards Division in the Ontario Ministry of the Environment, following several years as a principal of VHB Consulting and Victor and Burrell Research and Consulting, where he engaged in many influential policy-related economic studies in Canada and internationally. Dr. Victor is a member of numerous committees, including the Ontario Government's Advisory Committee on Transboundary Science and the Board of Directors of the David Suzuki Foundation. He holds a PhD in economics from the University of British Columbia.

Anna Zalik, Assistant Professor of Environmental Studies

Prof. Zalik's current research employs political economy, comparative historical analysis and extended field research to examine how corporate aid reconstitutes local subject identities and shapes socio-environmental regulation in extractive sites of the Mexican Gulf and the Nigerian Delta. She seeks to understand how, under particular historically contingent conditions, the merging of community development practice and industrial security policy reshapes public and private interests and produces social displacement.

Dr. Zalik has worked with grassroots and social justice advocacy organizations while both inside and outside the academy and is committed to making her research socially engaged. At present this involves collaboration with groups working on issues of environmental sovereignty and ecological protection in petroleum extractive regions.

Farid Bensebaa, Adjunct Professor in Environmental Studies at York University

Farid Bensebaa has been a project leader at the National Research Council of Canada (NRCC) since 1997. His research interests include renewable energy, alternative energy resources, nanotechnology, photovoltaic and fuel cell devices, and distributed power generation. Dr. Bensebaa has published more than 30 peer reviewed papers in international journals and was previously an Associate Professor at Université de Sherbrooke. He holds a PhD in materials science from the Université de Montreal.

Arlene Gould, Adjunct Professor in the Faculty of Graduate Studies at York University

Arlene Gould is a Senior Fellow in the Institute for Research and Innovation in Sustainability at York University. She teaches graduate and undergraduate courses in design management and is the Coordinator of the Design Management Certificate program at Ryerson University. Her research focuses on design for competitiveness and for sustainability. Gould has worked in design and business strategy consulting for international, multidisciplinary design firms such as Pentagram and the Conran Design Group in the United Kingdom, and The Watt Group in Canada. She is an executive board member of Sustainable Buildings Canada, a member of the Registered Graphic Designers of Ontario and a Fellow of the Royal Society of Arts (RSA). Gould also serves as Strategic Director for Ontario's Design Industry Advisory Committee (DIAC). She holds an MBA from the London Business School.

Peter Love, Adjunct Professor in Environmental Studies at York University

Peter Love was appointed Ontario's first Chief Energy Conservation Officer in April 2005. In this role, Mr. Love is responsible for heading the Conservation Bureau, a division of the Ontario Power Authority, which has a mandate to provide leadership in electricity conservation and demand management, and advance a culture of conservation in Ontario. In 2009, he formed Love Energy Consultants Inc., a consultancy firm to foster culture change as part of his commitment to advancing sustainability. Mr. Love has enjoyed a long and distinguished career in the area of energy efficiency, serving as the Executive Director of the Canadian Energy Efficiency Alliance, where he advocated for energy efficiency and its related benefits to the economy and the environment. In recognition of his commitment to sustainable buildings and energy efficiency, Mr. Love was inducted into the EnerQuality/R-2000 Hall of Fame and earned a Lifetime Achievement Award from Sustainable Buildings Canada. He holds a MBA from the University of Toronto.

James MacLellan, Adjunct Professor in Environmental Studies at York University

Dr. MacLellan is a Natural Sciences and Engineering Research Council (NSERC) Visiting Postdoctoral Fellow in Climate Change Impacts and Adaptations in FES. His research interests include forest management ecosystems and fire management, and climate change adaption/mitigation planning and development. Over the course of his career he has tutored, supervised, lectured, and guest-lectured a variety of courses at the graduate and undergraduate levels to students at the University of Toronto, the University of British Columbia, McGill University, and the University of Eberswalde. In his role with Environment Canada, Dr. MacLellan provides scientific expertise and leadership to Canadians on the risks, vulnerabilities, impacts and adaptations associated with atmospheric variability and change. Specifically, he works on two major initiatives, the Forestry Adaptation Program and the Urban/Suburban Adaptation Program. Founding member of the Boreal Integrative Research Group (BIRG). He holds a PhD in forestry from the University of Toronto.



September 12, 2011

**FACULTY OF
ENVIRONMENTAL
STUDIES**

Office of the Dean

Health, Nursing
& Environmental
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4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 5284
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Professor Mark Winfield
Faculty of Environmental Studies
York University

Dear Professor Winfield,

I am writing to express my enthusiastic support for the proposed Certificate Program in Sustainable Energy as a valuable addition to the suite of options available to students in the Bachelor in Environmental Studies (BES) program at York University.

The problems associated with climate change have never been greater. The need to find potential solutions is clearly urgent. Sustainable energy is one of the most cost-effective climate change mitigation strategies available, making it a growing area for investment in Ontario and around the world. The demand for graduates with applied skills in energy efficiency, conservation and demand management, and renewable energy sources is fast outpacing the supply. Government agencies, local energy distribution companies, and renewable energy developers are all looking to hire graduates with recognized expertise in this field.


Students are similarly looking for innovative and applied programs that address emerging areas of social need, including sustainability, climate change and green energy systems. While our current array of BES courses covers this field admirably, the establishment of this Certificate Program will consolidate these into a coherent and unique academic qualification that strengthens York's leadership position in the increasingly competitive market for sustainable energy practitioners.

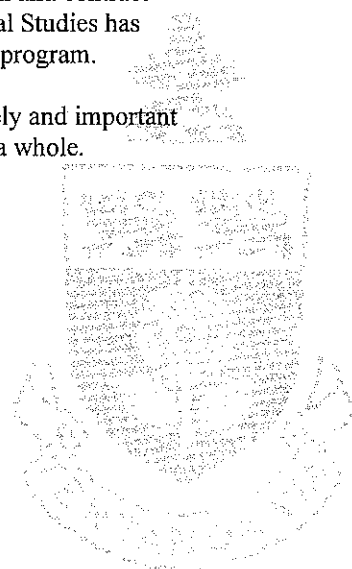
In our ongoing consultations with the Faculty of Science and Engineering and others, I understand that our emphasis on energy efficiency and on energy conservation and demand management is unique at York. Indeed, there is little offered in this field anywhere in Ontario.

Given the existing suite of courses in the BES program that are being consolidated into this Certificate Program, and given the considerable number of full-time tenure-stream and contract faculty already teaching these courses, it is clear that the Faculty of Environmental Studies has already committed the necessary resources, skill, and commitment to sustain this program.

I believe that this Certificate Program in Sustainable Energy is a particularly timely and important initiative that will benefit not only students, but the sustainable energy sector, as a whole.

Sincerely,


Barbara Rahder
Dean



September 20, 2011

Professor Mark S. Winfield,
Coordinator Joint MES/JD Program
Chair, Sustainable Energy Initiative
Faculty of Environmental Studies

Thank you for the opportunity to review and comment on the proposed Certificate Program in Sustainable Energy to be offered by the Faculty of Environmental Studies.

The Faculty of Science and Engineering is fully supportive of this program, focusing as it does on policy, economic and business dimensions of renewable energy and climate change impacts. As such the program has little intersection with science-based programs offered by the Faculty of Science and Engineering. Indeed, I could imagine students in the Faculty finding this certificate a valuable complement to their science-based programs.

Let me take this opportunity to wish you the best of success with it.

Regards,



Peter Cribb
Associate Dean, Student Affairs
Faculty of Science and Engineering



Schulich

School of Business
York University

Office of the
Associate Dean
Academic

Seymour Schulich Building
Schulich School of Business
York University
4700 Keele Street
Toronto, Ontario
Canada M3J 1P3

Web: www.schulich.yorku.ca

September 30, 2011

Professor Mark S. Winfield
Chair, Sustainable Energy Initiative
Faculty of Environmental Studies

Re: Sustainable Energy Certificate

Dear Mark:

Thank you for the invitation to provide feedback on the proposed Certificate Program in Sustainable Energy, designed and to be offered by the Faculty of Environmental Studies.

The Schulich School of Business has a long-standing interest in sustainability and is engaged with the Faculty of Environmental Studies on a number of initiatives. The certificate in sustainable energy is a wonderful addition to FES's current offerings, and Schulich fully supports it as it has the potential to further strengthen the university's teaching and research in this important area. While the courses proposed as part of the certificate provide little overlap with Schulich's offerings, I could imagine that some students might find this certificate a valuable complement to their studies.

I wish you the best of success with this important addition to your program.

Sincerely,

Markus Biehl, PhD
Associate Dean – Academic
Associate Professor, Dept. of Operations Management and Information Systems

Memo

To: Mark Winfield,
Associate Professor and MES/JD Joint Program Coordinator

From: Martin Singer, Dean

Date: October 4, 2011

Subject: Certificate Program in Sustainable Energy,
Faculty of Environmental Studies

I am writing to affirm the Faculty of Liberal Arts & Professional Studies's strong support for the establishment of a Certificate Program in Sustainable Energy in the Faculty of Environmental Studies. The proposed Certificate Program in no way conflicts with or duplicates any of the current or contemplated programmes in our Faculty.

The proponents have provided ample rationale for the Certificate and offer a wholly persuasive case for the demand in both the private sector and among government agencies for the specific knowledge and skills that will be imparted by the proposed program. Faculty members in Environmental Studies have the teaching experience and research expertise necessary to such an initiative, and indeed they have been at the forefront in the development of this academic area. As the University of Ontario Institute for Technology is, at present, the only academic institution in the province that offers a program in the growing area of energy and environment, this initiative is particularly timely.

Thus, as Dean of the Faculty of Liberal Arts & Professional Studies, I more than pleased to support the establishment of the Certificate Program in Sustainable Energy in the Faculty of Environmental Studies.

**Policy on the Length of Completion of
2nd Entry and Post RN Internationally Educated Nurses BScN Programs
School of Nursing, Faculty of Health**

Policy

This policy defines time limitations for program completion for the 2nd Entry and Post RN Internationally Educated Nurses BScN programs. Time limitations are important to ensure cohesion and continuity of content, current competence and associated patient safety within the context of professional nursing education. Please refer to the *Policy for Undergraduate Nursing Student Leave of Absence* for other related information.

These time limitations take into account the programs' compressed structures and plans of study, as well as the frequency of course offerings, and the degree to which nursing knowledge and practice change over time.

Guidelines**1. Length of completion of programs**

- 1.1. The 2nd Entry BScN program is a two-year full-time program (6 consecutive terms¹). Students normally must complete this program within four (4) years (12 terms) from the time of admission.
- 1.2. The Post-RN Internationally Educated Nurses (IEN) BScN program is a five (5) term full-time program. Students normally must complete the IEN program within four (4) years (12 terms) from the time of admission.

2. Unsuccessful completion of program requirements within the designated timeframe

- 2.1. A student who is unsuccessful in completing the program requirements within the designated timeframe, notwithstanding approved leaves under the *Policy for Undergraduate Nursing Student Leave of Absence*, must withdraw from their nursing program. If a student is not able to complete the program within the required timeframe, the exit reason will be coded as: "Ineligible to Continue or Graduate".
- 2.2. The student may apply to be reinstated to the program, in light of extraordinary extenuating circumstances, for instance, severe illness or personal loss. Reinstatement may require clinical or academic remediation as per the individual student's standing in the program.
- 2.3. Students who are withdrawn from a nursing program on the basis of exceeding the time limitations for program completion may pursue admission or transfer to another degree program at the University.

¹ Undergraduate students may only register within a "session" (i.e., Fall/Winter and Summer) as opposed to a "term", and exit decisions from a program can only be determined at the end of a session. All exit decisions must be made coincident with the completion of course work in any given session. Since Nursing students may be concurrently enrolled in courses that both span a full session (6 credits) and are completed in one term (3 credits), discretion regarding the timing of a final decision on student progress and/or exit may be necessary. The School of Nursing will ensure registration and exit decisions are communicated to the Registrar's office for application to a student's record at the end of the relevant academic session.

Undergraduate Student Leave of Absence Policy

School of Nursing

Faculty of Health

Policy Statement

This policy for all undergraduate nursing students provides guidelines for absences taken while enrolled in the nursing program. Please refer to the *Policy Regarding Length of Completion of 2nd Entry and Post RN Internationally Educated Nurses BScN Programs* for other related information.

GUIDELINES:

1. Short Term Absences from On-Campus and Off-Campus Clinical Activities

- 1.1. Short term absences are defined as those that range from one day or less, to 2 weeks. *All absences* from educational activities deemed mandatory (i.e. on-campus clinical activities, off-campus clinical placements) must be approved by the Course Director (CD) and Clinical Course Director (CCD). An unexcused absence will be considered to be a breach of professional conduct, and will be documented and brought to the attention of the Course Director (CD) and Undergraduate Program Director/Coordinator (UPD). Possible consequences may involve withdrawal from the clinical activity, or course failure.
- 1.2. *Students will be responsible* for making up the missed clinical hours as arranged by the CCD, in collaboration with the CD, the Nursing Placement Coordination Office and/or Nursing Resource Centre, as applies. This will be scheduled at the discretion of the CCD and/or preceptor. Consequences of not making up missed clinical hours may result in course failure. Completion of course requirements ensures achievement of course goals and patient safety as the student progresses in the program.
- 1.3. An absence of 2 weeks due to an incomplete Clinical Preparedness Permit will result in course withdrawal.
- 1.4. For absences that occur due to illness, a Student Medical Certificate is required to support the medical reason. For absences that occur due to other circumstances (i.e. personal loss), relevant and acceptable documentation of the circumstance may be required. Documentation will be forwarded by the CD/CCD to the UPD for filing.
- 1.5. Emergency and extraordinary circumstances will be addressed on an individual basis. In all other foreseen or planned absences from clinical activities (i.e. religious holidays), students must initiate a request within the first two weeks of the term in writing for an advanced approved absence from their CD.
- 1.6. Students who are absent from on-campus or off-campus clinical activities for a period ranging from greater than 2 weeks to less than one term should consult immediately with the UPD to discuss progression in the course and program.

2. Absences from Non-Clinical Nursing Courses

For any absences from non-clinical nursing courses, please refer to Faculty of Health and University procedures and Deferred Standing Agreements.

3. Long Term Absences from the Program

3.1. Leave for Serious Illness or Exceptional Circumstance

- 3.1.1. Long term absences are defined as those that are at least one term¹ long. Students are required to apply in writing to the UPD for absences up to three (3) terms (one calendar year), on the grounds of serious health or personal circumstances which temporarily make it impossible for a student to

¹ Undergraduate students may only register within a “session” (i.e., Fall/Winter and Summer) as opposed to a “term”, and exit decisions from a program can only be determined at the end of a session. All exit decisions must be made coincident with the completion of course work in any given session. Since Nursing students may be concurrently enrolled in courses that span a full session (6 credits) and that are completed in one term (3 credits), discretion regarding the timing of a final decision on student progress, exit from the program or leave of absence may be necessary. The School of Nursing will ensure registration and exit decisions are communicated to the Registrar's office for application to a student's record at the end of the relevant academic session.

continue in the program. The student must complete the Leave of Absence Request Form no later than 15 calendar days after start of the current term for a *planned* leave of absence and submit it to the UPD for approval; other timelines will be considered in extenuating circumstances. This approval will be made in consultation with the School's Undergraduate Program Committee or designated sub-committee. Should a student's request be denied, the student has the right to submit a petition to the Faculty of Health.

- 3.1.2. Leaves of absence granted on the basis of a serious health problem required submission of a completed Student Medical Certificate. A certificate may also be required to indicate that the student is able to resume studies.
- 3.1.3. All students who have been absent from the program must meet with the UPD before re-entering into the program. It is the student's responsibility to demonstrate eligibility to return to clinical course activity, in consultation with the UPD. This may involve some clinical remediation as per the individual student's academic needs. The completion date of the student's degree program will be extended by the duration of the leave taken, up to the maximum time allowed for completion of their program. Please refer to the *Policy Regarding Length of Completion of 2nd Entry and Post RN Internationally Educated Nurses BScN Programs* for additional information. Students returning to clinical courses after a long term absence may be placed on a waiting list for placement. All efforts will be made to place these students.
- 3.1.4. Once on leave of absence, a student is not registered in the Undergraduate Nursing Program and is not required to pay fees. The coding of the registration status for students who are approved for a Leave of Absence by the School of Nursing in the Faculty of Health will be "Registered as Inactive". While on a leave, students will not attend courses or engage in any coursework. Depending on when the leave begins, a student may retain access to resources of the University, such as using library facilities or computing resources for the remainder of the Session only.

3.2. Parental Leave

- 3.2.1. The School of Nursing acknowledges the need for individuals to have special arrangements made during their educational program for the purpose of pregnancy/parental leave. The School of Nursing supports a student's decision to take up to a full year for their pregnancy/parental leave(s).
- 3.2.2. A student may request from one to three terms of leave (i.e., up to one calendar year), which must be completed within one year of the date of birth or custody, or the start of the leave. While on parental leave, a student does not register or pay fees to the University, hence will not have access to resources during that time.
- 3.2.3. A student must apply for parental leave by completing the Leave of Absence Request Form. The completion date of the degree program will be extended by the duration of the leave taken, up to the maximum time allowed for completion of their program. Please refer to the *Policy Regarding Length of Completion of 2nd Entry and Post RN Internationally Educated Nurses BScN Programs* for additional information. Normally, the start and finish of the leave would coincide with the beginning and end of term.
- 3.2.4. Before re-entering, students must meet with the UPD to plan their re-entry into the program. It is the student's responsibility to demonstrate eligibility to return to clinical courses, in consultation with the UPD. This may involve some clinical remediation as per the individual student's academic needs. Students returning to clinical courses after a long term absence may be placed on a waiting list for placement. All efforts will be made to place these students.

**Change in Program Requirements and
Change in Timelines for Internal Promotions (from MSc to PhD)**

Approved by FGS Council: October 6, 2011

Proposed Changes:

1. Change in MSc/PhD program requirements: As indicated below, the wording of the progress report requirement has been revised to include attendance and presentation at a graduate seminar series (1 presentation at MSc level and 2 presentations at PhD level) during the degree program instead of a public oral presentation. The objective of this change is to incorporate the 'spirit' of the public presentation of student research within a seminar series that all students in the program are required to attend.

2. Change in timelines for internal promotions (from MSc to PhD): The timelines for the preliminary exam required of internal promotions has been revised from 12 to 18 months of first registering in the MSc program to 12 to 16 months of first registering in the MSc program. This change will allow the preliminary exam to occur in time for internal promotion students to be considered for the September admission cycle along with other PhD applicants.

Current Program Requirements	Proposed Program Requirements
<p>MSc Degree by Research Thesis</p> <p>1. Courses (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and a public oral presentation in April each year. Satisfactory progress in research results in credit for Biology 6021 3.0/6022 3.0: MSc Research Evaluation and a statement of the student's progress in the student's record. In the event of failure to achieve satisfactory progress, the student will normally be required to withdraw from the program.</p> <p>(b) In addition to MSc Research Evaluation, each student must take a minimum of 6 credits from core courses (Biology 5027 1.5, 5028 1.5, 5029 1.5, 5030 1.5, 5034 1.5, 5037 1.5, 5038 1.5, 5055 1.5, 5065 1.5, 5072 1.5, 5081 3.0, 5086 1.5, 5087 1.5, 5098 1.5, 5128 1.5, 5145 1.5, 5146 3.0, 5221 1.5, 5335 1.5). All incoming MSc students must take either Biology 5038 1.5 or 5086 1.5.</p>	<p>MSc Degree by Research Thesis</p> <p>1. Courses (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and attendance at the graduate seminar series and one presentation during the degree program. Satisfactory progress in research results in credit for Biology 6021 3.0/6022 3.0: MSc Research Evaluation and a statement of the student's progress in the student's record. In the event of failure to achieve satisfactory progress, the student will normally be required to withdraw from the program.</p> <p>(b) In addition to MSc Research Evaluation, each student must take a minimum of 6 credits from core courses (Biology 5027 1.5, 5028 1.5, 5029 1.5, 5030 1.5, 5034 1.5, 5037 1.5, 5038 1.5, 5055 1.5, 5065 1.5, 5072 1.5, 5081 3.0, 5086 1.5, 5087 1.5, 5098 1.5, 5128 1.5, 5145 1.5, 5146 3.0, 5221 1.5, 5335 1.5). All incoming MSc students must take either Biology 5038 1.5 or 5086 1.5.</p>
<p>PhD Degree Requirements</p> <p>1. Courses (a) Each student's research is evaluated annually as described in detail under "MSc by Research Thesis," 1(a) Courses. Satisfactory progress in research results in credit for Biology 7021 3.0/7022 3.0/7023 3.0/7024 3.0: PhD Research Evaluation and a statement of the student's progress in the</p>	<p>PhD Degree Requirements</p> <p>1. Courses (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and attendance at the graduate</p>

<p>student's record. In the event of failure to achieve satisfactory progress, the student will normally be required to withdraw from the program.</p>	<p>seminar series and two presentations during the degree program. Satisfactory progress in research results in credit for Biology 7021 3.0/7022 3.0/7023 3.0/7024 3.0: PhD Research Evaluation and a statement of the student's progress in the student's record. In the event of failure to achieve satisfactory progress, the student will normally be required to withdraw from the program.</p>
<p>Doctor of Philosophy Program</p> <p>Admission Requirements</p> <p>[Paragraph 2] Graduates with an honours bachelor's degree, or equivalent, in one of the biological sciences, who have at least B+ standing at the undergraduate level may be considered for admission to the PhD program. Normally, however, such graduates must first register as candidates for the MSc degree. Such graduates may be advanced in status to candidates (PhD 1) for the PhD degree, without completing the requirements for the MSc degree, but only between 12 and 18 months of first registering for the MSc degree, if their progress during the first year is deemed satisfactory by their Supervisory Committee and if this advancement is recommended by the supervisory committee and the Graduate Program Director. Candidates wishing to make this change must pass a qualifying examination. This examination will take the form of the PhD Preliminary Examination (see below).</p>	<p>Doctor of Philosophy Program</p> <p>Admission Requirements</p> <p>[Paragraph 2] Graduates with an honours bachelor's degree, or equivalent, in one of the biological sciences, who have at least B+ standing at the undergraduate level may be considered for admission to the PhD program. Normally, however, such graduates must first register as candidates for the MSc degree. Such graduates may be advanced in status to candidates (PhD 1) for the PhD degree, without completing the requirements for the MSc degree, but only between 12 and 16 months of first registering for the MSc degree, if their progress during the first year is deemed satisfactory by their Supervisory Committee and if this advancement is recommended by the supervisory committee and the Graduate Program Director. Candidates wishing to make this change must pass a qualifying examination. This examination will take the form of the PhD Preliminary Examination (see below).</p>
<p>Doctor of Philosophy Program</p> <p>Preliminary Examination</p> <p>[Paragraph 2] During the two to three hour oral examination, based on a substantial written proposal and progress report, students must demonstrate adequate knowledge and understanding of the proposed research field, and the broader areas of knowledge related to the field. The examination will be conducted by the student's supervisory committee plus two other faculty members from within the program. For students entering the program with a Master's Degree, the examination must be held within 18 months after the student becomes a Candidate (PhD I). For students converting from a master's to a PhD program, the examination must also be held within 18 months of first registering in the master's program. The examination in this case is conducted by the student's supervisory committee plus three other faculty members from within the program. If the preliminary examination fall within two months of the annual progress reports, the student is exempt from such a report that year.</p>	<p>Doctor of Philosophy Program</p> <p>Preliminary Examination</p> <p>[Paragraph 2] During the two to three hour oral examination, based on a substantial written proposal and progress report, students must demonstrate adequate knowledge and understanding of the proposed research field, and the broader areas of knowledge related to the field. The examination will be conducted by the student's supervisory committee plus two other faculty members from within the program. For students entering the program with a Master's Degree, the examination must be held within 18 months after the student becomes a Candidate (PhD I). For students converting from a master's to a PhD program, the examination must also be held within 16 months of first registering in the master's program. The examination in this case is conducted by the student's supervisory committee plus three other faculty members from within the program. If the preliminary examination fall within two months of the annual progress reports, the student is exempt from such a report that year.</p>

**Faculty of Graduate Studies
Graduate Program in Psychology**

**Change in Field Name (from “Developmental and Cognitive Processes” to
“Developmental Science”) and
Change in Course Requirements within the Development Science Field**

Approved by FGS Council: October 6, 2011

Proposed Changes:

1. Change in field name from “Developmental and Cognitive Processes” to “Developmental Science”.
2. Change in course requirements within the Developmental Science field at both the master’s and doctoral-levels.

Background & Rationale:

1. The change in name of field from “Developmental and Cognitive Processes” to “Developmental Science” reflects the changing norms in the field of research most relevant to this area in Psychology. More specifically, the Developmental and Cognitive Processes (DCP) field in the Graduate Program in Psychology is relatively small, yet the research of the field members covers a wide territory, including cognitive development across the life span, evolutionary and comparative psychology, infant social cognition, and individual differences. Moreover, faculty members in the area are increasingly using an array of neuroscience methods. The current field name, however, is too narrow to accurately capture this breadth of research. As a first step toward reviewing area curricula and requirements, the program is seeking to change the field name in order to create a strong and coherent presence for the field within the program and the Faculty of Health. The goal is for the proposed new field name to better convey the scope and orientation of research in the area to prospective applicants, university administrators, and international colleagues.

In recent years the field of developmental psychology has increasingly been referred to as Developmental Science. One of the premier scientific journals in the field carries this title and has a specific focus on developmental cognitive neuroscience. The proposed name change is a move to a more current and inclusive descriptive term for what field members do. At the same time, it more clearly conveys the neuroscience focus in the area.

Current Field Description	Proposed Field Description
<p>Developmental and Cognitive Processes</p> <p>The area of Developmental and Cognitive Processes is designed to train students in both the theoretical and content areas of developmental psychology and the empirical methods used in developmental research. It is intended that students will become competent both in the broad area of developmental psychology and explore one or more areas of specialization in some depth. The core areas of specialization are cognition and language, with other specializations in social cognition,</p>	<p>Developmental Science</p> <p>Research in the Developmental Science area investigates the processes of change across the lifespan and the implications of those changes for intervention. Topics studied by our faculty include social, emotional, and cognitive changes in infancy; language and cognitive development in childhood; and cognitive change in adulthood and older age. Approaches include comparative and evolutionary psychology, experimental behavioural methods, individual differences approaches, and the full</p>

<p>neuropsychology, comparative and evolutionary psychology, and educational applications. The research carried out in the area takes the approach of cognitive science and applies it to issues of normal development from infancy to adulthood. Students gain experience through course work, research, and supervised practica. All students may select relevant courses from the larger psychology program or elsewhere in the university through a limited number of half-course electives. For more information about the area, contact the Area Coordinator, Dr. Janice Johnson.</p>	<p>range of neuroscience techniques. Students gain experience through course work, research, and supervised practica. Practica can take place in laboratories at York or other research centres, or in applied settings such as hospitals. For more information about the area, contact the Area Coordinator, Dr. Janice Johnson.</p>
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2. The change in course requirements within the Developmental Science field at both the master's and doctoral-levels (as indicated below) is proposed with the aim of facilitating timely progress through the program while freeing up student time for involvement in research. The length of time it takes students to complete their training in this field was specifically mentioned in the program's recent OCGS periodic appraisal (2010); the external reviewers encouraged the program to try to reduce the total duration. An examination of course requirements in Psychology graduate programs at six other Ontario universities (McMaster, OISE, UofT, Guelph, Ryerson, and UWO) showed that all but two required 2 or fewer courses at the MA and PhD levels.

While the proposed reduction in course load will likely give students more time to work on their research, and lead to faster completion rates, it will also reduce some of the breadth in training. With this in mind, field members considered it important to ensure that the Minor Area Paper truly serves to increase breadth of experience. Requiring that Minor Paper committee members be from other labs (i.e. that a student's dissertation supervisor may not serve on his or her Minor Area Paper committee) should help accomplish this objective.

Current Field Requirements	Proposed Field Requirements <i>(changes in bold)</i>
<p>Developmental and Cognitive Processes</p> <p>Master of Arts Program</p> <p>1. Courses</p> <p>(a) One half-course chosen from one of the following: Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B;</p> <p>(b) One full course chosen from the following: Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;</p> <p>(c) Two half-courses selected from the Developmental and Cognitive Processes course list that can be found under the Doctor of Philosophy program courses (1b) below; and,</p> <p>(d) One half-course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.</p>	<p>Developmental Science</p> <p>Master of Arts Program</p> <p>1. Courses</p> <p>(a) One half-course chosen from one of the following: Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B;</p> <p>(b) One full course chosen from the following: Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;</p> <p>(c) One half-course selected from the Developmental Science course list that can be found under the Doctor of Philosophy program courses (1b) below; and,</p> <p>(d) One half-course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.</p>

<p>Doctor of Philosophy Program</p> <p>1. Courses (a) Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;</p> <p>(b) A minimum of four half-courses at the 6000 level including at least three half-courses from the Developmental and Cognitive Processes course list below or from Psychology 6750 3.0 (Special Topics) specified yearly by the Developmental and Cognitive Processes area. Students are also required to attend the Developmental and Cognitive Processes colloquium series.</p>	<p>Doctor of Philosophy Program</p> <p>1. Courses (a) Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;</p> <p>(b) A minimum of two half-courses at the 6000 level including at least one half-course from the Developmental Science course list below. Students are also required to attend the Developmental Science colloquium series.</p>
<p>3. PhD Papers Each PhD candidate is required to write a minor area paper on a topic chosen in consultation with her or his supervisor. The minor area paper is intended to foster breadth of psychological knowledge, and therefore must be in an area not directly related to the candidate's dissertation research. With permission, the topic may be chosen from a field outside psychology.</p>	<p>3. PhD Papers Each PhD candidate is required to write a minor area paper on a topic chosen in consultation with her or his supervisor. The minor area paper is intended to foster breadth of psychological knowledge, and therefore must be in an area not directly related to the candidate's dissertation research. With permission, the topic may be chosen from a field outside psychology. The dissertation supervisor may not serve on a student's Minor Area Paper committee.</p>

Form 2

**Faculty of
Science + Engineering**
Curriculum Committee
352 Lumbers

Changes to Existing Courses & Degree Programs

Department:

Date of Submission:

Course Number:

Effective Session:

Course Title:

Type of Change:

- | | |
|--|--|
| <input checked="" type="checkbox"/> in degree requirements | <input type="checkbox"/> in cross-listing |
| <input type="checkbox"/> in course number/level | <input type="checkbox"/> in degree credit exclusion(s) |
| <input type="checkbox"/> in credit value | <input type="checkbox"/> regularize course (from Special Topics) |
| <input type="checkbox"/> in title (max. 40 characters for short title) | <input type="checkbox"/> in course format/mode of delivery * |
| <input type="checkbox"/> in Calendar description (max. 40 words or 200 characters) | <input type="checkbox"/> retire/expire course |
| <input type="checkbox"/> in pre/co-requisite(s) | <input type="checkbox"/> other (please specify): |

Change From:

To:

<p>Space Engineering The engineering program core; SC/CSE 2011 3.00; SC/CSE 2031 3.00; SC/CSE 2501 1.00; SC/MATH 2271 3.00; SC/EATS 2030 3.00; SC/EATS 2470 3.00; SC/ENG 2110 2.00; SC/ENG 2120 4.00; SC/PHYS 2030 3.00; SC/PHYS 3050 3.00; SC/PHYS 3150 3.00; SC/PHYS 3250 3.00; SC/PHYS 3280 3.00; SC/ENG 3310 3.00; SC/ENG 3320 3.00; SC/ENG 3330 3.00; SC/EATS 3020 3.00; SC/ENG 3110 4.00; SC/ENG 3340 3.00; SC/ENG 3350 3.00; SC/ENG 4350 6.00; SC/ENG 4360 3.00; SC/PHYS 4110 3.00; three of: SC/CSE 4421 3.00; SC/EATS 4020 3.00; SC/EATS 4220 3.00, SC/EATS 4230 3.00, SC/ENG 4110 3.00, SC/ENG 4330 3.00, SC/ENG 4550 3.00, SC/PHYS 3070 3.00.</p>	<p>Space Engineering The engineering program core; SC/CSE 2011 3.00; SC/CSE 2031 3.00; SC/CSE 2501 1.00; SC/MATH 2271 3.00; SC/EATS 2030 3.00; SC/EATS 2470 3.00; SC/ENG 2110 2.00; SC/ENG 2120 4.00; SC/PHYS 2030 3.00; SC/PHYS 3050 3.00; SC/PHYS 3150 3.00 SC/PHYS 3250 3.00; SC/PHYS 3280 3.00 SC/ENG 3110 4.00; SC/ENG 3330 3.00; SC/ENG 3340 3.00; SC/ENG 3360 3.00; SC/PHYS 4110 3.00; SC/EATS 4020 3.00; SC/ENG 4361 3.00; SC/ENG 4370 3.00; SC/ENG 4550 3.00; SC/ENG 4350 6.00; SC/ENG 4360 3.00 Two of: SC/CSE 4421 3.00; SC/EATS 3020 3.00; SC/EATS 4220 3.00; SC/EATS 4230 3.00; SC/ENG 3320 3.00; SC/ENG 4110 3.00; SC/ENG 4330 3.00; SC/PHYS 3070 3.00; SC/PHYS 4120</p>
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A non-credit, four to 16 month internship program (registered as SC/ENG 3900 0.00) is highly recommended for all engineering students, but is not a degree requirement.

3.00

A non-credit, four to 16 month internship program (registered as SC/ENG 3900 0.00) is highly recommended for all engineering students, but is not a degree requirement.

Rationale:

- (1) The purpose of curriculum change is to (i) streamline the course arrangement to fit the program needs, (ii) provide a more balanced coverage by creating a stand alone course for thermal analysis, (iii) respond to CEAB comments on program deficiencies.
- (2) The course ENG 3340 3.00 Mechanisms (formerly Mechanical Design) is currently offered in the 4th year. It is better to be offered in the 3rd year to prepare students for the fourth year capstone design course, ENG 4000 6.00 Engineering Project, which is a full year course. In the current curriculum, students start to design mechanical system in ENG 4000 in the fall term while learning how to design mechanical system properly in the same time. In addition, the course content has been modified to focus on mechanical system design and pre-requisites are added to the course to cover the fundamental knowledge required for the course.
- (3) Control is a critical area in space engineering and currently it is only partially covered by an elective course in the 4th year - ENG 4550 3.00 Control Systems. The current change is to add it as a mandatory course to the 4th year curriculum. In addition, this will address the issue raised by 2009 CEAB report, where the lack of control system content in the curriculum is a deficiency in our space engineering program.
- (4) Thermal analysis is another critical area in space engineering and currently there is no dedicated course to cover it. The current change is to create a new course in the 3rd year curriculum, SC/EATS/ENG 3360 3.00 Heat Transfer and Thermal Design. This will also address the critique in the 2007 and 2009 CEAB reports that repeatedly pointed out the space engineering program lacks of sufficient coverage in thermal analysis.
- (5) Revise the course SC/ENG 3330 3.00 Materials and Thermal Analysis for Space Applications to SC/ENG 3330 3.00 Materials for Space Applications to provide a broad and focused coverage in space material engineering as well as streamline our coverage on space materials with a dedicated course. It is also a response to the comment of insufficient coverage in material engineering in 2009 CEAB report.
- (6) The course SC/ENG 3320 3.00 Microsystems Technology has been removed from 3rd year curriculum and to 4th year curriculum as an elective course in order to create the room for a standalone thermal design course.
- (7) The basics of geophysics and geodesy have been covered by (i) SC/ENG 3110 4.00 Geodetic Concepts, (ii) SC/ENG 2110 2.00 Geomatics and Space Engineering, and (iii) SC/EATS 2030 3.00 Geophysics and Space Science. Therefore, the course, SC/EATS 3020 3.00 Global Geophysics and Geodesy, has been removed from the 3rd year curriculum and added to the 4th year curriculum as an elective course to provide an opportunity for space engineering students who are interested in geophysics and geodesy. The students are required to take 6 credits from 9 elective courses.
- (8) The reasons to change the current course number of ENG 3350 3.00 to ENG 4370 3.00 are: (i) it is

actually a fourth year course. The current number gives a wrong impression. (ii) it is planned to be an integrated graduate course for Earth and Space Science graduate program in the future.

(9) Gas and Fluid Dynamics is an important area for the space engineering students. The course, SC/PHYS 4120 3.00 Gas and Fluid Dynamics, is currently offered by the department of Physics and Astronomy so it is suggested to include it as 4th year elective course for space engineering students.

(10) SC/PHYS 4110 3.00 Dynamics of Space Vehicles has been moved from 4th year to 3rd year so that the students will be well prepared with the fundamental knowledge for 4th year design courses. Correspondingly, SC/ENG 3310 3.00 Space Mission Design has been moved from 3rd year to 4th year so that 4th year curriculum will focus on design. In addition, the course number of SC/ENG 3310 3.00 will be changed to 4361.

(11) Material in SC/EATS 4020 3.00 Time Series and Spectral Analysis is closely related to control theory and this course is moved into the core to accompany ENG 4550 3.00 Control Systems.

Note: For course proposals involving cross-listings, integrations and degree credit exclusions, approval from all of the relevant Faculties/department/divisions is required.

Note: Since one change (such as a change in year level or credit value) may result in several other changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please feel free to use a New Course Proposal Form (Form 1) in order to ensure that all the required information is included.

* Note: If there is a technology component to the course, a statement is required from ATSG indicating whether resources are adequate to support the course.

Faculty of Graduate Studies

Graduate Program in Social Work

Minor Change in Admission Requirements for the Two-Year Master of Social Work (MSW)

Approved by FGS Council: October 6, 2011

Proposed Change:

To remove the word “related” (as well as the corresponding sentence) from the admission requirements for the two-year Master of Social Work (MSW) degree program, as follows:

The two-year full-time Master of Social Work program is geared towards applicants who have a dedicated interest in social work but who currently have an honours degree in another ~~related~~ discipline. ~~Related disciplines may include sociology, women’s studies, psychology or international development studies.~~

Background & Rationale:

The Master of Social Work is available in two formats: a one-year program geared towards graduates of recognized universities with a Bachelor of Social (BSW) or an equivalent honours undergraduate social work degree and related social work experience, and a two-year program geared towards applicants with an interest in social work who do not hold a Bachelor of Social (BSW) or an equivalent honours undergraduate social work degree.

The two-year MSW receives applications from students with a variety of undergraduate degrees and it is only through an assessment of applicants’ specific courses (as well as applicants’ professional, volunteer or personal experiences that demonstrate a commitment to social justice and the potential for social work practice) that the program’s admissions committee is able to determine suitability for the two-year MSW. To provide the greatest latitude to the program’s admissions committee in its selection process, the program is requesting removal of the word “related” (as well as the corresponding sentence), with the effect being that all applicants with an honours undergraduate degree would be eligible for admission to the two-year MSW program (assuming they also meet the program’s minimum GPA and other admission expectations/requirements).

October 13, 2011

Changes to Existing Degrees - Italian Culture

The proposed changes are to:

1. Replace the core requirement of AP/IT 3775 6.00 (Media and the Idea of Italy) with AP/IT 4775 6.00 (Media and the Idea of Italy) for the Honours Minor BA and 90 credit BA requirements. Currently, AP/IT 4775 6.00 is a required course for an Honours BA Major but not for the Honours Minor or BA (90-credit). As AP/IT 4775 6.00 and AP/IT 3775 6.00 are course credit exclusions, requiring AP/IT 3775 6.00 restricts students in the Honours Minor or BA (90-credit) programs from being able to switch to an Honours Major in Italian Culture should they wish to do so. The proposed change will resolve this.
2. Make a revision to the wording of the existing language requirements for the program in order to better clarify to students the options available to fulfill the requirement.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Italian Culture For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major in Italian culture.</p> <p>Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.</p> <p>Major credits: students will take at least 42 credits in Italian culture including:</p> <p>(i) Core culture requirement:</p> <p>18 mandatory core credits as follows:</p> <ul style="list-style-type: none"> • AP/IT 2751 9.00; • AP/IT 4750 6.00; • AP/IT 4775 6.00. <p>(ii) Additional culture courses:</p> <ul style="list-style-type: none"> • 24 credits chosen from the Italian culture courses list (see below). <p>(iii) Language requirement:</p>	<p>Italian Culture For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major in Italian culture.</p> <p>Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.</p> <p>Major credits: students will take at least 42 credits in Italian culture including:</p> <p>(i) Core culture requirement:</p> <p>18 mandatory core credits as follows:</p> <ul style="list-style-type: none"> • AP/IT 2751 9.00; • AP/IT 4750 6.00; • AP/IT 4775 6.00. <p>(ii) Additional culture courses:</p> <ul style="list-style-type: none"> • 24 credits chosen from the Italian culture courses list (see below). <p>(iii) Language requirement:</p>

Students must satisfy a six credit requirement in Italian language. This requirement will be met either by completing AP/IT 1000 6.00 (or AP/IT 1001 3.00 and AP/IT 1002 3.00) or by demonstrating equivalent proficiency (equivalent to AP/IT 1000 6.00). Completion of six credits in second- and third-year language courses (AP/IT 2000 6.00, AP/IT 2030 3.00, AP/IT 2030 6.00, AP/IT 3000 6.00, AP/IT 3030 3.00, AP/IT 3030 6.00) will also serve to fulfill the requirement. A maximum of six credits in language may be counted toward the major in Italian culture. Students who meet the requirement by demonstrating proficiency equivalent to AP/IT 1000 6.00 need not complete any credits in language.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level, including at least 12 credits in the Honours major at the 4000 level.

Credits outside the major: at least 18 credits.

Notes:

1. Courses in linguistics do not count towards the Italian culture major.
2. At least 12 credits in the major at the 4000 level.

Honours Double Major BA

The Honours BA program in Italian Culture described above may be pursued jointly with any other Honours bachelor's degree program in the Faculties of Environmental Studies, Fine Arts, Liberal Arts and Professional Studies or with a major in earth and atmospheric science or physics and astronomy in the Faculty of Science and Engineering.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours Major BA program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculties of Environmental Studies, Fine Arts, Liberal Arts and Professional Studies or with a minor in biology, chemistry or physics and astronomy in the Faculty of Science and Engineering.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Students must satisfy a six credit requirement in Italian language. This requirement will be met either by completing AP/IT 1000 6.00 (or AP/IT 1001 3.00 and AP/IT 1002 3.00) or by demonstrating equivalent proficiency ([i.e. writing a placement test in DLLL and receiving placement in AP/IT 2000 6.0, automatically demonstrates proficiency in the Italian language.](#) ([Contact the Department of Languages, Literatures and Linguistics](#)). A maximum of six credits in language may be counted toward the major in Italian culture. Students who meet the requirement by demonstrating proficiency equivalent to AP/IT 1000 6.00 need not complete any credits in language.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level, including at least 12 credits in the Honours major at the 4000 level.

Credits outside the major: at least 18 credits.

Notes:

1. Courses in linguistics do not count towards the Italian culture major.
2. At least 12 credits in the major at the 4000 level.

Honours Double Major BA

The Honours BA program in Italian Culture described above may be pursued jointly with any other Honours bachelor's degree program in the Faculties of Environmental Studies, Fine Arts, Liberal Arts and Professional Studies or with a major in earth and atmospheric science or physics and astronomy in the Faculty of Science and Engineering.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours Major BA program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculties of Environmental Studies, Fine Arts, Liberal Arts and Professional Studies or with a minor in biology, chemistry or physics and astronomy in the Faculty of Science and Engineering.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor credits: students will take at least 30 credits in Italian culture including:

(i) Core culture requirement:

18 mandatory core credits as follows:

- AP/IT 2751 9.00;
- ~~AP/IT 3775 6.00;~~
- AP/IT 4750 6.00.

(ii) Additional culture courses:

- 12 credits chosen from the Italian culture courses list (see below).

(iii) Language requirement:

Students must satisfy a six credit requirement in Italian language. This requirement will be met either by completing AP/IT 1000 6.00 (or AP/IT 1001 3.00 and AP/IT 1002 3.00) or by demonstrating equivalent proficiency (~~equivalent to AP/IT 1000 6.00~~). ~~Completion of six credits in second- and third-year language courses (AP/IT 2000 6.00, AP/IT 2030 3.00, AP/IT 2030 6.00, AP/IT 3000 6.00, AP/IT 3030 3.00, AP/IT 3030 6.00) will also fulfill the requirement.~~ A maximum of six credits in language may be counted toward the minor in Italian culture. Students who meet the requirement by demonstrating proficiency equivalent to AP/IT 1000 6.00 need not complete any credits in language.

Notes:

1. Courses in linguistics do not count towards the Italian culture major.
2. At least six credits in the minor must be at the 4000 level.

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor credits: students will take at least 30 credits in Italian culture including:

(i) Core culture requirement:

18 mandatory core credits as follows:

- AP/IT 2751 9.00;
- AP/IT 4775 6.00;
- AP/IT 4750 6.00.

(ii) Additional culture courses:

- 12 credits chosen from the Italian culture courses list (see below).

(iii) Language requirement:

Students must satisfy a six credit requirement in Italian language. This requirement will be met either by completing AP/IT 1000 6.00 (or AP/IT 1001 3.00 and AP/IT 1002 3.00) or by demonstrating equivalent proficiency (i.e. writing a placement test in DLLL and receiving placement in AP/IT 2000 6.0, automatically demonstrates proficiency in the Italian language). (Contact the Department of Languages, Literatures and Linguistics). A maximum of six credits in language may be counted toward the minor in Italian culture. Students who meet the requirement by demonstrating proficiency equivalent to AP/IT 1000 6.00 need not complete any credits in language.

Notes:

1. Courses in linguistics do not count towards the Italian culture major.
2. At least six credits in the minor must be at the 4000 level.

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

<p>Major credits: students will take at least 30 credits in Italian culture including:</p> <p>(i) Core culture requirement:</p> <p>18 mandatory core credits as follows:</p> <ul style="list-style-type: none"> • AP/IT 2751 9.00; • AP/IT 3775 6.00; • AP/IT 4750 6.00. <p>(ii) Additional culture courses:</p> <ul style="list-style-type: none"> • 12 credits chosen from the Italian culture courses list (see below). <p>(iii) Language requirement: Students must satisfy a six credit requirement in Italian language. This requirement will be met either by completing AP/IT 1000 6.00 (or AP/IT 1001 3.00 and AP/IT 1002 3.00) or by demonstrating equivalent proficiency (equivalent to AP/IT 1000 6.00). Completion of six credits in second- and third-year language courses (AP/IT 2000 6.00, AP/IT 2030 3.00, AP/IT 2030 6.00, AP/IT 3000 6.00, AP/IT 3030 3.00, AP/IT 3030 6.00) will also fulfill the requirement. A maximum of six credits in language may be counted toward the major in Italian culture. Students who meet the requirement by demonstrating proficiency equivalent to AP/IT 1000 6.00 need not complete any credits in language.</p> <p>Upper-level credits: at least 18 credits at the 3000 or 4000 level, including at least 12 credits in the major at major at the 3000 level or above.</p> <p>Credits outside the major: at least 18 credits.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Courses in linguistics do not count towards the Italian culture major. 2. For purposes of meeting program requirements, all nine-credit general education (foundations) courses will count as six credits towards the major in Italian culture. <p>Italian Culture Courses Not all of the courses listed below will necessarily be offered in any given year. For more information, please consult the relevant supplemental calendar.</p> <p>1. Courses in Italian culture (in addition to core courses):</p> <p>AP/IT 2761 9.00 (cross-listed to: AP/HUMA 2761 9.00) AP/IT 3201 6.00 AP/IT 3761 3.00 (offered in summer session in Italy) AP/IT 3771 3.00 (offered in summer session in Italy)</p>	<p>Major credits: students will take at least 30 credits in Italian culture including:</p> <p>(i) Core culture requirement:</p> <p>18 mandatory core credits as follows:</p> <ul style="list-style-type: none"> • AP/IT 2751 9.00; • <u>AP/IT 4775 6.00;</u> • AP/IT 4750 6.00. <p>(ii) Additional culture courses:</p> <ul style="list-style-type: none"> • 12 credits chosen from the Italian culture courses list (see below). • <p>(iii) Language requirement: Students must satisfy a six credit requirement in Italian language. This requirement will be met either by completing AP/IT 1000 6.00 (or AP/IT 1001 3.00 and AP/IT 1002 3.00) or by demonstrating equivalent proficiency (<u>i.e. writing a placement test in DLLL and receiving placement in AP/IT 2000 6.0, automatically demonstrates proficiency in the Italian language.</u> <u>(Contact the Department of Languages, Literatures and Linguistics).</u> A maximum of six credits in language may be counted toward the major in Italian culture. Students who meet the requirement by demonstrating proficiency equivalent to AP/IT 1000 6.00 need not complete any credits in language.</p> <p>Upper-level credits: at least 18 credits at the 3000 or 4000 level, including at least 12 credits in the major at major at the 3000 level or above.</p> <p>Credits outside the major: at least 18 credits.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Courses in linguistics do not count towards the Italian culture major. 2. For purposes of meeting program requirements, all nine-credit general education (foundations) courses will count as six credits towards the major in Italian culture. <p>Italian Culture Courses Not all of the courses listed below will necessarily be offered in any given year. For more information, please consult the relevant supplemental calendar.</p> <p>1. Courses in Italian culture (in addition to core courses):</p> <p>AP/IT 2761 9.00 (cross-listed to: AP/HUMA 2761.09) AP/IT 3201 6.00 AP/IT 3761 3.00 (offered in summer session in Italy) AP/IT 3771 3.00 (offered in summer session in Italy)</p>
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<p>2. Courses in literature with the IT prefix. These include:</p> <p>AP/IT 2200 6.00 AP/IT 3200 6.00 AP/IT 3360 6.00 AP/IT 3370 3.00 AP/IT 3550 6.00 AP/IT 3750 6.00 AP/IT 3760 3.00 AP/IT 3770 3.00 AP/IT 4300 3.00 AP/IT 4330 3.00 AP/IT 4330 6.00 AP/IT 4350 3.00 AP/IT 4400 3.00 AP/IT 4620 6.00 AP/IT 4651 3.00 AP/IT 4652 3.00</p> <p>Students will need to meet the prerequisites (previously completed courses and/or permission of the instructor) to gain entry to these courses.</p> <p>3. Courses listed by other departments:</p> <p>AP/HIST 3250 6.00 AP/HIST 3350 6.00 AP/HIST 3365 3.00 AP/HIST 3391 6.00 AP/HIST 4250 6.00 AP/HUMA 2195 9.00 AP/WMST 3515 6.00 (cross-listed to: GL/WMST 3515 6.00) FA/FACS 3450 3.00 FA/VISA 2560 6.00 (cross-listed to AP/HUMA 2140 6.00)</p> <p>In addition to the courses listed here, and with the approval of the program coordinator, students may count other courses for credit in Italian culture; in these cases, the decision to grant permission will be based on demonstrated relevance to the program of study in Italian Culture. Subject to course exclusion and in-Faculty regulations, students may also count courses offered outside of the Faculty of Liberal Arts and Professional Studies; in these cases, the approval of the program coordinator is necessary and the decision to grant permission will be based on demonstrated relevance to the program of study in Italian Culture.</p>	<p>2. Courses in literature with the IT prefix. These include:</p> <p>AP/IT 2200 6.00 AP/IT 3200 6.00 AP/IT 3360 6.00 AP/IT 3370 3.00 AP/IT 3550 6.00 AP/IT 3750 6.00 AP/IT 3760 3.00 AP/IT 3770 3.00 AP/IT 4300 3.00 AP/IT 4330 3.00 AP/IT 4330 6.00 AP/IT 4350 3.00 AP/IT 4400 3.00 AP/IT 4620 6.00 AP/IT 4651 3.00 AP/IT 4652 3.00</p> <p>Students will need to meet the prerequisites (previously completed courses and/or permission of the instructor) to gain entry to these courses.</p> <p>3. Courses listed by other departments:</p> <p>AP/HIST 3250 6.00 AP/HIST 3350 6.00 AP/HIST 3365 3.00 AP/HIST 3391 6.00 AP/HIST 4250 6.00 AP/HUMA 2195 9.00 AP/WMST 3515 6.00 (cross-listed to: GL/WMST 3515 6.00) FA/FACS 3450 3.00 FA/VISA 2560 6.00 (cross-listed to AP/HUMA 2140 6.00)</p> <p>In addition to the courses listed here, and with the approval of the program coordinator, students may count other courses for credit in Italian culture; in these cases, the decision to grant permission will be based on demonstrated relevance to the program of study in Italian Culture. Subject to course exclusion and in-Faculty regulations, students may also count courses offered outside of the Faculty of Liberal Arts and Professional Studies; in these cases, the approval of the program coordinator is necessary and the decision to grant permission will be based on demonstrated relevance to the program of study in Italian Culture.</p>
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Form 2 Faculty of
Science and Engineering
Curriculum Committee
352 Lumbers Building

Changes to Existing Courses & Degree Programs

Department:

Date of Submission:

Course Number:

Effective Session:

Course Title:

Type of Change:

- | | |
|--|--|
| <input checked="" type="checkbox"/> in degree requirements | <input type="checkbox"/> in cross-listing |
| <input type="checkbox"/> in course number/level | <input type="checkbox"/> in degree credit exclusion(s) |
| <input type="checkbox"/> in credit value | <input type="checkbox"/> regularize course (from Special Topics) |
| <input type="checkbox"/> in title (max. 40 characters for short title) | <input type="checkbox"/> in course format/mode of delivery * |
| <input type="checkbox"/> in Calendar description (max. 40 words or 200 characters) | <input type="checkbox"/> retire/expire course |
| <input type="checkbox"/> in pre/co-requisite(s) | <input type="checkbox"/> other (please specify): |

Change From:

To:

Rationale:

The change to the 2000-level core for Environmental Biology programs is required because of recent changes to several BIOL courses. (The laboratory component of BIOL 2020 4.0, BIOL 2021 4.0 and BIOL 2040 4.0 has been removed while concomitantly adding a 2000-level laboratory course, SC/BIOL 2070 3.0.) The updated requirements continue to reflect the need for students to gain both laboratory experience and breadth in Biology/Environmental Biology at the 2000-level, as was intended when the program was designed. Students who enter the program in 2011-2012 may choose to follow either the initial or the new requirements (e.g., if a student has already completed the 4 credit versions of BIOL 2020, 2021 and/or 2040 prior to entering Environmental Biology, the initial requirements could be followed).

Environmental Biology

i) All BSc and BSc Honours degree candidates (except those in Honours Double Major programs) must complete the program core: SC/BIOL 1000 3.0 and SC/BIOL 1001 3.0 or SC/BIOL1010 6.00; SC/ENVB 2050 4.0; SC/BIOL 2060 3.0; ~~any three of SC/BIOL 2010 4.00, SC/BIOL 2020 4.00, SC/BIOL 2021 4.00, SC/BIOL 2030 4.00, SC/BIOL 2040 4.00, SC/CHEM 2020 6.00~~; SC/ENVB 3001 2.0/3.0, SC/BIOL 3170 3.0, SC/ENVB 4245 3.0, SC/ENVB 4255 3.0;

...

Honours Double Major Program

All BSc Honours degree candidates should consult departmental advisers as early as possible concerning course requirements for particular Honours Double Major programs.

- SC/BIOL 1000 3.0 and SC/BIOL 1001 3.0 or SC/BIOL 1010 6.00;
- the Faculty of Science and Engineering general education and 1000-level science requirements (General Regulation 4 in the Regulations Governing Undergraduate Degree Requirements section of this calendar), including courses appropriate for the second major;
- SC/ENVB 2050 4.0; SC/BIOL 2060 3.0; any two of SC/BIOL 2010 4.00, SC/BIOL 2020 4.00, SC/BIOL 2021 4.00, SC/BIOL 2030 4.00, SC/BIOL 2040 4.00, SC/CHEM 2020 6.00; SC/ENVB 3001 2.0/3.0;

...

Environmental Biology

i) All BSc and BSc Honours degree candidates (except those in Honours Double Major programs) must complete the program core: SC/BIOL 1000 3.0 and SC/BIOL 1001 3.0 or SC/BIOL1010 6.00; SC/ENVB 2050 4.0; SC/BIOL 2060 3.0; **SC/BIOL 2070 3.0 OR any two of: SC/BIOL 2010 4.0, SC/BIOL 2030 4.0, SC/CHEM 2020 6.0; additional courses as required for a total of 18 2000-level credits chosen from the following: SC/BIOL 2010 4.0, SC/BIOL 2020 3.0, SC/BIOL 2021 3.0, SC/BIOL 2030 4.0, SC/BIOL 2040 3.0, SC/BIOL 2070 3.0, SC/CHEM 2020 6.0; SC/ENVB 3001 2.0/3.0, SC/BIOL 3170 3.0, SC/ENVB 4245 3.0, SC/ENVB 4255 3.0;**

Honours Double Major Program

All BSc Honours degree candidates should consult departmental advisers as early as possible concerning course requirements for particular Honours Double Major programs.

- SC/BIOL 1000 3.0 and SC/BIOL 1001 3.0 or SC/BIOL 1010 6.00;
- the Faculty of Science and Engineering general education and 1000-level science requirements (General Regulation 4 in the Regulations Governing Undergraduate Degree Requirements section of this calendar), including courses appropriate for the second major;
- SC/ENVB 2050 4.0; SC/BIOL 2060 3.0; any two of SC/BIOL 2010 4.0, SC/BIOL 2020 3.0/4.0, SC/BIOL 2021 3.0/4.0, SC/BIOL 2030 4.0, SC/BIOL 2040 3.0/4.0, **SC/BIOL 2070 3.0**, SC/CHEM 2020 6.0; SC/ENVB 3001 2.0/3.0;

...

Note: For course proposals involving cross-listings, integrations and degree credit exclusions, approval from all of the relevant Faculties/department/divisions is required.

Note: Since one change (such as a change in year level or credit value) may result in several other changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please feel free to use a New Course Proposal Form (Form 1) in order to ensure that all the required information is included.

- Note: If there is a technology component to the course, a statement is required from ATSG indicating whether resources are adequate to support the course.



ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate at its meeting of November 24, 2011

FOR ACTION

1. Transfer of Professional Writing from the Department of English to the Department of Writing, Faculty of Liberal Arts and Professional Studies

Academic Policy, Planning and Research recommends

that Senate approve the transfer of Professional Writing from the Department of English to the Department of Writing within the Faculty of Liberal Arts and Professional Studies.

Rationale

APPRC is satisfied that the transfer approved by the LA&PS Faculty Council has been developed and reviewed with care, is consistent with academic planning objectives articulated in the UAP and by the Faculty, and is supported by a compelling rationale. Consultations were appropriate and conclusive. The changes in this and the following action item reflect Principle 17.1 of the Faculty's Strategic Plan calling for "a review of the alignment of our programs to ensure that they are housed in academic units that share their curricular and hiring priorities."

Approved by the Council of the Faculty of Liberal Arts and Professional Studies October 6, 2011

Reviewed by Academic Standards, Curriculum and Pedagogy October 19, 2011

Approved by Academic Policy, Planning and Research November 3, 2011

Documentation is set out in Appendix A.

2. Transfer of Degree Program in Social Science from the Department of Equity Studies to the Department of Social Science, Faculty of Liberal Arts and Professional Studies

Academic Policy, Planning and Research recommends

that Senate approve the transfer the degree program in Social Science from the Department of Equity Studies to the Department of Social Science within the Faculty of Liberal Arts and Professional Studies.

Rationale

See the rationale for action item 1, above.

Approved by the Council of the Faculty of Liberal Arts and Professional Studies October 6, 2011

Reviewed by Academic Standards, Curriculum and Pedagogy October 19, 2011

Approved by Academic Policy, Planning and Research November 3, 2011

Documentation is set out in Appendix B

FOR INFORMATION

1. Planning for Engineering

As members of Senate know, planning for the expansion of Engineering is at an advanced stage. In the summer, the provincial government announced a commitment of \$50 million toward a dedicated building. More recently, the University received a donation of \$25 million from Pierre Lassonde in support of the expansion. These significant infusions set the stage for the development of a distinctive school of Engineering.

Engineering has been on the University's planning agenda for many decades. The program currently in place had its origins in a prospectus developed at the request of the Academic Policy and Planning Committee of Senate and the then-Vice-President Academic in 1999. Ambitions for Engineering were always higher, and expansion featured prominently in the last two *University Academic Plans*. The current *UAP 2010-2015* states that "over the next five years, our commitment to quality, student success, and engagement and outreach in relation to enrolment planning, program and campus development will be demonstrated by... paving the way to an expanded Engineering program (and areas such as health, business, applied, and professional programs) consistent with York's traditional emphasis on disciplinary richness, collaboration and transformation." The UAP is careful to emphasize that "expansion will be pursued when the necessary, dedicated funding is secured."

APPRC has been briefed twice on planning for Engineering this autumn. In October, Associate Dean Engineering Richard Hornsey described the vision, approach, planning assumptions, and program rollout. His overview included time lines for the development, review and approval of programs and curriculum, beginning with Electrical Engineering. More recently, Dean Janusz Koziński elaborated on the vision for Engineering, and for Sciences, when he previewed a presentation for Senate APPRC meeting of November 3. In his report Dean Koziński will stress features of the School that are rooted in York's traditions and consistent with our spirit of innovation.

Over the years, Senators have expressed interest in academic resource dimensions of an expanded Engineering program. There have been concerns that Engineering might divert funding from other activities. While it is true that start-up funding will be required, it is intended and fully expected that the School's funding will reach a self-funding state relatively quickly. Moreover, initial investments will be repaid. Support from Queen's Park and M. Lassonde has put the new School on a solid foundation.

As indicated in a communication to Senate Executive in October, interaction with planners developing proposals for new or modified structures is a priority for the year. The Committee will keep Senate informed as plans for Engineering unfold. The Academic Standards, Curriculum and Pedagogy Committee will have principal carriage at the Senate level for curriculum proposals that will emerge in the months and years to come. APPRC looks forward to comments and questions from Senators, and expresses its appreciation to Provost Monahan and Dean Koziński for facilitating collegial consultations which will include visits with Faculty Councils.

2. Autumn Report of the Vice-President Research and Innovation

Vice-President Haché is scheduled to preview his autumn report to Senate at APPRC's meeting of Thursday, November 17. The report covers key indicators of research intensity and impact, describes priorities for Vice-President Haché as he begins his term, and discusses major initiatives associated with those priorities. APPRC notes that York remains in the middle ranks despite our aspirations and planning goals. The research-related objectives in the *University Academic Plan 2010-2015* lay emphasis on intensification and commit to

- intensifying and widening the research culture at all levels of the University and investing in more research infrastructure
- building research capacity by leveraging our research strengths across the university and through strategic collaboration with external partners worldwide
- developing an evidence-based culture of evaluating and comparing York's research successes against international best practices and disciplinary norms
- intensifying research through integrated, strategic Faculty planning
- generating more opportunities for graduate students to fully participate in research
- providing expanded post-doctoral opportunities at York
- communicating and celebrating our research success and thereby building York's reputation
- providing the support needed for the Libraries to fulfill their mandates in support of teaching, learning and research in the context of evolving technology and with the goal of information literacy and
- providing a culture of support for research across the university, in the relevant non-academic administrative units.

Research enhancement remains critical to academic planning, and progress will yield dividends in terms of the student experience, teaching and learning, internationalization, and reputation-building. APPRC looks forward to working with Vice-President Haché, Senate, and the collegium on positive initiatives.

3. Academic Innovation Fund Progress Report

The Committee was provided with an AIF progress report by the Associate Vice-President Teaching and Learning at its meeting of November 3. AVP Vail reports that good progress is being made on proposals approved last year, and that principal investigators are engaged in productive collaborations with other team leaders even as they pursue their separate projects. A call has been issued for the second round of grants. Among the challenges she identified is the lack of unifying vision for teaching and learning, and this is a matter that should command the attention of Senate.

4. Emerging Planning Issues

As reported by the Provost to Senate in October, the University did not reach its targets for new undergraduate first year admissions with deleterious financial and academic planning consequences. APPRC has also been briefed on the most recent retention figures. The attrition rate is relatively high, and a concerted effort is required to address this phenomenon. APPRC has advised the Provost of its interest in understanding the causes of poor retention and supporting efforts to find solutions. Our committee plans to discuss this matter in some detail during the year, and urges planners throughout the University to focus on remedies.

5. Changes to the Travel Grants Application Form

APPRC has accepted advice from SSHRC Travel Grants Sub-Committee on changes to the grants application form. The new form has been posted on VPRI's Website. The rationale provided by the Sub-Committee is as follows:

The SSHRC Travel Grants Sub-Committee has identified several problems with the current application form for the Grant in Aid of Travel competition, relating to two sets of concerns.

The first concern is the need to address identified deficiencies which the Committee has observed in funding eligibility. These deficiencies have developed due to evolving practice in many disciplines. For example, both Interpretation and Poster Presentations at academic conferences are now clearly equivalent in terms of preparation time, substantive work, and value on a CV to more traditional conference paper presentations. More and more, the recent climate of academe (and the conferences academe fosters) has become more diverse in form and content. As such, the Committee has seen increasing requests in the two categories identified above and feels that these applicants should receive the opportunity to apply for funding under this program.

The second set of concerns relates to the funding application form and how it disseminates and requests information. The Committee is proposing both editorial/administrative changes to make the form (and both the application and adjudication processes) clearer and easier, as well as a substantive change to better reflect the current costs of travel to different regions.

An example of a clarifying editorial change is that the required declaration of the amount of kilometers to be traveled moves from a confusing internal page to a primary front page location. This will encourage applicants to identify this required distance and help adjudicators, who will not have to research and fill in the missing amount on delinquent applications.

A second example of a clarifying editorial change is that applicants are apprised on the revised Page Three of the option of applying early, to a deadlined competition that occurs before invitations to participate or programs have been generated (with provisional funding then being contingent on these two items being submitted). This would alleviate both late (ineligible) applications as well as last minute funding requests.

The primary substantive change, which the Sub-Committee approved after research and discussion, is a modification to the Table of Categories and Zones of Travel on Page Three. This change better reflects the real and current costs of travel to distinct world regions. In previous competitions, the need to address inequities was apparent and continues to be an issue.

The revised form is posted online at the York Research Website.

6. Welcome to New Members

APPRC is pleased to welcome Professor Tom Loebel (English, Liberal Arts and Professional Studies) to the Committee.

Alison Macpherson, Chair

APPENDIX A / APPRC Report

Transfer of Professional Writing

Professional Writing

Professional Writing (PRWR) is more closely linked to the scholarship of rhetoric and composition studies, and to the pedagogy of the writing classroom, than to the philosophy and literary scholarship of the English Department. Further, while PRWR has been generously hosted by the English Department, its status there is necessarily peripheral. In the Writing Department, the program will have high priority in keeping with the department's mandate. Faculty members of the English Department whose primary work is in PRWR will, of course, have the freedom to choose their home unit and/or split their appointments between English and the Writing Department.

Please note that a relocation of PRWR to WRIT will require the formal approvals of both Faculty Council and Senate. We would like to move forward with the initial approval of the three primary contributors to the program, the Departments of English and Writing, and the School of English and Liberal Studies at Seneca College.

HISTORY OF THE PROGRAM

Begun in 2003, the Professional Writing Program (PRWR) curriculum consists of courses offered by the Department of English and the Writing Department in the Faculty of Liberal and Professional Studies (LA&PS), and Seneca College through its School of General Education and English, its School for Communication Arts and its Centre for Professional Communication. Graduates of the program receive an Honours BA in Professional Writing from York University.

All students in the program complete a series of 1000 and 2000 level program requirements. Upon completion of the introductory core courses, students select one of the program's three specialized streams of study:

- Book stream
- Periodical stream
- Institutional Communications stream

In each stream, 3000 and 4000 level courses are offered by the Department of English and Seneca College at its Seneca@York campus. The streams focus on specific theoretical and practical aspects of professional writing and are designed to prepare students for future enterprises in a range of fields: publishing, government, law, journalism, health care, community service, non-profit institutions, education, corporate communications and the arts. The requirements of the degree program will not change until the move to the Writing Department is completed.

PRWR is a direct entry program, with a current enrolment of 350 students. About 20% of these students are enrolled in an Honours (Specialized) BA Program that combines English and Professional Writing (ENPR).

RECOMMENDATIONS OF THE REVIEW OF PRWR

The PRWR Program was formally reviewed in 2006. Chief among the concerns highlighted by both PRWR faculty and the reviewers was frustration surrounding the hiring of new tenure-stream faculty, as those candidates offered positions chose to go elsewhere.

While a hiring process might be unsuccessful for many reasons, not least among them the competitiveness of the field, the reviewers highlighted a division among English faculty:

At one extreme, there is a desire to hire someone trained in the professional writing Ph.D. programs in the United States because such a person can bring connections with the discipline and its organizations; however, many of these candidates appear to have studied business and institutional writing primarily

from a social science or even a technological perspective. Although these candidates would bring the most legitimacy to a professional communications program in the eyes of the current discipline, they do not fit very well with the liberal arts tradition of the English department. At the other end of the spectrum, many in the department want to hire someone with a Ph.D. in literary studies but with experience and some level of expertise in the publishing world of books and magazines.

We believe the relocation of PRWR would help to solve some of the hiring problems. The Writing Department has always been an independent and interdisciplinary unit at York, not attached to an English department as in many American models. There are seventeen full-time faculty in the Writing Department, all of whom are engaged in writing pedagogy, rhetoric and composition studies. Candidates with backgrounds from either social science or literary studies would not feel out of place there.

In addition, the Writing Department has a well-established Professional Development Program for faculty and TAs focused on writing pedagogy, which would benefit the PRWR program. The LA&PS Strategic Plan has also encouraged the Writing Department to consider a graduate program in Rhetoric and Composition Studies, which would be attractive to potential candidates in the tenure stream.

CURRICULUM REFORM/STABILITY

The 2006 Review also pointed out the need for curriculum reform, a need which has been hampered by the scarcity of full-time faculty in PRWR. Even more urgent than reform, however, is the current need for stability. In its short history, PRWR has had five different co-coordinators. The result has been a series of changes in course requirements such that degree audits for continuing students (many of whom are subject to 'grandfathered' requirements) are a nightmare. We propose that no further changes to PRWR requirements occur in the next two years (2010-2012) until the migration to the Writing Department is complete. At that time, a working group, including representation from Seneca and faculty in the English Department long associated with the program, can begin to consider the need to cut out curriculum overlap and integrate the more practical application courses in the earlier years of the program.

PRWR would remain a semi-autonomous program within the larger unit of the Writing Department, in much the same way as interdisciplinary programs exist in Humanities and Social Science. PRWR faculty would participate in the larger life of the Writing Department, just as they do now in the English Department.

The move would necessitate, however, a change in some of the PRWR course rubrics. Currently, such rubrics can be confusing to students. For example, EN 1700, the introductory course in PRWR, is also HUMA 1980 and WRIT 1980. Where possible, the rubric for PRWR courses would be AP/WRIT. Courses that are primarily English courses but open to PRWR students would retain their EN prefix. Any changes will be negotiated with the English Department.

STUDENT COHORT

A high priority in the LA&PS Strategic Plan is to foster student identification with peers and faculty within their chosen major. We believe the development of such a cohort would be helped by the relocation of PRWR, as the Honours BA in Professional Writing would be the Department's sole undergraduate degree program.

RESOURCE IMPLICATIONS

Resources currently given to the English Department to mount PRWR courses would shift to the Writing Department. The Writing Department would assume all hiring for PRWR courses. There are, however, 70 students currently enrolled in the Honours (Specialized) BA Program that combines English and Professional Writing (ENPR). Resources for this blended program would be shared, although the Writing Department would be willing to assume advising responsibilities for such students (currently advised by PRWR). Any future changes to the EN/PRWR blended degree would be jointly negotiated. Arrangements with Seneca would remain unchanged until such time when curriculum reform might be undertaken with the full participation of Seneca representatives.

STAFFING/RESOURCES/SPACE

Key to the success of moving PRWR would be to maintain the current position of program administrator, a position which has provided much needed stability. Since the program administrator also serves the Creative Writing Program in the English Department, those duties would need to be reassigned. The Dean's Office is currently in negotiation with the Department of English and Human Resources to ascertain the most effective way of dealing with staff support for the soon-to-be bereft CRWR.

While the Writing Department already has a resource library of rhetoric and composition texts, and up-to-date journals in the field, the Faculty would need to shift or rearrange existing office space in a way that brings the PRWR Resource Centre, staff and faculty members into closer proximity to WRIT's space, existing or future.

RECORD OF CONSULTATIONS TO DATE: The proposal originates in the program itself, all members of which (only three full-time faculty members — one of whom is a CLA - are dedicated to the program, but others contribute one or more courses) have been consulted. The Department of Writing was apprised and voted in favour of the move March 2011; the Department of English discussed the move at its March 2010 Department meeting and approved with one dissenting vote. Since the proposal has been revised, it has been re-circulated this month, via the unit Chairs, to members of both units for comment. To date no comments have been received.

APPENDIX B / APPRC Report

Transfer of the Degree Program in Social Science

A relocation of the Social Science bachelor degree to the Department of Social Science will require the formal approvals of both Faculty Council and Senate. After discussions with representatives of the Department of Equity Studies and the Department of Social Science, the Dean's Office would like to move forward with the approval process.

HISTORY OF THE PROGRAM

Atkinson College first offered a 90 credit BA and BA Honours in 1974 through the Department of Social Science.

Then in 2000, as part of the restructuring of Atkinson College, four units including the Departments of Social Science, Sociology, Political Science, and Geography and Urban Studies were amalgamated into the School of Social Sciences. For a brief time after 2000, the BA in Social Science was offered as a 90 credit BA. only. However, in 2002, the Honours option was restored in response to the recommendations of the Social Science UPR. The Honours BA has, at one time or another, included streams in Communications Studies, Diaspora Cultures, Gender and Families, Political Economy, Social Justice Studies, and Work and the Workplace. More recently the School of Social Sciences also developed degrees in Race, Ethnicity and Indigeneity (REI) and Human Rights and Equity Studies (HREQ).

In 2009, the Faculty of Arts and Atkinson College Faculty merged to create the new Faculty of LA&PS, and in the discussions that ensued, it was determined that the Faculty of LA&PS would include a Department of Social Science (DSS) and a Department of Equity Studies (DES) and that both units would contribute to the Social Science degree. Representatives of the two units worked closely to develop the curricular foundation of the new social science program. Those efforts produced new program streams, program requirements and agreement on program governance.

There are five specialized streams of study in the 120-credit Social Science Honours program:

- Social theory
- Economy and Society
- Equity and Social Policy
- Equity and Culture
- Health, Work and Society: Canadian and Global Perspectives

All Students must enroll in AP/SOSC 1000 9.00 or AP/HREQ 1040 6.00 (cross-listed to: AP/SOSC 1040 6.00) and chose six credits from AP/HREQ 3890 6.00 or AP/HREQ 4500 6.00 (cross-listed to: AP/SOCI 4500 6.00). Other requirements include 18 credits chosen from one of the above listed five curriculum streams (at least 12 credits will be at the 3000 level or above, at least six of which must be at 4000 level); and 12 additional credits from any SOSC, HREQ or REI course including at least six credits outside of the student's chosen stream (some individual courses may be subject to availability or reserved for majors in other programs). Also required are at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level and at least 12 credits in the major must be at the 4000 level.

Though it is acknowledged by those currently administering the program that its current curricular organization is diffuse and may not fully serve the needs of its students, any redesign of the degree program will not be undertaken until the move to the Department of Social Science is completed.

Currently there is an enrolment of 350 students as majors.

CURRICULUM REFORM/STABILITY

With the move to the Department of Social Science, the bachelors degree in Social Science will be offered as a BA (90 credits) and BA Honours (120 credits) with five streams. Two of these streams feature primarily courses offered by the Department of Equity Studies; the others are based in the Department of Social Science. The role of Coordinator will, under normal circumstances, be drawn from Social Science, but representatives from all five streams will be consulted before significant revisions to the program's curriculum are contemplated.

STUDENT COHORT

A high priority in the LA&PS Strategic Plan is to foster student identification with peers and faculty within their chosen major. The Dean's Office is persuaded that the development of such a cohort will be helped by the relocation of Social Science Bachelor of Arts degree in the Department of Social Science. And it is certain that the relocation will limit the confusions bred by having a degree program Social Science housed in a unit that does not bear its name.

RESOURCE IMPLICATIONS AND STAFFING/RESOURCES/SPACE

By agreement, the program will be administratively housed in the Department of Social Science, although it is anticipated that students will seek advice from relevant faculty members in either unit depending on stream. In the case of continuing cross-listed courses, the assignment of FTEs will be to the unit actually mounting the course. To the degree that the number of majors matters — except in course planning and under the terms of Appendix P [of the YUFA Collective Agreement] — the numbers will be assigned to the program's home unit SOSC.

The Dean's Office is consulting with both Equity Studies and Social Science to determine the support staff resource implications and the best way to address these.

RECORD OF CONSULTATIONS TO DATE: Informal discussions concerning the appropriate host unit for the degree program in Social Science have been taking place among the Dean's Office and the Chairs of Social Science and Equity Studies more or less from the moment of the merger. More formal discussions among the same participants took place during the summer of 2011. The Associate Dean Programs met with the Equity Studies' Curriculum Committee to discuss the proposed move, among other issues, when classes recommenced in September. The draft proposal was circulated for comment, via the unit Chairs, at the end of the first week of classes. The current version of the proposal has been revised in light of comments from both units.

Extending Reasonable Academic Accommodations to Students for the February 1, 2012 National Day of Action

Moved by Senator Woods

that Senate declare February 1, 2012 a day of academic accommodation;
and

that all course directors be asked through the Deans/Principal to: avoid scheduling exams, tests, presentations or other work on that day and to establish reasonable extensions of deadlines for other graded work due that date and to provide reasonable academic accommodations to students who choose to attend the February 1st, 2012 Day of Action, including reasonable alternative access to materials covered during their absence.

Rationale

On February 1, 2012, students from across the country will be taking to the streets in a nation-wide day of action calling on the federal government to create a national strategy for post-secondary education and demanding that provincial governments freeze or reduce tuition fees.

Students in Ontario currently pay the highest tuition fees in the country, yet face the largest class sizes, the worst student-teacher ratio, and the worst per-student funding structure in the country. This means that Ontario's college and university students are paying more and getting less than their peers in other provinces.

In light of these issues, students in Toronto will be marching to Queen's Park on February 1, 2012 to show support for a federal post-secondary education act and demand that the Ontario government invest more in higher education to reduce costs and increase quality.

In 2008 and 2009, the Senate passed motions for reasonable academic accommodations to allow students to attend provincial days of action – both years held on November 5. By providing similar accommodations this year, Senate will again assist the participation of students in these important mobilizations.