



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, February 28, 2013
in the Senate Chamber, N940 Ross Building.

AGENDA

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6.3.6 Establishment, Professional Certificate in Human Resources Management for Internationally Educated Professionals, Human Resources Management, LA&PS
7. Other Business

Consent Agenda Items (ASCP Report)

- 1. Establishment, Specialization in Canadian Common Law, Professional LLM Degree Program, Osgoode
2. Establishment of Streams, BA and BFA Programs in Dance, Fine Arts
3. Change in Program Name from Visual Arts to Visual Arts and Art History, Visual Arts and Art History, Fine Arts
4. Changes to Requirements, Professional Certificate in Logistics, Administrative Studies, LA&PS
5. Change in Admission Requirements, Honours Minor Public Administration (BPA) Program, LA&PS
6. Addition of Major GPA Requirement for Transfer into BA Program in Law & Society, LA&PS
7. Changes, York-Fleming College Joint Program in Ecosystem Management, Environmental Studies
8. Establishment of Streams, BA Program in French Studies, French Studies, Glendon

H. Lewis, Secretary



The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, January 24, 2013
in the Senate Chamber, N940 Ross Building.

W. van Wijngaarden, Chair	P. Delaney M..Derayah	L. Lo M. Lockshin	J. Parna E. Perkins	M. Thomas S. Thompson- Ramdoo
M. Adriaen	J. Edmondson	W. Maas	A. Pitt	G. Tourlakis
S. Alipour- Nazari	C. Ehrlich	S. MacDonald	A. Pos	R. Udit
M. Amegago	P. Giordan	A. MacLennan	K. Rogers	M. Wiktorowicz
K. Anderson	R. Haché	N. Madras	K. Robson	S. Winton
M. Annisette	D. Hastie	J. Magee	P. Ryan	A. Woods
C. Archer	W. Heinrichs	I. Mgbeoji	I. Saleem	L. Wrazen
M. Aubin	C. Heron	G. Mianda	L. Sanders	L. Wright
P. Axelrod	J. Huang	K. Michasiw	A, Schrauwers	V. Xayaboun
A. Belcastro	K. Hudak	G. Monette	B. Sellers- Young	J. Yeomans
M. Biehl	A. Karim	J. Morrison	M. Shoukri	M. Yeomans
K. Bird	J. Koziński	A. Mukherjee- Reed	M. Singer	B. Zhang
G. Brewer	S. Lawrence	D. Mutimer	P. Singh	
D. Cappadocia	R. Lenton	R. Myers	J.B. Smith	
D. Cohn	H. Lewis, Secretary	R. Mykitiuk	Y. Sorokin	
G. Cominel	D. Leyton-Brown	P. Ng	L. Sossin	
P. Cumming	S. Ling	J. O'Hagan	B. Spotton Visano	
R. De Costa	K. Little	J. Nguyen	L. Stewart	

1. Chair's Remarks

The Chair of Senate, Professor William van Wijngaarden welcomed Interim Dean Ron Owston (Education) and the newly elected Chair of the Senate Appeals Committee, Professor Anne MacLennan.

2. Minutes of the Meeting of November 22, 2012

It was moved, seconded and carried **“that Senate approve the minutes of the meeting of November 22, 2012.”**

3. Business Arising from the Minutes

The Chair confirmed that communications received in November had been forwarded to the appropriate committees.

4. Inquiries and Communications

4.1 Senators on the Board of Governors re: December Meeting of the Board

A synopsis of the Board of Governor's meeting of December 5, 2012 was received.

4.2 Academic Colleague to the Council of Ontario Universities

The Academic Colleague to the Council of Ontario Universities, Professor Paul Axelrod, briefed Senate on a report issued by the Higher Education Quality Council of Ontario on productivity which included a pilot study of faculty member workloads.

5. **President's Items**

President Mamdouh Shoukri commented on the following matters:

- the public policy context for postsecondary education at a time of political uncertainty
- the status of a review of Strategic Mandate Agreement submissions by the Higher Education Quality Council of Ontario
- the likelihood of budget cuts to postsecondary institutions following on the last provincial budget
- options under consideration by the Ministry of Training, Colleges and Universities for the expansion of on-line delivery in Ontario and the University's desire to participate in relevant discussions with the government and the Council of Ontario Universities
- York's standing on Key Performance Indicators and efforts to improve them
- the timing of an announcement from Queen's Park of a new tuition fee framework
- enhanced safety measures and ongoing engagement with the University community, adjacent residents, and Toronto Police Services
- recent major accomplishments by faculty members and students

The President also commented on media coverage of criminal and civil actions arising from an alleged fraud by a former staff member, and encouraged members of the community to be ambassadors for York.

Under the President's items Provost Rhonda Lenton shared preliminary data on applications for 2013-2014. Although Winter 2013 targets had been made, and applications from international and non-secondary school students were running ahead of last year's same-date totals, there had been a decrease in direct-entry applications. First choice applications had also fallen from the previous year. This was a worrisome phenomenon that required immediate attention. Extra effort will be put into conversion activities, and a concerted effort will be made to understand and address the situation. Retention rates also present challenges. A consulting firm has been engaged, and APPRC will be included in early-stage consultations.

6. **Committee Reports**

6.1 Executive

6.1.1 Information Items

Senate Executive provided information on the status of its Working Group on External Partnerships

- the addition of six individuals recommended by the Sub-Committee on Honorary Degrees and Ceremonials to the pool of prospective Honorary Degree Recipients
- the general approach adopted by the Working Group on External Partnerships in finalizing a report due no later than the end of February following the granting of a six-week extension by Senate Executive
- the development of a work plan by the Sub-Committee on Equity, which will discuss academic accommodations for students with disabilities
- current committee vacancies

6.2 Academic Policy, Planning and Research

6.2.1 Notice of Motion to Establish Departments in the Lassonde School of Engineering

The Academic Policy, Planning and Research Committee gave notice of its intention to recommend that Senate approve a statutory motion to establish the departments of Civil Engineering, Mechanical Engineering and Chemical Engineering in the Lassonde School of Engineering as of May 1, 2013.

6.2.2 Information Items

APPRC informed Senate of

- the process by which York Research Chairs will be considered and approved
- the disposition of recent inquiries about tenure and promotions procedures and the November 2012 report to Senate by the Vice-President Finance and Administration
- the most recent report of the Sub-Committee on ORUs
- an agreement that documents, including slide decks, would be provided in advance of all meetings

6.3. Academic Standards, Curriculum and Pedagogy

6.3.1. Establishment of a BA Program in United States (US) Studies, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* **“that Senate approve the establishment of a BA program in US Studies, Department of Humanities, Faculty of Liberal Arts & Professional Studies, effective Fall-Winter 2013-2014.”**

6.3.2. Establishment of a Certificate in Managing International Trade and Investment, Schulich School of Business

It was moved, seconded and *carried* **“that Senate approve the establishment of a cross-disciplinary Certificate in Managing International Trade and Investment, Schulich School of Business, effective Fall-Winter 2013-2014.”**

6.3.3 Closure of the Certificate in Business Fundamentals, Department of Social Science, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* **“that Senate approve the closure of the Certificate in Business Fundamentals offered by the Department of Social Science, Faculty of Liberal Arts & Professional Studies, effective Fall-Winter 2013-2014.”**

6.3.4 Closure of the Joint JD/JD and JD/LLM Programs between York University and New York University (NYU), Osgoode Hall Law School

It was moved, seconded and *carried* **“ that Senate approve the closure of the Joint JD/JD and JD/LLM programs between York University and New York University, Osgoode Hall Law School.”:**

6.3.5 Information Items

ASCP advised Senate that it had approved minors changes in degree requirements for the following:

- Bachelor of Public Administration program, Liberal Arts and Professional Studies
- the Software Development Stream of both the BA and BAsC Programs in Computer Science, Science and Engineering
- the Biomedical Science Stream of the BSc in Biology, Science and Engineering

6.4 Joint Report of the Academic Policy, Planning and Research Committee and Committee on Academic Standards, Curriculum and Pedagogy

In joint report, Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy advised that members of both committees had participated in a workshop as part of consultations on E-Learning strategies, and shared a report from the Sub-Committee on Quality Assurance (which

stressed the necessity of submitting notice of intentions to develop curriculum and major modification proposals before they are developed, using the appropriate templates available from on the Quality Assurance Website, and ensuring that degree level expectations are addressed in all submissions).

6.5 Appeals

The Senate Appeals Committee's report included an analysis of Faculty- and Senate-level adjudications for the past year, along with information on other matters.

7. Other Business

There being no further business, Senate adjourned.

W. van Wijngaarden, Chair _____

H. Lewis, Secretary _____

York University
Board of Governors
Synopsis of the 427th Meeting
25 February 2013

Remarks

The President commented on the following current issues:

- the extension of Dean Singer's term for a further year to 30 June 2015
- the new Premier and Provincial Cabinet members, and the provincial post-secondary education landscape
- liaison with Queen's Park about the expansion of French post-secondary education as announced in the February Throne Speech
- embarking on the second phase of the branding initiative
- launching a safety awareness campaign, commencing with the new safety "app"
- the second "President for a Day" contest. Faculty of Education student David Mayer will switch roles with the President for the day on 26 February 2013
- recent faculty and student successes

Appointments / Re-appointments

Governors

- William Boyle for a four-year term to December 2016
- David J. McFadden, QC for a four-year term to December 2016
- Dr Earl R. Nestmann for a four-year term to December 2016
- Tony Viner for a four-year term to December 2016
- Hana Zalzal for a four-year term to December 2016

Pension Fund Board of Trustees

- Susan Black re-appointed as a Board of Governors nominee on, and Chair of, the Pension Fund Board of Trustees for a three-year term, effective 1 January 2013.

Approvals

Development / Capital Projects

- A new *York University Master Plan* framework for the Keele Campus, which establishes a set of pillars, lenses, strategies and priorities to guide the evolution of the campus
- authorization for the President to finalize the detailed language of the *York University Master Plan*
- a \$5.3 million renovation of existing facilities to accommodate the first cohort of students and new faculty members in the new engineering programs in the Lassonde School of Engineering
- a \$3.2 million capital project to install an artificial turf playing surface and field lighting in the York Stadium
- a three-year extension of the University's contract with MCW Custom Energy Solutions Ltd. for the Energy Performance Contracting Program
- an expenditure of \$2.45 million for a series of three energy conservation measures in the Energy Management Program
- the awarding of a three-year contract to Otis Canada Inc. for the University's elevator maintenance services, at a value of \$2.8 million
- authorization for the Vice-President Finance & Administration to award a contract for vendor of record for Cisco networking equipment, with an expected value of \$10 million over five years

- an extension of the contract for the University's communications Agency of Record, Doug & Serge Inc. to 31 December 2013, at a value of approximately \$2 million.

Board Structure

- revisions to the *Protocol for Composition of the Board of Governors* to better reflect the University's current focus, reintegration of the advancement function and the Board's oversight responsibilities.

Academic Appointments

- the President's February 2013 report on appointments, tenure and promotion

Reports / Presentations

- Vice-President Lenton reported on the University's initiative to develop an eLearning integrated strategy, and the intention to be a lead university in the Province's initiative to establish an Online University
- Ken Greenberg, Greenberg Consultants Inc. and Donna Hinde, The Planning Partnership, gave a presentation on the proposed York University Master Plan
- Each of the Academic Resources, Executive, Finance & Audit, Governance & Human Resources, and Land & Property committees reported for information on matters discussed in their recent meetings.

*The agenda for the meeting is posted on the Board of Governors website at
<http://www.yorku.ca/secretariat/board/meetings.html>*

For further information on any of the above items contact the University Secretariat.

Harriet Lewis, Secretary



EXECUTIVE COMMITTEE

Report to Senate at its Meeting of February 28, 2013

FOR INFORMATION

1. Working Group on External Partnerships

Senate Executive has received the final report from its Working Group on External Partnerships. Details about the genesis, mandate, composition, deliberations are provided in the document. The primary recommendation is that Senate endorse a set of principles to guide external partnerships (p. 3 of the report). The principles reflect current policies, practices and protocols but are codified in a unique and comprehensive manner. The report is attached for information and discussion, and Senate Executive will reflect on discussion at Senate in March.

Documentation is attached as Appendix A.

2. Additions to the Pool of Prospective Honorary Degree Recipients

At the meeting of February 12, Senator Roger Keil, Chair of the Sub-Committee on Honorary Degrees and Ceremonials, presented recommendations to add five individuals to the pool of prospective recipients of honorary degrees. Senate Executive concurred with the recommendation. The Sub-Committee also reported that it had approved the extension for a further five years in the pool of a number of previously approved individuals

3. Sub-Committee on Equity

The Vice-Chair reported that the Sub-Committee on Equity has determined that its focus for the year will be a review of the Senate Policy on Academic Accommodation for Students with Disabilities.. The Policy was last amended in 2005, and the Sub-Committee seeks to ensure that it retains its currency. The Sub-Committee will continue to consult broadly within the academic community and expects to provide a detailed report along with recommendations that emerge from its deliberations.

4. Nominations for Membership Senate Committees and Other Senate-Elected Positions

The Committee will soon issue its annual call for expressions of interest in membership on Senate committees and other Senate-election positions with terms beginning July 1. The Executive Committee urges Senators to assist in the process of identifying candidates, and will be especially grateful for suggestions about faculty members who have not previously served on a Senate committee.

William van Wijngaarden, Chair



Senate Executive

Working Group on External Partnerships

Final Report and Recommendations

February 2013

Executive Summary and Principal Recommendation

In April, 2012, the Senate Executive Committee created a Working Group to consider whether it would be advisable to develop a statement about external partnerships given the University *Academic Plan*'s emphasis on such relationships and the likelihood that a trend toward University-external partnerships would continue. The Working Group was asked to be respectful of the University's governance framework and the responsibilities set out in policies, guidelines and collective agreements.

The Working Group was composed of nine individuals drawn from a cross-section of the University. Thirteen separate meetings were convened to review and discuss voluminous documentation from internal sources and other universities, a growing scholarly literature, and media accounts as well as interview 16 individuals from the York community. Some members also attended the workshop entitled "Perspectives on Academic Freedom" held in Waterloo and a symposium entitled "The Ethical State of Academic Freedom in the 21st Century University: Freedom or Interference" held at McLaughlin College in October. For further information, see the bibliography and list of other resources in Appendix D.

The Working Group invited the community to contribute comments and suggestions and a special website was created for this purpose. We are grateful to all those who appeared in person and provided material. We interviewed the Deans and Principal, some past and present directors of Organized Research Units, the University Counsel, University Librarian, Vice-President of Advancement, Vice-President Research and Innovation, and President of the York University Faculty Association. A number of those we interviewed shared written summaries of their remarks. Invitations were also sent to the Osgoode Hall Faculty Association and the Graduate Students Association.

York University presently has a large and very diverse array of external partners that cooperatively contribute to enrich the student experience and facilitate research. We were told repeatedly that York welcomes partnerships and that they are invaluable to fulfill the research and teaching mission of all York's Faculties. To a large extent, these partnerships are harmonious and consistent with the University's values, mission, and traditions. The Working Group was advised by all of our interlocutors that it was not desirable or necessary to create new policies or establish procedures that would interfere with existing partnerships or deter future ones. They did, however, endorse the idea of developing a statement of principles that would provide greater clarity and also explicitly state our commitment to academic freedom and institutional autonomy as fundamental academic values. The Working Group is pleased to recommend that Senate affirm the following Statement of Principles.

Statement of Principles for External Partnerships

York University has benefited from numerous collaborative relationships that support its academic mission. The current *University Academic Plan* calls for the pursuit of “opportunities for York to build upon its leadership in...partnerships for teaching, learning and research”. These shall be “consistent with institutional autonomy and the trust reposed by the public.” York recognizes the benefits conferred by these interactions, and welcomes them as they assist in the fulfillment of its Mission and the expression of its values in a spirit of mutual respect. Given that efforts are likely to foster increasingly diverse external relations and community engagement that promote the full spectrum of academic activities, Senate affirms the following principles:

Academic Freedom: Partnerships shall be consistent with academic freedom, which includes the right to examine, question, teach, learn and disseminate their opinions on any questions related to their teaching, professional activities and research both inside and outside the classroom without impediment.¹

Academic Integrity: Partnerships shall be consistent with the creation and dissemination of knowledge, quality teaching, learning and research, and the distinctive aspects of the University’s Mission.

Institutional Autonomy: Partnerships shall operate in accordance with all of the University’s applicable policies, regulations, processes, practices and collective agreements. All such agreements should contain clear mechanisms and procedures for resolving disputes between the parties.

Conflict of Interest: Partnerships shall be subject to the University’s Conflict of Interest Policy and Guidelines, including the required disclosure of a conflict of interest or potential conflict of interest by all persons involved.

University Governance: Partnerships shall be subject to the legislated authority of the Senate and Board of Governors, and the processes that flow from that authority, including the sole responsibility of Senate and its Faculty Councils for the establishment and modification of programs, courses, academic standards, admissions criteria, evaluation of its students, and student academic awards, and the joint responsibilities of the Senate and Board of Governors for the establishment of units and chairs.

Faculty Appointments: Partnerships that involve faculty appointments shall be implemented and governed in accordance with University policies and procedures and provisions of collective agreements for the initial hiring, tenure, promotion, and renewal of meritorious appointees.

Academic Transformation: Partnerships shall be guided by collegiality and timely consultation, particularly when they may have the effect of significantly transforming the academic orientation or make up of a Faculty.

Transparency: All partnership agreements shall be publicly accessible except portions that touch on personal privacy or confidential commercial considerations.

This statement shall be reviewed by Senate Executive in two years to ensure that it remains an effective expression of the academic principles that apply to partnerships.

¹ Definitions of academic freedom are found in the YUFA and CUPE 3903 collective agreements, and in the current Memorandum of Agreement between the Osgoode Hall Faculty Association and the University. In June 2009 Senate approved a motion proposed by Senator Roxanne Mykitiuk “that the Senate of York University confirm that the principles of academic freedom prevail with regard to all academic activities undertaken under the auspices of the university as also expressed by the President of the University, the Chair and Chair-designate of the Board of Governors.” Senate of York University, Minutes, June 18, 2009.

Mandate

In April, 2012, the Senate Executive Committee created a Working Group on External Partnerships to consider whether or not it would be advisable to develop a statement, guidelines, or framework on external partnerships given the *University Academic Plan's* emphasis on such relationships and the likelihood that a trend toward University-external partnerships would continue. The Working Group was asked to be respectful of the University's governance framework and the responsibilities set out in policies, guidelines and collective agreements. The Working Group was expected to begin its deliberations in May 2012 and complete its work in the autumn. Through its Chair, it provided regular updates to Senate Executive and Senate.

In January 2013, Senate Executive agreed to extend the due date for a report to February. As its deliberations ended, the Working Group returned to the University's Mission Statement, which expresses a vision for York as an engaged, outward looking institution that necessarily seeks out partnerships in fulfillment of its responsibilities but must always do so in ways that are consistent with its core values:

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: The way must be tried.

Findings and Deliberations

I. Diversity and Strength of Partnerships

The partnerships discussed in this report can be defined as academic interactions that involve the University or its members with private and public sector organizations, other scholars and research bodies, and funders (including philanthropic donors, who are not always "partners" but definitely supporters). They may be informal or formal, long lasting or short-term.

As indicated in the preamble to the draft Statement of Principles prepared by the Working Group, the *University Academic Plan (UAP) 2010-2015* calls for the pursuit of "opportunities for York to build upon its leadership in...partnerships for teaching, learning and research". The text rightly stipulates that these must be "consistent with institutional autonomy and the trust reposed by the public."² These words reflect an assumption that our academic activities are enriched by partnerships and that

² *The University Academic Plan 2010-2015: Enhancing Academic Quality in a Globalized World*, p. 4.

“successful knowledge-based societies will turn to universities for inspiration, collaboration, and practical solutions to issues of immediate concern.”³

It is sometimes assumed that external partnerships are primarily focused on research. Most of the income from external sources other than government transfers is derived from research funding of various kinds, and many of the University’s flagship research projects involve collaborations between York researchers and colleagues elsewhere.⁴ The University is making increasing investments to promote, cultivate and sustain research partnerships.⁵ Yet, the Working Group was apprised of a wide range of partnerships of both a formal and informal kind. These relationships have been pursued by individual faculty members, Faculties, Departments, Organized Research Units, and the University as a whole. Appendix G illustrates the kinds of partnerships at York in a table that reflects information gathered from those interviewed by the Working Group and other research.

Our partnerships are working well, and those we interviewed stressed that they cooperatively contribute to enriching teaching, learning and student experiences while facilitating cutting edge research in every Faculty. In addition, partnerships are indispensable to achieving the imperative of quality that should characterize all that we do. They enrich the curriculum by giving students internship opportunities in clinical settings, permit faculty members to engage with colleagues in other universities, help disseminate knowledge and solutions, and enhance the University’s reputation and impact.

Because there is such variety to our partnerships, there is no single policy or template by which to establish and govern them; and the Working Group was reminded by many presenters that it would be unnecessary and undesirable to establish new procedures. It is preferable, said virtually all of those we interviewed, to articulate principles rather than create additional strictures. Senate and Board of Governors policies already cover certain kinds of partnerships and donor relations, and we received no suggestions to add more. Academic freedom is addressed in collective agreements. Many of those we interviewed felt that collegiality was sufficiently strong at York to warrant confidence in those who are responsible for negotiating agreements.

³ Ibid, p. 4. The UAP also references partnerships in the context of “the special opportunities and responsibilities that arise from the University’s setting in a uniquely dynamic, metropolitan and multi-cultural milieu including the value of partnerships and outreach to the broader community.” See p. 3.

⁴ The table below provides details on some of the newer forms of research funding.

	FY2009/2010	FY2010/2011	FY2011/2012
Licenses & Options	3	0	3
Industry Funding	\$1,299,000	\$1,767,570	\$1,300,716
Industry Funding Agreements	46	29	27
Startup Companies	1	0	0

Source, Office of the Vice-President Research and Innovation.

⁵ A Y-File report on January 17, 2013 discussed the new industry-liaison stream within Innovation York, which offers “support for the development of basic research projects, applied research projects and internship opportunities; access to knowledge about government academic-industry matching programs to leverage industry funding; market expertise, including access to market research data from leading analyst organizations.”

It was evident from our interviews that existing frameworks have generally enabled York to develop important partnerships as well as a strong and wide interest in expanding partnerships to enhance teaching and research. Others consider that there is a demonstrated need to establish principles that will assist in ensuring that the fundamental values of the University, as reflected in its governance structures, are not compromised in the establishment and operation of external partnerships.

II. Emerging Context for Partnerships

York is not the only university that emphasizes partnerships in its mission and current academic plans. Many postsecondary organizations in Canada, North America, and around the world are taking a close look at the frameworks for partnerships – as well as the opportunities and challenges they present. The reasons for this are clear: the context for partnerships has shifted in important ways, including the following:

- increasing numbers of knowledge mobilization and technology transfer initiatives of a kind that bring university researchers into contact with external groups
- a greater share of (for example) Tri-Council funding for large research projects that involve researchers at multiple institutions, or those that involve non-university public sector participants or industry and community partners
- expectations on the part of governments that Universities will collaborate with private sector partners to advance specific or general economic agendas
- growing interest of donors to sponsor specific teaching and learning activities (and perhaps waning desires to furnish traditional “bricks and mortars” donations)⁶

We are not solely driven by external forces. A submission from the Dean of Fine Arts stressed a collegial commitment “to engagement and outreach that builds on York’s long-established reputation as a socially responsive university committed to accessible education. Engagement is a mode of relationship between our students, faculty, staff, alumni and community partners which evolves the knowledge base for the 21st century.”⁷

In general, these and other phenomena have been positive and beneficial and largely extend an innate desire to build bridges. Yet there is awareness that some prospective partners may seek relationships that are at odds with fundamental university values. Heide Hackman of the International Social Science Council in Paris has observed that the landscape for science research has been transformed by factors such as “ever-growing resource constraints, continued public mistrust [of universities], society’s increasing involvement in science, and the pressure for science to make a difference to sustainability problems.”⁸ To her, this reinforces the need for creative collaborations but

⁶ The expanding array of partnerships has prompted Revenue Canada to issue guidelines to capture a fuller range of financial arrangements between research institutions and funders. See “Research as a Charitable Activity,” April 30, 2009.

⁷ Dean Barbara Sellers Young, Faculty of Fine Arts, submission.

⁸ Heide Hackman “On Academic Freedom: Perspectives from Science and Technology Policy Making,” Perspectives on Academic Freedom Conference, Waterloo, Ontario, September 6, 2012.

also for the articulation of “non-negotiable” conditions under which they will be pursued.⁹ In a similar vein, the Council of Ontario Universities announced in the summer of 2012 that it was considering guidelines to affirm academic freedom and help prospective partners better understand it in the wake of controversies over agreements with external donors. The author of a *Globe and Mail* article on the initiative stressed the increasing attractiveness of partnerships given “enormous financial pressures, as government grants and escalating tuition fees fail to keep pace with rising costs and enrolments” and external partners “ever more eager to leverage universities’ talent [while] philanthropists priority[z]e social innovation.”¹⁰

We believe that all partnerships must be managed with care and respect for the authority of governing bodies, collegial processes, and existing practices especially if they involve faculty member appointments, research programs or curriculum initiatives. No partnership may be imposed on the University, or abridge academic freedom and academic integrity. Explicit protection of academic freedom should be incorporated into every agreement where there is a risk that freedom may be compromised.¹¹

III. Themes in Partnership Reviews

The expanding number of partnerships has impelled academic institutions and organizations across North America to investigate and report on academic collaborations with external partners, particularly those in the private sector.¹² These studies have been motivated by a marked increase in the number and scope of these agreements, and by growing documentation of both the advantages and the risks involved. They provide considerable information on the patterns of specific collaborations, as well as recommended principles and practices to guide these relationships. The following are a few highlights from these reports and studies:¹³

- there is an ongoing shift away from simple donations and endowments towards more active collaborative partnerships, including those described as “strategic corporate alliances”
- some partnerships have become the subject of considerable public controversy, particularly those connected to the tobacco, pharmaceutical, and energy industries.

⁹ She nominates the following: research integrity and ethics, quality assurance, the ability to speak truth to power, and access by university scholars to safe spaces within their institutions for experimentation, together with appropriate support and reward structures for doing trans-disciplinary work as the non-negotiable positions.

¹⁰ James Bradshaw “Ontario Universities Promise Fund Guidelines amid Carleton Donor Backlash,” *Globe and Mail*, July 14, 2012. The author depicted Ontario universities as “cash-strapped.”

¹¹ This point is made by the Canadian Association of University Teachers (April 2012) and the Association of Colleges and Universities of Canada (November 2011) in published statements on the subject of academic freedom.

¹² The most comprehensive report is the American Association of University Professors, *Recommended Principles and Practices to Guide Academy-Industry Relationships* (2012); but see also Canadian Association of University Teachers, *Guiding Principles for University Collaborations* (2012); Jennifer Washburn, *Big Oil Goes to College: An Analysis of 10 Research Collaboration Contracts Between Leading Energy Companies and Major U.S. Universities* (2010).

¹³ For further information, see the references and resources listed in Appendix D.

The American Association of University Professors (AAUP) has summarized key concerns in this way:

“The issue we seek to address here is not the funding source per se but conditions attached to the funding, as well as the effect that personal financial interests may have on professional decision-making and research integrity. Today, various new forms of academy-industry engagement are emerging that impose constraints on the historic autonomy of the university. Such arrangements may also limit faculty authority over academic matters (peer-reviewed research selection, curriculum design, and faculty hiring), and erode academic research standards (access to data, scientific objectivity, independent statistical analysis, and the ability to independently verify research).”

Based on evidence from actual collaborations, the AAUP identified the following potential risks:

- violations of academic freedom and researcher autonomy
- restricted access to data and suppression of negative results
- threats to open science, knowledge-sharing, and timely academic publication
- financial conflicts of interest
- research bias and unreliability associated with corporate funding
- absence of legal protections to safeguard research integrity and academic freedom in industry-sponsored research contracts

Many reports and studies recommend policies and practices to protect universities and academic researchers entering into such collaborations, notably:

- majority academic control over academic decision-making (planning, executing, monitoring) related to the collaborations; with large projects, senates should be involved
- academic control over recruitment, selection, appointment, renewal, termination, tenure and promotion of researchers
- independent peer review of research proposals
- transparency in the application for and selection of research projects
- independence in the conduct of the research
- right to publish the results of research without interference or unreasonable delay
- right to publish risks arising from research results
- resistance to monopoly ownership of academic knowledge
- freedom to share research results with other academic investigators
- regulation of financial conflict of interest that could compromise the independence of the research
- impartial academic evaluation of graduate students involved in external research collaborations
- compliance with requirements of faculty association collective agreements

It is clear that academic freedom and university autonomy are of special importance in this context and, in addition, as one of our interviewees stated “in all cases, it is critical that the autonomy of the University, the primacy of its policies and procedures [as well as] the protection of its reputation and that of its members, be upheld.”¹⁴

¹⁴ Dean Dezsö Horváth, Schulich School of Business, submission.

IV. Donors and Donations

York has been enriched by donations in support of scholarships and bursaries, infrastructure, organized research units, and other academic facets of university life.¹⁵ It is academic priorities that determine fund raising priorities and not the reverse.

The Vice-President Advancement is largely responsible for advancement, but donor relations are a major part of the responsibilities for the Deans and Principal as well as colleagues throughout the University. Donations can be viewed as partnerships, and many donors take an ongoing interest in the activities they have funded. For example, donors who have helped establish scholarships may wish to meet recipients even though they are not allowed (by Canada Revenue regulations and University policy) to participate in selections. Donor relations are also reciprocal, and the University is accountable for ensuring that funds are spent on their intended purpose, stipulated when the donation was made. We learned that the University and Faculties have turned down donations that were not consistent with our values of autonomy and academic freedom.

An important consideration concerning donations is striking the right balance between personal privacy and transparency. On the one hand, the terms of agreements that affect academic matters should be transparent and actual or potential conflict of interest by all persons must be disclosed. Yet the privacy of donors must not be violated. Some gifts are given anonymously (not least to avoid contacts from other universities or fund-seekers), and some agreements contain information about personal finances or commercial considerations that need not be made available. The accessibility to researchers to some donations of papers to the York University Libraries can be limited for even decades to protect privacy of authors.

Ongoing relationships with donors are an important aspect of donor-partner relations. We learned that dialogue is essential at all times especially when the academic focus of York changes (as has been the case with Organized Research Units, for example).

V. Towards a Statement of Principles

Academic freedom is a cornerstone of research and teaching and must be upheld at all times. Definitions of academic freedom are set out in collective bargaining agreements with academic employees of the University. Article 10.01 of the YUFA agreement affirms that

The parties agree to continue their practice of upholding, protecting, and promoting academic freedom as essential to the pursuit of truth and the fulfilment of the University's objectives. Academic freedom includes the freedom of an employee to examine, question, teach, and learn; to disseminate his/her opinion(s) on any questions related to his/her teaching, professional activities, and research both inside and outside the classroom; to

¹⁵ In the last decade, donors have contributed more than \$250 Million to York University. Individual donors make up 92% of our donors, with corporations and foundations representing the remaining 8%. In terms of funds raised, the split is almost 50/50 between individual donors and corporations/foundations. York has approximately 7,000 each year and approximately 5,000 of them are Alumni. Funds raised over the last 10 years have been designated to the following categories: Student Financial Aid and Program Support - 53%, Capital Projects - 16%, Research Projects 11%, Faculty Positions 10%, Libraries 9% and Other 1%.

Source: Office of the Vice-President Advancement.

pursue without interference or reprisal, and consistent with the time constraints imposed by his/her other University duties, his/her research, creative or professional activities, and to freely publish and make public the results thereof; to criticize the University or society at large; and to be free from institutional censorship. Academic freedom does not require neutrality on the part of the individual, nor does it preclude commitment on the part of the individual. Rather, academic freedom makes such commitment possible.¹⁶

Concepts of academic freedom have also been addressed by others in recent years. For example, the Canadian Association of University Teachers (CAUT) insists that “protecting academic freedom and institutional autonomy should be predominant and prevailing considerations in developing, deciding upon, and assessing donor and other collaborations. They are fundamental to the integrity of academic work.”¹⁷ The Association of Universities and Colleges of Canada (AUCC) issued a Statement on Academic Freedom that compares academic freedom to other important values and concludes that “unlike the broader concept of freedom of speech, academic freedom must be based on institutional integrity, rigorous standards of enquiry and institutional autonomy, which allows universities to set their research and educational priorities.”¹⁸

We note that various conditions on research are placed by the Tri Council funding partners (NSERC, CIHR, and SSHRC).¹⁹ Similarly, outside bodies such as the Higher Education Quality Council of Ontario (HEQCO) and various accreditation boards require that the curriculum for some programs reflects the expectations of professional knowledge and practice.

Some partnerships fund Chairs and have advisory committees. The donor/partner is free to offer advice but must not dictate curriculum, direct research, or determine who is hired for a Chair. To take but one example, all courses are subject to approval by the applicable Faculty Council, and new or modified programs are subject to approval by Councils, Senate, and in many cases the provincial Quality Council. Appointments are only made in accordance with agreed-upon processes defined by the University alone. External partners shall not have or exercise a veto over decisions required to be made through these processes.

All participants in a partnership must be apprised of the terms and conditions that may affect them. This includes directors of programs having partnerships and students who are involved in research projects and other activities.

¹⁶ See the agreement between the University and the York University Faculty Association. The CUPE 3903 agreement states that “Academic freedom includes the freedom to examine, question, teach and learn and to disseminate opinion(s) on questions related to the teaching of the course, its content and organization and the larger political, cultural and philosophical context in which teaching and research take place.” See Article 14.01. (ii).

¹⁷ Canadian Association of University Teachers, “Guiding Principles for University Collaborations”: Ottawa, April 2012, p.1. CAUT notes that “[i]t is fundamental for a democratic society to have an autonomous academy in which academic staff have academic freedom” in order that they can “fulfill their professional and social responsibilities in generating, sharing, and interpreting knowledge.”

¹⁸ Association of Universities and Colleges of Canada, Statement on Academic Freedom, Montreal, October 2011. Note that the AUCC statement, like that of CAUT, twins academic freedom and institutional autonomy.

¹⁹ Consultations in the past have successfully dealt with the special nature of programs such as Canada Research Chairs where the government is involved in the final decision to award a Chair.

We use the term “transformative” to describe partnerships that would have a significant impact on the academic orientation of a Faculty. Such partnerships are rare and ideally are cultivated over a long time as consultations take place within Faculties. In these cases, collegiality should be at the heart of the partnership arrangement throughout its development.

Members of the Working Group agree that the terms of a partnership agreement that are relevant to academic matters should be accessible. Some information contained in an agreement may be kept confidential if it touches on personal or commercial considerations.

VI. Conclusion: Statement of Principles

All of those interviewed endorsed the idea of crafting a statement of principles for external partnerships, one that would clarify relationships between external partners and the University.²⁰ However, it was emphasized that such a statement should not impede ongoing as well as future partnerships. In the words of one of our interlocutors, “our success depends on fostering a culture of shared purpose and mutual trust in our external partnership...a culture that depends on clear policies, procedures and a clear articulation of the University’s values.”²¹

In that light, we developed a statement that:

- expresses the positive, forward-looking, and welcoming spirit in which partnerships have been and should be developed
- articulates the core values that are the cornerstone of academic activities and collegial processes
- identifies the governing authorities at York and affirms their roles and the integrity of their policies and processes
- provides a point of reference for partners within and outside the University

The Working Group is aware that other universities have policies that provide guidance to donors about their mission, structures, values, and processes.²² Guidelines have also emerged in North

²⁰ A submission from Dean Sturgeon and Associate Dean Bunch of the Faculty of Environmental Studies was the first of many that identified lack of knowledge about the University on the part of potential partners as an issue that should be addressed .

²¹ Dean Lorne Sossin, Osgoode Hall Law School, submission.

²² For example, a page on the University of Saskatchewan Website – “Give to the University / Learn More About Us” – offers a capsule description of the governing bodies, University officers, values and goals, and social commitments. A number of Universities have developed “donor bills of rights” which are in some cases modeled on or reproduce a declaration drafted by the Council for Advancement and Support of Education (CASE) in November 1993 that includes these rights – “To be informed of the organization’s mission, of the way the organization intends to use donated resources, and of its capacity to use donations effectively for their intended purposes.” CASE, November 1993.

American academic circles.²³ However, the statement we have drafted is unique in form and content. We hope it is also inclusive and helpful.

This statement is meant to be a confirmatory, forward-looking representation of York's position on partnerships. It is intended to be a reference point for prospective partners as well as a reminder to the community of the principles we hold and defend in this and other contexts. We believe that it fairly and fully reflects our values and will provide our partners with greater certainty and will thereby strengthen relations. If approved by Senate, it would be posted on the Senate Website and forwarded to other offices (such as Vice-Presidents, Faculties, and ORUs) for their information and use. Senate can expect that the Statement of Principles will be enforced throughout the University.

Other Recommendations

Consideration should be given to the following additional measures:

- creation of a public record updated annually or more frequently, listing all of the University's partnerships, a document that would foster accountability but also provide a means of celebrating our partners
- creation by the University Secretariat of a document (which might be based on the mapping document in Appendix G) providing guidance on the kinds of partnerships that require approval of the University's governing bodies – Faculty Councils, Senate, Board – or by administrative divisions
- academic units including ORUs may find it advisable to establish their own set of criteria by which to assess partnerships²⁴ and any such criteria should be consistent with the Statement of Principles recommended in this report

²³ For example, the Canadian Association of University Teachers developed a "statement is intended to provide guidance and recommendations for: (a) universities in developing policies and procedures governing donor agreements and collaborations; (b) governance review, monitoring, and assessment of such agreements and collaborations; (c) faculty members and other members of the academic workforce in thinking through a range of fundamental professional responsibilities and rights that are implicated and affected by donor agreements and collaborations; and (d) academic staff associations in negotiating collective agreement provisions to protect the academic freedom and other academic rights of their members." CAUT, Ottawa, April 2012.

²⁴ In a submission to the Working Group, the Dean of the Faculty of Education advised that "The York Centre for Education and Community has developed criteria for assessing all activities, including collaborations with external partners, that is part of the governance structure, and an informal advisory group to the Co-ordinator of International Programs has also developed criteria for working with international partners."

Appendix A: Membership and Meeting Dates

Membership

Angelo Belcastro (Member, Senate Executive Committee / Senator, Faculty of Health)

Liette Gilbert (Member, Senate Executive Committee / Senator, Faculty of Environmental Studies)

Craig Heron (Senator, Faculty of Liberal Arts & Professional Studies)

Ric Irving (Member to December 2012, Academic Policy, Planning & Research Committee, Schulich School of Business)

Shelley McCabe (Past Senator and PhD Candidate, Faculty of Graduate Studies)

Alison Macpherson (Chair to June 2012, Academic Policy, Planning & Research Committee, Faculty of Health)

Lisa Philipps (Osgoode Hall Law School)

Marilyn Pilkington (Osgoode Hall Law School)

William van Wijngaarden (Chair of Senate, Faculty of Science & Engineering) *Chair*

Robert Everett (University Secretariat) *Secretary*

Meeting Dates

2012

June 6

September 17

September 24

October 8

October 15

October 22

October 29

November 5

November 12

November 26

December 10

2013

January 14

January 21

Appendix B: Consultations

The Working Group solicited input from the community in a series of calls sent via listservs to Senators and Faculty Councils in June and September. Direct invitations were sent to the Deans, Principal, University Librarian, Vice-President Research and Innovation, Vice-President Advancement, and individuals who are currently serving or recently completed a term as director of an Organized Research Unit. We also invited written or in-person comments from the York University Faculty Association, Osgoode Hall Faculty Association and the Graduate Student Association.

Our interviews were structured around the following framing questions put to all of our guests:

1. What partnerships has your Faculty sought to develop and how have these contributed to fulfilling York's academic mission?
2. Have there been any challenges in developing external partnerships? In particular, have potential donors sometimes misunderstood the University's values, policies and/or procedures, and if so how have these been dealt with?
3. How are potential partnerships reviewed to ensure they further York University's objectives and are consistent with York's values?
4. Are there other issues associated with external partnerships that the Working Group should address?

Appendix C: Interviews

Cynthia Archer, University Librarian

Yvonne Bohr, Director Lamarsh Centre for Child and Youth Research

Barbara Crow, Interim Dean, Faculty of Graduate Studies

Robert Haché, Vice President, Research & Innovation

Donald Hastie, Interim Dean, Science & Engineering

Arthur Hilliker, President, York University Faculty Association

Dezső Horváth, Dean, Schulich School of Business

Janusz Koziński, Dean, Lassonde Faculty of Engineering

Harriet Lewis, University Secretary and General Counsel

Susan McGrath, Former Director, Centre for Refugee Studies

Kenneth McRoberts, Principal, Glendon College

Jeff O'Hagan, Vice President Advancement

Barbara Sellers-Young, Dean, Faculty of Fine Arts

Martin Singer, Dean, Liberal Arts & Professional Studies

Lorne Sossin, Dean, Osgoode Hall Law School

Noël Sturgeon, Dean, Faculty of Environmental Studies

Appendix D: Resources and, References

Institutions and Associations

American Association of University Professors, "Recommended Principles & Practices to Guide Academy-Industry Relationships", 1-267 (2012). www.aaup.org

Association of Universities and Colleges in Canada, "Canada's Universities Adopt New Statement on Academic Freedom", Oct. 25, 2011. www.aucc.ca

Association of American Colleges and Universities, "Academic Freedom and Educational Responsibility" www.aacu.org

Association of Governing Board of Universities and Colleges "External Influences on Universities and Colleges", 2012. www.agb.org

Canadian Association of University Teachers, "CAUT Guiding Principles for University Collaborations," April 2012, www.caut.ca

European Council for Advancement and Support of Education: "Ethical Principles Behind the Acceptance of Gifts", 2011. www.case.org

Harriet Lewis (University Secretary and General Counsel, York), "Framework for External Partnerships: Governance, Planning and Policy;" Presentation, June 6, 2012. (University policies referenced from www.yorku.ca/secretariat/policies/index-policies.html)

Individual Authors

James Bradshaw, "Ontario Universities Promise Funding Guide amid Carleton Donor Backlash," *Globe and Mail*, July 14, 2012

Heide Hackman (International Social Science Council, Paris) "On Academic Freedom: Perspectives from Science and Technology Policy Making," Perspectives on Academic Freedom Conference, Waterloo, Ontario, September 6, 2012.

Justin Thorens, "Liberties, Freedom and Autonomy: A Few Reflections on Academia's Estate," *Higher Education Policy* 19, 87-110 (2006).

Jennifer Washburn, Big Oil Goes to College: An Analysis of 10 Research Collaboration Contracts Between Leading Energy Companies and Major U.S. Universities, October 14, 2010 www.americanprogress.org

Government and Funding Agency Documents

National Science and Engineering Research Council, Partnerships Program Overview, Government of Canada. www.nserc.ca

Revenue Canada, Research as a Charitable Activity, www.cra-arc.gc.ca

University Policies (Select Illustrations)

Acadia University, Gift Acceptance Policy, Office of Advancement, www.acadiu.ca

Queens University, Gift Acceptance Policy, www.queensu.ca

University of Saskatchewan, Give to the University / Learn More about Us, www.usask.ca

University of Waterloo, Provostial Statement on Donation Guidelines / Role of Advisory Bodies / Naming Principles and Procedures, www.uwaterloo.ca

Conference Notes

“Perspectives on Academic Freedom,” Waterloo, Sept. 6, 2012 (Chair’s Notes, Appendix E)

“The Ethical State of Academic Freedom in the 21st Century University: Freedom or Interference”, McLaughlin College, Oct. 23, 2012 (Chair’s Notes,, Appendix E)

Submissions

Faculty of Education (Dean)

Faculty of Environmental Studies (Dean and Associate Dean)

Faculty of Fine Arts (Dean)

Faculty of Liberal Arts and Professional Studies (Academic Policy and Planning Committee)

Osgoode Hall Law School (Dean)

Schulich School of Business (Dean)

Appendix E: Notes from Conferences and Symposia

Chair's Notes on the Perspectives on Academic Freedom Conference and McLaughlin College Symposium on "The Ethical State of Academic Freedom in the 21st Century University: Freedom or Interference"

I. University of Waterloo, Wilfrid Laurier University and the Association of Universities and Colleges of Canada (AUCC). Sept. 6, 2012 Waterloo, Ontario

Matters of academic freedom are vital to the credibility of universities and the research they support. It is also important that we establish new and innovative partnerships to serve society. To enable international experts to analyze and comment on these topics, President Max Blouw of Wilfrid Laurier University and President Feridun Hamdullahpur of the University of Waterloo will co-host with the Association of Universities and Colleges of Canada a public conference in September to address academic freedom in the context of partnership agreements. Governance experts will be invited to speak, along with representatives from the CAUT and the broader academic community.

Speakers:

Martha Crago, Vice President Research, Dalhousie University

Rose Goldstein, Vice Principal Research & International Relations, McGill University

*Heide Hackmann, Executive Director, International Social Science Council, UNESCO House, Paris, France

*Len Findlay, Chair of CAUT's Academic Freedom and Tenure Committee

John Hepburn, Vice President Research & International University of British Columbia

R. Peter MacKinnon, President Emeritus, University of Saskatchewan

Robert M. O'Neil, Professor of Law Emeritus, University of Virginia

*Gary Rhoades, Professor and Director, Center for Study of Higher Education, University of Arizona

Jeffrey Simpson, Globe and Mail's National Affairs Columnist

*James L. Turk, Executive Director, Canadian Association of University Teachers

Peter Warrian, Senior Research Fellow, Munk Centre for International Studies, University of Toronto

*PowerPoint presentations are available at www.wlu.ca and typing conference title in Google search.

II. “The Ethical State of Academic Freedom in the 21st Century University: Freedom or Interference”

10:30 am, Oct. 23, 2012 McLaughlin College Senior Common Room (140 MC)

Moderator:

Professor Naomi Couto, School of Public Policy and Administration, York University

Panelists:

Professor Nancy Olivieri, University of Toronto

Professor Ian Greene, Master, McLaughlin College, York University

Professor Robert MacDermid, Department of Political Science, York University

Professor Harry Arthurs, Osgoode Hall Law School

The freedom to pursue scholarly endeavours without interference is the backbone of higher education; it is one of the most important principles of university life. But this principle is constantly pulled and tugged in different directions by direct issues of, or threats to, academic freedom, by stakeholders in both the university and community at large, and by the nature of academic investigation. To uphold this principle, those in higher education have had to learn to balance a variety of interests and concerns, and have had to recognize that as the university enters the 21st century the balancing act becomes ever more complex. With the unique perspective of our panellists, we hope to shed light on the threats, concerns and the ethical state of academic freedom as we go forward.

Co-sponsored by McLaughlin College, Office of the Master and the York Centre for Practical Ethics (YCPE).

Summary Notes

Several members attended the workshop entitled “Perspectives on Academic Freedom”, held in Waterloo, on Sept. 6 and the symposium entitled “The Ethical State of Academic Freedom in the 21st Century University: Freedom or Interference”, held at McLaughlin College on Oct. 23. These conferences featured a diverse array of speakers ranging from individual researchers, the president of the Canadian Association of University Teachers as well as university administrators from North American and Europe. Points made included the following:

- i. Government funding cutbacks to universities are likely to continue. The contributions of partners are important to allow universities to continue to give a quality education and maintain world class research.
- ii. Protection of academic freedom and maintaining university autonomy are essential. This should be clearly explained to all potential partners at the outset of a relationship. A list of principles may be useful if it is not overly detailed to accommodate the large number and very diverse nature of partnerships.
- iii. The division between a donation and partnership is becoming blurry. Many large scale donors wish to continue a relationship with the University not seeking to inappropriate influence or steer academics but merely because they are interested. Some universities are

doing this by creating a “Donor Bill of Rights”. The partner is welcome to give advice but this is not binding. In return the partner is given reports on how any funds are expended to ensure accountability i.e. that funds are directed to the intended purpose.

- iv. Potential partners need to be treated with respect. A very onerous acceptance process will likely result in a partner going elsewhere as there is stiff competition for philanthropic dollars.
- v. There is an increasing trend to publicly disclose partnership agreements.
- vi. Protecting academic freedom may require non insignificant funds for legal defense. It is incumbent on universities to defend faculty facing legal intimidation from large private sector organizations and/or government.
- vii. Virtually all universities in North American and Europe are beginning to address the issue of external partnerships. It would be wise for any policy to be periodically reviewed to ensure its continued applicability.

Appendix F: Conflict of Interest Policy and Guidelines for Faculty and Librarians

Description: This conflict of interest policy, set of accompanying guidelines and procedure on disclosure, which incorporate many of the elements of the conflict of interest portions of the December 7, 1999 Draft Policy on Conflicts of Interest and Commitment, now stand as the Policy, Guidelines and Procedure on Conflict of Interest with respect to faculty members and professional librarians (hereafter "academic employees"). Where matters described in this document differ from the Draft Policy, the provisions of this document apply.

Notes: Agreement on the policy was reached with the York University Faculty Association. Policy effective May 1, 2009. [Associated Procedures](#) approved April 13, 2009.

Approval Authority: President

Signature: "Mamdouh Shoukri"

Policy

1. A conflict of interest exists when there is a divergence between an academic employee's personal interests and his or her professional obligations to the University.
2. Academic employees shall seek to avoid conflict of interest situations.
3. Academic employees shall make full, timely and ongoing disclosure of a conflict of interest or a potential conflict of interest in accordance with procedures established from time to time.
4. The University may determine that the activity which constitutes the conflict of interest will be permitted, and may impose such terms and conditions as it determines are appropriate.

Guidelines on Conflict of Interest

Introduction

The following guidelines set out the expectations concerning conflicts of interest. Relevant University policies and reports set out herein are incorporated by reference.

Conflict of Interest

1. A conflict of interest depends on the situation, and not on the character or actions of the faculty or staff member.
2. The standard that will be applied to determine whether a conflict of interest exists is that of an independent observer who might reasonably question whether the faculty member's professional actions or decisions are determined by considerations of, or result in, personal gain, financial or otherwise, or benefit to related persons.
3. The existence of an actual or potential conflict of interest does not preclude the involvement of the faculty member in the situation where the conflict has arisen or may arise, but it does mean

that the conflict must be disclosed and resolved in conjunction with the person to whom the faculty member reports.

4. The following examples, while not comprehensive, are illustrative of situations which may lead to a conflict of interest and which should be disclosed. The situations pertain to a faculty member and all of his or her non arm's length relationships, including but not limited to that of a spouse or spousal equivalent, parent, child or sibling, or a person with whom there exists, or has existed, a close personal relationship.

(a) Using University Position for Personal Gain

- (i) Entering into a research, business or other contract/transaction on behalf of the University with a company or firm in which the faculty member, or related persons, have a financial interest.
- (ii) Influencing the purchase of equipment, materials or services for the University from a company or firm in which the faculty member, or related persons, have a financial interest.
- (iii) Assigning reading material or other teaching material to students, when the assignment will result in financial gain for the assigning faculty member, either through royalties or a financial interest in the company publishing the materials under consideration.
- (iv) Accepting gifts, benefits or favours from individuals or firms with which the University does business, except as token courtesies

(b) Inappropriate Use of University Personnel, Resources or Facilities

- (i) Directing students or staff to carry out work for a company or firm in which the faculty or member, or related persons, have a financial interest.
- (ii) Use of University property, resources or facilities for the faculty member's personal benefit or the benefit of related persons.

(c) Inappropriate Involvement in Hiring or Evaluation

- (i) Participating in or influencing the appointment, hiring, promotion or evaluation of a related person.
- (ii) Supervising or evaluating a student who is a related person.

5. Examples of relevant policies:

[Senate Policy on Misconduct in Academic Research;](#)

[Senate Policy on Personal Relationships between Instructors and Students](#)

[University Policy on Acceptance of Gifts](#)

[University Policy on Conflicts of Interest for Members of the Board of Governors](#)

[University Policy on Employees Paid from Research Funds](#)

[University Policy on Persons Paid from Research Grants and Contracts Held by York University Faculty Members](#)

[University Policy on Procurement of Goods and Services](#)

[University Policy on Reimbursement of Expenses](#)

[University Policy on Signing Authority](#)

Procedure for Disclosure of Conflict of Interest or Potential Conflict of Interest for Faculty Members and University Librarians

1. Disclosure of a conflict of interest or potential conflict of interest shall be made to the Dean/Principal/University Librarian. Any persons with questions about the Conflict of Interest Policy and Procedures and/or about the applicability of the Policy and Guidelines to a particular circumstance are encouraged to contact the Office of the University Counsel. Specifically in regard to Guideline (a)(iii) above (circumstances in which an instructor assigns course materials from which he/she stands to receive financial gain), any circumstance falling under this Guideline involving a cumulative financial gain of a value of \$500 or less will automatically be deemed permissible on disclosure.
2. In the event of a disagreement between the employee and the Dean/Principal/University Librarian, the employee may refer the matter to the Vice-President Academic and Provost for resolution.

Appendix G: Range of Partnerships

Working Group on External Partnerships: A Preliminary Mapping of University Partnerships and Donations

This matrix is based on information provided by Faculty and University representatives who met with the Working Group in the autumn of 2012 augmented by additional research. Please note that York's activities are numerous and diverse and undoubtedly some are inadvertently omitted.

General Category	Examples	Funding / Funders / Nature of Arrangement	Review and Approval	Notes
Primarily infrastructure - general benefaction	Lassonde School of Engineering, Schulich School of Business, Sherman Health Sciences Research Centre; Ignat Kaneff Building (Osgoode)	Individual donors or groups of donors	New units approved by the Board of Governors with the concurrence of Senate on a recommendation from APPRC Naming of buildings / units / activities approved by the Board of Governors Titles ("School" "Faculty" etc. approved by Senate not Board	Recognition Policy (Board of Governors)
Infrastructure - government supported	Glendon Centre of Excellence, Lassonde School of Engineering	Funded by the government of Ontario with the express purpose of enhancing bilingual / French education and Glendon's place in the Francophone community of Southern Ontario; Ontario government provided \$50 million for Lassonde building	Board of Governors	
Co-Location of facilities	Seneca at York (Keele campus)	Seneca funded its main, sole occupancy building; York and Seneca jointly fund and operate the TEL Building	Seneca at York was approved by the Board and was the subject of discussion by Senate committees	
Chairs and Professorships	Endowed Chairs and Professors housed at York	Donor (may also include internally derived funding)	Recommendation to APPRC by the Provost; if concurrence, report to Senate for information and Board of Governors for approval	Policy on Endowed Chairs and Professorships Recent example: APPRC concurred with 5 in September, 2 in October / November 2012

	Canada Research Chairs	SSHRC	Peer adjudicated	Eligible institutions must have approved Strategic Research Plan (new SRP in development and due for Senate consideration Spring 2013)
	Canada Research Excellence Chairs	Government of Canada	Selection committee includes members from academy, industry, and government	
	NSERC Industrial Research Chairs	NSERC (Senior Industrial Research Chairs for distinguished senior researchers (five-year appointment, renewable); associate Industrial Research Chairs for early-stage researchers demonstrating exceptional promise (five-year appointment, renewable once); and Executive Industrial Research Chairs for outstanding R&D professionals (five-year appointment, non-renewable); must have industrial partner	NSERC "visiting" committee adjudicates	Currently two at York
	CIHR	Chair in Autism Spectrum Disorder Treatment and Care Research The Chair is funded by the Canadian Institutes of Health Research in partnership with Autism Speaks Canada, the Canadian Autism Spectrum Disorders Alliance, Health Canada, NeuroDevNet and the Sinneave Family Foundation. Additional funds from Spectrum of Hope Autism Foundation and support from York University and ORION's O3 Collaboration.	External adjudication	
Curriculum	Joint Programs – Universities	York-Ryerson Graduate Program in Communication Studies; Schulich-Kellogg Executive MBA;	Senate approval prior to approval by the Ontario Universities Council on Quality Assurance (hereafter the "Quality Council")	Joint collegial governance

	Joint Programs – Community Colleges	York- Sheridan Design	Senate approval prior to approval by Quality Council	Joint governance by separate collegial bodies
	Special Arrangements – High Schools and other institutions	York-Westview Program (permitting secondary students to take a university course);	Senate approval	Supports students from at-risk communities
	Special Arrangements – Other institutions	Articulation agreements; York-Ryerson Co-Registration	Senate approval as necessary	
	Co-tutelle (Co-registration in PhD level graduate programs)	Agreement involving two universities whereby PhD candidates received two degrees by fulfilling requirements at both institutions	Faculty of Graduate Studies based on Senate-approved policy	
	Multilateral Programs	Certificate of Completion in Educational Studies Certificate created in advance of teacher education in refugee camps in Africa in partnership with CIDA, Kenyan universities	Senate approval	Certificate created in advance of teacher education in refugee camps in Africa in partnership with CIDA, Kenyan universities
	Domestic government-contracted	Recent examples: Dedicated funding for Master of Conference Interpreting, access bridging programs for Internationally Educated Professionals, based on RFPs	Senate after which Quality Council Faculty (Councils and Senate approve programs) Non-degree studies administered according to Senate-approved framework (with annual report via two committees) Board approves tuition fees Quality Council approves new programs and major modifications; Minister of Training, Colleges and Universities' approval may be required for funding purposes	May also be said of mandate agreements, corridors, ITEC targeted funding, etc.
	Foreign government-assisted	York-Crete-Germany Computer Science program	Government of Germany funds in part but has no role in curriculum, which was approved by Council, Senate, etc.	Funding facilitates student travel and housing, faculty participation

	Research courses	Normally in kind funding (Osgoode courses for upper year students in conjunction with firms & not-for-profit groups)	Courses normally approved by Faculty Council only; degree requirements approved by Senate	
	Public Interest degree requirements	Osgoode placement with UofT, school board, Government of Canada department; in kind	Courses normally approved by Faculty Council only; degree requirements approved by Senate	
	Curriculum design / delivery for other institutions	Faculty of Education / Ontario Arts Council preparation for Stratford artists who work in school	n/a	Faculty of Education has developed principles for collaborations
	Professional workshops	Faculty of Fine Arts partnerships with performance and creation organizations provides access for student to professional; funding in kind	n/a	
	Internships / practica / co-ops\ Opportunities for placement – course-credited or co-curricular – with private firms, NGO, not-for-profit community groups, etc.	See for example extensive list of examples provided by Osgoode; all Faculties	Courses approved by Faculty Council only; degree requirements approved by Senate	
External Curriculum Oversight	Accrediting Bodies (Ontario College of Teachers; Social Work; Nursing; various business programs; engineering professions, etc.	Not funded per se	Risk of loss of accreditation may require additional internal funding; courses approved by Faculty Council only; degree requirements approved by Senate	
Curriculum / Research	Adjunct to Faculties with responsibilities for curriculum, research and co-curricular activities	Donor (e.g. Hennick Centre for Business and Law)	Senate and Board approved Hennick Centre	
Scholarships and Bursaries	Endowed or defined-term donations for York Faculties and units	Donors (may also be matched by government from time to time as with OSOTF)	Approval authority delegated to Office of Student Financial Services, with annual report to Senate from Awards Committee	Donors may not participate in selections (Revenue Canada charitable status compromised) Student Awards Categories, Guidelines & Procedures (Senate approved framework)

Exchanges	See for example those identified by the Faculty of Environmental Studies	Formal agreements to permit exchanges, normally with other universities – no funding normally attached	Faculties	
Research	Contracts	External funding from government, industry, NGOs, etc	Faculty-level and Innovation York reviews all major contracts to ensure rights of trainees, etc.	IP resides with the contractor; publication may be delayed but not denied
	Licensing / startup firms	License in returned for revenue stream	VPRI – University Counsel if necessary	Templates are used
	Grants (non-Tri-Council) * examples International Development Research Council, MasterCard Foundation	Competitive	VPRI – University Counsel if necessary	Templates are used
	Collaborative agreements	Some University / Faculty resources may be committed to consortia or individual actors (e.g., NGOs, industry, Brazil-Canada University group)	VPRI – University Counsel if necessary	Templates are used
	Peer reviewed grants from government funding agencies	Funding from CIHR, NSERC, SSHRC; includes Community-University Research Alliances, partnership grants; A partnership grant "...is a bilateral or multilateral formal collaboration agreement between an applicant and one or more partners, of which at least one must be a Canadian postsecondary institution and at least one must be different from the institution or organization that will administer the grant funds. Partnerships may be between academic institutions, or between one or more academic institutions and one or more non-academic partners"	VPRI	Increasingly, in conjunction with other funders / partners
	Donations in aid of research	Gift from donor or donors	VPRI and University Counsel if necessary	Donor does not expect benefit but has interest
	ORU Endowments (e.g., LaMarsh, Robarts, Nathanson)	Gift from donor or group or donors	ORUs established by Senate Charter, but no funding approval per se	Senate Policy on ORUs

	Off-site research and engagement facilities	Las Nubes (Costa Rica) research station; York University – TD Community Engagement Centre's	Board of Governors	Acceptance of Gifts policy
	Regional Consortia	York Regional Biotechnology Cluster Consortium (consists of research and academic institutions, small and medium size private enterprises, not-for-profit industry associations, hospitals and multiple levels of government.	VPRI	
	University-Public Agency Collaborations	Law Commission of Ontario, with government funding	Funding provides for course releases, support staff and research assistance, lawyers-in-residence etc.	
	Unfunded research collaborations or affiliations	Numerous examples provided by Faculties; York faculty members and Faculties participating in initiatives that do not require funding but have a formal dimension to them	n/a	
Lecture Series and other public events	Hennick Centre for Business and Law; Las Nubes speakers series;	Davies Fund Lectures supported by donation at Hennick; Las Nubes support from Wood Fisher donation	n/a	Public lectures normally part of criteria
Community Engagement Projects	Informal but regularized interactions of various kinds; e.g. Glendon involvement with francophone groups in Southern Ontario; Fine Arts partnerships with secondary schools (mentorship etc.)	Normally small, Faculty-derived, or in kind funding; funding may also flow inward	n/a	
Other	Alumni	Graduates source of funds, volunteers, other supports	In kind	
	Facility rental / occupation	Space for non-profit organizations (e.g., Kinsmen on Keele Campus, Centre for International Relations at Glendon) York has space at MaRS, Toronto, and at the Innovation Synergy Centre in Markham	Rental agreements which may lead to complementary scholarly interactions	

Report to Senate
at its meeting of February 28, 2013

STATUTORY MOTION

1. Establishment of Departments in the Lassonde School of Engineering (Statutory Motion)¹

APPRC recommends

that Senate approve the establishment of Departments of Mechanical Engineering, Civil Engineering and Chemical Engineering in the Lassonde School of Engineering effective May 1, 2013 or thereafter; and recommend approval of the Departments by the Board of Governors.

Rationale

The creation of these new departments was foreshadowed in the documents supporting the establishment of Lassonde by Senate and the Board of Governors in the Spring. Mechanical and Civil Engineering will become fully operational on May 1, 2013 to coincide with the launch date for the School. Chemical Engineering's official start-up will follow.

APPRC is satisfied that academic and resource planning for the new Departments has been thorough and sophisticated. Bringing a notice at this time will permit the completion of the formal approval processes of Senate and the Board by February.

APPRC continues to monitor the overall implementation phase for Lassonde. Recent discussions have included attention to key planning assumptions (such as the concept of Renaissance Engineering and its impact on prospective students), enrolment forecasting and recruitment, and the development of inter-Faculty curriculum initiatives (which have been highlighted in plans for the Engineering Faculty).

Documentation is attached as Appendix A.

FOR INFORMATION

1. York Research Chairs Proposal – Revised Guidelines for Discussion

APPRC indicated in January that Senate would be afforded an opportunity to review and discuss the York Research Chairs proposal prior to formal approval. At its meeting of February 7 the Committee received revised guidelines that emerged from consultations with APPRC and others following the November meeting of Senate when the proposal was first described by the Vice-President Research and Innovation.

¹ Departments are formally established by the Board of Governors following approval by Senate of a statutory motion, the first stage of which is notice. Notice of this motion was given to Senate in January 2013.

Several changes have been made to the document, and the text emphasizes the critical role of Faculties in the identification of chairs and nomination of candidates, and provides for greater flexibility in financial arrangements, especially in terms of stipends.

In his discussions with APRPC, Vice-President Haché has identified the YRCs as a critically important element in an ensemble of initiatives addressing the University Academic Plan goal of research intensification. A rationale provided by Vice-President Haché emphasizes these features and goals:

- The University is committed to providing a broad suite of research supports to researchers across the University to facilitate and enable their individual and collaborative research programs. These supports as a package need to be flexible and varied, to meet the needs of researchers across the university in different disciplines and at different career stages.
- The York Research Chairs program as proposed is designed as an internal twin to our CRC program. Specifically, YRCs as proposed will provide the same benefits and internal recognition as provided to our CRC chairs to 20 additional researchers (to be rolled out over five years). It is designed to be open to all Faculty on the basis of research excellence and research leadership.
- The YRC selection process will be initiated in the Faculties and will follow all applicable Faculty policies and procedures.
- The Faculties have uniformly indicated to the VPRI and Provost that an internal research chairs program that mirrors our CRC program is a top priority for them to be able to meet the goals of the academic plan to intensify research and to enable them to retain their most accomplished Faculty.
- York has a limited number (28) Canada Research Chairs, which are used to support the research efforts of some of our most recognized and accomplished researchers.
- Around the country, CRC chairs are used as incentive to recruit researchers away from their existing Universities. Further, many universities have developed internal CRC-like research chairs programs to expand the number of researchers that are supported and to help retain their most accomplished researchers, some highly successful in their own right without the benefit of a CRC, and others who have benefited from a Tier II CRC that is ending.

The Provost has expressed her support for the proposal at APPRC meetings and also relayed the support of the Deans and Principal. The Committee asked that she commit this support in writing for the purpose of Senate's consideration, and a communication is attached.

It is APPRC's strong conviction that, if approved, the YRC project should be monitored in a collegial way. Vice-President Haché has agreed to report annually on the initiative to APPRC and Senate.

APPRC took note of the discussion of the YRC proposal in November, and would very much appreciate further input from Senators before it is asked to make a decision about the initiative.

Documentation is attached as Appendix B.

2. Strategic Enrolment Management

In January, Provost Lenton reported that the University has engaged a consulting firm – Semworks – to help develop enrolment strategies aimed at restoring York’s leading position as a destination for direct-entry applicants. APPRC will meet with representatives of the company in the early stages of on-campus interviews. Members look forward to sharing their perspectives on how to enhance recruitment.

3. Discussions with Academic Planners

The Committee has begun its discussions with the Deans, Principal and University Librarian in its annual engagement with academic planners. They have shared short versions of their Integrated Resource Plans with the Committee, and in most cases have added brief written responses to questions about the student experience, especially the first year experience where applicable, and research priorities and initiatives. APPRC is committed to making this exercise productive and positive, and is anxious to identify best practices and ways in which Senate can support planners.

It is clear from submissions received to date that our Faculties have important stories to tell, and are striving to build their identities and reputations at a time when budgetary challenges complicate academic planning. APPRC anticipates submitting a detailed report following the conclusion of our meetings at the end of March.

4. Strategic Research Plan Process Update

A draft Strategic Research Plan has been posted on the VPRI’s Website, and Senators are encouraged to participate in the final round of consultations leading to action by Senate in the Spring.

David Mutimer, Chair



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Memorandum

To: David Mutimer, Chair, Senate APPRC
 From: Rhonda Lenton, Provost
 Date: December 4, 2012
 Subject: Proposal for Creation of New Departments in LSE



I am writing in relation to the proposal to create three new departments in the Lassonde School of Engineering: the Department of Civil Engineering, the Department of Mechanical Engineering, and the Department of Chemical Engineering. These units will join the Department of Earth and Space Science and Engineering and the (renamed) Department of Electrical Engineering and Computer Science, which will transfer from the Faculty of Science to LSE as of May 1, 2013. This proposal for the creation of three new departments provides the structural framework for the planned growth and broadening of the range of engineering programs offered at York as envisioned in institutional planning documents (the UAP and the White Paper) and in the proposal to establish the Lassonde School. It is therefore the next stage in the implementation of plans for the School.

Discussions with regard to the detailed financial, enrolment, and complement planning for the School are ongoing involving my office and colleagues in LSE. While some faculty appointments have been authorized in order to support program development, the general assumption underlying planning is that faculty and staff complement will be phased in as the programs to be offered in the Departments come on line and grow, and that projected enrolment revenues will cover the costs associated with their operation. A number of central supports and services will be provided through the Dean's Office of LSE, as is the case with other Faculties. This analysis is also proceeding.

I am pleased to record my support for this proposal.

Cc: Dean J. Kozinski
C. Underhill for ASCP

MEMO

FROM THE OFFICE OF THE DEAN AT THE
LASSONDE SCHOOL OF ENGINEERING



150 ATKINSON BUILDING - 4700 KEELE STREET
TORONTO, ONTARIO, CANADA M3J 1P3

TO: David Mutimer, Chair, Academic Policy, Planning & Research Committee
Bob Everett, Secretary, Academic Policy, Planning & Research Committee

FROM: Janusz A. Kozinski, Dean

SUBJECT: Support for the New Departments in the Lassonde School of Engineering

DATE: November 28, 2012

It is with great enthusiasm and support that I write to you with my recommendation for APPRC to seek Senate's endorsement for the creation of the three new academic departments in the Lassonde School of Engineering. The attached proposal includes the description and rationale for the Faculty's desire to move toward this academic organizational structure. We see that bringing this proposal forward at this time is the next logical phase in preparing the foundation and home for the three new academic programs that will launch in Lassonde in the imminent future.

As we actively hire new faculty and staff to build the new programs in the areas of Civil, Mechanical and Chemical Engineering, it is only befitting that we establish the departmental homes that our students, faculty and staff will take up residence in. The new departments will enable each of these respective academic areas to profile and characterize their identities and functional uniqueness, a place to where the teaching, learning and research character of the departments can thrive within a larger Faculty and university framework.

Regards,

A handwritten signature in blue ink, appearing to read 'J. Kozinski', is written over the typed name.

CREATION OF NEW DEPARTMENTS IN THE LASSONDE SCHOOL OF ENGINEERING



CREATION OF NEW DEPARTMENTS IN THE LASSONDE SCHOOL OF ENGINEERING

As the next formal process in a series of steps in the implementation of the new Lassonde School of Engineering (LE), and the expansion of engineering at York, comes the proposal to create the academic departmental structures for the new programs that will be offered in LE. As outlined in the new Faculty proposal last spring, the Lassonde School of Engineering will be home to the re-named department of Electrical Engineering & Computer Science and the department of Earth & Space Science & Engineering and their respective programs. In addition to the existing units, the following is a proposal recommending the creation of three new academic departments: Mechanical Engineering, Civil Engineering and Chemical Engineering.

The same academic programs to be offered by each of these units are currently under development and will be coming forward for Senate's approval early in Spring 2013. It is therefore timely to be creating the academic administrative homes and structures in which these programs will be housed.

DEPARTMENTAL STRUCTURE(S)

Aligned with the tradition of academic departmental structures within engineering in the province and across the country, York has chosen to adopt the same structure for its Faculty. Each of the new departments will include the typical full range of academic activities and supports encompassing teaching, learning, research, and related academic supports for our students and faculty in a specified area of engineering.

The proposed organization of department disciplines are akin to the main branches of engineering that are customarily described within the profession of engineering. Familiar local examples of Faculty of Engineering constructs are seen at Queen's, Toronto and McMaster universities. At these institutions the common departmental naming conventions are as follows:

McMaster

- Chemical Engineering
- Civil Engineering
- Computing & Software
- Electrical & Computer Engineering
- Engineering Physics
- Materials Science & Engineering
- Mechanical Engineering

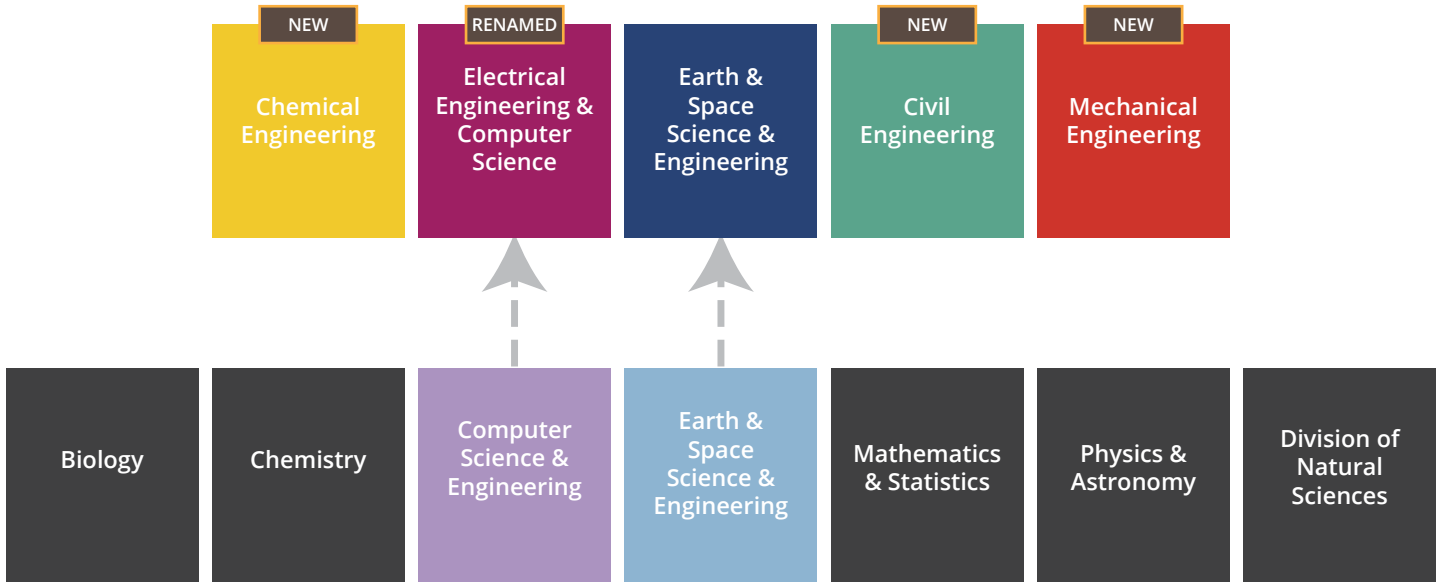
Queen's

- Chemical Engineering
- Civil Engineering
- Electrical & Computer Engineering
- Mechanical Engineering & Materials
- Mining

University of Toronto

- Chemical Engineering & Applied Chemistry
- Civil Engineering
- Electrical & Computer Engineering
- Mechanical & Industrial Engineering
- Materials Science & Engineering
- Division of Engineering Science
- Division of Environmental Engineering & Energy Systems
- Institute for Aerospace Studies
- Institute of Biomaterials & Biomedical Engineering

Lassonde School of Engineering (Proposed Unit Structure)



Faculty of Science & Engineering (Current Structure)

CURRENT DEPARTMENTAL STRUCTURES

The opportunity to expand our engineering programs at York in the disciplines of Civil, Chemical, Electrical and Mechanical Engineering are welcome additions to our new family in the Lassonde School of Engineering. Our house of engineering is proud and prepared to be introducing these four main branches. The creation of new departments through this expansion plans for net new departments in Civil Engineering, Mechanical Engineering and Chemical Engineering. The exception here is the branch of Electrical Engineering, which has aligned itself with the already existing programs in Computer & Software Engineering. The other three branches will take root and evolve as individual departments under the names of the respective disciplines. While the department structures may follow a rather conventional construct, it should be said that York's approach to engineering will grow to differ from the traditionalist approach of engineering. Through cutting edge design and innovation in its pedagogical delivery and the introduction complementary core thematic foci within the curriculum, LE will become a leader in the field by producing tomorrow's Renaissance Engineers™.

The proposal is to create three new departments as follows:

DEPARTMENT OF CIVIL ENGINEERING

It is the expectation that the Civil Engineering department in LE will be the unit that will be responsible for leading the next generation of designers that will construct and maintain sustainable infrastructures in both the public and private sectors with a level of both environmental and social consciousness. The department of Civil Engineering will emphasize environmental sustainability in the core program, and

will offer a strong environmental option. A natural extension of the Civil Engineering program would be offerings in collaboration with environmental science (in FS) and/or environmental studies (with FES).

DEPARTMENT OF MECHANICAL ENGINEERING

The department of Mechanical Engineering is a broad based discipline based in materials science, mechanics, power and energy systems, additional programs such as Mechatronics Engineering (bearing synergies with Electrical and Space Engineering) and Materials Engineering are envisioned.

DEPARTMENT OF CHEMICAL ENGINEERING

The department of Civil Engineering, like Chemical Engineering, has both a rich history and a modern interpretation. In its modern form, Chemical Engineering encompasses fields such as nanotechnology, molecular self-assembly, and bio-materials. In collaboration with the Departments of Chemistry and Biology, York University's Chemical Engineering program will emphasize these progressive disciplines.

Ultimately, it is probable that LE will offer programs in both Chemical Engineering and Bio-Engineering. The new programs to be offered by the departments of Civil, Chemical and Mechanical engineering are currently being developed by a team that includes a number of new faculty hires. The undergraduate programs in Civil and Mechanical engineering are planned to commence in 2014-15, with Chemical engineering expected to come online beginning in 2017-18.

DEPARTMENT STUDENT ENROLMENT, FACULTY & STAFF COMPLEMENT

FACULTY COMPLEMENT

As noted in the Faculty proposal, "The expansion of Engineering realizes a significant priority in academic appointments planning over the course of the next decade. The forecasted appointments plan for the period 2012-13 through to 2021-22, anticipates approximately 65 tenure stream appointments will be required to keep pace with the planned enrolment growth and expansion of the new program areas in engineering. The appointment planning will continue to follow the academic plans and enrolments, and to the extent existing and new programs in the Faculty of Engineering grow, the appointments of faculty members and librarians will be allocated to support that growth. At the same time, appointment planning must also take into account other university planning priorities and the needs of the units to make appointments to maintain the overall integrity of their programs and responds to students' interests, including maintaining a high level of quality and standards as set out by the accreditation requirements and quality assurance framework established for each of our programs."

ACADEMIC AND ADMINISTRATIVE DEPARTMENTAL STRUCTURES

The academic administrative structures and reporting lines will share the equivalent structures taken up within the university, being akin to those in the existing departments of Electrical Engineering & Computer Science, along with Earth & Space Science & Engineering.

Over the start-up phase it is anticipated that there will be a period of time where it will be necessary to

share administrative, technical and general operational support amongst the new departments. It is expected that as the new departments grow to their steady-state size, that a commensurate staffing complement will be put into place to appropriately support the departmental activities and operations. The staffing complement illustrated in the tables below are reflective of the dedicated staffing requirement for the specific departmental support, in addition to the staffing support that is planned to be housed within the Faculty to provide service and support to both our students and faculty members within the LE community.

It is anticipated that the existing academic and administrative departmental structures will closely align to the existing structures of the university, including the academic administrator roles held by faculty members such as Chair, Undergraduate Program Director, and Graduate Program Director, etc. The Interim Faculty Council/Faculty Council will work with the committees of Senate and the Provost's Office over the coming months to collegially develop and define both the governing and administrative structures for the Lassonde School of Engineering and its departments.

DEPARTMENT OF CIVIL ENGINEERING

Enrolment & Complement Plan - Civil Engineering	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate Students	-	-	50	106	159	205	247	283	310	330
Graduate Students	-	5	10	19	39	50	60	65	69	82
Faculty Complement Plan	2.0	4.0	6.0	9.0	11.0	12.0	13.0	14.0	16.0	17.0
Staff Complement Plan	1.0	2.0	3.0	4.5	5.5	6.0	6.5	7.0	8.0	8.5

DEPARTMENT OF MECHANICAL ENGINEERING

Enrolment & Complement Plan - Mechanical Engineering	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate Students	-	-	50	106	159	205	247	283	310	330
Graduate Students	-	3	8	16	35	46	55	60	69	76
Faculty Complement Plan	1.0	3.0	5.0	8.0	10.0	11.0	12.0	14.0	15.0	16.0
Staff Complement Plan	0.5	1.5	2.5	4.0	5.0	5.5	6.0	7.0	7.5	8.0

DEPARTMENT OF CHEMICAL ENGINEERING

Enrolment & Complement Plan - Chemical Engineering	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate Students	-	-	-	-	-	40	92	130	165	198
Graduate Students	-	-	-	-	-	9	15	25	40	51
Faculty Complement Plan	0.0	0.0	0.0	0.0	2.0	3.0	5.0	8.0	10.0	11.0
Staff Complement Plan	0.0	0.0	0.0	0.0	1.0	1.5	2.5	4.0	5.0	5.5

FINANCIAL & BUDGETARY FRAMEWORK

A new budgeting regime is being developed for the Lassonde School of Engineering. The budgeting framework for the School and the new departments has been designed as a revenue-based budget model, and is the structure that will become the budgetary platform LE in the near future.

The budgetary framework of the two existing units Electrical Engineering & Computer Science (EECS), and Earth & Space Science & Engineering (ESSE) whose budget structures are currently defined by the historical incremental budgetary model used in the Faculty of Science Engineering will eventually move to this new model. The current funding that supports the existing activities (salaries and operating expenses) are embedded in the current Faculty of Science & Engineering budgetary framework are being transferred to LE.

As the new programs come online, the appropriate faculty, staff and operational resources will be allocated to correspond with the enrolment projections for each department, to ensure that the resources align with the commensurate support and activities of the unit. Based on the revenue-based budgetary model, the forecasted expenditures in 2021-22 for each of the new units is currently projected to be:

Expenses	Mechanical	Civil	Chemical
Salaries + Benefits	\$4,413,989	\$4,749,140	\$3,093,894
Operating	\$1,236,471	\$1,239,911	\$828,041
Total Expenses	\$6,887,348	\$7,229,379	\$4,750,242

The Provost's Office is working with the Lassonde School of Engineering in defining the details around the revenue-based budgeting model for the school and the new units. It is important to note here that there are a number of Faculty-funded central support activities that will be provided through the Dean's Office to support and assist faculty, staff and students associated with these departments, programs and the School, including: Faculty Council; Student Advising; Human Resources; Computing and Technology; Laboratory Services; and Research.

Toward this goal, a detailed assessment of the actual activities and functions is being carried out by various offices/units based on the proportion to the populations being served as defined by the student FTEs, majors, staff and faculty members. Allocations will be made in a manner that supports the plans envisioned for expansion of the Lassonde School of Engineering.

Consultation with the units are now beginning, applying the methodology of the 2011-12 and 2012-13 budget years, in preparation for setting the 2013-14 budget framework and plans for the integration of the two budget models to unify the structures for the benefit of the future departments and overall financial health of LE.

PHYSICAL SPACE FOR THE NEW DEPARTMENTS

The new 165,000 square feet engineering building, scheduled for completion in 2015, will be home to the first wave of engineering expansion, including the new departments in Mechanical, and Civil Engineering, while the new electrical program will join the department of Computer Science and Engineering in the Lassonde Building. It is expected that the new department of Chemical Engineering may begin in the new building, but will require that a unique new facility be built to accommodate the special needs and infrastructure demands of the program.

With the department of Electrical Engineering & Computer Science (EECS) already located in the Lassonde Building (LAS, formerly CSEB), there is an expectation that some of the growth realized in Electrical Engineering will be accommodated in the new building scheduled to come online in 2015. The existing department of Earth and Space Science and Engineering (ESSE) will continue to reside in the space it currently enjoys in the Petrie Science and Engineering (PSE) building. The Lassonde School of Engineering will continue to share access to the Steacie Library and plan with the University Librarian to expand the necessary resources to support our faculty and students. Our intention is that these units will remain in their present facilities.

In addition to teaching laboratories and classrooms, the new engineering building will contain substantial student study and common-room space, areas for student project work, food facilities and workshops. The new building will be designed around core principles of excellent student facilities, a professional environment, innovative collaborative spaces, and state-of-the-art equipment. The engineering building will also accommodate offices for faculty and staff, student support services, research laboratories, and the Decanal and Departmental offices. The site has been identified, just overlooking the pond on the south-west side of the university, on the parking lot site adjacent to the Scott Library/Arboretum. The architects are currently working with our Project Planning team to finalize the design for the new building. It is with great anticipation and excitement that the new facility and space that will showcase the new designs of engineering at York will also raise the profile and reputation of the university as a whole, including increasing its prominence in the academic arena as a comprehensive institution -- a new reason to put York on the map.



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Memorandum

To: David Mutimer, Chair, Senate APPRC

From: Rhonda Lenton, Vice-President Academic & Provost

Date: February 6, 2013

Subject: Proposal for York Research Chairs

A handwritten signature in blue ink, appearing to be "Rhonda Lenton", written over the "From:" line of the memorandum.



I am writing to record my strong support for the proposal, submitted by the Vice-President Research & Innovation for APPRC's consideration, for the creation of York Research Chairs (YRCs). This proposal has been developed in collaboration with my office, and has been brought to Deans' meetings on several occasions for discussion and feedback. I am happy to report that the Deans are strongly supportive of this initiative.

As described in the proposal, the YRC initiative is intended as an "internal twin" for the national Canada Research Chairs program; and the criteria, role, supports, and prestige associated with the YRCs are expected to be equivalent to those for the CRCs. That is, the YRCs will be leaders or emerging leaders in relation to research at York, and will receive institutional supports for their research programs. It is anticipated that a total of 20 YRCs will be appointed as the program is phased in over five years.

I am fully in favour of this proposal. I see the YRC program as an important component of York's commitment to research, alongside the CRC program, the Distinguished Research Professor program, organized research units, research-based teaching release programs, and the many other awards and supports that we have in place to foster research initiatives at the University. Taken together, these supports are central to reaching the goals relating to York as a research-intensive institution that have been set out in the White Paper and the University Academic Plan (2010-2015). Our various initiatives acknowledge scholarly, research and creative activities at different career stages, as well as the various interests on the part of colleagues to play leadership roles in the institution to create research networks, to mentor other colleagues and students, to contribute to centres of research excellence and organized research units, etc.

By mirroring the CRC program through this initiative, York has an opportunity to expand its overall number of research chairs, thereby enhancing our institutional research reputation and highlighting some of our strengths in scholarly, research and creative activities.

Cc: Vice-President Robert Haché

York Research Chair Program Guidelines

York University is committed to meeting the priorities articulated in the White Paper and the University Academic Plan including strengthening academic quality, student success and community engagement. The Strategic Research Plan has been developed to help advance these priorities and identifies research intensification as a key goal that broadly enriches the Institution. As articulated in these documents, our research, scholarship and creative activities enhance the quality of our academic programs and the student learning experience through curricular innovation and research opportunities for students, and the sharing of knowledge with community partners to empower a new generation of entrepreneurial, socially conscious Ontarians with the critical skills to guide our province to a world-leading sustainable future.

In order to achieve the objective of research intensification, it is essential that our faculty members are supported for their scholarly, research and creative activities. Among other initiatives, broad-based assistance is offered for faculty members applying for grants as well as the administration of research projects, support and feedback is provided for multidisciplinary, large-scale projects, research partnerships are facilitated, and there is a recently expanded program for research-based teaching releases.

Developing research chairs is another way for the University to expand its support of research and to make York competitive as a destination of choice for top quality faculty. In addition to endowed chairs and Canada Research Chairs, it has become common for universities to establish a term-based chairs program intended primarily for internal candidates (i.e., including potentially an award to a planned tenure stream appointment) to complement and enhance other research programs.

This proposal thus sets out the terms and procedures for York Research Chairs (YRCs) intended as an internal term-based research support program for established faculty research leaders and more junior emerging research leaders that will enable and enhance York's research success and international recognition for its research achievements.

They are envisioned as an internal twin for the national Canada Research Chairs program, to broaden and deepen the impact of research chairs at York in building and intensifying world-renowned research across the institution. Thus the level of support and recognition provided to York Research Chairs is expected to mirror supports and recognition provided through the Canada Research Chair (CRC) program.

York Research Chairs will be distributed broadly to support research in all areas and disciplines, with the role of Chairs expected to be addressed in Unit, Faculty and Institutional Research Plans.

York Research Chairs would be available at two levels analogous to CRC chairs. Tier I York Research Chairs are open to established research leaders at the rank of Full Professor. Tier II York Research Chairs are aimed at emerging research leaders within 15 years of their first academic appointment and at the rank of Assistant or Associate Professor. Both will have 5-year terms that are renewable in the context of open competition based on peer review and the continuing availability of resources. Expectations for YRC candidature are set to meet or exceed those for CRC candidates and applications will utilize CRC templates modified to suit the internal nature of the program.

York views its investment in York Research Chairs as an essential component of its coordinated effort to promote the intensification of research. YRCs are expected to be complemented in their deployment by Canada Research Chairs, endowed research chairs and York research professorships as well as other programs.

While the primary intent for YRCs is to recognize and enable internal research excellence, as an outward-looking institution seeking to grow its international reputation for research, external candidates (i.e., as an enhanced provision in the case of a planned tenure stream hire) will not be excluded from consideration¹.

Investment and Distribution of York Research Chairs

The York Research Chairs program will provide explicit time-limited strategic investments in building research capacity amongst existing Faculty complement in areas of research excellence and opportunity. The program will ramp up over a five year period to a total of 20² chairs. It may also be possible for Faculties to develop additional chairs, based on the availability of funding and subject to approval by the Provost.

The Vice President Research and Innovation is charged, in consultation with the Provost and Faculties, with developing standards and expectations for York Research Chairs and for hosting Institutional-level review of Chair nominations.

The Division of the VPRI is also directly charged with developing a support framework for York Research Chairs that parallels the support provided to CRCs. With the provision to nominate the holders of CRC Tier 2 whose terms are expiring (see procedures below) it is expected that approximately 80% of the distribution of YRCs to faculties will track the receipt of Tri-Council funding by the University (as reflected in the CRC distribution), while providing flexibility for investment of 20% of the chairs.

York is committed to equity and the promotion of minority groups, women and people with disabilities. Therefore, it is expected that the Chair selection process will be proactive in acknowledging differences in the career paths and career development for women, minority faculty and faculty with disabilities so as to achieve an appropriate balance.

Solicitation and Review and of York Research Chairs

York Research Chairs will be awarded on a competitive basis based on the excellence and demonstrated leadership of the candidates. As for our CRC chairs, YRC candidates will be expected to be recognized as being within the top 2-5% of researchers/scholars in their fields nationally and within the top 2-5% of scholars overall at York.

On an annual basis, the VPRI will coordinate a YRC competition based on the nomination of candidates by the Faculties. The VPRI and Provost will invite Faculties to nominate York faculty members in accordance with Faculty nomination processes governed by all applicable Faculty policies and practices, and according to a procedure to be established by the Faculty. It is minimally expected that a Faculty-level committee will review nominations and forward recommendations to the Dean who will submit a final slate to the VPRI and Provost.

Nominations will be submitted according to the CRC application template, with modifications to suit internal requirements. It is highlighted that Faculties must be realistic in their expectations and only nominate their highest performing scholars³. They should also be cognizant of the number of YRCs available in a given

¹ External candidates refers in this context to new recruits hired in accordance with all of the University's procedures and practices for the hiring of faculty members

² A total of 20 centrally subsidized chairs will be available in the program. The normal expectation is that 2 Tier I and 2 Tier II YRCs will be available in open competition annually.

³ While it is natural to expect that at least some of York's maturing Tier II Canada Research Chairs will meet the criteria for YRCs, it is stressed that Faculties should nominate their top performing candidates regardless of previous research chair benefits they may have received at York and that maturing CRCs should neither be advantaged nor disadvantaged in the nomination process.

cycle in determining their nominations. Where Faculties make more than one nomination in a category (Tier I or Tier II), they will be asked to rank their nominees and provide a rationale for their ranking. For all nominations, Faculties will be asked to explain how the nominee meets the expected recognition and profile for York YRCs.

The VPRI will solicit advice in considering the nominations and make recommendations with respect to the successful candidates to the Provost for approval by the President⁴. Appointments will be governed by all applicable policies and practices.

Feedback, explaining decisions will be provided to all nominees and their Faculties.

Expectations for York Research Chairs

Tier I York Research Chairs at York University are identified and recognized leaders of scholarship, research and creative activities (SRCA). Tier II Chairs are identified and SRCA emerging leaders. As such, there is an expectation on the part of the University that York Research Chairs will exhibit leadership in promoting the overall development of SRCA at York that extends beyond their personal research programs.

Thus Tier I Chairs are expected to be active SRCA mentors within their units and disciplines and to provide leadership in the development of large-scale strategic research projects and/or other programs appropriate to their discipline.

Tier II Chairs are expected to contribute to and participate in similar activities in a manner that builds and develops their SCRA leadership skills over the period of their chair.

All York Research Chairs are expected to be highly active in the training of graduate and postdoctoral trainees, and to provide leadership in the development of graduate and postdoctoral training programs within their disciplines. Chairs are also expected, as appropriate, to be sensitive to the importance of translating their scholarship, research findings and/or creative activities into tangible benefits to society through the translation and mobilization of the knowledge developed through their scholarship, research and creative programs.

Recognizing that York's external reputation and research standing depends to an important degree on our share of Tri-Council funding, York Research Chairs are strongly encouraged to be active beneficiaries of Tri-Council funding, and to seek out other funding opportunities, as may be appropriate to disciplines and opportunities.

York University prides itself on being comprehensive in its approach to education and in the contact of all faculty with undergraduate and graduate students. At the same time York offers a number of means through which research intensity beyond normal expectations can be recognized through provision of teaching release time. Thus, York Research Chairs will normally be expected to receive teaching release equivalent to 50% of the normal teaching load in their home Faculty as part of their Chair package. However, the sum total of teaching release for York Research Chairs may not exceed an amount that reduces their total teaching expectations below a course load of 1.0. This minimum student contact expectation may be expected to be divided equally between undergraduate and graduate assignments. Responsibility for funding the teaching release will lie with the home Faculty.

⁴ Appointments are formally made by the Board of Governors.

Expectations for Faculties and Units

Faculties and Units are expected to provide York Research Chairs with enhanced physical and HR supports for the successful development of their research programs for the duration of their terms.

Guidelines for Additional York Research Chair supports⁵

For the duration that recipients hold the position, Tier I York Research Chair holders will be provided with an annual stipend⁶ of up to \$20,000 (\$24,000 including benefits). Twenty-five thousand dollars will also be provided annually to the chair as a minor research grant to be employed in support of their research program and research leadership activities.

For Tier II Chairs, up to \$12,500 (\$15,000 including benefits) will be provided to the Chair holder annually as a stipend in recognition of the chair and \$20,000 will be provided annually to the chair as a minor research grant to be employed in support of their research program and research leadership activities. For researchers successful in obtaining an Early Researcher Award (ERA), the minor research grant will be used as a contribution towards meeting the institutional matching contribution to the award.

External York Research Chair recruits may also be prioritized for CFI Leaders Opportunity Fund applications as required, with the same expectations as for incoming Canada Research Chairs (maximum LOF of \$200,000 for Tier I Chairs, \$125,000 for Tier II Chairs). In all instances the hiring Faculty will be responsible for providing any outstanding matching funds required to meet the LOF program requirements.

Internal York Research Chairs are also eligible for CFI LOF participation, but will not be prioritized.

Linkage to Advancement Opportunities

As focal points for the best in individual SRCA at York and its translation to the benefit of society, York Research Chairs present advancement opportunities to bring together community interests with cutting-edge research. Thus Faculties are encouraged to articulate their York Research Chair goals and to develop support structures and long term plans for their York Research Chair holders through the development of naming opportunities, term support, scholarship and fellowship, among others.

Renewal and Career Planning

York Research Chair renewal is subject to open competition and dependent on the continuing availability of resources. Thus Faculties and Units are expected to work closely with Chair Holders to provide for appropriate expectations and to be proactive in planning for the transitioning of faculty to and from York Research Chair positions.

⁵ Additional Tier I and Tier II YRC supports, while ultimately the responsibility of the Faculty, will be subsidized by the VPRI. The level of the subsidy may vary from time to time, but will be publicized in advance.

⁶ There is an express allowance within these guidelines for flexibility in the application of the stipend for Tier I and Tier II chairs to meet the needs of individual Faculties. It should also be noted that only researchers who have not previously benefited from an enhancement in normal base salary as a result of a Canada Research Chair award or similar research-productivity based base salary enhancement will be eligible for the Chair stipend. Stipends may be prorated where base enhancements were less than the value of the normal chair stipend.

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 28 February 2013

Documentation for information items is available upon request.

FOR ACTION

I. NEW PROGRAMS

6.3.1. Establishment of Specialized Honours BA and BSc Programs in Global Health • Faculty of Health

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the establishment of Specialized Honours BA and BSc degree programs in Global Health, Faculty of Health, effective FW 2014-2015.

Rationale

The documentation is attached as Appendix A. The proposed programs are interdisciplinary, cross-Faculty Specialized Honours undergraduate programs, which students will choose to take as either as a BA or BSc degree. They are rigorous programs, consisting of 60 core credits for all students, plus a 21-credit area of concentration chosen by the student from among the following four options: (1) Global e-Health (2) Global Health Policy, Management & Systems (3) Global Health Promotion and Disease Prevention (4) Global Health & the Environment. Each program will also include an experiential learning / field work component to introduce students to real-world health issues and provide opportunities to begin practice or engage in applied research. A combination of existing courses from across the Faculty and several new courses specifically designed for the program have been carefully mapped out to support the achievement of the degree level expectations and student learning outcomes.

In keeping with the truly interdisciplinary composition of the programs, they will be jointly offered by the *Health Policy & Management, Kinesiology & Health Sciences, Nursing and Psychology* units within the Faculty of Health, and the Global Health & the Environment concentration will be offered in collaboration with the Faculty of Environmental Studies. The Global Health degrees will be administered by a Program Coordinator, with oversight provided by an Interdisciplinary Programs Committee to ensure its intellectual coherence. This innovative program structure capitalizes on the diverse research strengths of the Faculty in the field of health studies, and integrates the complementary strengths across the University to deliver a pioneering program, unique in Canada.

The initiative to establish the Global Health program is the outcome of a task force struck by the Faculty to explore the feasibility of a new degree focussed on public health, global health and the social determinants of health. In that process, and over the course of developing the proposal, there was extensive consultation across York, with Canadian universities that offer graduate programs in health and with the external community. Strong support for the program has been expressed by the deans of

the related Faculties, from high schools, and external bodies such as the Canadian Coalition of Global Health Research leaders.

As required for the establishment of new degree programs at Ontario universities, an external reviewer conducted an assessment of the proposed program. The reviewer provided a highly favourable report (included in Appendix A), stating in summary:

I am very excited about the potential for success of this excellent program. I anticipate that it will provide the springboard for other innovations that will grow and integrate the Faculty of Health and York as a whole.

The decanal statement confirms the Faculty's enthusiastic support for the new program, its alignment with the objectives of the Faculty's and the University's academic plans. It also includes the Dean's commitment to provide the resources necessary to offer and sustain the programs. The Vice- Provost Academic echoes Dean Skinner's strong support for the new program.

With Senate's approval, the new program proposal will be submitted to the Ontario Universities Council on Quality Assurance (the Quality Council) for approval to commence.

Approved: LA&PS Faculty Council February 2013 • ASCP January 2013 • APPRC Concurrence February 2013

II. MAJOR MODIFICATIONS

6.3.2. Establishment of a Certificate in Public Policy Analysis • School of Public Policy and Administration • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the establishment of a Professional Certificate in Public Policy Analysis, School of Public Policy and Administration, Faculty of Liberal Arts & Professional Studies, effective FW'13.

Rationale

This is a proposal for a new 24-credit professional undergraduate Certificate in Public Policy Analysis, offered by the School of Public Policy and Administration. It may be completed concurrently with York undergraduate degrees or as a stand-alone program for students who hold an undergraduate degree. It will not be open to students in the Bachelor of Public Administration (BPA) degree programs. The purpose of the Certificate is to provide students outside of the BPA program with specialized knowledge in public policy analysis to broaden their academic background and enhance career opportunities. The *Certificate in Public Policy Analysis*, and the *Certificate in Public Administration & Law* (see item 6.3.3 below) are updated offerings intended to replace the older Public Sector Management certificate which is proposed to close (see item 6.4.4 below).

The Certificate meets the minimum standards defined by the Senate undergraduate certificate legislation; the specific requirements are set out in the proposal, attached as Appendix B. The learning outcomes are well articulated and mapped to the certificate requirements.

The proposed Certificate utilizes existing course offered for the BPA program and does not require any new courses or additional resources. The Office of the Dean supports the new certificate, noting its good fit with students' interests and abilities.

Approved: Faculty Council January 2013 • ASCP 30 January 2013 • APPRC Concurrence February 2013

6.3.3 Establishment of a Certificate in Public Administration & Law • School of Public Policy and Administration • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the establishment of a Professional Certificate in Public Administration & Law, School of Public Policy and Administration, Faculty of Liberal Arts & Professional Studies, effective FW'13.

Rationale

The proposed 24-credit Professional Certificate in Public Administration & Law is aimed at students who wish to combine knowledge of public administration & law with the disciplinary knowledge and learning outcomes of their undergraduate degree program. It may be completed concurrently with York undergraduate degrees or as a stand-alone program for students who hold an undergraduate degree. It will not be open to students in the Bachelor of Public Administration (BPA) degree programs.

The Certificate meets the minimum standards defined by the Senate undergraduate certificate legislation; the specific requirements are set out in the proposal, attached as Appendix C. The learning outcomes are well articulated and mapped to the certificate requirements.

The proposed Certificate utilizes existing course offered for the BPA program and does not require any new courses or additional resources. Vice-Dean Kim Michasiw has confirmed decanal support for the new offering (*Note: the decanal statement is included in Appendix B*).

Approved: Faculty Council January 2013 • ASCP 30 January 2013 • APPRC Concurrence February 2013

6.3.4 Closure of the Certificate in Public Sector Management • School of Public Policy and Administration • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the closure of the Certificate in Public Sector Management within the School of Public Policy and Administration, Faculty of Liberal Arts & Professional Studies, effective FW'13.

Rationale

The Certificate, presently housed in the School of Public Policy and Administration, was designed several years before the School was created, by the then School of Social Sciences in Atkinson. It is a 42-credit certificate, which, relative to most other undergraduate certificates, is a credit-heavy option. Consequently, it is not attractive to students, particularly as the comparable option of an Honours minor in Public Administration can be achieved in 30 credits. As well, many of the courses involved in the certificate are now out of date, which requires special permissions and course substitutions to be made for students in the PSM Certificate.

The proposed two new certificates in *Public Policy Analysis* and *Public Administration & Law* (above) will provide two streamlined options for students wishing to pursue a specialization in the field of public policy and administration.

Any students presently enrolled in the certificate will be accommodated to facilitate their completion of the requirements. Documentation is attached in Appendix D. (*Note: the decanal statement is included in Appendix B*).

Approved: Faculty Council January 2013 • ASCP 16 January 2013

6.3.5 A Pilot CAAT - University Accounting Bridge Program • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve a 15 credit College - University Accounting Bridge Program as a four-year pilot, effective Summer 2013.

Rationale

The full proposal, including statements of support, is attached as Appendix E. The proposed bridge program offers Ontario college 2-year business diploma graduates a pathway for admission to the third year of the Bachelor of Administrative Studies (BAS) Specialized Honours degree program in Accounting at York (or other universities' accounting programs) with a total of 60 transfer credits. The bridge program consists of five 3-credit academic courses offered in the summer session. The objective of the bridge program is to address the gap in learning outcomes between the college accounting diploma and the first two-years of the BAS accounting program, preparing students to successfully complete the requirements of the degree program within two years. Upon successful completion of the BAS program, students from the Bridge Program will receive the BAS degree and will also have met the academic requirements for all three professional accounting designations.

The Bridge Program's design has been based on the transfer model recommended by the *Ontario Council on Articulation and Transfer Council (ONCAT) College-to-University-Transfer-in-Accounting* project, and is accordingly expected to provide the same amount of enhanced transfer credit towards accounting baccalaureates offered by other universities participating in the MTCU-funded ONCAT project. A detailed gap analysis was conducted as part of the ONCAT project to identify the gaps in learning outcomes between the college diplomas and the university accounting degrees in the province. School of Administrative Studies faculty members designed the curriculum for the bridging program at York. Existing ADMS courses were modified to address both the learning gaps identified in the ONCAT Gap Analysis and to ensure that the BAS Accounting degree level expectations would be met. The School consulted directly with the three professional accounting bodies (CA, CGA and CMA) to gain their support and agreement that their requirements were being satisfied. The result is an "accessible, qualitative and cost efficient pathway for qualifying 2 year Ontario College Business – Accounting diploma graduates to complete business degrees and obtain credits towards their professional accounting designations"¹.

The Bridge Program would be offered as a 15-academic credit *Certificate of Completion* program at York. The initial offering of the program will be on-site on the Keele campus, with plans to expand it to on-line delivery to reach students across Ontario. To be eligible for the Certificate of Completion, students must have successfully completed a two-year Business-Accounting diploma program with a GPA of B, and a minimum grade of B in each of the 9 required business/accounting courses and two Communications courses. The proposed program meets the Senate criteria for Certificates of Completion.

Once admitted, the Bridge Program students must achieve a minimum grade of B in each of the five bridging courses to receive the *Certificate of Completion* and to be eligible to continue on to the BAS Accounting program. Upon completion of the Certificate program at the required level, students will be granted a total of 60 credits towards the BAS Specialized Honours Accounting program in recognition of the earned College diploma, completion of 15 academic credits at York, and the satisfaction of the learning outcomes from the first two years of the BAS degree program. The Bridge Program students will therefore be able to complete the BAS degree after completion of an additional 60 credits at York.

The initiative is proposed as a four-year pilot, which will report in the first and third-years to the Faculty of Liberal Arts & Professional Studies and, thereafter, to Senate ASCP on its progress. The decanal statement confirms that the pilot is receiving provincial funding and, therefore, has limited resource implications for the Faculty. The Vice-Provost Academic has written in support of the initiative, noting its alignment with York's goals of providing accessible education.

Approved: Faculty Council January 2013 • ASCP 30 January 2013 • APPRC Concurrence February 2013

6.3.6 Establishment of a Professional Certificate in Human Resource Management for Internationally Educated Professionals • School of Human Resource Management • Faculty of Liberal Arts & Professional Studies

¹ Pathway Proposal of the ONCAT College -Diploma-To-University-Business-Degree Transfer Project in Accounting, P.1

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the establishment of a Professional Certificate in *Human Resource Management for Internationally Educated Professionals*, within the Faculty of Liberal Arts & Professional Studies.

Rationale

Facilitating internationally educated professionals' (IEP) transition into Canada is a high priority for a wide range of community stakeholders including governments at all levels, non-governmental organizations, professional accreditation bodies as well as private sector organizations. York received a grant of \$1.8 million from the Ministry of Citizenship and Immigration to develop and deliver a bridging program for IEPs in Human Resource Management. As part of the grant agreement, York has committed to developing a long term strategy for promoting the successful transition of IEPs to Canadian employment commensurate with their foreign qualifications.

The proposed 24-credit Professional Certificate in Human Resource Management is designed for educated professionals with expertise in this field. As a stand-alone program the Certificate will appeal to IEPs who already have an HR related degree from abroad but require orientation to the Canadian context in order to obtain a position in Canada commensurate with their qualifications. It will offer this cohort of students the foundation skills necessary to succeed in securing positions in HR in the Canadian context.

Students may enter this Certificate in three ways:

- as participants in the Bridging Program for IEPs in Human Resources students may elect to pursue courses to fulfill this certificate;
- IEPs who are not participants in the Bridging Program may apply for admission to the stand-alone certificate; or
- the certificate may be completed concurrently with most York undergraduate degrees.

The proposed Certificate corresponds with the Faculty's commitment to continue the tradition of serving mature students including accommodating working professionals. At the University level, the proposed Certificate is consistent with the University's commitment to offer relevant programming that is accessible to students as well as its commitment to social justice and community engagement.

The full proposal with the specific requirements set out is attached as Appendix F. The Senate Committee is satisfied that proposed certificate is consistent with the definition and standards set out in the *Senate Undergraduate Certificate Legislation*. The Schulich of Business, the School of Administrative Studies and the School of Public Policy & Administration were consulted about the initiative and all support the Certificate.

The decanal letter records the Faculty's support for the initiative, noting that the resource needs for it are modest. With Senate's approval the conferral of the Certificate will commence in May 2013.

Approved: Faculty Council January 2013 • ASCP 30 January 2013 • APPRC Concurrence February 2013

CONSENT AGENDA

1. LLM Professional Program: Establishment of a Specialization in Canadian Common Law • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the establishment of a specialization in *Canadian Common Law* within the Professional LLM program, Faculty of Graduate Studies, effective FW'13.

The proposed new specialization in Canadian Common Law is consistent with the format and requirements of the existing specialty offerings within the professional LLM program, and complements the suite of specialty law areas currently available. The new offering is designed to provide foundational training in common law and Canadian law to foreign law graduates and lawyers and/or law graduates and lawyers trained in the civil law tradition in Canada. The National Committee of Accreditation (NCA) requires internationally trained law graduates to complete courses in Canadian common law while completing a master's degree. The courses within the proposed specialization cover substantially the same content as is covered in the same courses at the JD level, however, the compressed curriculum assumes that the student already has an undergraduate law degree, and evaluation is at a graduate level. This new specialization will meet the needs of such students and will advance Osgoode's plans to expand the LLM program. The Dean of Osgoode confirms that the new program option is virtually resource-neutral for the Faculty. Documentation is attached as Appendix G.

Approved: Faculty of Graduate Studies Council 7 February 2013 • ASCP 30 January 2013

2. Establishment of Streams in the BA and BFA Programs in Dance • Department of Dance • Faculty of Fine Arts

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the establishment of streams and their corresponding degree requirements within the BA and BFA Dance Programs of the Faculty of Fine Arts as follows:

- Choreography/Performance Stream in the Specialized Honours option of the Bachelor of Fine Arts (BFA) program;
- Dance Education Stream in the Specialized Honours option of the Bachelor of Fine Arts (BFA) program;
- Dance Studies in the Specialized Honours option of the Bachelor of Arts (BA) program

Rationale

The documentation in Appendix H sets out the details of the proposed new streams and corresponding degree requirements. In sum, the changes are as follows:

- Choreography/Performance Stream, Specialized Honours, BFA with a reduction in the number of major credits from 81 to 75;
- Dance Education Stream, Specialized Honours, BFA with a reduction in the number of major credits from 81 to 75; and
- Dance Studies, Specialized Honours, BA with an increase in the number of major credits from 63 to 69

In order to demonstrate the integrated nature of the undergraduate Specialized Honours degrees, required courses have been grouped across the curriculum as follows:

I. Physical Practice Courses

II. Specific Stream Courses

III. Production Courses

IV. Research Courses

V. Studies Courses

Students in both the BA and BFA Dance programs will have a common first year curriculum. In the second year of study, students begin to focus on their chosen stream.

The proposed three streams in the BFA and BA Dance programs build on the strengths of the present curriculum and are designed for students of the millennial generation. The three streams reflect the fast changing demographics not only of the Greater Toronto Area but also of larger Canada. In keeping the curriculum aligned with the state of the discipline in Canada and beyond, the program expects to attract

more foreign students to study dance at York University. The revised program structure is therefore aimed at achieving greater internationalization as expressed in both the White Paper and the Five-Year Vision of the Faculty of Fine Arts. In addition, the new structure will prepare graduates to teach and work in international locations and a wide array of communities, (e.g. populations that are aging, ethnically differentiated, and with a range of physical abilities and challenges, among others).

The proposed streams and revised degree requirements respond to the changing financial contexts that the world is now in and that invariably impact degree programs in the University. Thus the streams and requirements are carefully designed to be sustainable and fiscally responsible. All the required courses in the streams have been designed and reconfigured in tight alignment with the areas of expertise and research interests of full-time faculty members. The strong foci of the streams on cultural and historical studies; dance pedagogy for the 21st century; and contemporary understandings of choreography and performance fall within the high specializations of full-time faculty members. The restructuring of the program into separate streams assures the continuation of the quality of education for which the Department of Dance is known.

Approved: Faculty Council January 2013 • ASCP 30 January 2013

3. Change in Program Name • Visual Arts • Faculty of Fine Arts

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve a change in the name of the undergraduate program in Visual Arts to *Visual Art & Art History*, effective FW'13.

Rationale

In April 2012 Senate approved a change in the name of the Department of Visual Arts to *Visual Art and Art History*. It is the intention to align the name of the undergraduate program with the new department name. The department offers two degrees under the umbrella *Visual Art and Art History* Program: the BFA Honours (Visual Arts) and the BA Honours (Art History).

The renaming of the Department to *Visual Art and Art History* came out of the 2009-10 undergraduate program review. The faculty complement is almost evenly split between contemporary artists who teach in the BFA Program and art historians who teach both in the BFA and the BA Programs. The art history faculty members are integral to the success of both undergraduate programs and their research expertise is essential to the program.

In addition to preventing confusion between the department and program names, aligning them also:

- clarifies the identity of the program which includes the practice, history and theories of art and how it applies to the broader social fabric;
- reflects the balanced curriculum between studio and studies; and
- more fully acknowledges the research expertise of full-time faculty members within the program

On an operational level, the change to the program name will allow all current VISA Studies courses to be listed in the Course Offering System under the new ARTH course rubric. This rubric change will distinguish *Studies* courses from *Studio* courses providing more clarity to students.

Approved: Faculty Council December 2011 • ASCP 30 January 2013

4. Changes to the Requirements for the Professional Certificate in Logistics • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve a decrease in the number of credits required for the Professional Certificate in Logistics from 39 to 27, effective FW'13.

Rationale

The Professional Certificate in Logistics is housed in the School of Administrative Studies, within Liberal Arts & Professional Studies. It may be pursued concurrently with an undergraduate degree program, or as a stand-alone certificate for students who hold an undergraduate degree. The proposed change in the number of credits is achieved by:

- Reducing the number of credits from prerequisite courses from 15 to 6
- Reducing the number of core credit requirements from 24 to 12
- Adding 9 credits of electives chosen from a list of 13 courses

The change in required credits produces a more focused certificate that students may complete in a timelier manner. The prerequisites for such a focused certificate need not be as wide as they are currently. Any professional in the field with the required math, statistics and quantitative methods background would be suitable and ready to take the core requirements. The changes in the core requirements reflect the main subject areas a student in this field needs to take. Several of the courses that are currently a core course, have been moved onto the electives list where a student, who has such interests, can take them. As per the availability of a variety of specialized courses, it is important to give the students the flexibility to select electives geared toward their interests. Documentation is attached as Appendix I.

Approved: Faculty Council January 2013 • ASCP 16 January 2013

5. Changes to the Admission Requirements for the Honours Minor Public Administration Program • School of Public Policy and Administration • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve a minor change in admission requirements for the Honours Minor, Bachelor of Public Administration (BPA), Faculty of Liberal Arts & Professional Studies, effective FW'13.

Rationale

The proposed change is to remove the 4U math course or equivalent admission requirement for the Honours Minor in Public Administration. The removal of this entry requirement will not cause problems for students in the Minor for the following reasons:

- AP/ECON 1000 3.0 and AP/ECON 1010 3.0 are not required in the BPA minor, only in the BPA major.
- The only quantitative course required in the minor is AP/PPAS/POLS 3300 6.00 Statistics for Social Sciences, but this course is offered by the Department of Political Science, and they do not have a math entry requirement for their majors, so the students will still have similar backgrounds.

Documentation is attached as Appendix J.

Approved: Faculty Council January 2013 • ASCP 16 January 2013

6. Addition of a Major GPA Requirement for Transfers into the BA Programs in Law & Society • Department of Social Science • Faculty of Liberal Arts & Professional Studies.

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the addition of a GPA entrance requirement of 5.0 for students applying to transfer into the BA program in Law & Society within the Faculty of Liberal Arts & Professional Studies, effective FW'13.

Rationale

As spaces in the program are limited, establishing a minimum GPA for students wishing to change their major to Law and Society will be an important tool to manage enrolment within the program. This addition of the entrance requirement will assist in ensuring that the number of majors better match the existing teaching resources for the program. Documentation is attached as Appendix K.

Approved: Faculty Council February 2013 • ASCP 16 January 2013

7. Minor Changes to the York University – Sir Sandford Fleming College Joint Program in Ecosystem Management • Faculty of Environmental Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the following changes to the existing Joint Ecosystem Management Technologist Diploma – Degree program between York University and Sir Sanford Fleming College:

- changes to the program requirements as set out in the attached proposal;
- Change in program type from *Joint Program* to *Dual Credential Program*
- Change in program name to reflect a change in name of Sir Sanford Fleming College to Fleming College; and
- Update to the Fleming diploma name from *Ecosystem Management Technologist Diploma* to *Advanced Diploma in Ecosystem Management Technology*

Rationale

The minor changes to the degree requirements, both for students starting in the BES program and those joining the BES program after 2 years at Fleming, are to better align the requirements with the program learning outcomes and address enrolment challenges stemming from students' difficulty in meeting prerequisite / co-requisites for a core course.

The series of changes to the program name are to reflect nomenclature changes made at Fleming College, and to bring the program title into alignment with definitions articulated in the new York University Quality Assurance Procedures (YUQAP). Documentation is attached as Appendix L.

Approved: Faculty Council February 2013 • ASCP 30 January 2013

8. Establishment of Streams in the BA Programs in French Studies • Department of French Studies • Glendon

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends

that Senate approve the establishment of the following two streams within the BA Specialized Honours degree option in French Studies at Glendon:

- Specialized Honours BA degree in French Studies – Literature Stream
- Specialized Honours BA degree in French Studies – Linguistics Stream

Rationale

The creation of these two streams within the 60-credit Specialized Honours BA program in French Studies aims at recognizing students who obtain their degree with a large majority of their credits at the 3000 and 4000 levels taken in either Literature or Linguistics as specialists in this particular field.

The objectives of the *Literature* stream are to: (1) provide a sound foundation in Literature and help students develop their critical thinking skills; (2) ensure a sound knowledge of the main movements,

works and authors in Francophone, French and Quebec literatures; (3) provide the essential literary concepts for literary analysis through the study of literary theories and methodologies, and through various approaches including creative writing; (4) advance an interdisciplinary approach to the study of literature; and (5) better prepare students to research and studies in Literature at the graduate level.

The objectives of the Linguistics Stream are to: (1) provide a sound foundation in general linguistics and a better understanding of the structure of the French language and thus encourage students to analyse their own use of the French language; (2) insure a sound knowledge of one or several areas of internal or external linguistics for a better understanding of the variations of the French language in the francophone world; (3) approach the study of the French language from both a synchronic and diachronic perspective; (4) advance an interdisciplinary approach to the study of linguistics; and (5) better prepare students to research and studies in Linguistics at the graduate level.

Documentation is attached as Appendix M.

Approved: Faculty Council December 2013 • ASCP 13 February 2013

FOR INFORMATION

Curriculum

1. **MINOR MODIFICATIONS** (*All changes are effective FW'13.*)

Minor changes, editorial updates to requirements and/or new rubrics were approved by ASCP for the following programs and certificates:

(a) *Liberal Arts & Professional Studies*

- BAS program (Finance Stream and Management Stream)
- BAS programs in Information Technology
- BA programs in Anthropology
- BA programs in Classical Studies and Classics*
- BA programs in English
- BA programs in German Studies
- BA programs in Hellenic Studies*
- BA programs in Health & Society
- BA programs in Human Rights & Equity Studies*
- BA programs in International Development Studies
- BA programs in Jewish Studies
- BA programs in Latin American and Caribbean Studies
- BA programs in Law and Society
- BA programs in Multicultural and Indigenous Studies
- BA programs in Political Science*
- BA programs in Science & Technology Studies
- BA programs in Spanish
- BA programs in Social and Political Thought
- BA programs in Sociology
- BA programs in Urban Studies
- Interdisciplinary Linked BA programs in South Asian Studies
- Certificate in Financial Planning
- Certificate in Investment Management
- Certificate of Advanced French Language Proficiency
- Certificate of Advanced French Language Proficiency for Business
- Certificate of Intermediate French Language Proficiency
- Professional Certificate in Marketing
- New rubric ADMB for the proposed College-University Accounting Bridge program

**Includes changes made to align program to the pan-university BA degree requirements*

(b) *Faculty of Fine Arts*

- 90-credit BA program in Dance
- Honours Minor program in Dance
- BFA program in Dance - Concurrent BEd program
- BFA program in Dance -National Ballet School Option
- BFA program in Dance – School of Toronto Dance Theatre Option
- 90-credit BA program in Visual Arts
- Honours Minor in Art History
- Honours Minor (Studio) in Visual Arts
- Honours BFA program in Art History
- Bachelor of Design (BDes) Program

(c) *Glendon*

- BA programs in Environmental & Health Science
- BA programs in Economics
- BA programs in English
- BA programs in French Studies
- BA programs in Mathematics
- BA programs in Multidisciplinary Studies
- BA programs in Sexuality Studies
- BA programs in Sociology
- BA programs in Translation

**All changes made were to align the program to the pan-university BA degree requirements.*

(d) *Faculty of Health*

- Specialized Honours BHS programs in Health Policy
- Specialized Honours BHS programs Health Management
- Specialized Honours BHS programs Health Informatics
- New rubric IHST for the proposed new undergraduate BA and BSc programs in Global Health

(e) *Science & Engineering*

- BSc programs in Biology, Biotechnology Stream
- BSc programs in Science & Technology Studies
- BSc programs in Physics & Astronomy
- BSc Specialized Honours Stream in Space Science, Physics & Astronomy
- BSc Specialized Honours Interdisciplinary Program in Biophysics, Physics & Astronomy

2. Summer 2013 Sessional Dates

In October 2012, ASCP transmitted to Senate for information the Sessional Dates for SU 2013 and FW 2013-2014. The Registrar's Office recently reported that a question arose about the number of Monday classes for the Summer 2013 session. In addition to the two holiday Mondays each summer session (Victoria Day and Simcoe Day), this year Canada Day falls on a Monday, which is an additional constraint to the already tight schedule. Following a comprehensive review of all possibilities, the Senate Committee has been advised by the RO that it is impossible to accommodate 12 Monday meets without scheduling a Saturday make up class, a change in every single period code, or an extension of the already published last day of exams August. The decision was taken to leave the summer term dates as currently scheduled with an undertaking by the RO to schedule make-up classes for course directors who request one. ASCP confirmed that going forward that the Sessional dates for summer terms will be scheduled to provide a 12 week teaching term (or equivalent) in keeping with the *Senate Policy on Sessional Dates and the Scheduling of Examinations*.

George Tourlakis
Chair, Academic Standards, Curriculum & Pedagogy

2/1/2013

New Undergraduate and Graduate Degree Program New Program Brief Template

The development of new undergraduate and graduate degree programs follows the protocol for new degree approvals as outlined in the York University Quality Assurance Process and also complies with the Quality Council's Quality Assurance Framework.

The Program Brief for new degree programs that require full approval includes two components for undergraduate programs and three components for graduate programs, as follows:

- program proposal, including letters of consultation/support and other relevant appendices
- curricula vitae of the faculty, including program-specific appointment criteria (for new graduate programs only)
- external reviewer nominations

To ensure that all of the evaluation criteria are addressed in the proposal under development, program proponents are required to submit the New Program Brief in the following format.

York University

**New Program Brief
of the
Bachelor of Arts/Science
in
Global Health**

Submitted: November 2012 (revised February 2013)

1. Introduction

Vision

The forces of economic globalization, including an increase in international trade and the movement of goods, services and people across borders, as well as an acceleration in communication and information dissemination, have ushered in an increasingly interconnected, interdependent and intertwined world. Public health crises or disease outbreaks in a remote part of Africa or South Asia, for example, could reach and threaten the health and well-being of people in Canada or other parts of the globe within days, if not hours. In this increasingly globalized world, issues of human health, safety, security and well-being are not only becoming increasingly intertwined but are increasingly being politicized. The globalization of public health has also helped shape economic and social sectors to advance equity-oriented policies, and has arguably increased diffusion and access to diverse health technologies and essential medicines in the global south.

Other globalization paradoxes and questions continue to emerge. For instance, although global health policies abound that address inequities and inequalities in health, impoverishment and unemployment are increasing in the global south, mainly along axes of class, race, gender, disability, and sexual orientation. Similarly, though we have witnessed an emergence of new global health actors, such as private-public partnerships, and an increase in funding for infectious diseases, many cite a profound failure to implement a horizontal or equity approach to many global health issues. Given our increasingly interconnected world, the alarming growth in populations languishing in deplorable conditions, and the gross disparities in health and social well-being within and between nations, a critical political-economic perspective is needed to better understand the social and political determinants of global health, and the architecture of its governance

The proposed degree in global health is envisioned to attract high quality high school applicants. Today's Millennial learners are well versed in international development and live/study in a global world through use of social media. Their interests in pursuit of a post secondary education are broader than Toronto or Canada, as they are already positioned within a global learning environment. They search for knowledge and skills that will lead to exploration of new horizons and want to access that education outside of the classroom. The proposed degree provides a unique opportunity to deliver an interdisciplinary, cross Faculty program, using an individualized program of study to enhance the student's learning experience

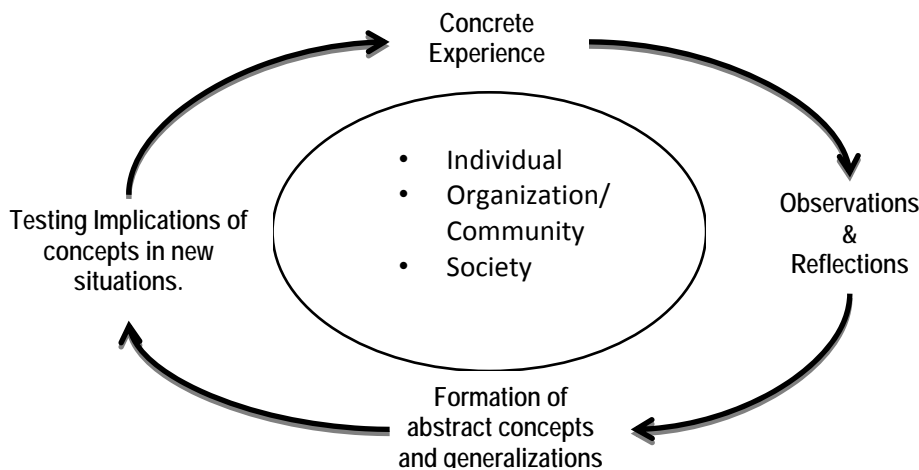
Context

The BA and BSc in Global Health is a Specialized Honours degree program with core components and electives shaped to the interests of individual students in the form of a concentration. Thus students who have an interest in arts or sciences, as well as those more interested in political science, economics or health promotion will be supported. Capitalizing on the present offerings across the York University campus, unique versions of the program can be developed, broadening intra-institutional partnerships. Through experiential education opportunities, partnerships will be enhanced with external community stakeholders as the students engage with our local-global environment in and around York's neighborhoods.

Innovation

The Global Health program builds on the concept of "appreciative inquiry", which is an affirmative understanding, process, and approach to finding and co-creating a new, more

positive future for health at three levels: a) individual (person); b) organization (family/community); and c) society (population). Graduates of the program will use appreciative inquiry to inspire each other to leverage their most powerful collective experiences to dream and design a new affirmative global health future. In the process of understanding (acquiring new knowledge) and hearing each other's hopes and dreams, students will create a learning community within their area of concentration. They will discover similarities, differences, build relationships and develop global thinking on relevant health issues at the individual, organizational and society level. At its best the Global Health program will generate an energy that causes graduates to change rapidly and positively in relation to each other; thereby transforming their organizations and society, such that they are never the same again. The implementation of appreciative inquiry, unique to this Global Health program proposal, follows a framework of encouraging learning strategy (see below) that applies to the individual, organization and society.



1.1 Statement of purpose.

This is a proposal for the creation of a Bachelor of Arts, and Bachelor of Science major programs in Global Health, within the Faculty of Health, which would commence in September 2014. This program is envisaged as available to students completing high school with a minimum of OSSD or equivalent. The mission of the Faculty is to deliver an innovative and relevant program that reflects the changing health and illness environment of today.

As an area of study, Global Health **focuses on improving health for people worldwide and creating the conditions that allows health equity to be achieved.** According to the Kaplan et al., (Lancet,2009, p.1992), Global Health addresses “issues that directly or indirectly affect health but that can transcend national boundaries ...,embraces both prevention in populations and clinical care of individuals.., is highly interdisciplinary and multidisciplinary within and beyond health sciences.” Global Health thus concerns itself with reducing health disparities and

protecting against global health threats that ignore national borders.¹ In this field, the disciplines of public health and epidemiology intersects with the social sciences including demography, political economy, law and human rights, and sociology to address problems that can arise locally but have global implications concerning issues that affect human rights. The field of Global Health thus considers the underlying global political or economic factors that have significant consequences on health and health equity. As health is a barometer of poverty and inequity in the world, it lies at the foundation of questions of justice, equality and rights. And as the transmission of health risks and threats is globalized, it exacerbates underlying inequalities, as the impact of HIV/AIDs in developing nations demonstrates.

Through such interdisciplinary approaches, scholars address the determinants and distribution of health in international contexts. “Underpinning the United Nations’ Millenium Development Goals (MDGs) and multiple World Bank strategies for growth and development is the need to secure the health – whether mental or physical – of populations. The increased movement of goods, people, and diseases across borders and changes to the climate and environment makes individual health a global concern...”² The degree of inequality across societies, in terms of access to food, shelter and sanitation, a social safety net, insurance for personal health services, and organizational capacity to respond to threats to public health varies across states and societies. Globally, the pattern of inequality tends to reflect a North-South divide. A sense of social responsibility to address such inequalities on the part of the global community has led to the emergence of a broad and complex system of Global Health governance.³ The concern is that this series of organizations bypasses the World Health Organization and allows private interests much more influence and that also do not operate in a democratic fashion. Since the level at which responsibility for the provision of health services lies can differ across societies: from the state, the individual, to the market, and can engage supranational organizations such as the World Health Organization, the multi-level governance of Global Health makes it a complex area in need of further study.

The field of global health therefore includes an exploration of contemporary issues, such as the gross disparity in the distribution of wealth and income between and within countries through a health equity lens. The insights gained through this field can help in developing new policy alternatives, which can further the analysis of neo-liberal globalization and the related crises of development and democracy that are part of an emerging trend in the North-South political discourse. Health policies designed from an equity perspective and a gender based analysis will assist WHO and other international health agencies in reaching their millennium goals for health in resource poor countries. Such policies, when applied and practiced, will advance human rights and social justice.

While the examples discussed above deal primarily with health equity from an outcome-based concept, health equity must also be viewed from a procedural perspective. If we are to achieve equity in health care delivery and in health outcomes, non-discrimination must be incorporated as key to this goal. Discrimination can take many forms, including barriers to people with disabilities. Disabilities in turn, can be expressed in a multitude of ways – physical, mental, economic, social, cultural. The process for overcoming discrimination will therefore require inquiry and analysis into the social and legal construction of disability, health and ill-health.

¹ Macfarlane SB, Jacobs M, Kaaya EE. 2008. In the name of global health: trends in academic institutions. *J Public Health Policy* 29(4):383-401.

² Harman, Sophie 2012. *Global Health Governance*. London and New York: Routledge, p. 1.

³ Sen, A. 2002. "Why health equity?" *Health Econ.* 11: 659–666.

A few recent reports and recommendations with global appeal acted as a catalyst in launching the BA/BSc Program in Global Health. These include the *Report of the World Health Organization Commission on Social Determinants of Health* (2008), the *OECD Paris Declaration on Aid Effectiveness* (2005) and the subsequent *Accra Agenda for Action* (2008). At the same time, recommendations contained in such reports as the *Ontario SARS Expert Panel Report* (2003), the *Ontario SARS Commission Second Interim Report* (2004) and the subsequent Ontario Ministry of Health and Long Term Care report *From Vision to Action: A Plan for the Ontario Agency for Health Protection and Promotion* (2006), the recommendations of the *United Nations High Level Meeting on Non-Communicable Disease Prevention and Control* (2011), and the UNAIDS *Global AIDS Response Progress Reporting* (2012) also underscore the need for the Global Health Program. Similarly, the *Blair Commission for Africa Report* (2005) and the more updated *Still our Common Interest, the Commission for Africa Report* (2010) point out the nature and dynamics of an interdependent world that calls for a global approach to human health and development issues. The Canadian Academy of Health Sciences report (2011) *Canadians Making a Difference*, suggests that Canada can play a part in five strategic areas: Indigenous and circumpolar health research, population and public health, community oriented primary health care, global health innovation and smart partnerships in education and research.

1.2 Not Applicable

1.3 Proposal Development

This proposal is the result of a Task Force exploring the feasibility of a new degree in Health focusing on public health, global health and the social determinants of health. The task force addressed the conceptual basis of the program, need and attractiveness to potential students, partnerships for faculty complement and collaboration, the competition, and critical issues for decision making. Task force members consisted of faculty representatives from the School of Health Policy and Management, School of Kinesiology & Health Science, Department of Political Science and the Office of Student Academic Services.

Task Force Guiding Questions:

1. Would a new Health degree focusing on global health be an attractive program for students and future growth? If so, then who would the Faculty need to partner with?
2. What would the program of study for such a degree involve, in terms of core areas to cover?
3. What units and faculty members are available to teach these areas? What units and faculty members currently teach in these areas?
4. What is the potential market for such a degree? How would it be marketed?
5. What innovations would make this an attractive and high quality program e.g.
 - a) Experiential education
 - b) eLearning
 - c) local-global students
 - d) International partners. (e.g. 2 + 2 program)

Overall the task force agreed that a new BA and BSc in Health – specifically in Global Health – would be an attractive addition to the Faculty of Health offerings. Through a survey conducted with Ontario Council of Guidance Teachers, it was considered a marketable program for high school applicants. In addition to their input a student survey of existing Faculty of Health undergraduate and graduate student leaders was conducted with very positive feedback. Discussion of the potential degree in Global Health has received enthusiastic support from

academic units across Canada who presently offer graduate level programs or streams in international or global health. In depth consultation with University of Calgary and Simon Fraser Universities has provided ideas on core and elective offerings for such an undergraduate degree. The Canadian Coalition of Global Health Research leaders have enthusiastically supported the degree development. Many existing Faculty of Health courses can be offered as core and elective offerings in such a degree, but the Faculty intends to partner across the units of Health Policy & Management, Kinesiology and Health Science, Nursing, and Psychology to support the degree offering. To determine present international/global program areas of study at York University, an inventory of all courses addressing the following areas was compiled.

Health & Society; Health Governance; Global Health Diplomacy; Global Governance; Health Economics; Health Equity; Health resources (human, migration, other); Social & Economic Determinants of health; Global Health Policy; Public health and Economics; Population health; Collective Action for GH; Health reform; Thinking Global/Acting Local – realities & challenges; Global Health research; Multi-sectors, multi-systems, multi-levels; International Public Health Law; Capacity Building; Technology; Ethics

As the Faculty addresses Undergraduate Strategic Enrolment Management, the proposal was submitted for review and discussion. In determining the Faculty's direction regarding new program offerings, it was agreed that this degree program offered choice and opportunity for cross-disciplinary curriculum development and shared resources. Consultation within each of the Schools has occurred and students have been invited to bring comments by way of an online survey.

1.4 Faculty of Health degree offering

Due to the interdisciplinary nature of this degree, it will be offered across the Schools in the Faculty of Health and administered accordingly. Concentrations will be offered through specific Schools, and the opportunity for a concentration on global health and the environment to be offered by the Faculty of Environmental Studies is included in the proposal. The program is open to other Faculties to provide additional concentrations in the future.

A clear administrative model and process to support decision making will be implemented to provide oversight of the program's development and ongoing activities such as how revenue generated from Global Health will be allocated; for example, what portion will be invested in faculty complement, staffing, scholarships, program development, etc. This governance will be provided by an Interdisciplinary Programs in Health committee with senior representation from participating schools/department and including an Associate Dean. The chair of this committee will rotate annually among the partner Schools/Department. This committee will report to the Faculty of Health senior group comprised of the Chairs/Directors, Associate Deans, Executive Officer and the Dean.

An Interdisciplinary Program Coordinator will lead administration of the program consistent with Appendix P of the YUFA Collective Agreement. We are currently exploring the option of having two Interdisciplinary Program Coordinators: one for each of the BA and BSc degrees (e.g. SHPM provides leadership to the BA and KAHS to the BSc).

See Figure 1 in Appendix A

2. General Objectives of the Program

2.1 The Program aims to provide foundational knowledge and skills to better understand, analyze and approach issues of global health from an interdisciplinary perspective. It captures the university's interests in increased quality of student applicants, expanded partnership development, experiential education and increased international connections for students and faculty, by developing concentrations in global health policy, management and systems, global health promotion and chronic disease management, global e-health, and global health and the environment.

It is expected that students will have the opportunity to develop knowledge, skills, and comprehension of the underlying social and political factors that intersect to influence global health along with the principles of human rights needed to enhance the quality of life and health of those around the world. Our goal is to produce graduates equipped with a global perspective to tackle issues of human health and health equity in an increasingly pluralistic, interdependent world. Our aim is to produce 'agents of change' who will assume leadership positions in health care, public health systems, research, education and professional roles in private and not-for-profit sectors: locally, nationally and internationally. This will position York University as a distinctive leader in Canada and internationally in the rapidly evolving and challenging global health field.

The proposed Global Health Program will particularly emphasize the intrinsic value of health – health as a fundamental human capability essential to enjoy freedom – underscoring a rights perspective on health. However, the program will also deal with the instrumental value of health – health as a condition for and product of development.

2.2 Relationship of proposal to Unit, Faculty and University Academic Plans

York's Faculty of Health is renowned for its programs emphasizing social justice and equity. The proposed BA/BSc Program in Global Health is no exception. Broadly speaking, the course content within both streams will provide a strong foundation for students to become agents of change through critical engagement with pertinent issues and current world affairs from a historical and institutional trajectory. Graduates of the BA Program will not only have core competencies in health and health care, but also a unique understanding of the nature and dynamics of the power-relations embedded in global health governance, the forces that shape the social, economic and political determinants of global health and knowledge in comparative health systems around the world. Graduates of the BSc Program in Global Health will have the opportunity to hone conceptual and technical skills in adopting a broad global perspective addressing complex issues of human health science and well-being in the rapidly changing and yet increasingly interconnected global village.

The BA or BSc in Global Health aims to develop future leaders with tools to both synthesize knowledge and determine innovative solutions to health issues around the globe with the intent to advance quality of life for underserved populations. The curriculum allows for a comprehensive and integrative approach that can be individualized to student needs and interests. With adherence to the University Specialized Honours requirements for general education courses, complete with core and elective courses within Faculty and across Faculties, students will be encouraged to develop unique programs addressing global issues. The

program capitalizes on the Faculty of Health strengths in its units of Health Policy & Management, Kinesiology & Health Sciences, Nursing and Psychology, as well as the liberal arts and basic sciences available across the campus. Therein, the program spans the basic and applied sciences in addition to social sciences, business and law, with an interprofessional/interdisciplinary approach that fits with the Faculty of Health and University's mission. The program is an explicit Faculty strategic direction, in keeping with its vision of producing Global leaders in Health. The curriculum will be delivered in a variety of modes which will be attuned to today's undergraduate student who seeks local and global experiential education opportunities, mixed delivery methods, and the possibility of exchange experiences, all of which are addressed in enhancing the student experience, internationalization and engagement across campus and across communities.

In Fall 2009, the Green paper on Internationalization discussed "preparation of our students to live and work in the global community" as an objective. Additional focus on the development of joint degrees with an international focus, and encouraging student exchanges abroad speak to the university's interest in developing such a degree in Global Health. The Provostial White Paper suggests building on existing strengths. York's UAP over the next five years is to enhance academic quality in a globalized world. This will be accomplished by increasing the opportunities for members of the community to gain global experience. This imperative arises from the ever increasing pace of globalization worldwide, and the fact that a global perspective will be a precondition to success, and a core competency for active participation in a knowledge-based society in the years and decades ahead. The proposed degrees blend strengths from various Faculties, and address the university interest in becoming more 'Engaged', both in York's neighborhoods and internationally. The Greater Toronto Area is a microcosm of the global world, and is the fastest growing region of the province. Educating tomorrow's leaders with skills, attitudes and knowledge to be contributing global citizens in the GTA and beyond is a strategic direction for the university. Inclusion of on-line learning, experiential education and development of magnet marketable programs are also appealing strategies for York University. The proposed degrees have the elements to actualize these strategies within a reasonable timeframe.

3. Need and Demand

3.1 Similar programs offered by York University .

There are no programs at York similar to the proposed program in Global Health with concentration options available in Global E-Health, Global Health Policy, Management and Systems, Global Health Promotion and Disease Prevention and Global Health and the Environment,

York currently offers:

- BA in Health and Society looks critically at biomedical models and practices, to understand the complexity of health policy, to see ways in which globalizing economies shape both illness and health care and to appreciate the role played by social forces and cultural change in shaping individual well-being.
- BHS programs in Health Policy, Health Management and Health Informatics offer a broad perspective and teach about all aspects of the health care system as well as about other factors, such as wealth and ethnicity that influence the health of Canadians.

- MA and PHD in Health Policy and Equity is intended for graduates from a variety of disciplines, including programs related to social policy, social justice and human rights as well as policy practitioners and professionals, to explore health policy in relation to equity and international perspectives.

Similar programs offered by other Ontario universities.

Brock University offers:

- Bachelor of Public Health which focuses on individual, community and population health and wellness emphasizing health promotion, health administration, health policy and health programming and evaluation. There is only one course available in global health.

University of Toronto offers:

- BSc in Human Biology and Global Health provides a broad education focused on an area of biological science relevant to humans with worldwide perspectives on health and medicine encompassing social, political, and economic environments. This program offers a scientific approach to Global Health rather than the interdisciplinary approach offered in this proposal.
- BA in Health Sciences offers Concentrations in Anthropology, Political Science, Health Studies and Human Biology, with no emphasis on Global Health.
- Collaborative Doctoral Program in Global Health.

McMaster University offers:

- Second year entry to a Bachelor of Health Sciences with a specialized major in Global Health. Their program provides students with an environment that incorporates insight from the traditional academic fields of anthropology, philosophy, ethics and law, while drawing heavily on the expertise present within the Faculty of Health Sciences in the domains of biostatistics & epidemiology, health economics & policy, molecular medicine & pathology, and health research methodology. A core component of the specialization revolves around a four-month embedded learning experience with partners and institutions abroad and within Canada. Students spend a year adding to their knowledge and personal development domains in preparation for this experience and will explore curriculum upon their return, which is designed to maximize the experiential learning that occurred outside the formal boundaries of the university. Although this program is similar to some core courses of our proposal, it does not delve into the areas of policy, management, systems, health promotion, disease prevention or the environment, nor is it offered to students as a direct entry program.
- Master of Science in Global Health. The MSc offers a concentration in one of three fields: Globalization and Development, Global Health Management, and Global Diseases.

The distinct features of the proposed program in the Faculty of Health, are the offering of an undergraduate BA and BSc; addressing both determinants of health approaches, in addition to public health approaches to the study of Global Health. It offers students a choice of an arts or a science degree, while providing a core body of knowledge for all students. This core addresses knowledge and skill development in the Individual, Community, Organization and

Population levels of study. This core is then built on to address student interest in particular concentration areas, and can be augmented through electives offered across the University.

3.2

i. Description of the general need and demand

In reviewing similar programs in Global Health offered in North America, it was clear that most were graduate level or post baccalaureate diplomas/certificates. In order to determine need, interest or demand for such a program at the undergraduate level, the task force decided to contact the Ontario Guidance Counselors for their input. The following quotes were received:

- I have students who would be interested in this as an Arts program. Some who have taken Science programs have plans to address these issues from the Science perspective, others via the Environmental channels, and others select Politics and Governance programs to eventually make a difference. I expect a targeted Arts program in Global Health would be popular.
- It's a growing field and is important to study!
- Absolutely! We have students who would really be interested. We have a strong "ECO/ETHICAL" student group here at our school
- Yes (our) students, in particular, our SHSM Health and Wellness students, would consider this option.
- I had an opportunity to ask a number of grade 12 classes and they responded enthusiastically. They esp. liked the international study component and saw relevance to the material.
- This proposed program of Global Health would interest many students in our school. (approx. 30) Currently our school offers a Specialist High Skills Major diploma certification for Health Care. Your proposed program combining global perspectives with humanitarian opportunities for learning about healthcare would definitely be a program of interest for our health care and humanitarian-minded students. I personally know that my daughter (first year, U of Ottawa-International Development and Globalization) would have loved it. She had to decide between the Health Sciences and the Social Sciences. Your program sounds like it would have combined both!

Graduates of a BA or BSc in Global Health will possess employable skills such as global health architecture, comparative health systems, health information and communication technology, challenges of community empowerment in resource-poor settings, the nature, dynamics and impact of international migration on human resources for health, and health care financing and health sector reform across cultures and countries. These will be enhanced within the practical framework of knowledge and concepts in epidemiology, research methods, human health, determinants of health, and critical thinking, complex systems, and translating evidence-based knowledge into programs and policy. Career possibilities may include work as research assistants, community outreach workers and entry- and mid-level administrators, assisting with program planning and evaluation, health education, fundraising, and grant writing in a range of organizations. Graduates may find employment within health research agencies, government and non-government organizations, regional health authorities or use this degree as a pre-professional degree for programs such as medicine, nursing, physiotherapy, health law, health administration and/or enter graduate degrees in relevant disciplines. Careers in global health are often divided into clinical and non-clinical with opportunities in both addressing issues of public/global health and epidemiology, or work in leadership roles abroad and with agencies such as UNICEF and the World Health Organization. Non-clinical graduates can hold valuable positions addressing nutrition, policy development for infectious diseases and health care management.

Specific examples of how graduates may contribute to public health and global health policy regionally, nationally and globally include:

- Identifying and promoting the beneficial effects of physical activity to help the public understand the ability of exercise to lessen stress and the risks of chronic disease
- Promoting a healthy environment by monitoring air pollution levels so that those with lung disease can take the appropriate steps to ensure their safety. Developing programs and publicizing the health impacts of air pollution to encourage public officials to develop programs to offset emissions. Encouraging drivers to use public transit or cycle or walk to work.
- Helping lower the incidence of diabetes in high risk and vulnerable immigrant communities by building awareness of diabetes and its complications, and identifying how to prevent diabetes by healthy eating and an active lifestyle.
- Identifying strategies for non-profit, community-based health agencies to maximize use of existing resources.
- Enhancing infection prevention and control programs by collecting, analyzing, interpreting and disseminating information related to various diseases and conditions.
- Optimizing public health care by monitoring trends in health and health determinants, and by providing information for evidence-based decision making
- Working cooperatively with the multitude of organizations engaged in global health in order to harness the potential of collaboration.

ii. Estimate of the demand for the program

Discussions with the Admissions and Recruitment office are ongoing. It is expected that ultimately an enrolment of 200-250 students would be admitted per year.

iii. Preparation for graduate studies

Students will graduate with a Specialized Honours degree which will prepare them adequately for graduate studies as needed. This undergraduate degree will provide foundational knowledge and skills to pursue a variety of graduate level programs.

4. Program Content and Curriculum

4.1 Program Requirements

Public health efforts to improve the quality of life around the world require leadership in an array of basic, liberal and applied scientific disciplines. A global health approach, which integrates health-related knowledge from diverse academic fields, stands the best chance at achieving significant progress in rectifying global health inequities. Thus, this BA and BSc degree in Global Health is proposed in keeping with the Faculty of Health mission to deliver innovative and relevant programs that address the dynamics of health promotion and health care in a rapidly changing global context.

The program is designed for both domestic and international students. Arrangements with selected international universities (eg. China and India) will be explored as a mechanism for attracting top international students after the first years of the program delivery. Also, partnerships will be built with selected international NGO groups to create opportunities for student placements (practica, internships, volunteerism).

This new degree is in keeping with reports of the increased growth in public health programs (http://csis.org/files/media/isis/pubs/090420_merson_dramaticexpansion.pdf). This increased focus on global health programs has been attributed to three factors:

1. Significant changes in higher education policies which emphasize the need for greater internationalization from a position of enlightened self-interest
2. Increased visibility of the global public health agenda
3. Actual and anticipated increases in the flow of resources directed to global health concerns.

Global health issues cross disciplines, thus it is important that this degree enhances interdisciplinary opportunities for students to access core knowledge in their major through the Faculty of Health, but also have a connection to other areas of interest; areas in the traditional academic fields of anthropology, philosophy, ethics and law. Access to the domains of biostatistics & epidemiology, health economics & policy, human biology & pathology, and health research methodology lend uniqueness to the choice of degree path. For example, a student interested in global health promotion and intervention with populations may be more inclined towards course work in concentrations addressing disease conditions, and community development to address prevention strategies. Additionally, concentrations addressing e-health and global health policy, systems and management will be available. BSc students may focus specifically on courses addressing global disease and management with a specific interest in addressing research and clinical studies across the globe.

Graduates of the BA or BSc program will have core public health competencies needed to enhance the quality of life and health of those locally and around the world. The program in Global Health is an interdisciplinary program in which undergraduates can study the determinants, consequences, and patterns of disease across societies; the role of medical technologies and interventions in health improvements; and the economic, political, and social factors that shape domestic and global public health. In addition to Specialized Honours core requirements, students will choose to develop a concentration. BA students would select courses concentrating on Global E-Health, Global Health Policy, Management and Systems or Global Health and the Environment. BSc students would take a more scientific approach in the concentration of Global Health Promotion, and Disease Prevention or Global Health

- Global E-Health: SHPM is well positioned to support this concentration
- Global Health Policy, Management and Systems: SHPM is well positioned to support this concentration
- Global Health Promotion and Disease Prevention: Nursing and KINE are well positioned to support this concentration
- Global Health & the Environment: a partnership with the Faculty of Environmental Studies

See Figure 2 in Appendix A

It is expected that all concentrations will include:

- Global and local coverage - spans health and health policy issues in both the global south and global north. Developed and developing countries typically have different health problems and quite different health care systems, and differing degrees of impoverishment, which are often intertwined. In an increasingly interdependent and intertwined world, health issues most often transcend countries and cultures making them local and at the same time global in nature and consequences.

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- Interdisciplinary education - range of courses across departments to develop breadth as well as depth. This allows students to address an issue of interest from multiple perspectives.

Innovative teaching methods will be introduced in all new courses, core and concentrations, including:

- Curricular and co-curricular introduction of skills and knowledge to attain a global vision and perspective;
- Use of on-line and blended approaches, including one term in the program where all course offerings will use e-learning techniques;
- Connections with international partners for co-delivery of course material. This may include overseas universities and class sessions in which representatives from NSOs discuss practical and timely issues.
- Experiential learning and field research - an experiential learning component to introduce students to real-world health issues and provide opportunities to begin practice or research on relevant topics. All students in the program must complete a research project on a health-related topic. Each student's research project should be integrated with her or his academic goals and applied research course (last term).

All students are required to take the following core courses in Global Health:

Core requirements: 60 credits including;

HH/IHST 1010 3.0 Foundations of Health Studies
HH/IHST 1000/1 6.0 or 2x3.00 Human Anatomy and Physiology for Health
New/Human Anatomy for Health & Human Physiology for Health
HH/IHST 2000 3.0 Global Health Policy: Power and Politics - **New**
HH/IHST 2200 3.0 Determinants of Health: Local to Global – **New**
HH/IHST 2100 3.0 Chronic Diseases and Care – **New**
HH/IHST 3545 3.0 Promoting Global Health - **New**
HH/IHST 2010 6.0 Global Health Research Methods & Measurement
HH/IHST 4010 3.0 Health Care Ethics
HH/IHST 4510 3.0 Health and Human Rights
HH/IHST 3000 3.0 Epidemiological Approaches to Global Health – **New**
HH/IHST 3100 3.0 Communicable Diseases and Care - **New**
HH/IHST 4100 3.0 Program Planning and Evaluation - **New** OR
HH/IHST 3740 3.0 Healthcare Planning for Communities
HH/IHST 4200 3.0 Global Health Governance and Leadership - **New**
HH/IHST 4300 9.0 Integrated Global Health Practicum - **New**
HH/IHST 4400 3.0 Applied Global Health Research Capstone (2-week intensive)

Area of Concentration: At least 21 additional credits selected in consultation with the program coordinator developing the area of concentration.

Areas of Concentration and Possible Course Selection –

BA or BSc - select appropriate concentrations to go along with student interest and learning outcomes

Global E-Health
Global Health Policy, Systems & Management

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Global Health: Health Promotion & Disease Management Global Health & Environment

The program requires students to take a minimum number of upper level credits including the major credits. For the BA, minimum 36 credits at the 3000/4000 level including 18 credits at the 4000 level and 12 credits must be from the major. For the BSc, a minimum of 42 credits at the 3000/400 level including 18 credits at the 4000 level and 12 credits must be from the major.

If students fail to achieve the Specialized Honours progress requirements they will be switched to the Health Studies (90 credit) program

4.2 List of Courses offered to support Program. See Appendices B - F

4.3 Anticipated Class sizes:

It is expected that class size in core courses unique to this program will include the entire class cohort i.e. 50 initially with intent to grow to classes of 200 students. Approximation of breakdown between BA and BSc options is 35/65. In situations where the core course is already offered in an existing unit, an extra class section may need to be mounted to accommodate the extra student numbers in Global Health. Discussions have occurred with Faculties wherein students may develop their area of concentration by selecting courses from an approved list.

4.4 Calendar Copy of Program Requirements are included in Appendices G & H

5. Program Structure, Learning Outcomes and Assessment

In keeping with the university level frameworks for the BA and BSc degrees, this program incorporates all elements to insure it is in alignment with the degree requirements and degree level expectations.

BA graduates in Global Health will possess:

- Breadth and depth of knowledge in key works, theories and critique of the discipline and supportive fields of study
- An understanding of foundational and specialist concepts, theories and influences on the field of global health and their relationship to other fields of study
- Proficiency in the application of various methodologies approaches and techniques to address critique and analyze issues in the field of global health.
- An ability to recognize and develop broad connections and implications within and outside of the discipline
- An ability to communicate orally, in writing and with the use of technology with a variety of audiences inclusive of those in the field of global health and internationally as warranted
- An appreciation of the magnitude of the discipline and the limitations of one's knowledge within it, requiring recognition of lifelong learning in the field of study.

BSc graduates in Global Health will possess:

- An understanding of scientific method, experience in laboratory practices and a broad understanding of global health as a discipline
- A knowledge of and facility with mathematics and the language of science
- A knowledge of and facility with computational methods and tools

- Breadth and depth in science through foundational science disciplines, expertise in physical and life science, mathematics and depth in science as it pertains to Global Health
- Breadth in human inquiry of issues , methodologies and thought in liberal sciences
- Demonstrated critical thinking and analytical skills inside and outside the discipline of Global Health
- An ability to communicate orally, in writing and with the use of technology with a variety of audiences inclusive of those in the field of global health and internationally as warranted.
- An appreciation of the magnitude of the discipline and the limitations of one's knowledge within it, requiring recognition of lifelong learning in the field of study.

Graduates of the BA and BSc programs will have core global health competencies needed to enhance the quality of life and health of those locally and around the world. The program in Global Health is an interfaculty program in which undergraduates can study the determinants, consequences, and patterns of disease across societies; the role of medical technologies and interventions in health improvements; and the economic, political, and social factors that shape domestic and global public health.

It is expected that no matter the choice of elective concentration, that all students' programs will include the following:

1. Global and local coverage - spans health and health policy issues in both developing and industrialized countries. Wealthy and poor countries typically have different health problems and quite different health care systems. Illustrate that health problems are often local as well as global;
2. Interprofessional/Interdisciplinary education - range of courses across departments to develop breadth as well as depth. Business, law, political science, anthropology, women's studies, biology, education. This allows students to address an issue of interest from multiple perspectives;
3. Experiential learning and field research - an experiential learning component to introduce students to real-world health issues and provide opportunities to begin practice or research on relevant topics. All students in the program must complete a (summer) research project on a health-related topic. Each student's research project should be integrated with her or his academic goals and applied research course (last term);
4. Technology enhanced learning. Courses will be developed to take advantage of eHealth, mHealth, genomics and evolving nanotechnology. Courses can be offered in on-line and hybrid format with opportunities for video streaming, and Skype as needed to support learners in international placements and on international exchanges

The Program **Learning Outcomes** include the following.

Graduates of this program will:

1. acquire the requisite interdisciplinary approaches, theoretical lenses and skills that will improve the understanding of global health issues.
2. build global health research competency at the undergraduate level
3. identify and explain basic epidemiologic and statistical methods used in the global health literature

4. have skills in definition and assessment of the health status of populations, the determinants of health and illness, and factors contributing to health promotion and disease prevention in resource-poor settings;
5. identify and apply an understanding of basic human health and function at an individual, community and population level.
6. explain the scientific basis of social sciences, ethics, philosophy of science, basic sciences and humanities and recognize the manner in which these disciplines can be applied to address population health in international settings;
7. identify and apply the appropriate quantitative and/or qualitative methods used in health care prevention program planning, development and evaluation; and participate in local, national and international projects addressing global determinants of health
8. describe how multi-level governance and the political processes inherent in global health governance can affect population access to the determinants of health as well as issues of human rights;
9. recognize the importance of collaboration within the context of global health governance and leadership;
10. respect the autonomy and insights of those in developing nations and work cooperatively with them to address issues that affect local and global population health;
11. acquire the ability to identify the modes of financing most likely to develop and sustain national health systems in supporting individual and global population health, as well as the human and capital resources needed to maintain them.
12. ascertain ways to harness innovations in technology to develop solutions that address global health issues

Table 1 – Degree Level Expectations

	BA/BSc Specialized Honours (120 credit)
<i>Depth and Breadth of Knowledge:</i>	<ul style="list-style-type: none"> -improve understanding of global health issues (developed an essential overview of Global Health) -explain the scientific basis of social sciences, ethics, philosophy of science, basic sciences and humanities - recognize the manner in which these disciplines can be applied to address population health in international settings -describe how multi-level governance and the political processes inherent in global health governance can affect population access to the determinants of health as well as issues of human rights; -recognize the importance of collaboration within the context of global health governance and leadership -identify the modes of financing most likely to develop and sustain national health systems in supporting individual and global population health, as well as the human and capital resources needed to maintain them. -demonstrate that they can discuss topics and debates in the disciplinary and interdisciplinary fields. -compare and assess the strengths and limitations of these disciplinary and interdisciplinary ways of knowing and understanding our world - understand basic human health processes and function at an individual, and community level
<i>Knowledge of Methodologies:</i>	<ul style="list-style-type: none"> -build research competency -identify and explain basic epidemiological and statistical methods -identify and apply the appropriate quantitative and/or qualitative methods used in health care prevention program planning, development and evaluation -understand and apply basic research methods in global health, including research design, data analysis, and interpretation.
<i>Application of Knowledge:</i>	<ul style="list-style-type: none"> -participate in local, national and international projects addressing global determinants of health -ascertain how to harness innovations in technology to develop solutions that address global issues -identify the central argument of an article or work under discussion -distinguishes primary sources used in an articles -prepare and present written and oral work about an article. -demonstrate critical and analytic research and thought
<i>Communication skills:</i>	<ul style="list-style-type: none"> -written and oral presentations that demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry.
<i>Awareness of Limits of Knowledge:</i>	<ul style="list-style-type: none"> -experience small groups and tutorials that provide the opportunity to query structure of assignments and class expectations
<i>Autonomy and Professional Capacity:</i>	<ul style="list-style-type: none"> -respect the autonomy and insights of those in developing nations and work cooperatively with them to address issues that affect local and global population health; -carrying out and submitting independent work that fulfills the assigned task and criteria within established timelines

**Proposed BA Specialized Honours GLOBAL HEALTH
Degree Structure and Degree Level Expectations**

Year Level + Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
Year 1		
6.00	1000 or 2000 level Social Science	General Education
6.00	1000 level Natural Science	General Education
3.00	HH/IHST 1010 Foundations of Health Studies	Major Core
6.00/2x3.00	HH/IHST 1000/1/2 Human Anatomy & Physiology for Health	Major Core (new)
3.00	Non-major course	Course credits outside the major
6.00	Non-major course	Course credits outside the major

BA Degree level expectations at the end of year one:

Depth and Breadth of Knowledge: Students will have demonstrated that they can discuss topics and debates in the disciplinary and interdisciplinary fields. They have developed an essential overview of Global Health and an interdisciplinary approach to Humanities and Natural Science. They have begun to compare and assess the strengths and limitations of these disciplinary and interdisciplinary ways of knowing and understanding our world. General knowledge of global health thinking and issues will be achieved, and breadth of social science and humanities will be addressed through general education requirements.

Knowledge of Methodologies: They have been exposed to a broad range of techniques of investigation at the introductory level that enables students to evaluate the different approaches to solving problems using well established ideas and techniques. They have begun to devise and formulate arguments and solve problems using these methods. Their assignments in the General Education courses have included use of library research and critical evaluation of material to support work on independent and group assignments.

Application of Knowledge: Students will have written academic essays in Humanities and Social Sciences and Natural Science using recognized secondary sources. They will be able to read and identify the central argument of an article or work under discussion. Primary sources used in an article can be distinguished, and they can prepare and present written and oral work about an article that demonstrates the student's critical and analytic research and thought.

Communication Skills: Students will have made written and oral presentations that are clear, and which demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry.

Awareness of Limits of Knowledge: Students will have support of learning through small groups and tutorials and have the opportunity to query structure of assignments and class expectations. Required courses introduce the student to a breadth of both sciences and arts.

Autonomy and Professional Capacity: Assignments in the General Education courses focus on development of critical skills, oral and written. Students will be capable of carrying out and submitting independent work that fulfills the assigned task and criteria within established timelines.

Year Level + Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
Year 2		
6.00	1000 or 2000 level Humanities or Modes of Reasoning	General Education
3.00	HH/IHST 2100 Chronic Diseases and Care	Major Core (new)
3.00	HH/IHST 2000 Global Health Policy: Power and Politics	Major Core (new)
3.00	HH/IHST 2200 Determinants of Health: Local to Global	Major Core (new)
3.00	HH/IHST 3545 Promoting Global Health	Major Core (new)
6.00	HH/IHST 2010 Global Health Research Methods & Measurement	Major Core (new)
6.00	Free Choice from concentration	Free choice

BA Degree level expectations at the end of year two:

Depth and Breadth of Knowledge: Students have critical core knowledge and understanding of key concepts, methodologies and theoretical approaches related to Global Health. They have developed understanding of many of the major fields in global health, including where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. All students understand the determinants of health from a social level at both local and global perspectives

Knowledge of Methodologies: Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to evaluate the appropriateness of different approaches to solving problems using well establish ideas and techniques. They have devised and sustained arguments or solved problems using these methods.

Application of Knowledge: Students have reviewed, presented and critically evaluated qualitative and quantitative information to: develop lines of argument; applied underlying concepts, principles and techniques of analysis, both within and outside the discipline. Through

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development of breadth the student will now be able to determine a focus of study for their electives addressing a specific area of personal interest.

Communication Skills: The ability to communicate information, present arguments orally and in writing to a range of audiences. Students will be very comfortable with on-line learning and interactions in groups through use of technology.

Awareness of Limits of Knowledge: Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge.

Autonomy and Professional Capacity: Begin to have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth. Choice of electives for years 3 and 4 will support in depth learning.

Year Level + Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
Year 3 3.00	HH/IHST 4010 Health Care Ethics	Major Core
3.00	HH/IHST 4510 Health & Human Rights	Major Core
3.00	HH/IHST 3000 Epidemiological Approaches to Global Health	Major Core (new)
3.00	HH/IHST 3100 Communicable Diseases and Care	Major Core (new)
3.00	HH/IHST 3740 Health Care Planning for Communities/IHST 4100 Program Planning and Evaluation	Major Core (new)
6.00	Non-major course	Course credits outside the major
9.00	Free choice from concentration	Free Choice

BA Degree level expectations at the end of year three:

Depth and Breadth of Knowledge: Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in an area of global health through an area of special interest. They have further developed critical thinking and analytical skills inside and outside the discipline of global health. Focus on ethical issues and understanding of health systems provides a deeper understanding of global issues.

Knowledge of Methodologies: Students have an understanding of methods of enquiry or creative activity, or both, in global health that enables the student to describe and comment upon particular aspects of current research or scholarship.

Application of Knowledge: a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subjects of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments and assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem

Communication Skills: The ability to communicate information, present arguments orally and in writing to a range of audiences and with cultural competence. Comfort using technology for communication will be gained.

Awareness of Limits of Knowledge: Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. Questioning and critical thinking are developed.

Autonomy and Professional Capacity: Students have the exercise of initiative, personal responsibility and accountability in both personal and group contexts; and working effectively with others. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth.

Year Level + Credit Value	BA Specified Course Requirements	Course Relevance to Program Requirements
Year 4 3.00	HH/IHST 4200 Global Health Governance and Leadership	Major Core (new)
9.00	HH/IHST 4300 Integrated Global Health Practicum	Major Core (new)
3.00	HH/IHST 4400 Applied Global Health Research Capstone	Major Core (new)
9.00	Chosen from approved list of courses to develop concentration	Major (concentration)
6.00	Free choice	Free Choice (inside or outside the major)

BA Degree level expectations at the end of year four:

Depth and Breadth of Knowledge: Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in an area of global health through an area of special interest. They have well developed critical thinking and analytical skills inside and outside the discipline of global health, and ability to apply learning from one or more areas outside the discipline of global health. Depth of knowledge is significantly enhanced by a practice experience locally or abroad where knowledge has been applied.

Knowledge of Methodologies: Students have an understanding of methods of enquiry or creative activity, in global health that now enables the student to: evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or scholarship.

Application of Knowledge: a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create new work. C) the ability to make critical use of scholarly reviews and primary sources. Students experience in placements has provided opportunities for real life application of concepts, theories and appreciation of the perspectives of others.

Communication Skills: The ability to communicate information, present arguments and analyses accurately and reliably orally, and in writing to a range of audiences and with cultural competence. Through practicum experiences, students will have come to recognize issues of global importance and to address them with others in a culturally sensitive manner.

Awareness of Limits of Knowledge: Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. Through the practicum and capstone seminar, students are exposed to a range of issues and experiences which encourage further inquiry and are thought provoking.

Autonomy and Professional Capacity: Students have the qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility and accountability in both personal and group contexts; and working effectively with others; decision-making in complex contexts. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth. Students demonstrate behaviour consistent with academic integrity and social responsibility.

Proposed BSc Specialized Honours GLOBAL HEALTH Degree Structure and Degree Level Expectations

Year Level + Credit Value	BSc Specified Course	Course Relevance to Program Requirements
Year 1 6.00	1000 or 2000 level Social Science	General Education

6.00	Six credits in mathematics chosen from: SC/MATH 1505 6.00, SC/MATH 1013 3.00, SC/MATH 1014 3.00, SC/MATH 1025 3.00	General Education
6.00	Six credits from courses with laboratories at the 1000 level in any of the following areas: biology (BIOL), chemistry (CHEM) and physics (PHYS).	General Education
3.00	HH/IHST 1010 Foundations of Health Studies	Major Core
6.00/2x3.00	HH/IHST 1000/1/2 Human Anatomy & Physiology for Health	Major Core (new)
3.00	Non-major course	Course credits outside the major

BSc Degree level expectations at the end of year one:

Depth and Breadth of Knowledge: Students will have demonstrated that they can discuss topics and debates in the disciplinary and interdisciplinary fields. They have developed an essential overview of Global Health and interdisciplinary studies. They have begun to compare and assess the strengths and limitations of these disciplinary and interdisciplinary ways of knowing and understanding our world. They have the basic knowledge of and facility with mathematics, the language of science; a degree of depth and expertise in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics. They have a degree of breadth in practical/laboratory experiences.

Knowledge of Methodologies: They have been exposed to a broad range of techniques of investigation at the introductory level that enables students to evaluate the different approaches to solving problems using well established ideas and techniques. They have begun to devise and formulate arguments and solve problems using these methods. Their assignments in the required Health and General Education courses have included use of library research and critical evaluation of material to support work on independent and group assignments.

Application of Knowledge: Students will have written academic essays in Health, Humanities, Social Science and Natural Science using recognized secondary sources. They will be able to read and identify the central argument of an article or work under discussion. Distinguish primary sources used in an article, prepare and present written and oral work about an article that demonstrates the student's critical and analytic research and thought.

Communication Skills: Students will have made written and oral presentations that are clear, and which demonstrate an introductory level understanding of academic research, methodologies and fields of inquiry. Use of on-line learning will be introduced. Students will be able to communicate appropriately using scientific method as required.

Awareness of Limits of Knowledge: Students will have support of learning through small groups and tutorials and have the opportunity to query structure of assignments and class expectations.

Autonomy and Professional Capacity: Assignments in the Health and General Education courses focused on development of critical skills, oral and written. Students will be capable of

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carrying out and submitting independent work that fulfills the assigned task and criteria within established timelines.

Year Level + Credit Value	BSc Specified Course	Course Relevance to Program Requirements
Year 2		
6.00	1000 or 2000 level Humanities or Modes of Reasoning	General Education
3.00	HH/IHST 2100 Chronic Diseases and Care	Major Core (new)
3.00	HH/IHST 2000 Global Health Policy: Power and Politics	Major Core (new)
3.00	HH/IHST 2200 Determinants of Health: Local to Global	Major Core (new)
6.00	HH/IHST 2010 Global Research Methods & Measurement	Major Core (new)
3.00	HH/IHST 3545 Promoting Global Health	Major Core (new)
3.00	Three credits in computer science at the 1000 level (SC/CS)	General Education
3.00	Non-Major science	Science credits outside the major

BSc Degree level expectations at the end of year two:

Depth and Breadth of Knowledge: Students have critical core knowledge and understanding of key concepts, methodologies and theoretical approaches related to Global Health. They have developed understanding of many of the major fields in global health, including where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. They have the basic knowledge of and facility in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics exposing them to the broad ranges of scale and of levels of complexity, organization and abstraction spanned by science. They have a degree of breadth in practical/laboratory experiences. Understanding of issues in global health has been explored and determination of a focal area has been established.

Knowledge of Methodologies: Students have an understanding of methods of enquiry or creative activity, or both, in global health that enables him/her to evaluate the appropriateness of different approaches to solving problems using well establish ideas and techniques. They have devised and sustained arguments or solved problems using these methods.

Application of Knowledge: Students have reviewed, presented and critically evaluated qualitative and quantitative information to: develop lines of argument; applied underlying concepts, principles and techniques of analysis, both within and outside the discipline. Basic knowledge of anatomy and physiology can be applied to global health issues as appropriate.

Communication Skills: The ability to communicate information, present arguments orally and in writing to a range of audiences. Communication with others, individually and in groups is enhanced through use of on-line learning.

Awareness of Limits of Knowledge: Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge. Interest in pursuit of a specific elective area in global health is determined for years 3 and 4.

Autonomy and Professional Capacity: Begin to have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth.

Year Level + Credit Value	BSc Specified Course Requirements	Course Relevance to Program Requirements
Year 3 3.00	HH/IHST 4010 Health Care Ethics	Major Core
3.00	HH/IHST 4510 Health & Human Rights	Major Core (new)
3.00	HH/IHST 3000 Epidemiological Approaches to Global Health	Major Core (new)
3.00	HH/IHST 3100 Communicable Diseases and Care	Major Core (new)
3.00	HH/IHST 3740 Health Care Planning for Communities/IHST4100 Program Planning and Evaluation	Major Core (new)
9.00	Chosen from approved list of courses to develop concentration	Major (concentration)
6.00	Non-major science course	Science requirement outside the major.
6.00	Free choice	Free Choice (inside or outside the major)

BSc Degree level expectations at the end of year three:

Depth and Breadth of Knowledge: Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in an area of global health through an area of special interest. They have further developed critical thinking and analytical skills inside and outside the discipline of global health. They have the basic knowledge of and facility in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics exposing them to the broad ranges of scale and of levels of complexity, organization and abstraction spanned by science. They have a degree of breadth in

practical/laboratory experiences. Students have a breadth of understanding of basic science and epidemiology as it applies to global health issues.

Knowledge of Methodologies: Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to describe and comment upon particular aspects of current research or scholarship. Research methods and measurement, both quantitative and qualitative, have been explored.

Application of Knowledge: a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subjects of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments and assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem.

Communication Skills: The ability to communicate information, present arguments orally and in writing to a range of audiences and with cultural competence. Comfort using technology for communication will be enhanced.

Awareness of Limits of Knowledge: Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. Appreciation of the multi-disciplinary nature of global health is addressed.

Autonomy and Professional Capacity: Students have the exercise of initiative, personal responsibility and accountability in both personal and group contexts; and working effectively with others. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth.

Year Level + Credit Value	BSc Specified Course Requirements	Course Relevance to Program Requirements
Year 4 3.00	HH/IHST 4200 Global Health Governance and Leadership	Major Core (new)
9.00	HH/IHST 4300 Integrated Global Health Practicum	Major Core (new)
3.00	HH/IHST 4400 Applied Global Health Research Capstone	Major Core (new)
6.00	Chosen from approved list of courses to develop concentration	Major (concentration)
3.00	Non-major science 2000 level or above	Science requirement outside the major.
6.00	Free choice courses	Free Choice (inside or outside the major)

BSc Degree level expectations at the end of year four:

Depth and Breadth of Knowledge: Students have developed the ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in global health. They have developed detailed knowledge of and experience in research in an area of global health through an area of special interest. They have well developed critical thinking and analytical skills inside and outside the discipline of global health, and ability to apply learning from one or more areas outside the discipline of global health. Understanding of depth of issues in one of the global health streams is acquired.

Knowledge of Methodologies: Students have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or scholarship.

Application of Knowledge: a) Students have reviewed, presented and critically evaluated qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create new work. C) the ability to make critical use of scholarly reviews and primary sources.

Communication Skills: The ability to communicate information, present arguments and analyses accurately and reliably orally, and in writing to a range of audiences and with cultural competence. Through practicum experiences, students will have come to recognize issues of global importance and to address them with others in a culturally sensitive manner.

Awareness of Limits of Knowledge: Students gained an understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. Through the practicum and capstone seminar students learn about the wealth of global health issues and contribute to shared knowledge and understanding.

Autonomy and Professional Capacity: Students have the qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility and accountability in both personal and group contexts; and working effectively with others; decision-making in complex contexts. Students have the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study to aid in development of knowledge breadth and depth. Students demonstrate behaviour consistent with academic integrity and social responsibility through their local and global practicum experiences.

5.3 Assessment Methods

2/1/2013

Student achievement across the Global Health program will be measured through use of traditional methods of readings, critical analysis, research and inquiry and tested through exams, assignments, and reflections. The use of information technology will encourage new evaluation measures to be explored and introduced to these students. Breadth requirements are met through involvement in general education courses in the first years of the program, and exposure to multiple discourses and approaches to issues. These courses traditionally employ tutorials to enhance small group learning and participation. Science courses will involve laboratory work which can be a measure of student learning in those courses. As the students explore depth in specific global health streams, their work can be channeled into specific areas of inquiry and use of research and critical thinking measures of learning will be utilized. The practicum encourages independent practice and reflection on individualized study and learning. It will require partnership development to support the student's learning objectives being achieved and provides the opportunity for intellectual and personal growth, creativity and innovation.

5.4 – Not Applicable

5.5 Delivery Methods

The Global Health program is proposed as full time delivery, with an opportunity for part time options to enhance access. Year round course offerings are proposed, with use of classroom, tutorials, laboratories as needed, and extensive use of online/blended delivery. The experiential education component in the final year of the program is a required component for all students and will involve a placement in either a local agency which addresses global issues, or an international placement through partners (i.e. SOS Children's Villages). Through this variety of delivery methods, both breadth and depth of program requirements should be achievable.

6. Admission Requirements

6.1 Applicants from Ontario Secondary Schools

BA Specialized Honours

- Ontario Secondary School Diploma (OSSD)
- six 4U or 4M courses, including ENG4U, one 4U Math and one 4U Science

BSc Specialized Honours

- Ontario Secondary School Diploma (OSSD)
- six 4U or 4M courses, including ENG4U, MHF4U and one other 4U math (MCV4U recommended), SCH4U OR SPH4U.

Applicants from Ontario secondary schools will be subject to similar admission averages for BA and BSc programs in Health at York but the intent is to aim for >78% Overall Admission Averages

The language proficiency requirements for the Faculty of Health apply to these students. For example, the following tests and scores are required: YELT bands 1 to 5, TOEFL 220 (paper based: 560; iBT: 83); IELTS 6.5. Further exemptions are noted at the following web site:

http://futurestudents.yorku.ca/requirements/docs_language

6.2 Alternate Admissions

Students from alternate pathways are also encouraged to apply and will be subject to meeting Grade 12 U/M prerequisites or equivalent for mathematics and science. Examples of students from alternate backgrounds include mature students, transfer students, internationally educated students, students from other provinces, etc

7. Resources – Please see Appendix I for details

7.1 Faculty expertise

Many of the existing Faculty of Health faculty complement have research and knowledge expertise in areas of Global Health. The attached list of faculty members outlines their teaching and research foci. Faculty members in other Faculties have been consulted and will be formally approached to support the program.

- Faculty in Environmental Studies have specific expertise required to provide electives in the Global Health & Environment concentration of the proposed program;
- Kinesiology and Health Sciences as well as faculty in the Schools of Health Policy & Management and Nursing will bring expertise in elective concentrations addressing Health Promotion and Disease Management, Global E-Health, and Global Health Policy, Management and Systems;
- The Faculty has developed a seven-year enrolment and budget model to support planning for the implementation, on-going development and sustainability of the program. The initial phase of the program assumes an investment to support the start-up activities of a new program, including a program coordinator, clerical/administrative support and an experiential education coordinator. Additional resources required to sustain enrolment growth will be provided and funded through net new enrolment revenue generated by the program. See Appendix I. As indicated in Section 1.4, a clear administrative model and process to support decision making will be implemented to provide oversight of the program's development and ongoing activities on how net revenue generated from Global Health will be allocated. For example, what portion will be invested in faculty complement, staffing, scholarships, program development, etc. This governance will be provided by an Interdisciplinary Programs in Health committee with senior representation from participating schools/department and including an Associate Dean. The chair of this committee will rotate annually among the partner Schools/Department. This committee will report to the Faculty of Health senior group comprised of the Chairs/Directors, Associate Deans, Executive Officer and the Dean.

7.2 Role of Retired, Adjunct and Contract Faculty

As required and as appropriate to the course delivery needs, retired faculty will be approached for involvement in the program delivery. It is expected that contract faculty will be required to cover some aspects of the program delivery needs if they have the credentials and experience to offer. It is expected that 80% of courses will be taught by full time faculty. The new course proposals that have been developed highlight the expertise of our full time faculty and only approximately 10% of new course proposals are reliant on contract faculty at this point.

7.3 Laboratory Requirements

The majority of courses to be offered within this degree do not require laboratory space. IHST 1000 is a new course which will offer its tutorials and 'labs' virtually. Students will have access to existing computing labs in Health, which will support the delivery of program offerings (see Section 7.4 and 7.5). Other lab courses are only within the required Science courses for the BSc students, and will be accommodated within the existing FSE courses.

7.4 Space Requirements

Initially, the program would require office space for a coordinator, program assistant and experiential education coordinator to support the program delivery. As enrolment grows, additional faculty and staff offices will be required; similarly, there may be a need for additional administrative space to accommodate growth. Students' computing needs would be well-supported; the Faculty of Health has exclusive access to 8 computing labs with a total capacity of 246 computers.

7.5 Information Technology Requirements

It is expected that many of the new courses proposed will be delivered in blended or on-line course formats. Information technology support for these courses will be very important, but given the Faculty of Health commitment to development of e-learning prototypes and interest of many faculty in the use of Moodle as course management software, this should be feasible. It is expected that this program will be made available to international students and the on-line capability may be very necessary to support that intention. Due to the practicum course requirement in Year 4, distance delivery will be imperative. University Information Technology support letters have been received for all new course proposals.

7.7 Anticipated Class Size and Experiential Education Requirements

At steady state, the program is intended to be delivered to an incoming class of 200 students with an initial intake of 50. That means that class sizes will initially involve 50 students growing to 200/section over 4 years. Initially, there will be capacity in existing sections of courses to accommodate the rather small intake of new students. As intake grows, additional course sections will be added. It is expected that class sizes will be based on/resemble class sizes that are already established for current offerings. The Faculty of Health is piloting experiential education within many of its courses over the present academic years, and has a commitment to increasing the experiential offerings in all its Schools. This program has a required practicum component whereby students will be in local or international settings addressing global health issues. The required experiential offering will entail coordination with international and local partners, which is already in initial stages of development. The pilot program also involves the determination of costs of an experiential education coordinator, which will be very important to insure appropriate partnership placements for these students.

Table 1 – Listing of Faculty**Full Time Faculty Support for Major Core Courses - Faculty of Health**

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Dennis Raphael – Professor	School of Health Policy and Management	Research: The health effects of income inequality and poverty, the quality of life of communities and individuals, and the impact of government decisions on Canadians' health and well-being. Teaching Areas: HLST 1010 Foundations of Health Studies; HLST 3010 Social Determinants of Health;
Jacqueline Chioniere – Assistant Professor	School of Nursing	Research Areas: political economy of health; social determinants of health; health care reform; women's health; health policy; women and work; health care systems; sociology; international long-term care Teaching Areas: NURS 4546-Global Health & Nursing Issues; GS/NURS 5135: Promoting Global/Planetary Health ADMS/NURS 4710 Canadian Health Care System
F. Beryl Pilkington-Associate Professor	School of Nursing	Research: community-based research, social determinants of health, women's health, resilience Teaching Areas: qualitative research methods, theoretical and philosophical foundations of nursing, loss and grieving
Nancy Johnston – Associate Professor	School of Nursing	Research: Community-based research, health delivery systems in developing countries, mental health, resilience, suffering. Teaching Areas: Suffering, Change and Innovation, Qualitative Research (Phenomenology and Hermeneutics) Global Health, Suffering.
Sandra M. Skerratt RN (EC), MN/NP-Adult Sessional Lecturer	School of Nursing	Research: Primary care Northern Ghana, Africa Teaching Areas: Epidemiology / Global Health Development of Self as Nurse: Advanced Professional Issues Nurses' Experience in Healthcare Environments
Deborah Tregunno-Associate Professor	School of Nursing	Research: Leadership, teamwork, quality and patient safety, organization and management of health services, quality work environment, Teaching Areas: Patient safety, leadership, quantitative research, health systems
Judith Ann MacDonnell – Assistant	School of Nursing	Research: Community-based research, disability, education, ethics,

Professor		gender, health services, immigration, knowledge transfer, labour and employment, maternal health, mental health, nursing, policy, public health, race and racism, sexuality, social determinants of health, sociology, violence, women. Teaching Areas: NURS – determinants of health, health policy, health promotion, maternal, child and family, nursing education, public health and community nursing, qualitative and quantitative research methods, women's health.
Grace Ross-Sessional Lecturer	School of Nursing	Research: community health assessment Teaching Areas: Community as Partner; Nurses as Teachers and Learners; Ethical Ways of Knowing and Caring in Nursing; Communicating and Relating in Complex Situations; Research and Inquiry
Christine Kurtz Landy, RN, PhD Assistant Professor	School of Nursing	Research: Health services and policy research focused on maternity care and women's health, reproductive health, women's mental health, refugee and immigrant health, interventions to improve health outcomes in mothers and children "at risk". Teaching Areas: Evidence informed health care; Research methods; Women's health; Health, Science and Society; Population and public health; Health education
Fay Mahdieh Dastjerdi- Assistant Professor	School of Nursing	Research: Immigrants, Refugees, Women, Seniors/Older Adult, Marginalized Groups, Violence, Accessing Healthcare Services, Social Determinants of Health, Qualitative and Mixed Method, Methodological Issues in Research Teaching Areas: NURS- Transcultural Nursing, Qualitative and Quantitative Research Methods, Nursing
Lillie L. Q. Lum – Associate Professor	School of Nursing & School of Health Policy & Management	Research: The principal investigator on recent and current nationally funded projects in organizational justice, globalization, health human resource management and distance education. Teaching Areas: HLST 1010 3.00 Foundations of Health Studies
Parissa Safai – Associate Professor	School of Kinesiology and Health Sciences	Research: Focus on the critical study of sport at the intersection of risk, health and healthcare. This includes research on the sports' "culture of risk", the development and social organization of sport and exercise medicine, as well as the social

		determinants of athletes' health. Teaching Areas: KINE: Research Methods KINE-1000 Sociocultural Aspects of Physical Activity
Lauren Sergio – Associate Professor	School of Kinesiology and Health Sciences	Research: aging, brain, motor activity, movement, neuroscience, psychophysics, vision. Teaching areas: KINE – motor learning, neuroscience, research methods. PSYC - Neuroscience
Chris Ardem – Associate Professor	School of Kinesiology and Health Sciences	Research: Areas include cardiac health, chronic disease, community-based research, epidemiology, obesity and physical activity. Teaching Areas: KINE 3635– Epidemiology KINE - Statistics
Hala Tamim – Associate Professor	School of Kinesiology and Health Sciences	Research: Areas include; epidemiology, children, exercise, health behaviours, injury, maternal health musculoskeletal, public health, and youth. Teaching Areas: KINE 3635– Epidemiology KINE - Statistics
Nancy Davis Halifax – Assistant Professor	School of Health Policy and Management	Research: Areas include cancer, chronic disease, cultural studies, disability, education, gender, poverty, social determinants of Health, theory, trauma, violence and visual arts. Teaching Areas: SHPM – Healthcare Ethics

Faculty of Health Full Time Faculty – Major Concentrations

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Rachel Gorman - CLA	School of Health Policy and Management	Research Areas: Teaching Areas: HLST 3010 Social Determinants of Health, HLST 4010 Health Care Ethics
Peter Tsisis –Associate Professor	School of Health Policy and Management	Research Areas: Teaching Areas: HLST 2030 Essentials of Health Care Management
Joel R. Lexchin - Professor	School of Health Policy and Management	Research Areas: Globalization, Health, Pharmaceutical Policy, Policy Teaching Areas: HLST 3120; Health Policy, International Health, Pharmaceutical Policy
Tamara J. Daly – Associate Professor	School of Health Policy and Management	Research Areas: Aging, Gender, Health Management, Policy, Qualitative Methodology, Social Determinants of Health, Sociology,

		<p>Violence, Women.</p> <p>Teaching Areas: HLST 4110 Comparative Health Policy; Gender and Health, Health and Aging, Health and Human Rights, Health Care Work, Health Management/Healthcare Management, Health Policy, International Health</p>
Farah Ahmad – Assistant Professor	School of Health Policy and Management	<p>Research Areas: Primary Care settings, Psychosocial Health, vulnerable communities and eHealth innovations.</p> <p>Teaching Areas: HLST 2040; Electronic Health Records/Health database app; Health Informatics; Research Methods</p>
Frances Wilkinson - Professor	Department of Psychology	<p>Research: Vision and Aging, Global form in glass patterns.</p> <p>Teaching Areas: PSYC 3170– Health Psychology PSYC1010– Introduction to Psychology PSYC - Neuroscience</p>
Myriam Mongrain – Associate Professor	Department of Psychology	<p>Research: In cognitive, interpersonal, and social support variables associated with immature dependence and self-criticism, with the goal of developing better models predicting depressive onsets. Pursuing the study of resilience factors in combating depression and the development of positive interventions to build strength in those vulnerable to the disorder.</p> <p>Teaching areas: PSYC – Clinical Psychology PSYC 1010 – Introduction to Psychology</p>
Jennifer Steeves – Associate Professor	Department of Psychology	<p>Research: How does the brain adapt to changes in sensory input or to direct brain damage? In my lab, we use converging techniques to study the brain and behaviour including psychophysics, eye movement measurement, functional magnetic resonance imaging (fMRI) and transcranial magnetic stimulation (TMS).</p> <p>Teaching Areas: PSYC 1010– Introduction to Psychology PSYC- Sensation and Perception</p>
Ronald Sheese – Associate Professor	Department of Psychology	<p>Research: Critical Psychology and teaching with technology.</p>

		<p>Teaching Areas: PSYC – Education PSYC – History of Psychology PSYC 1010– Introduction to Psychology</p>
Jill B. Rich – Associate Professor	Department of Psychology	<p>Research: Neuropsychology. Memory and cognition in normal aging and dementia (e.g., semantic memory, implicit memory, prospective memory) as well as the relationship between sex hormones and cognition (e.g., the effect of estrogen on cognition in postmenopausal women). Clinical work involves neuropsychological assessment, particularly with geriatric populations.</p> <p>Teaching Areas: PSYC 1010 – Introduction to Psychology</p>
Mazyar Fallah – Assistant Professor	School of Kinesiology and Health Sciences	<p>Research: Behavioural Science, brain, cognitive process, neuroscience, perception, psychophysics, vision.</p> <p>Teaching Areas: KINE and PSYC neurosciences</p>
Sherry Grace – Associate Professor	School of Kinesiology and Health Sciences	<p>Research: Cardiac Health, chronic disease, depression, electronic health records, evaluation, gender, Health behaviours, health psychology, health service, physical activity, policy, psychology, quality of life, rehabilitation, resilience, social determinants of health, stress and women.</p> <p>Teaching Areas: Behavioural Health and Psychology</p>
Mazan Hamadeh – Associate Professor	School of Kinesiology and Health Sciences	<p>Research: Brain, chronic disease, diabetes, exercise physiology, metabolism, molecular biology, muscle, neuroscience, nutrition.</p> <p>Teaching Area: Nutrition</p>
Hernan Humana – Associate Lecturer	School of Kinesiology and Health Sciences	<p>Research: Coaching and the Social cultural aspects of Physical Activity</p> <p>Teaching Areas: KINE – Coaching KINE 1000 – Sociocultural Aspects of Physical Activity</p>
Jennifer Kuk – Assistant Professor	School of Kinesiology and Health Sciences	<p>Research Areas: Physical activity, obesity, epidemiology, diabetes, cardiac health, race and racism.</p> <p>Teaching Areas: KINE Fitness and Health; Metabolism & Obesity</p>
Merv Mosher – Senior Lecturer	School of Kinesiology and Health Sciences	<p>Research: Health</p> <p>Teaching areas: KINE – motor learning, research methods and statistics</p>
Nicolette Bradley - Lecturer	School of Kinesiology and Health Sciences	<p>Teaching areas: Anatomy and Physiology</p>

Gillian Wu – Professor	School of Kinesiology and Health Sciences	Research Areas: Abnormal and normal development in the immune system. Teaching Areas: KINE 2011 Human Physiology I
Olasunkaani Adegoke – Assistant Professor	School of Kinesiology and Health Sciences	Research Areas: Diabetes, Exercise Physiology, Metabolism, Molecular Biology, Muscle, Nutrition, Obesity. Teaching Areas: KINE 4020 Human Nutrition; Metabolism and Obesity, Nutrition, Physiology.
Lucia Gagliese – Associate Professor	School of Kinesiology and Health Sciences	Research Areas: Teaching Areas: KINE 4710 Psychological Health of Chronic disease
Roger Kelton –Professor Emeriti	School of Kinesiology and Health Sciences	Research Areas: Teaching Areas: KINE 2031 Human Anatomy; KINE 4020 Human Nutrition
Neil E. Smith – Associate Lecturer	School of Kinesiology and Health Sciences	Research Areas: Teaching Areas: KINE 2031 Human Anatomy

Faculty of Environmental Studies Full Time Faculty

Sarah Flicker	Faculty of Environmental Studies	Research Areas: Adolescent Sexual and Reproductive Health; Community based participatory research; HIV/AIDS; Community Development. Teaching Areas: ENVS 4205 HIV and globalization
Tim Leduc – Contractually limited appointment	Faculty of Environmental Studies	Research Areas: Intercultural views on northern climate change; Ecological worldviews, religion and eco-humanities; Colonial and indigenous knowledges in Canada; Environmental education; Interdisciplinarity in Canadian Environmental Studies. Teaching Areas: ENVS 2100 Environment and Culture
Debra Barndt - Professor	Faculty of Environmental Studies	Research Areas: Community-engaged and activist art; Agri-food sustainability and local/global food movements; Popular education for social and environmental justice; Diverse epistemologies and ways of knowing; Participatory methodologies; Transnational activism (especially in the Americas). Teaching Areas: ENVS 2122 Community Arts for Social Change; ENVS 3125 Popular Education for

		Environmental and Social Justice
Stefan Kipfer i- Associate Professor	Faculty of Environmental Studies	Research Areas: Theories of society, politics and the city; Comparative urban-regional politics and planning; Urban social movements and restructuring; Colonization, racialization and urbanization in post-colonial times; Suburbanization, territorial relations and regional planning; Public housing: gentrification, privatization and redevelopment. Teaching Areas: ENVS 2200 Foundations of Urban and Regional Environments
Lewis Molot - Professor	Faculty of Environmental Studies	Research Areas: Photochemical formation of particulate organic carbon in lakes; Fe control of cyanobacterial blooms in lakes. Teaching Areas: ENVS 2410 Science and Pollution; ENVS 3110 Scientific Knowledge and Environmental Issues
Leesa Fawcett - Associate Professor	Faculty of Environmental Studies	Research Areas: Bioregionalism, Community Development and Food; Ecology & Environmental Science; Environmental & Cultural Studies; Environmental Education; Gender & Environments; Globalization & International Development; Sustainability. Teaching Areas: ENVS 3150 Human/non-human Animal Relations
Felipe Greenheck Montoya - Professor	Faculty of Environmental Studies	Research Areas: Environmental Anthropology; Critical Studies in Development; Environmental Conservation in the Neotropics; Community Livelihood and Well-Being. Teaching Areas: ENVS 3310 Tropical Conservation and Sustainable Development; ENVS 4810 International Field Course: Ecology and Sustainability in Costa Rica
Jinthana Haritaworn– Assistant Professor	Faculty of Environmental Studies	Research Areas: Transnational race, gender and sexuality studies; Feminist/queer/trans of colour theories and activisms; Urban and environmental justice; Urban ecologies of race, class, sexuality and disability; Gentrification; Criminalization; Pathologization; Violence; Affect; Biopolitics, necropolitics and geopolitics; Sociology and cultural studies. Teaching Areas: ENVS 3320 Sex,

		Gender, Nature: Ecofeminist Perspectives; ENVS 4320 Gender and Development
Anna Zalik – Associate Professor	Faculty of Environmental Studies	Research Areas: Teaching Areas: ENVS 3340 Global Environmental Politics
Peter Penz – Professor (retired)	Faculty of Environmental Studies	Research Areas: Teaching Areas: ENVS 4312 Global Justice and International Humanitarianism; ENVS 4315 Humanitarian Crisis and Action;
Peter Mulvihill – Associate Professor	Faculty of Environmental Studies	Research Areas: Future of the environmental movement; Environmental assessment; Scenario planning; Environmental history; Northern Canada; Rural and ex-urban places; China. Teaching Areas: ENVS 3430 Environmental Assessment; ENVS 4430 Impact Assessment Process and Practice
Raymond Rogers – Associate Professor	Faculty of Environmental Studies	Research Areas: Relationship between economics and the natural world focusing on critiques of conservation and development; Application of social theory to the environmental crisis; Cultural studies. Teaching Areas: ENVS 3440 Resource Management
Roger Keil - Professor	Faculty of Environmental Studies	Research Areas: Global Suburbanism; Urban Governance; Global Cities; Infectious Disease and Cities; Urban Infrastructures; Urban Political Ecology. Teaching Areas: ENVS 4223 Global Cities
Syed Har Ali- Associate Professor	Faculty of Environmental Studies	Research Areas: Environmental Disasters; Environmental Health, Environmental Sociology Teaching Areas: ENVS 3450 Environmental Health; ENVS 4440 Environmental Disasters
Ilan Kapoor - Professor	Faculty of Environmental Studies	Research Areas: Critical Development Studies; Participatory development and democracy/democratic theory; Postcolonial theory/politics and cultural studies; Celebrity humanitarianism/celebrity culture; Ideology critique (drawing on psychoanalytic Marxism, particular Zizek); Social/environmental movements in the North and South; 'New' critiques of development (ecological, postdevelopment, postmarxist, feminist, anti-racist, non-western, postcolonial). Teaching Areas: ENVS 2300

		Foundation of Environmental Politics
Martin Bunch – Associate Professor	Faculty of Environmental Studies	Research Areas: Decision support in GIS; web-distributed GIS; ecosystem approaches; problems of developing area cities (particularly in India); adaptive management; urban development; urban environmental management; complex systems; systems approaches to problem solving. Teaching Areas: ENVS 4523 Systems Thinking

Faculty of Environmental Studies Contract Faculty

Sam Benvie – Contract Faculty	Faculty of Environmental Studies	Teaching Areas: ENVS 3226 Sustainable Urbanism: Environmental Planning and Design
Kaz Higuchi – Contract Faculty	Faculty of Environmental Studies	Teaching Areas: ENVS 3400 Climate Change Science and Policy; ENVS
Arlene Gould – Contract Faculty	Faculty of Environmental Studies	Teaching Areas: ENVS 4230 Design for Sustainability Workshop
Mohammed Hassan – Contract Faculty	Faculty of Environmental Studies	Teaching Areas: ENVS 3227 Urban Planning and Practice in the Global South ENVS
Frehiwot Tesfaye – Contract Faculty	Faculty of Environmental Studies	Teaching Areas: ENVS 3450 Environment and Health: Social and Political Dimensions

8. Enrolment Projections - Please see Appendix I for detailed enrolment projections and flow through

The initial intake of students for this program is expected to be 50 and will grow by the same number annually, reaching an intake of 200 at its peak. The Global Health program is envisioned to provide an international experience. Visa students would serve to enrich the program. Therefore, intake targets assume a 60% domestic to 40% visa mix, with visa increasing to 50% over time. The visa strategy will initially focus on existing markets for Health (India, China) but will expand to more countries over time

Student flow-through is based on the Faculty's two-year average. Flow through, or the transition rate, refers to the number of students progressing to the next study level in a given year, expressed as a percentage (or ratio) of students enrolled in the previous level in the previous year. At its peak, the program is expected to enroll approximately 830 majors.

The BA and BSc in Global Health will generate net new enrolment for the Faculty of Health as well as other Faculties. In particular Liberal Arts & Professional Studies will provide General Education courses for the BA and BSc. Science and Engineering will provide courses to fulfill the basic science requirement. A concentration in Global Health & the Environment will be offered in partnership with Environmental Studies. All Faculties may offer course space for

2/1/2013

Appendix F: Calendar Copy BA Specialized Honours Global Health

Requirements	Description																												
Residency requirement	A minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University.																												
Graduation requirement	All graduates must complete a total of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+).																												
General education	<p>A minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • Six credits in humanities (HUMA) at the 1000 or 2000 level • Six credits in social science (SOSC) at the 1000 or 2000 level or modes of reasoning (MODR) at the 1000 level • Six credits in natural science (NATS) at the 1000 or 2000 level <p>It is strongly recommended that students complete the general education requirements above within their first 54 credits. Students may take nine credits of either HUMA or SOSC, six credits of which would count toward the corresponding general education area of study and the additional three credits would count toward electives. Students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfill general education may count toward electives.</p> <p>Note: general education requirements are satisfied by taking natural science courses offered by the Faculty of Science and Engineering and approved humanities, modes of reasoning and social science courses offered by the Faculty of Liberal Arts and Professional Studies.</p>																												
Major credits	<p>A minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration in addition to a 3.00 Applied Global Health Research Topics Capstone relevant to student's concentration.) as follows:</p> <p>Core Courses (60 credits)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">HH/IHST 1010 3.00</td> <td>Foundations of Health Studies</td> </tr> <tr> <td>HH/IHST 1000 6.00</td> <td>Human Anatomy and Physiology for Health New or</td> </tr> <tr> <td>HH/IHST 1001 3.00</td> <td>Human Anatomy and Physiology for Health I New</td> </tr> <tr> <td>and</td> <td></td> </tr> <tr> <td>HH/IHST 1002 3.00</td> <td>Human Anatomy and Physiology for Health II New</td> </tr> <tr> <td>HH/IHST 2000 3.00</td> <td>Global Health Policy: Power and Politics - New</td> </tr> <tr> <td>HH/IHST 2200 3.00</td> <td>Determinants of Health: Local to Global – New</td> </tr> <tr> <td>HH/IHST 2100 3.00</td> <td>Chronic Diseases and Care – New</td> </tr> <tr> <td>HH/IHST 3545 3.00</td> <td>Promoting Global Health - New</td> </tr> <tr> <td>HH/IHST 2010 6.00</td> <td>Global Health Research Methods & Measurement</td> </tr> <tr> <td>New</td> <td></td> </tr> <tr> <td>HH/IHST 4010 3.00</td> <td>Health Care Ethics</td> </tr> <tr> <td>HH/IHST 4510 3.00</td> <td>Health and Human Rights</td> </tr> <tr> <td>HH/IHST 3000 3.00</td> <td>Epidemiological Approaches to Global Health – New</td> </tr> </table>	HH/IHST 1010 3.00	Foundations of Health Studies	HH/IHST 1000 6.00	Human Anatomy and Physiology for Health New or	HH/IHST 1001 3.00	Human Anatomy and Physiology for Health I New	and		HH/IHST 1002 3.00	Human Anatomy and Physiology for Health II New	HH/IHST 2000 3.00	Global Health Policy: Power and Politics - New	HH/IHST 2200 3.00	Determinants of Health: Local to Global – New	HH/IHST 2100 3.00	Chronic Diseases and Care – New	HH/IHST 3545 3.00	Promoting Global Health - New	HH/IHST 2010 6.00	Global Health Research Methods & Measurement	New		HH/IHST 4010 3.00	Health Care Ethics	HH/IHST 4510 3.00	Health and Human Rights	HH/IHST 3000 3.00	Epidemiological Approaches to Global Health – New
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HH/IHST 4510 3.00	Health and Human Rights																												
HH/IHST 3000 3.00	Epidemiological Approaches to Global Health – New																												

<p>HH/IHST 3100 3.00 HH/IHST 4100 3.00 HH/IHST 3740 3.00 HH/IHST 4200 3.00 HH/IHST 4300 9.00 HH/IHST 4400 3.0</p> <p>Global e-Health At least 21 credits selected from:</p> <p>HH/HLST 2050 3.00 HH/HLST 3341 3.00 HH/HLST 4320 3.00 HH/HLST 4330 3.00 HH/HLST 4340 3.00 HH/HLST 3330 3.00 HH/NURS 3240 3.00 of HH/NURS 4210 3.00</p> <p>Global Health Policy, Management and Systems At least 24 credits selected from:</p> <p>AP/ECON 1000 3.00 HH/HLST 2060 3.00 HH/HLST 3550 3.00 HH/HLST 3450 3.00 HH/HLST 4110 3.00 HH/HLST 4000 3.00 HH/HLST 4130 3.00 HH/HLST 3540 3.00 HH/HLST 4520 3.00</p> <p>Global Health: Health Promotion & Disease Management At least 24 credits selected from:</p> <p>HH/KINE 4710 3.00 HH/HLST 3011 3.00</p> <p>HH/KINE 3645 3.00 HH/NURS3130 3.00</p> <p>HH/KINE 3100 3.00 HH/PSYC 3170 3.00 HH/KINE 4565 3.00 HH/KINE 4640 3.00 HH/KINE 4900 3.00 HH/HLST 3520 3.00 on HH/KINE 4140 3.00</p>	<p>Communicable Diseases and Care - New Program Planning and Evaluation - New OR Healthcare Planning for Communities Global Health Governance and Leadership - New Integrated Global Health Practicum – New Applied Global Health Research Capstone (2-week intensive) New</p> <p>Global Health Informatics - New Health Information Systems eHealth Decision Making and Decision Support Systems Health Technology Assessment Global eHealth/Virtual Communities - New Electronic Data Systems: An Analytical Examination of Human Caring and Technology Privacy and Security Principles and Applications in Health Care</p> <p>Microeconomics Introduction to Healthcare System Dynamics - New Global Health Architecture - New Financing and Resources for Global Health - New Comparative Health Policy Advanced Contemporary Health Policy OR Public Policy and Disability International Agencies in Health Care Contemporary Migration and Health - New</p> <p>Psychology of Health and Chronic Disease Structural Approaches to Health Promotion and Education Physical Activity and Health Promotion Health and Healing: Promoting Health and Healing with Individuals and Families Health Psychology and Kinesiology Health Psychology Epidemiology of Injury Prevention Lifestyles and Current Health Issues Therapy for Chronic Diseases Lifespan Approaches to Health: Societal Influences on Human Development Nutrition & Human Diseases</p>
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	<p>HH/KINE 4518 3.00 Molecular Basis of Selected Diseases</p> <p><i>Global Health and the Environment</i> At least 24 credits selected from:</p> <p>ES/ENVS 2100 6.00 Foundations in Environment and Culture: Philosophy, arts, technology and education ES/ENVS 2122 3.00 Community Arts for Social Change ES/ENVS 2200 6.00 Foundations of Urban and Regional Environments: Analysis, planning and design ES/ENVS 2300 6.00 Foundations of Environmental Politics: development, globalization and justice ES/ENVS 2410 3.00 The Science of Pollution: Impacts on the environment and human health ES/ENVS 3110 3.00 Scientific Knowledge and environmental issues ES/ENVS 3125 3.00 Popular Education for Environmental and Social Justice ES/ENVS 3150 3.00 Human/Animal relations ES/ENVS 3226 3.00 Sustainable Urbanism: Environmental planning and design ES/ENVS 3227 3.00 Urban Planning and Practice in the Global South ES/ENVS 3310 3.00 Tropical conservation and sustainable development ES/ENVS 3320 3.00 Sex, Gender, Nature: Ecofeminist Perspectives ES/ENVS 3340 3.00 Global Environmental Politics ES/ENVS 3400 3.00 Introduction to climate change science and policy ES/ENVS 3430 3.00 Environmental Assessment ES/ENVS 3440 3.00 Resource Management ES/ENVS 3450 3.00 Environment and Health: Social and political dimensions ES/ENVS 4205 3.00 HIV and globalization: Where do we go from here? ES/ENVS 4223 3.00 Global Cities ES/ENVS 4230 6.00 Design for sustainability in the built environment ES/ENVS 4312 3.00 Global justice and ES/ENVS 4315 3.00 Humanitarian crises and action ES/ENVS 4320 3.00 Gender and development ES/ENVS 4430 3.00 Impact assessment process and practice ES/ENVS 4440 3.00 Environmental disasters ES/ENVS 4523 3.00 Systems thinking in environmental studies ES/ENVS 4810 6.00 International field course: ecology and sustainability in Costa Rica</p> <p>Note: At least 12 credits in the major must be completed at the 4000 level.</p>
Upper-level credits	A minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.
Credits outside the major	A minimum of 18 credits outside the major. Credits outside the major may be used to fulfill upper-level credits.

Appendix G: Calendar Copy - BSc Specialized Honours Global Health

Requirements	Description
Residency requirement	A minimum of 30 course credits and at least half (50 percent) of the course credits required in each undergraduate degree program major/minor, must be taken at York University.
Graduation requirement	All graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).
General education	<p>A minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • Six credits in humanities (HUMA) at the 1000 or 2000 level • Six credits in social science (SOSC) at the 1000 or 2000 level • Six credits in modes of reasoning (MODR) at the 1000 level <p>It is strongly recommended that students complete the general education requirements above within their first 54 credits. Students may take nine credits of either HUMA or SOSC, six credits of which would count toward the corresponding general education area of study and the additional three credits would count toward electives. Students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfill general education may count toward electives.</p> <p>Note: general education requirements are satisfied by taking natural science courses offered by the Faculty of Science and Engineering and approved humanities, modes of reasoning and social science courses offered by the Faculty of Liberal Arts and Professional Studies.</p>
Basic science requirement	<p>A minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> • Six credits in mathematics selected from: SC/MATH 1505 6.00, SC/MATH 1013 3.00, SC/MATH 1014 3.00, SC/MATH 1025 3.00 • Three credits selected from: SC/CSE 1520 3.00 or SC/CSE 1540 3.00 or SC/CSE 1570 3.00 • Six credits selected from: SC/BIOL 1000 3.00, SC/BIOL 1001 3.00, SC/CHEM 1000 3.00, SC/CHEM 1001 3.00 SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00
Major credits	<p>A minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration in addition to a 3.00 Applied Global Health Research Topics Capstone relevant to student's concentration.) as follows:</p> <p>Core Courses (60 credits)</p> <p>HH/IHST 1010 3.00 Foundations of Health Studies</p>

HH/IHST 1000 6.0	Human Anatomy and Physiology for Health New OR
HH/IHST 1001 3.00	Human Anatomy and Physiology for Health I AND
HH/IHST 1002 3.00	Human Anatomy and Physiology for Health II
HH/IHST 2000 3.00	Global Health Policy: Power and Politics - New
HH/IHST 2200 3.00	Determinants of Health: Local to Global – New
HH/IHST 2100 3.00	Chronic Diseases and Care – New
HH/IHST 4545 3.00	Promoting Global Health - New
HH/IHST 2010 6.00	Global Health Research Methods & Measurement
New	
HH/IHST 4010 3.00	Health Care Ethics
HH/IHST 4510 3.00	Health and Human Rights
HH/IHST 3000 3.00	Epidemiological Approaches to Global Health – New
HH/IHST 3100 3.00	Communicable Diseases and Care - New
HH/IHST 4100 3.00	Program Planning and Evaluation - New
HH/IHST 3740 3.00	Healthcare Planning for Communities
HH/IHST 4200 3.00	Global Health Governance and Leadership - New
HH/IHST 4300 9.00	Integrated Global Health Practicum - New
HH/IHST 4400 3.0	Applied Global Health Research
Capstone (2-week intensive)	New
Global e-Health	
At least 24 credits selected from:	
HH/HLST 2050 3.00	Global Health Informatics - New
HH/HLST 3341 3.00	Health Information Systems
HH/HLST 4320 3.00	eHealth
HH/HLST 4330 3.00	Decision Making and Decision Support Systems
HH/HLST 4340 3.00	Health Technology Assessment
HH/HLST 3330 3.00	Global eHealth/Virtual Communities - New
HH/NURS 3240 3.00	Electronic Data Systems: An Analytical Examination of Human Caring and Technology
HH/NURS 4210 3.00	Privacy and Security Principles and Applications in Health Care
Global Health Policy, Management and Systems	
At least 24 credits selected from:	
AP/ECON 1000 3.00	Microeconomics
HH/HLST 2060 3.00	Introduction to Healthcare System Dynamics - New
HH/HLST 3550 3.00	Global Health Architecture - New
HH/HLST 3450 3.00	Financing and Resources for Global Health - New
HH/HLST 4110 3.00	Comparative Health Policy
HH/HLST 4000 3.00	Advanced Contemporary Health Policy OR
HH/HLST 4130 3.00	Public Policy and Disability
HH/HLST 3540 3.00	International Agencies in Health Care
HH/HLST 4520 3.00	Contemporary Migration and Health - New
Global Health: Health Promotion & Disease Management	
At least 24 credits selected from:	
HH/KINE 4710 3.00	Psychology of Health and Chronic Disease
HH/HLST 3011 3.00	Structural Approaches to Health Promotion and Education

	<p>HH/KINE 3645 3.00 Physical Activity and Health Promotion HH/NURS3130 3.00 Health and Healing: Promoting Health and Healing with Individuals and Families HH/KINE 3100 3.00 Health Psychology and Kinesiology HH/PSYC 3170 3.00 Health Psychology HH/KINE 4565 3.00 Epidemiology of Injury Prevention HH/KINE 4640 3.00 Lifestyles and Current Health Issues HH/KINE 4900 3.00 Therapy for Chronic Diseases HH/HLST 3520 3.00 Lifespan Approaches to Health: Societal Influences on Human Development HH/KINE 4140 3.00 Nutrition & Human Diseases HH/KINE 4518 3.00 Molecular Basis of Selected Diseases</p> <p><i>Global Health and the Environment</i> At least 24 credits selected from:</p> <p>ES/ENVS 2100 6.00 Foundations in Environment and Culture: Philosophy, arts, technology and education ES/ENVS 2122 3.00 Community Arts for Social Change ES/ENVS 2200 6.00 Foundations of Urban and Regional Environments: Analysis, planning and design ES/ENVS 2300 6.00 Foundations of Environmental Politics: development, globalization and justice ES/ENVS 2410 3.00 The Science of Pollution: Impacts on the environment and human health ES/ENVS 3110 3.00 Scientific Knowledge and environmental issues ES/ENVS 3125 3.00 Popular Education for Environmental and Social Justice ES/ENVS 3150 3.00 Human/Animal relations ES/ENVS 3226 3.00 Sustainable Urbanism: Environmental planning and design ES/ENVS 3227 3.00 Urban Planning and Practice in the Global South ES/ENVS 3310 3.00 Tropical conservation and sustainable development ES/ENVS 3320 3.00 Sex, Gender, Nature: Ecofeminist Perspectives ES/ENVS 3340 3.00 Global Environmental Politics ES/ENVS 3400 3.00 Introduction to climate change science and policy ES/ENVS 3430 3.00 Environmental Assessment ES/ENVS 3440 3.00 Resource Management ES/ENVS 3450 3.00 Environment and Health: Social and political dimensions ES/ENVS 4205 3.00 HIV and globalization: Where do we go from here? ES/ENVS 4223 3.00 Global Cities ES/ENVS 4230 6.00 Design for sustainability in the built environment ES/ENVS 4312 3.00 Global justice and International Humanitarianism ES/ENVS 4315 3.00 Humanitarian crises and action ES/ENVS 4320 3.00 Gender and development ES/ENVS 4430 3.00 Impact assessment process and practice ES/ENVS 4440 3.00 Environmental disasters ES/ENVS 4523 3.00 Systems thinking in environmental studies ES/ENVS 4810 6.00 International field course: ecology and sustainability in Costa Rica</p> <p>Note: At least 12 credits in the major must be completed at the 4000 level.</p>
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Upper level credits	A minimum of 42 at the 3000 or 4000 level including at least 18 credits in the major.
Required science credits outside the major	<p>A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:</p> <p style="padding-left: 40px;">All courses offered through the Faculty of Science.</p> <p style="padding-left: 40px;">All kinesiology and health science courses excluding: HH/KINE 2380 3.00, HH/KINE 3240 3.00, HH/KINE 3250 3.00, HH/KINE 3360 3.00, HH/KINE 3420 3.00, HH/KINE 3430 3.00, HH/KINE 3440 3.00, HH/KINE 3490 3.00, HH/KINE 3510 3.00, HH/KINE 3530 3.00, HH/KINE 3580 3.00, HH/KINE 3620 3.00, HH/KINE 4340 3.00, HH/KINE 4350 3.00, HH/KINE 4360 3.00, HH/KINE 4370 3.00, HH/KINE 4375 3.00, HH/KINE 4420 3.00, HH/KINE 4430 3.00, HH/KINE 4480 3.00, HH/KINE 4485 3.00, HH/KINE 4490 3.00, HH/KINE 4495 3.00, HH/KINE 4530 3.00, HH/KINE 4560 3.00, HH/KINE 4620 3.00, HH/KINE 4630 3.00, HH/KINE 4645 3.00</p> <p style="padding-left: 40px;">All psychology courses, excluding: HH/PSYC 3350 3.00, HH/PSYC 3430 3.00, HH/PSYC 3600 3.00, HH/PSYC 3620 3.00, HH/PSYC 3630 3.00, HH/PSYC 3670 3.00, HH/PSYC 4891 6.00.</p>
Electives	Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfill science and upper-level credits.

Appendix A

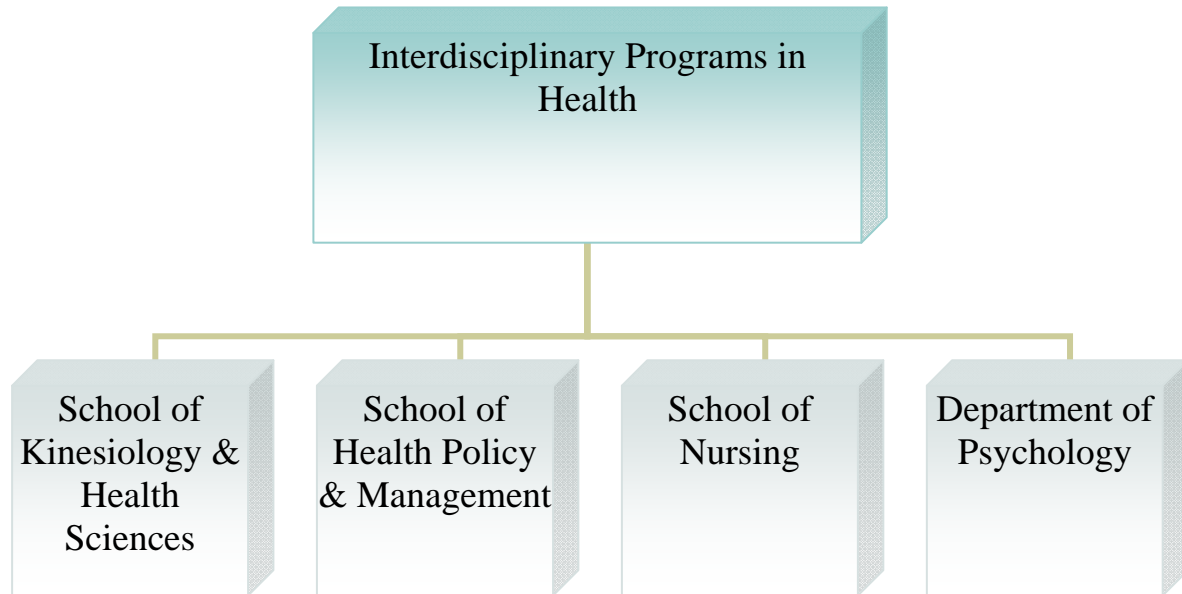


Figure 1: Proposed Administrative Structure

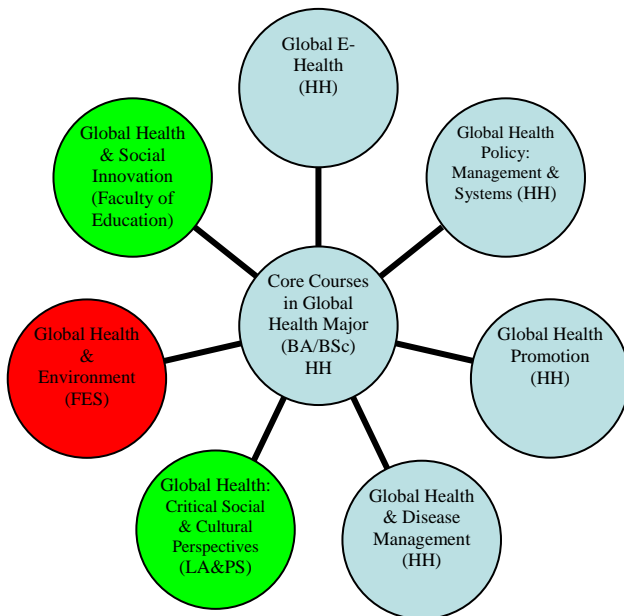


Figure 2: Proposed connections between Core offerings and Concentrations (Red= curricular discussions in progress; Green = future possible offering).

Appendix B: Global Health Core Courses

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/HLST	1010	3.00	Existing	Fall

Foundations of Health Studies I

An inter- and multidisciplinary introduction to the issues underlying Canada's health care system. Examines the social, cultural, economic and political influences on concepts, values and structures of Canada's health care system. Course credit exclusion: AK/HH/HLST 1000 6.00.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/KINE	1000/1001	6.00or 3.00 x2	New	TBA

Human Anatomy & Human Physiology for Health – 6.00 or 2x3.00 - TBD

This course will examine human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students will examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	2000	6.00	New	TBA

Global Health Policy: Power & Politics.

An introduction to concepts central to global health, and philosophy focusing on problems concerning the nature of global society, the nature of the state, justice and human rights, freedom and censorship. The course will focus on the sources of power and knowledge in the global context

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	2200	6.00	New	TBA

Determinants of Health: Local to Global

Societal factors determine why some people stay healthy and others become ill. This course examines how these determinants of health influence health. Focus is upon income, stress, early life, social exclusion, work conditions, unemployment, social support, addiction, food and transportation.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/NURS/KINE	2100	3.00	New	TBA

Chronic Diseases and Care

This course will examine the complexity and impact of chronic and complex conditions on national and international health care systems. It will define and investigate the current prevalence, significance, risk factors and determinants of the major current chronic conditions and their prevention and management.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/NURS/KINE/SHPM	2010	6.00	New	TBA

Research Methods & Measurements in Global Health

An introduction to methodological, statistical and computer techniques used in research and the application of these techniques to quantitative and qualitative research in the context of global health. Topics such as research design, sources of validity and bias, reading research reports and interpretation of findings will be included for both research paradigms.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/HLST	4010	3.00	Existing/New	Fall, S1

Health Care Ethics: Policy and Management Perspectives

Provides an overview of ethical issues involved in health care policy, management and informatics in Canada. It combines theory and practical application to allow for reflection on the role values and beliefs play in health policy, management and informatics decisions.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/HLST	4510	3.00	Existing/New	TBA

Health & Human Rights

Examines how health and human rights are complementary approaches to understanding and analyzing human well-being. The congruence of the two fields has arisen as the definition of human rights has expanded from civil and political rights to include social and economic rights. Will examine this evolution and its implications. Prerequisites: At least 36 credits or permission of course instructor. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/KINE/NURS	3000	3.00	New	TBA

Epidemiological Approaches to Global Health

The course will provide an introduction to the basic principles of epidemiology with emphasis on studies undertaken in the field of global health. Cross listed to HH/KINE 3635 3.00

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/KINE/NURS	3100	3.00	New	TBA

Communicable Diseases and Care

This course introduces students to the current knowledge and application of epidemiology to communicable diseases. Additionally it provides current knowledge and theories regarding those infectious diseases of relevance to populations and programs in place to address spread of disease..

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Nursing	4545	3.00	New	TBA

Promoting Global Health

Students examine the evidence that while progress in achieving important global health outcomes has occurred, significant challenges remain to be solved. Global health issues impacted by such factors as poverty, gender inequality, international trade policy, climate-change, loss of biodiversity, food insecurity, war and displacement are explored as expressions of structural influences which perpetuate global disparities in health. Asking the question "What would it take to achieve health for all?" students identify

pressing global health issues and the global health promotion strategies that are being used to address them.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	4100	3.00	New	TBA

Program Planning & Evaluation

Provides an overview of the tools and techniques of program planning, monitoring and evaluation with particular focus on health programs. Evaluation of health (or other social/development) programs are often mandated. The course focuses on how to do evaluations that are useful and actually used. In other words, to carry out utilization focused evaluation.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/NURS	3740	3.00	Existing/New	TBA

Health Care Planning for Community Capacity

This course provides a theoretical and methodological background for strength based analysis and program/service planning at the community, regional, national and global levels.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/SHPM	4200	3.00	New	TBA

Global Health Governance and Leadership

This course introduces students to global health governance as a mechanism for resolving transnational interdependent health problems where global cooperation is needed. The course is designed to give students an understanding of issues in global health governance. The course combines theory with application to develop leadership skills needed to work with organizations that provide support for global health initiatives.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/ALL	4300	9.00	New	TBA

Integrated Global Health Practicum

Designed to bridge theory and practice in a variety of public and community health settings, the Practicum is a planned, supervised and evaluated research and practice based experience in which students are mentored and supported by qualified supervisors and faculty.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	IHST/ALL	4400	3.00	New	TBA

Applied Global Health Research Capstone

These seminar courses will be in topic areas per concentration in global health major

- Global e-Health
- Global Health policy, management and systems
- Global Health promotion and disease management
- Global Health and the Environment

This capstone course will support synthesis of learning from the practicum and previous courses in the program and develop seminar leadership skills.

Appendix C: Global e-Health Course List

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	2050	3.00	New	TBA

Global Health Informatics

The course covers the main topics in the rapidly evolving discipline of Health Informatics from a Global perspective. It examines the information and communication technologies used to provide health informatics services. It also discusses the impact of health informatics on global information management and patient care, and provides an understanding of health informatics methods and principles. It finally covers the opportunities and challenges raised by Global Health Informatics.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	3341	3.00	Existing	

Health Information Systems

Designed to develop a global understanding of the significance of health information systems (HIS) in healthcare. Topics include: health information management, HIS implications in transformation of health care and health care services delivery, standards development, technical and policy issues surrounding security, privacy and confidentiality of health care data. Prerequisite: AK/HH/HLST 2040 3.00 or, for those with equivalent preparation, permission of the instructor. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4320	3.00	Existing	

eHealth

Introduces the major issues and trends in the application of Information and Communication Technologies (ICT) in the health care service sector. Prerequisite: AK/HH/HLST 1000 6.00 or permission of the undergraduate program director. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4330	3.00	Existing	

Decision Making and Decision Support Systems

Integrates literature on decision making and literature on management information systems in the health care context to illuminate the rational and non-rational aspects of decision making in health care. Prerequisites: Successful completion of 60 credits or permission of course instructor. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4340	3.00	Existing	

Health Technology Assessment

Provides students with the knowledge and skills required to carry out systematic analysis and make informed decisions concerning the introduction, allocation and cost-effective use of technologies in healthcare. Prerequisites: AK/HH/HLST 1000 6.00 or (AK/HH/HLST 1010 3.00 and AK/HH/HLST 1011

3.00), AK/HH/HLST 2040 3.00, AK/HH/HLST 3320 3.00 and AK/HH/HLST 3341 3.00. Students who do not meet the prerequisites should contact the course instructor. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	3330	3.00	New	TBA

Global eHealth/Virtual Communities

The course provides student with knowledge of Virtual Communities and their applications in e-Health, at a global level. It investigates the Virtual Community paradigm, its relation to the computer supported collaborative work, the internet and smart devices. The course also studies the convergence of Virtual Communities with social media, and their applications in global e-Health initiatives in different areas, such as homecare, chronic disease management, telemonitoring, and patient support.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	3240	3.00	Existing	

Electronic Data Systems: An Analytical Examination of Human Caring and Technology

Covers federal and provincial occupational health and safety legislation, hazard identification and control, physical agents, chemical agents, socio-psychological aspects of health and the management of safety programs. Prerequisite: AP/ADMS 1000 3.00, for all BAS and BAS Honours students. Course credit exclusions: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4210	3.00	Existing	

Privacy and Security Principles and Applications on Health Care

Addresses the most salient leadership skills required for the micro-meso-macro developments in the health care field in Canada: foresight, systems thinking, issue management, impact assessment, critical thinking, contingency planning, visioning, strategic planning, change management, facilitation and negotiation. Prerequisites: AK/HH/HLST 1000 6.00 or AK/HH/HLST 1010 3.00 and AK/HH/HLST 1011 3.00 and successful completion of 54 credits or permission of undergraduate program director. Course credit exclusion: None.

Appendix D: Global Health Policy, Management and Systems Course List

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
AP	Department of Economics	1000	3.00	Existing	F,W, S2

Microeconomics

Introduces the principles and methods of economics with emphasis on microeconomic theory. Topics include general and basic concepts of demand and supply, utility analysis and demand, production and costs, pricing in competitive and monopolistic markets, and government regulation. Note: Successful completion of this course, together with AP/ECON 1010 3.00, is required for all students who intend to pursue additional courses in economics at the 2000, 3000, and 4000 level and in order to pursue degree studies in economics, business economics, and financial and business economics.

Course credit exclusions: GL/ECON 2500 3.00, SB/INTL 1200 3.00. Note: Acceptable course substitutes are available in the Calendar.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	2060	3.00	New	TBA

Introduction to Healthcare Systems Dynamics

An introduction to system dynamics modeling for the analysis of health care policy and management. Examines the dynamic complexity of health care systems and its role in policy resistance. Provides a framework and set of techniques to help make sense of health care system complexity.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	3550	3.00	New	TBA

Global Health Architecture

Provides a comprehensive overview of the current and constantly changing Global Health Architecture, its evolution since the Second World War and the forces that influence and shape this process. The course will critically assess the global forces that interact, inform, influence and shape global health policies, programs and macro-level resource allocation.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	3450	3.00	New	TBA

Financing and Resources for Global Health

Analyze critically the historical, social, political, cultural and systemic factors contributing to the health of migrant populations for an advanced understanding of the context as experienced by migrants. The course content covers a historical review of migration with a focus on Canada; key theoretical frameworks; and heterogeneity within migrant groups with a particular focus on vulnerable groups

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4110	3.00	Existing	F,W, S2

Comparative Health Policy

Examines historical, cultural, environmental, economic and political considerations of national health systems throughout the world, especially as health becomes less isolated and more an interconnected and integral part of all the other systems impacting our globe. Prerequisites: AK/HH/HLST 1000 6.00 and AK/HH/HLST 2020 3.00 or equivalent or permission of course instructor. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4000	3.00	Existing	F,W, S2

Advanced Contemporary Health Policy

Legislation relevant to health care; consent to treatment; cases of negligence; medical staff privileges; release of information. Prerequisites: 1) For students in the program, 54 credits including AK/HH/HLST 1010 3.00, AK/HH/HLST 1011 3.00, AK/HH/HLST 2020 3.00, AK/HH/HLST 2030 3.00 and AK/HH/HLST 2040 3.00. 2) Other students 54 credits and "permission of the instructor". Course credit exclusion: AK/ADMS 4740 3.00 (prior to Summer 2006).

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4130	3.00	Existing	F,W, S2

Public Policy and Disability

This course examines public policy approaches to disability in Canada and other western nations. It considers the extent to which public policy can provide persons with disabilities access to societal resources; voice in policy development and opportunities for participation in everyday life. Prerequisites: AK/HH/HLST 1000 6.00 and AK/HH/HLST 2020 3.00 or equivalents. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	3540	3.00	Existing	F,W, S2

International Agencies of Health Care

Non-governmental and supranational agencies are playing an increasing role in the health care planning and in influencing the development of health care policies in both developed and developing countries. Students will examine the roles of a number of these agencies. Prerequisites: 24 credits or permission of the instructor. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	4520	3.00	New	TBA

Contemporary Migration and Health

Analyze critically the historical, social, political, cultural and systemic factors contributing to the health of migrant populations for an advanced understanding of the context as experienced by migrants. The course content covers a historical review of migration with a focus on Canada; key theoretical frameworks; and heterogeneity within migrant groups with a particular focus on vulnerable groups.

Appendix E: Global Health Promotion and Disease Prevention Course List

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Kinesiology and Health Science	4710	3.00	Existing	F,W, S2

Psychology of Health and Chronic Disease.

This course explores the role of psychological variables in the development, progression and treatment of chronic diseases such as coronary heart disease, cancer and AIDS. Other critically reviewed topics include stress, substance abuse (smoking and alcohol), and injury and violence. Three lecture hours per week. One term. Prerequisite: AK/AS/HH/SC/PSYC 1010 6.00. Course credit exclusions: AS/SC/KINE 4050D 3.00 (prior to Fall/Winter 2003-2004), AK/ADMS 3750 3.00, AK/AS/HH/SC/PSYC 3170 3.00, AS/SC/PSYC 3440 3.00.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy and Management	3011	3.00	Existing	

Structural Approaches to Health Promotion and Education

A structural analysis of the theoretical, conceptual and programmatic micro, meso and macro systems that work towards positive health and wellbeing of individuals, groups and communities. Prerequisite: AK/HH/HLST 1000 6.00 or permission of instructor. Course credit exclusion: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Kinesiology and Health Studies	3645	3.00	Existing	

Physical Activity and Health Promotion

This course explores the Canadian context of health promotion and physical activity with a specific emphasis on health communication, "best practices" in programming for communities, workplaces, schools and health care settings, and the development of public policy. Prerequisites: AS/HH/SC/KINE 1020 6.00. Course credit exclusions: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Nursing	3130	3.00	Existing	

Health and Healing: Promoting Health and Healing with Individuals and Families

Philosophies and theories of health promotion and healing are critically examined. Students explore the meaning of health promotion with individuals in families, within a caring-healing perspective. Course credit exclusion: AK/NURS 3030 3.00 (prior to Summer 2002). Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Kinesiology and Health Science	3100	3.00	Existing	Never been offered

Health Psychology and Kinesiology.

This course provides an overview of primary topics in health psychology, emphasizing both psychological research approaches specific to physical activity and its application to behaviours related to eating and weight, pain, cancer and related diseases. Prerequisites for this course: AK/AS/HH/SC/PSYC 1010 6.00. Course credit exclusions: AK/AS/HH/SC/PSYC 3170 3.00

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	Department of Psychology	3170	3.00	Existing	F, W, S1

HH/PSYC 3170 3.00 Health Psychology.

This course explores the developing role of psychology in the health field. It provides psychological frameworks that elucidate the (non) practice of health behaviours, the role of stress in illness, adjustment to and coping with illness and representations of health/illness. Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C. Course credit exclusions: AS/SC/PSYC 3440 3.00 (prior to Summer 2002), AS/HH/SC/KINE 3100 3.00, AS/HH/SC/KINE 4050D 3.00 (prior to Summer 1997), AS/HH/SC/KINE 4710 3.00, GL/PSYC 3635 3.00.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	Department of Kinesiology	4565	3.00	Existing	F,W,S1

Epidemiology of Injury Prevention

This course introduces students to the recognition of situations or practices that contribute to injuries, strategies for injury prevention, with an emphasis on an epidemiological/public health approach. Prerequisites: AS/HH/SC/KINE 1000 6.00; AS/HH/SC/KINE 2050 3.00. Course credit exclusions: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	Department of Kinesiology	4640	3.00	Existing	F,W,S1

Lifestyle and Current Health Issues

This course explores the relationship between health knowledge, health attitudes and health actions of individuals in modern society. Decision-making processes are investigated relative to levels of growth and development and the quality of interactions in a variety of environments. Three lecture hours per week. One term. Prerequisite: AS/HH/SC/KINE 2020 3.00. Course credit exclusions: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	Department of Kinesiology	4900	3.00	Existing	F,W

Exercise Therapy for Chronic Diseases

An overview of the use of exercise and physical activity in the evaluation and treatment of a variety of chronic diseases and disabilities. Three lecture hours per week. One term. Prerequisite: AS/HH/SC/KINE 4010 3.00. Course credit exclusions: AS/SC/KINE 4050E 3.00 (prior to Fall/Winter 2001-2002).

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	Department of Kinesiology	4140	3.00	Existing	F,W

Nutrition and Human Diseases

This course discusses nutrition as it affects muscle and human health. It discusses: nutrition and the immune system; nutrition and aging; ethnic nutrition and health; nutrition and the health of skeletal muscle; food and drug interaction; and nutrition in the treatment and prevention of selected human

diseases including myopathies, cancer, cardiovascular disease, osteoporosis, and diabetes. Prerequisite: HH/KINE 4020 3.00. Course credit exclusions: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	Department of Kinesiology	4518	3.00	Existing	F,W

Molecular Basis of Selected Diseases

This course is designed to provide students with an understanding of the molecular mechanisms that underlie selected diseases. Disease states included are cancer, acquired immune deficiency syndrome, Alzheimer's, bovine spongiform encephalopathy and muscular dystrophy. Prerequisites: AS/HH/SC/KINE 3011 3.00, AS/HH/SC/KINE 3012 3.00, and AS/HH/SC/KINE 4010 3.00. Course credit exclusions: None.

Faculty	Responsible Unit	Course Number	Credit Value	Existing or New	Frequency Offered
HH	School of Health Policy & Management	3520	3.00	Existing	Never offered

Lifespan Approaches to Health: Societal Influences on Human Development

Examines research findings on how the health of populations result from the interaction of human potentials with societal influences. Prerequisites: 24 credits at least six of which are in education or the social sciences, or by permission of the instructor. Course credit exclusion: None.

Appendix F: Global Health and Environment Course List

Concentration in Global Health and Environment. Below are courses which are clustered under themes. Students concentrating in Global Health and Environment will take 21 credits from any of the courses listed below. Some courses are listed more than once as they fit under multiple themes.

Table 1. *The cultural, artistic and communicative aspects of Global Health & the environment.* In this theme the main learning outcomes are to: 1) learn how arts-based and creative practices can be used to communicate health-related issues to the public; 2) understand how culture influences decision making processes; 3) understand how gender perspectives can change how health related issues are viewed; and 4) understand how our relationships with non-human animals influence human health.

Course	Course Description
ENVS 2100 6.0 Foundations in Environment and Culture: Philosophy, arts, technology and education	This foundations course enables students to develop a rigorous engagement with some of the complex dimensions of environmental culture, and to develop their abilities as engaged cultural actors in varied environmental milieu as artists, critics, scholars and educators. In addition to learning how to read texts and situations critically and carefully, students will develop a cross-cultural, cross-disciplinary, environmentally grounded array of creative skills. The course prepares students to address such issues as: the historical, conceptual and philosophical dimensions of environmental problems; the co-development of social, technological and ecological histories in particular places and globally; the cultural production of environmental issues in literature, the arts and popular culture; relations among nature science and technology in such areas as biotechnology or animal rights; the transformation of environments through literary, visual and performing arts; critical analysis of representations of nature and media literacy; and the contemporary range of environmental and social discourses in diverse cultural and disciplinary traditions and practices.
ENVS 2122 3.0 Community Arts for Social Change	An introduction to community-based creative practices integral to social change in different historical and cultural contexts. These practices are examined in terms of their form, content, production, and reception from interdisciplinary perspectives.
ENVS 2300 6.0 Foundations of Environmental Politics: development, globalization and justice	The course examines how communities and environments are being dramatically transformed by the globalization of economies and cultures. It analyzes the reasons for this transformation as well as responses to them at local, regional, national and international levels. It explores competing approaches to environmental politics, development and justice that are being formulated and put into practice by a variety of governmental, non-governmental and international actors.
ENVS 3125 3.0 Popular Education for	Students explore the key notions of popular education related to knowledge and power, and various forms of anti-oppression

Environmental and Social Justice	practice addressing racism, sexism, classism, homophobia, ableism, and human/non-human domination in the context of organizations and movements for social and environmental justice in a globalizing and diasporic context.
ENVS 3150 3.0 Human/Animal relations	This course dwells within the emergent field of animal studies, and will consider a diverse range of human relationship to other animals. The foundation of the course is a contemporary, post-Cartesian vision of animals, with an emphasis on the relational knowledge that is made about, and between humans and other animals from a cultural and environmental studies perspective. The course enables students to develop a creative and rigorous engagement with some of the complex dimensions of such issues as: the historical and philosophical scope of animal studies; animal agency, sociality and consciousness; animal representations in literature, the arts and popular culture; animal advocacy, social movements and humane education; animal therapy, zoonoses and animal questions in science and technology.
ENVS 3320 3.0 Sex, Gender, Nature: Ecofeminist Perspectives	This course acquaints students with literature and advocacy that celebrates 'intersections' between women/gender and nature. Attention is given to various approaches, and biological, social, cultural and spiritual perceptions, through course activities involving experience, reflection, creative representation, reading, discussion, and writing.
ENVS 3450 3.0 Environment and Health: Social and political dimensions	The overall purpose of this course is to develop a broader and critical framework that can be used to understand how human health is influenced by the larger cultural, ecological and political-economic forces at work in contemporary society. Topics include: socio-political aspects of toxicological risk management, environmental epidemiology, the precautionary principle and social movements and environmental health.

Table 2. Development & Global Health. In this theme the main learning outcomes are to: 1) understand how development and globalization affect the human condition; 2) appreciate a range of global environmental problems and their causes, with a special focus on climate change; 3) understand relationships among the science and politics of global environmental problems; 4) be able to consider theories, research and activism on HIV/AIDS through the lens of equity and globalization; 5) acquire insight into the processes of population growth which have been affecting the socio-economic structures and environments of world regions; 6) gain familiarity with the use of ethical argument in advocacy for global justice with respect to such issue areas as the environment in the broadest sense, development, conflict, displacement, humanitarianism and international obligations; 7) have general knowledge about international humanitarian crises and humanitarian responses to them; and 8) understand the relationship between colonialism/imperialism, neo-colonialism, “development”, and globalization and analyze ideas, discourses and policies at the global and local levels that impact diverse groups of women and men.

Course	Course Description
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<p>ENVS 2300 6.0 Foundations of Environmental Politics: development, globalization and justice</p>	<p>The course examines how communities and environments are being dramatically transformed by the globalization of economies and cultures. It analyzes the reasons for this transformation as well as responses to them at local, regional, national and international levels. It explores competing approaches to environmental politics, development and justice that are being formulated and put into practice by a variety of governmental, non-governmental and international actors.</p>
<p>ENVS 3340 3.0 Global Environmental Politics</p>	<p>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 4205 3.0 HIV and globalization: Where do we go from here?</p>	<p>This course will study the AIDS pandemic in the context of the uneven impact of globalization processes. Our framework for understanding 'global AIDS' will stretch beyond biomedical and behavioral theories. We will focus on the social and environmental determinants of HIV risk through an examination of the structural barriers to health protection.</p>
<p>ENVS 4210 Global Populations: Critical environmental perspectives</p>	<p>This course examines the trends, causes and consequences of population growth and movements across the globe. It studies the environmental impacts of rises in population, global refugee and immigration patterns and their socio-environmental consequences, and the influence of new immigrants and 'Diasporas' on national identity and culture. Case studies explore existing and alternative family planning policies, enhancement of the women's status through educational, health and employment strategies, immigration and multicultural policies in developed and developing countries.</p>
<p>ENVS 4312 3.0 Global justice and humanitarian internationalism</p>	<p>In the context of international humanitarianism and advocacy, this course provides a general introduction to international justice, drawing on basic philosophical ethics. It begins with theoretical schools of thought to then enable students to apply ethical analysis to particular controversies.</p>
<p>ENVS 4315 3.0 Humanitarian crises and action</p>	<p>Humanitarian crises, causing or threatening mass deaths, include environmental disasters, famines, epidemics, mass persecution and displacement, genocide and war. Reactive, reconstructive and preventive humanitarian action and its organizational forms and context are examined in relation to the descriptive and causal analysis of crises. Complex emergencies are emphasized. Cases, recurrent patterns and relevant theories are covered.</p>
<p>ENVS 4320 3.0 Gender and 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>

Table 3. Urban infrastructure and sustainability for Global Health. In this theme the main learning outcomes are to: 1) appreciate present global, comparative and historical perspectives on urbanization and its impacts; 2) be able to apply a broad perspective of environmental and design thinking that encompasses ecological, economic and social processes and constraints that enhance the resilience of cities; 3) have a critical perspective on the planning response to the urban problems generated by the rapid and high rates of urbanization; 4) understand the links between urban infrastructure and epidemiology; and 5) understand how the built environment can impact human health.

Course	Course Description
ENVS 2200 6.0 Foundations of Urban and Regional Environments: Analysis, planning and design	This course focuses on the interrelationships of the ecological, social, built and spatial environments within the urban and regional setting. It provides a critical understanding of urban and regional environments along with a solutions-based approach to addressing urban environmental issues with an explicitly environmental perspective. Students will attain knowledge of the theories, histories and current issues of urbanization and regionalization and their effect on environments, but also learn practical methods of analysis and intervention in different human settlements. With the Greater Toronto Area as a field laboratory, there will be an emphasis on application and involvement.
ENVS 3226 3.0 Sustainable Urbanism: Environmental planning and design	Planning and design of sustainable human environments is explored in this course. Consideration of the ecological, social and economic impacts of past and present and alternative future settlement patterns and processes provides the context for discussion. The focus of study is the GTA, although international examples will be used.
ENVS 3227 3.0 Urban Planning and Practice in the Global South	This course examines urban planning practice in developing countries as a response to the problems in the cities of the Global South. It examines the origins and evolution of urban planning taking into account political, social, economic, and cultural circumstances, by examining case studies from Asia, Africa and Latin America
ENVS 4223 3.0 Global Cities	This course offers an introduction to the literature on global cities and a systematic review of a distinct field of research in urban studies which concerns itself with the globalization of a network of global or world cities.
ENVS 4230 6.0 Design for sustainability in the built environment	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 inter-disciplinary design charrette.

Table 4. Environmental and Eco-Health. In this theme the main learning outcomes are to: 1) learn about the main scientific concepts and principles applicable to environmental problems frequently encountered in environmental studies; 2) understand how scientific knowledge and its uncertainty is used and exploited in a variety of issues including climate change, toxic contaminants and oil spills; 3) understand biological depletion and extinction in the tropics and their importance to human societies and integrity of the ecosystem; 4) understand how global ecosystem change can link to human health; 5) know about the tools used to measure environmental and social change as they are associated with development; and 6) understand how human health is impacted by social and economic factors.

Course	Course Description
ENVS 2410 3.0 The Science of pollution: Impacts on the environment and human health	The course introduces students to the major scientific concepts and principles that govern the origin, fate and effect of pollutants in the environment. Topics include fossil fuel and alternative energy sources, atmospheric pollution, heavy metal and pesticide toxicology, organic sewage, and endocrine disrupters. Further objectives of this course are to develop students' ability to analyze, manipulate, present and interpret scientific data and to develop the student's ability to review and critique scientific reports on scientific problems.
ENVS 3110 3.0 Scientific knowledge and environmental issues	This course explores links between environmental science and its application to identifying and resolving environmental issues. It starts with an examination of the nature of scientific knowledge. Case studies then critically examine scientific knowledge, in particular how environmental scientific knowledge has or has not affected environmental policies, environmental programs and the state of the environment and how they, in turn, affect the production of scientific knowledge.
ENVS 3310 3.0 Tropical conservation and sustainable development	This course is a study of the theory and practice of conservation as applied to sustainable development in tropical environments. Emphasis is on the integration of ecological, cultural and institutional dimensions in conservation practice for sustainability.
ENVS 3400 3.0 Introduction to climate change science and policy	This course is intended to provide a critical overview of the science of climate change, followed by a discussion on policy formulation strategies to cope with the impact of, as well as mitigation of, climate change. Basic concepts related to the physical and thermodynamic processes in climate system (particularly atmosphere) are introduced, and how these processes are perturbed by adding greenhouse gases to the atmosphere. There will be discussions of the scientific debates on climate change predictions, planning for climate change adaptation at national and international levels; and the impact of climate change on society, business and the economy. Focus on climate change in Canada is emphasized, and how it could impact various socio-economic aspects of the country.
ENVS 3430 3.0	The course provides a critical overview of the theory and practice

Environmental assessment	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.
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.
ENVS 3450 3.0 Environment and Health: Social and political dimensions	The overall purpose of this course is to develop a broader and critical framework that can be used to understand how human health is influenced by the larger cultural, ecological and political-economic forces at work in contemporary society. Topics include: socio-political aspects of toxicological risk management, environmental epidemiology, the precautionary principle and social movements and environmental health.
ENVS 4205 3.0 HIV and globalization: Where do we go from here?	This course will study the AIDS pandemic in the context of the uneven impact of globalization processes. Our framework for understanding 'global AIDS' will stretch beyond biomedical and behavioral theories. We will focus on the social and environmental determinants of HIV risk through an examination of the structural barriers to health protection.
ENVS 4402 3.0 Climate change mitigation	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.
ENVS 4430 3.0 Impact assessment process and practice	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.
ENVS 4523 3.0 Systems Thinking in Environmental Studies	This course addresses fundamentals of systems thinking and complexity science (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. Applications to problematic situations and coupled human and natural systems are demonstrated, including ecosystem approaches to human health and well-being.

Appendix I:
Global Health
Planning Targets and Projections

Intake	Domestic 60%	Visa 40%	Total
2014-15	30	20	50
2015-16	60	40	100
2016-17	90	60	150
2017-18	120	80	200
2018-19	120	80	200
2019-20	120	80	200
2020-21	120	80	200

Flow-through

Flow through, or the transition rate, refers to the number of students progressing to the next study level in a given year, expressed as a percentage (or ratio) of students enrolled in the previous level in the previous year.

The flow-through rate conveys information on the degree of transition from one study level to a higher one.

The flow-through ratio is affected by a number of variables including students who interrupted their studies, migrant students, retention as well as any other factor that may impact on any of these variables (e.g. labour relations, reputational issues, etc.)

The flow-through rate employed in the modeling for the program in Global Health is based on a two-year average of the Faculty's flow-through ratios in 2010 and 2011.* These ratios can be considered to be conservative.

*Flow-through ratio excludes Nursing student enrolment data

Majors

The split between BA and BSc degrees is expected to be 35% and 65% respectively. FFTE projections for the program are based on this distribution.

Using the flow-through ratios for the last two years, the projected number of majors for the program, by study level are:

Study Level Progression

	Year 1	Year 2	Year 3	Year 4	Total
2014-15	50				50
2015-16	114	26			140
2016-17	181	74	13		267
2017-18	249	134	43	6	432
2018-19	267	201	88	23	579
2019-20	272	246	144	51	713
2020-21	273	273	194	90	830

Enrolment Projections (FFTEs)

The BA and BSc in Global Health will generate net new enrolment for the Faculty of Health as well as other Faculties. In particular Liberal Arts & Professional Studies will provide General Education courses for the BA and BSc. Science and Engineering will provide courses to fulfill the basic science requirement. A concentration in Global Health & the Environment will be offered in partnership with Environmental Studies. All Faculties may offer course space for electives outside the Major. Projected FFTE distributions by Faculty and study level are provided below based on the degree requirements of the BA & BSc.

To simplify modeling, the projections assume that majors will be taking a full course load. It is recognized that this is unrealistically optimistic, however the conservative approach taken on student flow through is thought to provide greater balance in the model.

Projected FFTE distribution by Faculty and Study Level

BA	Year 1	Year 2	Year 3	Year 4	All years
LA&PS	50%	23%	20%	14%	27%
FSE	20%	0%	0%	0%	5%
FES	0%	7%	10%	10%	7%
HH	30%	70%	70%	76%	61%
Total	100%	100%	100%	100%	100%

BSc

	Year 1	Year 2	Year 3	Year 4	All years
LAPS	30%	30%	10%	0%	18%
FSE	40%	10%	20%	0%	18%
FES	0%	0%	5%	25%	8%
HH	30%	60%	65%	75%	58%
Total	100%	100%	100%	100%	100%

Domestic and Visa enrolment

The split between domestic and visa enrolment is expected to be 60% and 40% respectively. FTE projections for the program are based on this distribution. In addition, a number of more conservative alternative scenarios have also been modeled. Refer to section on Revenue.

Projected Responsible Faculty FTEs, Faculty of Health only

	Eligible	Visa	Total
2014-15	9.0	6.0	15.0
2015-16	30.4	20.3	50.7
2016-17	65.8	43.8	109.6
2017-18	115.7	77.1	192.8
2018-19	170.2	113.5	283.7
2019-20	223.5	149.0	372.5
2020-21	271.5	181.0	452.4
Total	886.0	590.7	1,476.7

Projected Home Faculty Visa FTEs, Faculty of Health only

	Visa
2014-15	20.0
2015-16	55.9
2016-17	106.9
2017-18	172.6
2018-19	231.6
2019-20	285.3
2020-21	332.0
Total	1,204.4

Revenue

Revenue projections are based on Eligible Responsible Faculty FTEs, Visa Home and Responsible Faculty FTEs and the anticipated split of BA and BSc enrolment.

Revenue projections are based on FTEs to be generated within Health by Majors only; additional enrolment revenue that may be generated by taught bys is currently excluded from this modeling.

The split between domestic and visa enrolment is expected to be 60% and 40% respectively. FTE projections for the program are based on this distribution. In addition, a number of more conservative alternative scenarios have also been modeled.

Global Health - 7 year Revenue projection, Faculty of Health only

	60%		40%		
	Eligible		Visa		Total
2014-15	\$ 27,000	\$	129,466	\$	156,466
2015-16	\$ 91,339	\$	376,551	\$	467,890
2016-17	\$ 197,297	\$	740,744	\$	938,041
2017-18	\$ 347,082	\$	1,222,423	\$	1,569,505
2018-19	\$ 510,570	\$	1,681,180	\$	2,191,751
2019-20	\$ 670,463	\$	2,109,470	\$	2,779,933
2020-21	\$ 814,381	\$	2,486,324	\$	3,300,705
Total	\$ 2,658,133	\$	8,746,158	\$	11,404,291

	70%		30%		
	Eligible		Visa		Total
2014-15	\$ 31,500	\$	97,100	\$	128,600
2015-16	\$ 106,563	\$	282,413	\$	388,976
2016-17	\$ 230,180	\$	555,558	\$	785,738
2017-18	\$ 404,929	\$	916,817	\$	1,321,747
2018-19	\$ 595,666	\$	1,260,885	\$	1,856,551
2019-20	\$ 782,207	\$	1,582,102	\$	2,364,309
2020-21	\$ 950,111	\$	1,864,743	\$	2,814,854
Total	\$ 3,101,155	\$	6,559,619	\$	9,660,773

	80%		20%		
	Eligible		Visa		Total
2014-15	\$ 36,000	\$	64,733	\$	100,733
2015-16	\$ 121,786	\$	188,275	\$	310,061
2016-17	\$ 263,063	\$	370,372	\$	633,435
2017-18	\$ 462,776	\$	611,212	\$	1,073,988
2018-19	\$ 680,761	\$	840,590	\$	1,521,351
2019-20	\$ 893,951	\$	1,054,735	\$	1,948,686
2020-21	\$ 1,085,841	\$	1,243,162	\$	2,329,003
Total	\$ 3,544,177	\$	4,373,079	\$	7,917,256

Expenses

The resources required to support the program are included in the budget model. These include expenses related to supporting the teaching and administrative needs of the program during the initial period of program start-up and delivery. Significant resources required to sustain the program will be made available - see section on "Net Revenue".

Teaching costs have been estimated on a per student basis based on the same or similar courses currently being offered with the same level of teaching support and class sizes.

Administrative support costs (contingent on enrolment) include:

EE coordinator

1 YUSA support staff in year 1 of the program

1 additional YUSA support staff beginning in year 3 of the program

YUFA - Interdisciplinary program co-ordinator (small) - category 5 - position type and category to be confirmed & will be made in accordance with Appendix P

Net Revenue to the Faculty of Health

In addition to the expenses noted above, significant resources will be made to the partner Schools/Department to support the new degree. A governance structure and process will be put in place among the partners to decide how best to allocate funding for new faculty, staff, part time teaching, scholarships, etc.

Projected Net Revenue (net new revenue less expenses)

Domestic/visa split	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
60/40	\$ (3,758)	\$ 261,271	\$ 585,364	\$ 1,098,522	\$ 1,586,805	\$ 2,037,630	\$ 2,432,527	\$ 7,998,359
70/30	\$ (31,625)	\$ 182,357	\$ 433,060	\$ 850,763	\$ 1,251,605	\$ 1,622,006	\$ 1,946,676	\$ 6,254,842
80/20	\$ (59,491)	\$ 103,442	\$ 280,757	\$ 603,004	\$ 916,405	\$ 1,206,383	\$ 1,460,825	\$ 4,511,324
Visa growth model*	\$ (59,491)	\$ 103,442	\$ 280,757	\$ 850,763	\$ 1,251,605	\$ 2,037,630	\$ 2,432,527	\$ 6,897,232
80/20								
70/30								
60/40								

Key Planning Assumptions:

Majors:

Flow through based on two year average, F09 to F10 and F10 to F11 (conservative)

Majors take full course load (optimistic - should be closer to 80%)

FFTEs/Enrolment Revenue:

Revenue projections based on FFTEs to be generated within HH by Majors only; excludes taught by

35%/65% split BA/BSc

60% domestic/40% visa split as per program proposal - various alternative scenarios presented

As new sections of courses are offered for a growing cohort of GH majors class sizes will be able to accommodate out-of-Faculty students; "taught by"

will generate a considerable source of revenue for the program (\$3,000 per FFTE)

Global Health will offer attractive electives to Visa students in other Faculties, generating a considerable source of visa enrolment revenue for the program (\$4,141 per FFTE)

Expenses:

Teaching costs based on a per student basis based on the same or similar courses currently being offered with the same level of teaching support and class sizes

Administrative support costs (contingent on enrolment) include:

EE coordinator

1 YUSA support staff in year 1 of the program

1 additional YUSA support staff beginning in year 3 of the program

YUFA - Interdisciplinary program co-ordinator (small) - category 5 - position type and category to be confirmed & will be made in accordance with Appendix P

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

External Appraisal Report on the Proposed New Global Health BA and BSc Degrees

Please provide feedback, as appropriate, on the evaluation criteria provided below.

External Reviewer(s) (Name, rank, university and unit/department/program)

Jennifer Hatfield PhD
Associate Dean Global Health and International Partnerships
Associate Professor, Department of Community Health Sciences
Director, Health and Society Major, Bachelor of Health Science
Faculty of Medicine University of Calgary

1. Outline of the Visit

- **Who was interviewed**
- Dr. Harvey Skinner (Dean), Dr. Lesley Beagrie (Associate Dean),
- Alice Pitt (Vice Provost Academic),
- The Global Health Coordinating Committee (Drs. Belcastro, MacDonald, Pilkington, Wiktorowicz, McPherson)
- Associate Dean Research and Innovation, Dr. William Gage
- Associate Dean Teaching and Learning, Dr. Susan Murtha
- Dean Environmental Sciences, Dr. Noel Sturgeon
- Undergraduate Program Director Env. Studies, Dr. Gail Fraser
- Undergraduate Students
- Undergraduate Program Directors, Drs. K. Page, Cutrara, Wilson, Kelton, Wilkinson
- Associate University Librarian, Catherine Davidson, and Ilo-Katryn Maimets, and Thumeka Mgwigwi
- Drs. Claire Mallette, Director of School of Nursing, Mary Verrilli, Executive Officer, Faculty of Health
- **What facilities were seen** - Faculty of Health
- **Any other activities relevant to the appraisal** -NA

2. General Objectives of the Program

- Is/are the program name and degree designation(s) appropriate?
- *Yes, the descriptor is clear and the designations for BA and BSc are well articulated and appropriate.*
- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?
- *The goal of nurturing Agents of Change and the vision of the Faculty of Health to create programs to support the internationalization, research and academic aspirations of York University are well served by the creation of this Global Health undergraduate program (GHP). The program embodies and will operationalize York University's commitment to community, to inter-disciplinary scholarship and to the development of future leaders. Central to the GH program is flexibility and student-centered learning to support individualized career objectives. Philosophically, the issues of social justice and equity are core to the program and ensure that the vision and mission of the Faculty of Health and York University will be realized. Central to the design is a focus on health promotion from a social determinants and broad ecological perspective. This is well supported through the design which is cutting edge and world class.*

- *The goal of building on current strengths at York University is central to the plan. For example, York's links with the broader community through institutions like the TD Engagement Centre, its history of inter-professional and interdisciplinary approaches and commitment to practical programming all ensure an alignment with the mission and academic plans.*

3. Need and Demand

- *Is there sufficient explanation of need/demand for the program?*
- *This will be the first program of its kind in Canada and will be highly desirable to many students. The planning committee expended considerable time and energy in canvassing multiple stakeholders who gave clear and positive comments about the marketability of this program. The program is unique in several ways that fills identified needs for focused training in Global E-Health, Global Health Policy, Management and Systems, Global Health Promotion and Disease Prevention, and Global Health and Environment. There are no programs in Canada (or to my knowledge internationally) that currently provide a common core of integrated multidisciplinary studies in Global Health with the option to branch into both BA and BSc honors streams with five disciplinary foci.*
- *There are three levels to consider when examining the demand for the program. First is the demand from within York University, second from across Canada and third from international students. The committee has been able to demonstrate clear responses and evidence of interest and need in the first two categories. Clearly there is a gap at the undergraduate level for global health training across the country. I anticipate this program will be extremely appealing to students. Assessing the desirability for international students is very difficult at this stage and will require reaching out to networks of Global Health partners and universities. I understand that this will be a focus over the next 18 months. Reaching out to international students will demand specific marketing and recruiting strategies. I understand that York has a growing infrastructure to serve the needs of international students who would apply to this program.*

4. Program Content and Curriculum

- *Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.*
- *The program has drawn upon "state of the science" reports and recommendations from international bodies such as the WHO; national organizations such as the Canadian Academy of Health Sciences and its Report on Canadian's Making a Difference 2011; provincial initiatives such as the SARS Expert Panel Report to ground its direction. The definitions and concepts used to articulate Global Health are current and broadly accepted by scholars internationally.*
- *The curriculum is structured well to provide CORE Global Health knowledge and specialization opportunities.*
- *A considerable number of new courses have been developed and these are structured to complement existing offerings. Faculty members and students were comfortable with the reshaping of exiting courses to meet the needs of the intensified focus on global health. Some suggested that language skills be encouraged but there is acknowledgement that the CORE requirements are substantial and that although language training will be encouraged, second language proficiency will not be required.*
- *Critical to the curriculum will be the piloting and implementation of the new Agents of Change in a Global World. The scale up of a large number of new courses is exciting and challenging as many are scheduled to be CORE (e.g. Global Health Policy, Determinants of Health; Local to Global, Global Health focused Health Research Methods, and Epidemiological Approaches etc.). I am confident that the Faculty is able to create and launch these courses for two reasons. Firstly the incoming inaugural class is small and so the opportunities for piloting and refinement will be good. Secondly, many of these new courses are built on existing capacities of the faculty members and there are library, technological capacity and community*

settings already in place to support the experiential learning needs of the creators and students. The scale up will be very ambitious and includes many new offerings in all four years of the degree. However, I received the message from the faculty members that they were eager to embrace the challenges and engage in what will be a period of rapid innovation and change.

- Throughout the interview process the question of research training and preparation was an important focus. The full year course on Research Methods as well as the Epidemiological Approaches to Global Health course, which gives introductory foundations in both qualitative and quantitative research approaches, is sufficient for the purposes of the 4th year projects. The courses that are anticipated through General Studies that engage students in reflections on philosophy of science and social science are also vital components to the degree.
- Since this degree integrates existing courses and programs that have been proven over time, much of the work will revolve around coordination and collaboration between the different schools within the Faculty. Although there are already many rich relationships based on shared interests and research activities, a strong curricular review committee and evaluation plan will be important to assess the balance between breadth and depth.
- Creative components of this program are:
 - a) the substantive shared CORE between both BA and BSc students. This is strength and will help to create understanding and respect for multiple ways of approaching and solving problems from a variety of perspectives;
 - b) the requirement for BSc students to gain a foundation in Policy, Social Determinants of Health, Global Health Governance and Leadership ;
 - c) the requirement for BA students to have a solid foundation in Human Physiology, Epidemiology and Research Methods;
 - d) the requirement for all students to do Program Planning and Evaluation;
 - e) the overall focus on equity as a cross cutting theme, and
 - f) the presence in the program of an introduction to economic factors and modes of financing related to the development of health systems.
- A critical aspect of the ongoing evaluation and monitoring of the program will be to assess the ability of students to integrate knowledge from such disparate frames of reference. The role of the Capstone course will be critical in this regard as it will need to be intentional in creating opportunities for students to provide feedback on the experience of being engaged in such a breadth of stimulating curriculum components.
- For undergraduate programs, comment on the appropriateness of the anticipated class sizes.
- The early years have small class sizes; however it will be important to ensure small group and seminar opportunities when the class size grows to 200 or more. All faculty members and students expressed comfort and confidence at the timing of the scale up over the next several years.

5. Program Structure, Learning Outcomes and Assessment

- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?
- The extensive range of program contributors, courses, elective and experiential learning approaches and E-learning plans are outstanding. Each course provided for review has followed a consistent format of stated objectives, required learning resources and comprehensive assessment and evaluations of student performance. It is impossible to comment in detail on the presentation of hundreds of course offerings, however, it is clear that there is a clear commitment to excellence, critical review, monitoring, quality assurance and innovation at all levels. The faculty engaged in this endeavor are highly experienced, strongly motivated and clearly committed to the highest standards of education.

- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.
- *There is more than adequate infrastructure and support for students to succeed in the program and to achieve program learning outcomes. IT, computer, laboratory, and library infrastructure are well developed. Additional needs have been clearly articulated by the planning committee and include new space for administration, staffing to coordinate partnership placements and the engagement of retired, adjunct and contract faculty. Although there are extensive existing partnerships with local community agencies and training environments, it is acknowledged that there may need to be additional international environments created to meet the growing need for student engagement. Current programs in Ghana and other international settings can be further developed to accommodate growth. However, there may need to be intentional mapping of current opportunities and scaling up of new settings and partnerships.*
- *Degree level expectations at the end of year four are clear and achievable. All claims made regarding capacities and competencies are supported by the building blocks, courses and experiential learning outlined throughout the program.*
- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?
- *The range of methods and criteria is very extensive and has been tested in existing courses. Faculty will be engaged in monitoring the effectiveness of assessment strategies in the new courses. The pedagogical foundations upon which the current methods are based are sound. However, the introduction of new technology and new E-learning offerings will be a critical aspect of the growth of the program. This is an emerging area of scholarship in undergraduate education across the country and this program will be a rich environment for research into the effectiveness of new innovations in program delivery.*
- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.
- *One of the most significant challenges to all university programs is the balance between traditional didactic vs. experiential and inquiry based and appreciative inquiry approaches. Class size and human resource capacity limitations often work against best efforts to create intimate learning environments with strong instructor student relationships. The Global Health undergraduate program will, in its early inception phase, have the benefit of small numbers. Growth will need to be managed with a view to retaining the strong commitment to inquiry based learning and close student-faculty relationships. All programs struggle with this issue. The Faculty of Health has instituted some important mitigation strategies to address these universal challenges and to ensure student engagement and cohesion. Proposed modes of delivery include small groups and tutorials, mentorship and supervision and a commitment to strengthening the student advising staff through specialized training. Students are also encouraged to engage in extracurricular activities to build community within the Faculty, e.g., the SHAY Student Ambassador Program.*

6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning outcomes?
- *The admission requirements are consistent with other programs at York. The options for students from Ontario High Schools and an alternate admission process are well articulated. Additional reflection on admission requirements is warranted due to the very high level of performance and the demanding nature of this new program. Consideration might be given to more clearly articulating the kinds of students who would be most successful in this new program. The structure of the program, its depth, breadth and reliance on community engaged scholarship will demand a great deal from students. The maturity needed to be in an inaugural class is also a consideration in selection of students who will form the early cohort.*

Self directed learning and multidisciplinary exposure will require very highly motivated students with a desire for global engagement. Consideration of a supplementary application may be advisable. This supplementary application would invite prospective students to demonstrate knowledge and interests in alignment with the goals and objectives of the program.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?
- *Basic information about admission criteria is clear and straightforward. There is room in the proposal's admission requirements section for further elucidation of the kind of student qualities and characteristics that would be most desired by the program. These aspects or criteria could include information about the value of employment or leadership experiences, volunteer work, advocacy activities, interest in social justice and equity issues, career aspirations, passions for a particular area of study, unique life experiences etc.*

7. Resources

For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- *The Coordinating Committee of the new degree has satisfactorily addressed all the resource requirements of the new degree. The gentle phasing in of the program with judicious scaling up of student numbers will ensure that the necessary modifications will be implemented as the demand increases. The new proposed governance structure that will oversee the degree will have broad representation and will ensure the structural changes that will be needed to implement and evaluate the new degree. Although the program is to be built upon very strong existing infrastructure with excellent planning for expansion, some faculty members remain concerned about the timing of the infusion of new resources. This concern is common to all large scale change initiatives in universities that have experience fiscal constraints. The new degree is likely to attract significant new resources to the faculty both in terms of increased tuition revenue and investment from government and community stakeholders. Rather than seeing the degree as placing further demands on an already pressed fiscal environment many have expressed that this may be a solution to the need to attract new resources to the faculty.*
- *The committee has been successful in bringing all concerns to light. All those interviewed had high praise for the negotiations that have taken place to adequately prepare for the utilization of existing resources and planning for new administrative and academic needs. The new Activity Based budget and the seven year enrollment model are seen as a significant advances that will provide support for this new initiative and has enabled the leadership of the Faculty to have confidence regarding how growth will be managed.*
- Appropriateness of the collective faculty expertise to contribute substantively to the program.
- *It was clear from the many faculty members involved that there is significant Global Health expertise to support the program. Many members are currently engaged in Global Health curriculum development and delivery, several are leading Global Health research projects, and I met members who run Global Health programs focused on community development for health improvement in Canada and abroad. Faculty are already deeply engaged in serving communities within the Toronto area who are confronting issues associated with migration, immigration, cultural diversity and equity issues. Global Health has been a required course in Nursing for some time and a global perspective has informed the curriculum and electives experiences across the Schools and programs engaged in this new initiative. However, it will be important to look to opportunities for faculty development in Global Health teaching and research. Those with in-depth knowledge will be a resource to new faculty members, post docs and grad students who will be called upon to support the new program. Intentional mentorship programs in Global Health would be a great addition to the planned activities. There is clear evidence in the program outline that faculty members have already integrated a global perspective into their teaching and course descriptions, and*

faculty biographies indicate a readiness to transform existing offerings and to initiate new curriculum for this new degree.

- Evidence that there are adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.
- *As mentioned above the physical and human resource recourses are in place. Those members of the library staff I spoke to indicated an eagerness to use their extensive expertise to respond to this new initiative. It was recognized that Global Health learning and research require a novel set of resources and academic search strategies. York's existing infrastructure is more than ready to access and contribute to global networks of information. However, one key to success of this program will be to integrate academic communication and research literacy into the curriculum from the beginning. The complexity of knowledge exploration within a globalised information network is huge. It is strongly recommended that the utilization of library staff is scaled up and their role integrated and mandated into existing course offerings to meet the challenge. The staff is eager to take on this challenge with the existing level of resources.*
- *IT and computer requirements will be met with existing capacity of computer labs with 246 computers. On-line formats and distance delivery are anticipated to play a significant role in the new program. Significant scale up will be required to meet the needs of international students who wish to take courses, however strong support from the University Information Technology professionals has been offered to reach these objectives.*

Additional criteria for undergraduate programs only

- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.
- *The Task Force plan indicates that 80% of courses are to be taught by full-time faculty and there is a strong emphasis on having these individuals responsible for CORE courses. It is anticipated that approximately 10 percent of courses will be taught by contract faculty and the remainder by adjunct and retired contributors. As the class size increases there is a commitment to add extra sections of courses. Strong letters of commitment have been offered by all groups and the faculty members interviewed were universally supportive of the planned class sizes. The utilization of existing experiential learning settings will be enhanced and new opportunities developed with in the GTA and internationally. Work has already started to determine costs for the scale up of experiential programs*

Additional criteria for graduate programs only

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

8. Quality of Student Experience

- Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?
- *In meetings with several student representatives from programs within the Faculty of Health, I was impressed with the level of interest and knowledge they shared on Global Health. Several commented that they wished this new degree had been in place for their studies. They were very enthusiastic and did not express any concerns about the program. I asked questions regarding the ability of the program to create*

a community built out of such a diverse group of students. The interviewees felt that the extracurricular opportunities for engagement and leadership would ensure that the students would feel they had a home and an identity as a program. They emphasized the importance of strengthening student advising for this program and the need for mentorship (which they stated was already a strength in the Faculty). The development of international settings was an area of excitement for them. Key to their feedback was a request to have clarification regarding the potential pathways to career and postgraduate studies that the new degree would enable.

- *The students felt they were indeed Agents of Change and felt that the commitment of the program to support the development of informed health advocates was in line with what they knew to be possible at York.*

Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

11. Other Issues

12. Summary and Recommendations *(Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.)*

Summary:

I am very excited about the potential for success of this excellent program. I anticipate that it will provide the springboard for other innovations that will grow and integrate the Faculty of Health and York as a whole. The following list of suggested recommendations is already aligned with the planning team's vision, so I mention them as highly relevant to the future next steps. Thank you for this opportunity to review the new program in Global Health.

- *Key to achieving the excellence that is anticipated will be extensive support for faculty development and training in innovative approaches such as E-learning.*
- *Mandating library training and proactively engaging the library expertise so that the core training is program rather than instructor driven.*
- *Continued leveraging of AIF (Academic Innovation Fund) to support seed projects that create innovative programs such as Health Aid and Peer Mentoring. These will be great infrastructure components to the new degree.*
- *Continued strategic resource allocation to the building of international partnerships that will welcome students on placements*
- *Encourage targeted research incentives for faculty who are engaged in Global Health*
- *Continued focus on the creation of a minor in Global Health*

FACULTY OF
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Memo

To: Rhonda Lenton, VP Academic

Cc Ana Pralat

From: Harvey Skinner

Date: November 5, 2012

Subject: Support for BA/BSc in Global Health

I am writing to give my most enthusiastic support for the proposed BA and BSc degrees in Global Health to be based in the Faculty of Health.

Indeed, this new undergraduate degree program is a vital component of the Faculty of Health's strategic plan for capturing both domestic and international enrolment growth, for advancing York University's goal of internationalization, and for creating an innovation hub for the design, testing and implementation of innovations for eLearning and Experiential Education. In addition, this new degree will underscore the distinctiveness of the Faculty of Health since there is no other undergraduate program like it in Canada and few internationally. Finally, the new degree will epitomize interdisciplinary learning because it will be offered across the four Schools/Department in the Faculty of Health, as well as additional partners on campus and internationally. Concentrations will be offered through specific Schools/Department. For example, a concentration on 'global health and the environment' will be offered in partnership with the Faculty of Environmental Studies as described in the proposal. Also, we are having discussions with other Faculties regarding the inclusion over time of additional concentrations.

This new type of interdisciplinary program will require innovation with respect to governance. Our aim is to establish an Interdisciplinary Programs in Health Committee with senior representation from participating Schools/Department and an Associate Dean. This Committee will initially oversee the implementation and ongoing activities of the new Global Health Degree, as well as be positioned for additional interdisciplinary certificates and degree proposals that are under development (e.g. aging, health coach). An Interdisciplinary Program Coordinator will lead administration of the Global Health Program consistent with Appendix P of the YUFA Collective Agreement. Also, we are looking at the option of having two Interdisciplinary Program Coordinators - one for each of the BA and BSc degrees (e.g. SHPM provides leadership to the BA, and KAHS to the BSc). We plan to begin a phased implementation of the Global Health Program in order to manage quality and risk with an initial intake of 50 students targeted for



September 2014. We are planning a mix of 60% domestic and 40% visa students, with the proportions changing to 50% each over time. The visa strategy will initially focus on current priorities for York University particularly China and India, but will expand over time to include more diverse countries. At its peak the program is expected to enroll approximately 830 majors.

Revenue projections are contained in Appendix I. Three scenarios are included in the modeling according to a Domestic-Visa split of: 60/40; 70/30; and 80/20. Our estimates are that the program will begin to generate net revenue (net new revenue less expenses) by the second year of operation in 2015-2016. At the steady state by 2020-2021, projected net revenues range from \$2.4 to \$1.9 to \$1.5 million according to the three scenarios. Net revenue will be used to support new faculty hires, staff, scholarships, travel to international partner institutions, and related infrastructure.

Because of the relatively small intake of 200 students per year, and high level of interest for this program, we anticipate that the program will attract a large number of first choice candidates with GPAs well above 80. Depending on the applicant pool, we have the potential to grow the program enrolment over time and take some pressure of the large number of "heads" in our related Schools/Department, particularly Psychology and Kinesiology and Health Science. As the new Global Health Program is implemented we will carefully watch the potential impact on applicants for our other undergraduate degree programs and make appropriate adjustments (eg. increase Visa students).

Building on the undergraduate Global Health Program, we will begin in 2013-14 the planning of a related Masters degree in Global Health (e.g. using a Masters of Public Health – MPH framework). Consideration is also being given to having a Global Health concentration in our current MA/PhD in Health Interdisciplinary Program, and it could possibly be a concentration in our evolving proposal for a new PhD in Nursing program.

A huge amount of work over the last three years has gone into the planning of this novel Global Health BA/BSc. It provides a great example of innovative program development resulting from York University's investment in creating the Faculty of Health. The Global Health BA/BSc Program will be a showcase of innovation and quality education for York University and Canada.



**FACULTY OF
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Memo

To: Whom it May Concern

From: Kim Michasiw,
Associate Dean, Curriculum and Enrolment

Date: November 12, 2012

Subject: Approval of a New Degree Program in Global Health Offered by the
Faculty of Health

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal for a new degree program in Global Health offered by the Faculty of Health. On his behalf and that of LA&PS, I strongly support this timely and important initiative.

The program is entirely aligned with the priority accorded internationalization in York University's Academic Plan, and serves effectively to bring together hitherto separate areas of strength in teaching and research. While earlier versions of the proposal made far more extensive use of L&PS's strengths in international development, in cultural geography, and in the sociology of health, the current proposal has moderated its demands on such courses to the degree that LA&PS will certainly be able to provide the classroom spaces required by Health students. The modest degree of the current cooperation in no way precludes more ambitious partnerships in the future, but it does allow the program to find its feet in a state of more or less complete autonomy. LA&PS, in fact, very much looks forward to reopening discussions concerning a possible stream in Global Health: Critical Social & Cultural Perspectives when the Global Health program is up and running.

May I also extend LA&PS's thanks for the Faculty of Health's management of the interfaculty consultation process. Consultations were conducted throughout the process, and the current proposal very much reflects the concerns expressed by the potentially affected units in LA&PS.



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Memo

To: Faculty Senate
From: Noël Sturgeon, Dean
Date: October 31, 2012
Subject: New BA and BSc in Global Health; Concentration in Global Health and ES

I write in support of the application of the Faculty of Health's proposal for new undergraduate degrees in Global Health, and in particular the proposed concentration in Global Health and the Environment. The Faculty of Environmental Studies is delighted to form a partnership to allow students to examine such an important intersection, between the global and environmental contexts that impact issues of health for people, and for communities. The courses we have offered as part of the concentration are taught regularly, and we anticipate robust student interest.

Please let me know if you have any questions.





November 16, 2012

Lesley Elizabeth Beagrie
Associate Dean, Professional & Global Programs

Donald R. Hastie,
Interim Dean

**FACULTY OF SCIENCE
AND ENGINEERING**

Dear Lesley,

4700 KEELE ST
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F 416 736 5950

I would like to confirm my support for the proposed Bachelor of Arts and Bachelor of Science in Global Health.

The Faculty of Science and Engineering sees this as an important initiative from the Faculty of Health that continues its development of innovative curriculum. It should become a flagship program and attract a number of students not normally recruited to York University. This program will strengthen existing synergies between the Faculty of Health and the health science activities occurring in the Departments of Biology and of Mathematics and Statistics within FSE.

hastie@yorku.ca
www.science.yorku.ca

FSE welcomes the opportunity to contribute to the proposed programs by providing the basic science requirements, and access to science credits to fulfil the requirements outside the major as well as general education courses through our Division of Natural Science. I look forward to the program providing the basis for inter-faculty cooperation in global aspects of health.

Yours truly,

A handwritten signature in black ink, appearing to read "Donald R. Hastie".

Donald R. Hastie, PhD
Interim Dean
Faculty of Science & Engineering

DRH/kc





YORK UNIVERSITY
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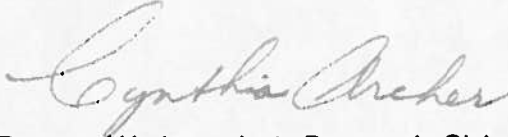
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Memo

To: Lesley Beagrie, Associate Dean
Professional and Global Programs, Faculty of Health

From: Cynthia Archer

Date: October 26, 2012 

Subject: Library Support for Proposed Undergraduate Program in Global Health

York University Libraries continues to develop its excellent support for studies in health.

Collections: We subscribe to more health-related electronic journals, electronic books and critical multimedia resources, than ever before. Among the many new library-driven initiatives is a health informatics module being developed collaboratively by the Ontario Council of University Libraries (OCUL) as part of the Geospatial Portal. This gives faculty and students, who make extensive use of data in their research and studies, ready access to geospatial, as well as health data stored in the OCUL digital library. One of the strengths of geospatial data is how it can represent complex information in highly visual presentations that support understanding and comprehension in a way that cannot be achieved easily with textual representations. The Geospatial Portal provides a powerful research, teaching and learning tool by integrating health informatics data with geospatial data through visual analysis.

Academic and research support: Librarians are actively acquiring new areas of expertise to support faculty and student research in health, including expertise in bioinformatics and evidence-based practice. Faculty, in turn, are increasingly collaborating with librarians to incorporate information literacy components into their curricula so students may fully benefit from the new technologies, resources and expert skills available at the libraries. Reference assistance continues to be offered both in the libraries and online, and students may use the librarian consultation service which is available by appointment.

New library programs: The York University Libraries' digital initiatives program provides electronic journal publishing services to graduate students and researchers. A new publication titled *Health Tomorrow: Interdisciplinarity and Internationality* is a peer-reviewed journal produced by members of the York institute for Health Research.

cc: Ilo-Katryn Maimets, Head, Steacie Science & Engineering Library
Catherine Davidson, Associate University Librarian, Collections and Research





**ASSISTANT VICE-
PRESIDENT,
ENROLMENT
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Memorandum

To: Lesley Beagrie, Associate Dean, Faculty of Health; Cheryl Underhill, Secretary, Senate ASCP

Date: November 2, 2012

From: Joanne Duklas, Assistant Vice President, Enrolment Management and University Registrar

Subj.: Bachelor of Arts/Science in Global Health

In keeping with Senate Handbook requirements, I am pleased to offer this letter of support for the above program.

This new program fits well with York University's goal to increase internationalization and will no doubt be of interest to students from Canada as well as overseas. In particular, the interdisciplinary nature of the program should be attractive to highly motivated students who have high grades. The Faculty deserves applause for continuing to differentiate offerings and identifying opportunities for expanding the Health array of offerings; an approach that's in keeping with White Paper objectives.

No implementation issues are anticipated for a Fall 2014 launch of the program assuming it is passed by Senate and the Quality Assurance Council this spring in time for inclusion in admissions and recruitment material.

Students may be confused by the differences in this program and near programs at alternate institutions as well as York. Clear differentiation in the recruitment material that outlines many of the unique elements noted in this proposal will help to provide clarity.

While it is noted the program is intended for high school students, my assumption is that in keeping with York's access mission and mobility focus, other categories of students will be admitted to the program. Therefore, admit requirements for these students as well as language proficiency requirements should be incorporated into the proposal. References to cutoffs are encouraged to be removed from the proposal as these are not typically highlighted in undergraduate proposals and are subject to enrolment management considerations. Please let me know if you need my assistance with the wording.

The admission requirements in terms of prerequisites are clear; these may impact the number of BA students applying into the program. It also may impact the pace of growth anticipated in the enrolment projections. It might be worth looking closely at the BA admit requirements for the 'near' competitor programs in the province noted in the proposal. I can well appreciate why the proposal contains those requirements.



The enrolment projections are difficult to comment on at this stage; however, it may take longer than three years to reach the planned steady state of 200 to 250 per year at intake particularly in light of the admission comments above. There also may be more BA students versus BSc students; however, that remains to be seen.

Thank you for confirming that students who are not eligible to continue in an honours program can be moved to the BHS degree in Health Studies to continue their studies. (Please note: this is not an automated process because the degree will be changing.)

This program will require a request for rubric approval; we see no issues with the "IHST" choice and would recommend approval at the same time as this proposal to avoid a second proposal submission.

Thank you for the opportunity to comment.



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FACULTY OF HEALTH

School of Nursing

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nursing@yorku.ca

October 25, 2012

Dear Dean Skinner

On behalf of the School of Nursing, I am submitting this letter of support for the degree BA/BSc in Global Health to be offered within the Faculty of Health. The School of Nursing is very pleased to be a part of this degree as many nursing faculty have knowledge, expertise and a commitment to the promotion of global health. We look forward to the opportunity to participate and play an active role in the implementation of this unique interdisciplinary program.

We understand that the interdisciplinary nature of the program will maximize the strengths and expertise of each School within the Faculty of Health. Students will be able to take advantage of the different core and concentration courses as they create their own program of study. The School of Nursing also envisions that students from this program will either transfer to our 2nd Entry Nursing Program upon completing two years of the global health program or upon graduation. These students will have a strong foundation of knowledge to build their nursing career upon having been in the Faculty of Health for at least two years learning about global health.

We support the goal of the first year of the degree being offered in September 2014 with it being delivered in a new rubric of Interdisciplinary Health Studies, reflecting the cross disciplinary curriculum. Our School and faculty will support the development of courses working collaboratively with our partners in the other Schools as we work towards this goal. We look forward to being part of a program that focuses on keeping people healthier longer not only regionally, nationally but now globally as well.

Sincerely

Claire Mallette RN, PhD
Director
School of Nursing, York University
Email: cmallett@yorku.ca



November 3rd 2012

Dr. Harvey Skinner,
Dean, Faculty of Health,
York University,
Campus Mail.

Re: Support for BA/BSc in Global Health

The School of Kinesiology and Health Science expresses strong support for the BA and BSc degrees - major in Global Health - to be offered within the Faculty of Health. It is understood that the degree is planned to commence in September 2014. As an important contributor to the health sciences in the Global Health major (from a social cultural to physiological perspective), we look forward to working with other units within the Faculty of Health and across York University. Our School appreciates the opportunities that a unique interdisciplinary program in Global Health will have on students, faculty and the global health community.

In order to promote the student experience and reduce redundancy within the Faculty, the School of Kinesiology and Health Science understands that we will be responsible for a specific component of the administration (with a dedicated coordinator), curricular development and course delivery within the GH major. As such, we look forward to working with colleagues inside/outside the Faculty of Health to enhance and promote the balance content in the core courses. This exciting opportunity not only builds on the strengths/expertise housed in the School; but across the Faculty of Health. Some of our existing courses will simply need refinement for this new degree offering; other courses are/can be developed and delivered in partnership/collaboration with faculty from more than one unit in the Faculty. This model will be an excellent asset in the further development and refinement of course offerings and student experiences in global health. Indeed, the concentration offerings within the degree structure, capitalizes on the disciplinary perspectives of each School, yet blends to provide the student with an independent program of study. Interest in developing concentrations into Double Major and Major/Minor options exist within the School; and we would welcome proposals

Faculty of Health,

**School of
Kinesiology and
Health Science**

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Chair**

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dealing with these opportunities in the future. Consideration of Double major,
major/Minor and 90 credit degree offerings may lead to Global health becoming even a
greater demand area for prospective and continuing students than is currently anticipated.
We see these possibilities as strategic and likely of high demand for both domestic and
international students. Although the program will be delivered through a new rubric of
Interdisciplinary Health Studies, reflecting the cross disciplinary curriculum; the rubric
consistent with the responsible unit(s) needs to be added. At this time, the School is
committed to working toward many of these possibilities and hopes to review their
feasibility over the next several months leading to June 2013. Finally, the global health
program can be a platform for graduate studies in many of our independent disciplines.

Respectively submitted on behalf of the School's Academic Executive Committee
following input from the School Council,



Angelo Belcastro,
Professor and Chair

cc. Dr. L. Beagrie, Chair,
Faculty Of Health Curriculum Committee

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School of Health Policy &
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October 26, 2012

Dear Dean Skinner;

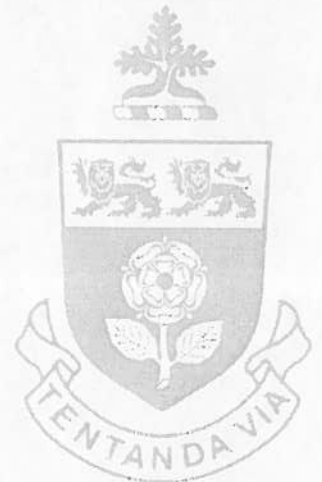
On behalf of the School of Health Policy and Management, it is my pleasure to convey our support for the Faculty of Health's new BA/BSc in Global Health. The program will offer students the opportunity to attain a critical social perspective on global health issues while developing the analytic skills needed to support them in making innovative, socially responsible contributions to the field.

The Degree's core courses and distinct concentrations reflect the field of global health by incorporating breadth and depth in the social and epidemiologic sciences. The Global Health Coordinating Committee designed the program curriculum by including each School's expertise within the interdisciplinary course offerings. By combining the disciplinary perspectives across the Faculty of Health, the program provides students with a unique and independent program of study. Our School appreciates the opportunity the program offers to collaborate with colleagues across the university to include program elements that reflect the diversity of the field of global health within its concentrations. The global health program can be a platform for graduate studies in any of our independent disciplines and can also be a pre-professional degree.

The launch of the degree is planned for September 2014. The core courses will be delivered through a new rubric of Interdisciplinary Health Studies, reflecting the cross disciplinary curriculum. Several courses can be delivered by faculty from more than one unit in the Faculty, and will be co-developed as needed over the next few years.

Sincerely,

Mary Wiktorowicz, Ph.D.
Chair and Associate Professor



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Psychology**

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October 24, 2012

Dear Dean Skinner,

I am pleased to submit this letter of support for the Global Health BA/BSc degree on behalf of the Department of Psychology. We appreciate this opportunity to expand the program offerings within the Faculty and are impressed by the unique interdisciplinary nature of the program.

The Global Health Coordinating Committee has developed the core course in the curriculum with an understanding that each school/department brings its expertise to the course offerings. The core and the concentration offerings within the degree structure capitalizes on the disciplinary perspectives of each unit, yet blends to provide the student with an independent program of study. The global health program can be a platform for graduate studies in many independent disciplines but can also be a pre-professional degree, which is an excellent option for students.

We understand that the degree will commence in September 2014 once approved, and will be delivered through a new rubric of Interdisciplinary Health Studies, reflecting the cross disciplinary curriculum. Many of the courses can be delivered by faculty from more than one unit in the Faculty, and will be co-developed as needed over the next few years. I know that a number of our faculty members are excited to be part of the development, and we look forward to seeing the course offerings evolve as the program is established. We are happy to be part of this bold new initiative!

Best wishes,

Professor Suzanne MacDonald
Chair, Department of Psychology

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Memo

To: Rhonda Lenton, Vice-President Academic & Provost
Alice Pitt, Vice-Provost Academic

Cc: Anna Pralat, Cheryl Underhill

From: Harvey Skinner, Dean

Date: January 28, 2013

Subject: Addendum to Letter of Support for BA/BSc in Global Health

Please find below an addendum to my original letter of support for the BA/BSc in Global following receipt of the External Reviewers summary recommendations at the conclusion of the reviewer's report.

Recommendation:

Key to achieving the excellence that is anticipated will be extensive support for faculty development and training in innovative approaches such as E-learning.

Response:

The Faculty of Health has and will continue to make significant strategic investments in developing innovative approaches to teaching and learning and faculty development. A strategic priority for the Faculty of Health has been the on-going development of a sustainable, quality E-Learning Program. Colleagues in Health and LA&PS, with the support of UIT, have collaborated in the development of a systematic approach to enhancing learning through technology. Prototypes have been developed, tested and evaluated to facilitate implementation of web enhanced learning, blended learning and online education strategies, resulting in provision of support to instructors for innovative pedagogical approaches and enhanced accessibility for students. In addition, a framework for determining courses/programs that would be best suited for online and blended delivery is being developed. The Faculty has also developed a series of experiential education (EE) demonstration projects which have resulted in the development of EE prototypes and course directors to serve as mentors. Planning is underway to support the long-term sustainability of these programs. In addition, a planning priority for the Faculty is the identification and implementation of teaching support needs for full-time and contract faculty and the establishment of a junior faculty mentoring teaching program. The opportunity for faculty development and training in innovative approaches such as E-Learning and EE will be well-supported within the Faculty and with the Teaching Commons. The Faculty also plans to develop and implement a Teaching and Learning Strategy to increase student success in web-enhanced and blended/online courses.

Recommendation:

Mandating library training and proactively engaging the library expertise so that the core training is program rather than instructor driven.



Response:

The Library has indicated that it can support this recommendation within its existing resources.

Recommendation:

Continued leveraging of AIF (Academic Innovation Fund) to support seed projects that create innovative programs such as Health Aid and Peer Mentoring. These will be great infrastructure components to the new degree.

Response:

The Faculty is in the process of implementing a model for student programming that integrates the Faculty of Health and related its two Colleges (Calumet & Stong) in a way that enables collaborative and systematic planning and resourcing related to programs designed to promote student success, engagement and retention. A realignment of resources will support ongoing access to high quality, evidence informed and measurable programs, such as Health Aid and Peer Mentoring, designed to support student engagement and success regardless of program or College affiliation. Student programming and services will span the student life-cycle from prospective student to engaged alumni in a way that maximizes the integration of academic and co-curricular activities through the Faculty and Colleges. We are currently in the process of developing an evaluation framework for these programs. Priority programs will be well established by 2014.

Recommendation:

Continued strategic resource allocation to the building of international partnerships that will welcome students on placements.

Response:

The development of partnerships with local and international agencies and groups to enhance the delivery of our research priorities, experiential education opportunities and to promote student and faculty exchanges abroad is a strategic priority for the Faculty of Health. The identification of key international partners (i.e., China, India, Middle East) is progressing as part of the development of the Faculty's broader international strategy, addressing Faculty research, teaching and international student recruitment priorities. The Faculty has set aside strategic funding to support the development of an Internationalization Plan for the Faculty.

Recommendation:

Encourage targeted research incentives for faculty who are engaged in Global Health.

Response:

The Faculty will be establishing an Advisory Council for Research Planning and Development whose mandate will be to establish Faculty-based research priorities. The development of research incentives for faculty engaged in Faculty priorities, such as Global Health will be developed. Both the research strategy and the internationalization strategy for the Faculty in the short and long term, place Global Health in the forefront, with key priorities being establishment of an institutional focus on Global Health research, mentoring and leadership. Work with the Canadian Coalition for Global Health Research includes establishment of leverage for building global health capacity at York.

Recommendation:

Continued focus on the creation of a minor in Global Health

Response:

Through its Strategic Enrolment Management Group, the Faculty of Health has been exploring increasing Double Major and Major/Minor degree options across our degree programs. A minor in Global Health aligns with our short and long-term strategies for achieving our enrolment objectives by encouraging interdisciplinary and attracting other York students to programs in Health. Early conversations with units across the university support the establishment of a minor in the short term following the program's implementation.

Memorandum

To: David Mutimer, Chair of APPRC
George Turlakis, Chair of ASCP

From: Alice Pitt, Vice-Provost Academic *adp*

Date: January 28, 2013

Subject: Support letter for Global Health BA and BSc Program Proposal, Faculty of Health.

I am writing to provide a statement on the Faculty of Health's proposal for a new undergraduate program in Global Health. I am pleased to see this innovative program move through the approval stage. York University has been a leader in developing interdisciplinary programs that also address the growing demand for experiential education, and this program exemplifies these strengths. The BA and BSc in Global Health will be offered as an Honours degree program with core components, and students will also be able to select from a variety of elective allowing them to focus on one of several concentrations. Through focused training, the concentrations in Global E-Health, Global Health Policy, Management and System, Global Health Promotion and Disease Prevention, and Global Health and Environment make this undergraduate degree program unique and desirable.

Initially, the program anticipates an enrolment of 50 students in 2014/2015 with plans to grow enrolment to 200 students by 2017/2018. The smaller number of students during the start-up years creates the opportunity to develop and pilot new courses. There is strong support for this interdisciplinary program from the sponsoring Dean (Faculty of Health) as well as support from his decanal colleagues from the Faculty of Liberal Arts and Professional Studies, Faculty of Science and Engineering, and Faculty of Environmental Studies. As indicated in the proposal and confirmed by the Dean, the program expects to generate revenues by its second year of operation to cover future development and operational expenses and therefore will not require additional resources from the University. Finally, I am pleased to offer my full support for this proposed program as it is strongly aligned with the Faculty of Health's Strategic Plan and will enhance the York's global and interdisciplinary reputation.



SCHOOL OF PUBLIC POLICY & ADMINISTRATION**PROPOSAL TO ESTABLISH A PROFESSIONAL CERTIFICATE IN PUBLIC POLICY ANALYSIS****1. Context of Proposal****1.1 Statement of Purpose**

The proposed 24-credit Professional Certificate in Public Policy Analysis (hereinafter the Certificate) will appeal to individuals who have an interest in public policy analysis and who want their academic record to reflect the completion of a cluster of courses in public policy analysis in a formal way.

The Certificate will be one of the two proposed professional certificates designed to replace the current 42-credit Public Sector Management (PSM) Professional Certificate. With the development of a new 36-credit minor in Public Administration available to students as of September 2010, the existing PSM Certificate is too large and unattractive to students. The two new proposed professional certificates are designed to be more streamlined at 24 credits each, with more options for specialization (Public Administration and Law v. Policy Analysis) aimed at different career paths in the public and not-for-profit sectors, and with added flexibility to choose from a list of relevant courses under the PPAS course rubric. The proposals build on the strengthened curriculum under the PPAS rubric in recent years and aim to deliver a more student-centred learning experience.¹

The Certificate will be offered by School of Public Policy and Administration (SPPA) at the Faculty of Liberal Arts and Professional Studies (LA&PS) starting in September 2013. The Certificate may be completed concurrently with York undergraduate degrees or as a direct-entry, stand-alone program. The Certificate can be completed by full-time and part-time students alike.

The certificate name – Professional Certificate in Public Policy Analysis – closely matches job postings for Policy Analyst positions in the public, not-for-private and private sectors.

2. Objectives of the Undergraduate Certificate**2.1 General objectives of the Undergraduate Certificate**

The proposed 24-credit Certificate responds to demands by professionals with varied academic backgrounds to provide a specialized, less-extensive alternative to a full degree program in the area of Public Policy Analysis. The Certificate will provide a foundation for students to add value to their academic record in competing for a position in all levels of government, the not-for-profit sector or with private companies with substantial dealings with government.

2.2 Relationship of Certificate to unit, Faculty and University Academic Plans and with the standards, educational goals and learning objectives of the University

In the spirit of the Faculty's and the University's goal to provide meaningful learning experience that is accessible to students, the Certificate builds on existing expertise within SPPA to bring a working body of knowledge of public policy analysis to full-time and part-time students alike. SPPA offers the Bachelor of Public Administration (BPA) – Honours, Specialized Honours, Honours Major/Minor degree options - with the key courses available in the evening as well as during the day. This Certificate utilizes existing courses offered for the BPA, and does not require any new courses or additional administrative staff.

¹ Compared to the major in Public Administration, the Certificate does not have a 4U math course as an admission requirement (primarily due to the fact it does not require AP/PPAS 3300 6.0 Statistics for Social Sciences), but it maintains the same min. 5.0 GPA entry requirement to ensure a comparable level of achievement in the classroom.

3. Need and Demand

3.1 Similar approved certificates at York University

The Glendon College Political Science Department has authorization to offer an undergraduate Certificate in Public Administration. However, this certificate requires students to study bilingually and is also presently in abeyance. Nevertheless, we recognize that should circumstances change, Glendon might revive this program. Still we believe there are significant differences between our proposed certificate and theirs. First there is the issue of language. Second there is the fact that ours focuses on policy analysis, as opposed to being a more general policy and administration certificate.

3.2 External need and demand for certificate

The proposed Certificate is a professional certificate aimed at individuals who wish to pursue Policy Analyst positions in the public, not-for-profit or private sectors. The demand for policy analyst competencies is widespread since public policy affects all aspects of society and the economy. Therefore, we expect applicants for the Certificate from a variety of professional backgrounds, having completed at least an undergraduate degree or being enrolled concurrently in a degree program at York.

3.3 Projected in-take for the next 5 years

Given the relatively high admission requirements to this Certificate, the projected enrolments below are conservative. Nevertheless, this should ensure quality in the program and help build a strong reputation for SPPA in the public, not-for-profit and private sectors.

Projected Student Demand					
Year	2013	2014	2015	2016	2017
Enrolment	10	20	25	25	25

4. Curriculum, Structure and Learning outcomes

4.1 Learning outcomes

Upon completion of the Certificate, the students will be competent to perform analysis of public policies in light of the role of government in civil society through:

Ability	Corresponding course(s)
- linking theory to practice	Developed in all Certificate courses
- having an understanding of financing of public policy programs including revenue sources and the decision-making rules for the allocation of funds;	Required courses: AP/PPAS 1110 3.0 AP/PPAS 2110 3.0 AP/PPAS 3190 6.0 Optional courses: AP/PPAS 3524 3.0 AP/PPAS 3480 3.0 AP/PPAS 4115 6.0
- familiarity with the implementation of public policies through the structures of public administration;	Required course: AP/PPAS 3190 6.0 Optional courses: AP/PPAS 3120 3.0 AP/PPAS 3122 3.0 AP/PPAS 4110 3.0 AP/PPAS 4111 3.0 AP/PPAS 4112 3.0 AP/PPAS 4200 6.0 AP/PPAS 4310 3.0 AP/PPAS 4320 3.0 AP/PPAS 4350 6.0

- knowledge of the impact of social and economic policies;	Optional courses: AP/PPAS 3761 3.0 AP/PPAS 3560 or 3569 3.0 AP/PPAS 4110 3.0 AP/PPAS 4310 3.0 AP/PPAS 4320 3.0
- well-developed research and critical thinking skills;	Developed in all Certificate courses, especially at the 3000 and 4000 level
- practical project-based experience in some of the optional courses with an experiential education component	AP/PPAS 4110 3.0, AP/PPAS 4111 3.0, AP/PPAS 4112 3.0, AP/PPAS 4200 3.0, AP/PPAS 4310 3.0 and AP/PPAS 4320 3.0

4.2 Appropriateness of the certificate's structure and curriculum for its learning outcomes

The Certificate introduces students to the basic structure of public administration in Canada while also offering students flexibility in developing competency in different areas of public policy analysis. It allows students to pick and choose courses according to their interests. Furthermore, it allows some flexibility in the configuration of courses designated for the Certificate with a combination of 3- and 6-credit courses.

4.3 List of courses in the Certificate

Please note that full course descriptions are provided in Appendix A.

Certificate requirements: 24 credits including:

- AP/PPAS 1110 3.0 Introduction to Public Administration
- AP/PPAS 2110 3.0 Canadian Government
- AP/PPAS 3190 6.0 (cross-listed to AP/POLS 3190 3.00) Public Administration

6 credits chosen from:

AP/PPAS 3120 3.0 Science, Technology and Public Policy

AP/PPAS 3122 3.0 Science Policy in Context

AP/PPAS 3480 3.00 (cross-listed to AP/ECON 3469 3.00) Political Economy of Public Policy

AP/PPAS 3524 3.00 (cross-listed to AP/ADMS 3524 3.00) Public Sector Budget Process

AP/PPAS 3560 or 3569 3.00 (cross-listed to AP/ECON 3560/9 3.00) Economic Policy in Developing Countries²

AP/PPAS 3761 3.00 (cross-listed to AP/POLS 3195 3.00, AP/HREQ 3140 3.00) Canada's Social Policy

AP/PPAS 4110 3.00 (cross-listed to AP/ECON 4110 3.00) Regional Economic Development

AP/PPAS 4111 3.00 The International Refugee Protection Regime I: Critical Problems

AP/PPAS 4112 3.00 The International Refugee Protection Regime II: Research Seminar

6 credits chosen from:

AP/PPAS 4115 6.00 (cross-listed to AP/POLS 4115 6.0) The Political Economy of State Finance

AP/PPAS 4200 6.00 Advanced Public Policy Analysis

AP/PPAS 4310 3.00 Program Evaluation: Background and Theory

AP/PPAS 4320 3.00 Advanced Program Evaluation

AP/PPAS 4350 6.00 Comparative Theories of Policy Analysis

Notes:

1. Some of the common pre-requisites for the courses listed in the Certificate include AP/ECON 1000 3.00, AP/ECON 1010 3.00, and AP/ADMS 1500 3.00 or AP/ADMS 2500 3.0.

² AP/PPAS/ECON 3560 and 3569 3.00 represent the same course on Economic Policy in Developing Countries with the only difference that a course number ending with '9' represents a course in which at least one third of the final grade is attributed to a research paper. This notation serves to indicate to Economics majors that the course can be used to satisfy the writing requirement in their degree programs. For the purposes of this Certificate, students can take either AP/PPAS/ECON 3560 3.0 or AP/PPAS/ECON 3569 3.0.

2. Students planning to take AP/PPAS 4310 3.0 and AP/PPAS 4320 3.0 will also need AP/PPAS 3300 6.0 or equivalent preparation in statistics as a pre-requisite.
3. It is recognized that there might be some interest among students at Glendon in this Certificate. If so, we are committed to providing course-substitutions where appropriate so that the relevant Glendon courses can count towards the certificate.

4.3.1 Courses (among requirements) currently offered, with frequency of offering

All courses are offered on a regular basis at least once per academic year. Many of the courses are also offered during different terms and/or multiple sections. Both day-time and evening offerings are available for the majority of courses listed above.

4.3.2 New courses

No new courses are required for the Certificate.

4.3.3 Required courses by other units.

Most of the courses are offered by SPPA. Three of the courses are offered regularly by other units: the School of Administrative Studies (AP/PPAS 3524 3.00, cross-listed to AP/ADMS 3524 3.00) and the Department of Economics (AP/PPAS 3480 3.00, cross-listed to AP/ECON 3469 3.00 Political Economy of Public Policy; and AP/PPAS 3560 or 3569 3.00, cross-listed to AP/ECON 3560/9 3.00 Economic Policy in Developing Countries).

The Certificate structure provides sufficient flexibility so that it can be completed through SPPA offerings alone.

4.4 Appropriateness of the mode of delivery to meet the certificate's learning outcomes

All courses are conventional lecture or seminar courses as opposed to online or e-learning courses. This mode of delivery is already available and deemed suitable for teaching the certificate's subject matter.

The methods used to evaluate students' progress are consistent with the rest of the courses offered by SPPA. Examinations, assignments, oral presentations, class participation, case studies and research projects among others are used when appropriate. Several courses also employ different forms of experiential education including AP/PPAS 4110 3.00, AP/PPAS 4111 3.0, AP/PPAS 4112 3.0, AP/PPAS 4200 6.0, AP/PPAS 4310 3.0 and AP/PPAS 4320 3.0

5. Admission Requirements

Students seeking admission to the Certificate program must apply directly to the Office of Admissions, York University. Direct entry students should have completed an undergraduate degree in any discipline with minimum cumulative GPA of 5.0

Students already enrolled in an undergraduate degree program will also need to apply for entry into this Certificate through the SPPA Office. Students should have at least 24 credits completed with a min. cumulative GPA of 5.0. These admission requirements are necessary to ensure that the students are well prepared for the upper level courses required in this Certificate and to match the student pool in our BPA Honours programs, which has an entry requirement of min. 5.0 GPA.

Some of the courses on the Certificate list have pre-requisites, but given that the Certificate's structure allows for sufficient flexibility to complete it without taking courses with pre-requisites, we do not propose these courses to be an admission requirement for the Certificate.

Nevertheless, the common pre-requisites for some of the optional courses in the Certificate will be included as a note in the calendar copy of the requirements for the Certificate to ensure students are well informed. They include AP/ECON 1000 3.00, AP/ECON 1010 3.00, and AP/ADMS 1500 3.00 or AP/ADMS 2500 3.0, which are required courses for a number of majors in the Faculty of Liberal Arts and Professional Studies (LA&PS) (not limited to Economics or Administrative majors), and therefore we expect most students attracted to the Certificate to have completed these courses in any case. Similarly, optional courses AP/PPAS 4310 3.0 and

AP/PPAS 4320 3.0 have AP/PPAS 3300 6.0 or equivalent preparation in statistics as a pre-requisite, but many LA&PS programs in social sciences and administrative studies require some statistics courses, and students can complete the Certificate without these courses.

The Certificate is not open to students in the Bachelor of Public Administration (BPA) - Honours, Specialized Honours, or the Honours Minor programs.

6. Human and Physical Resource Requirements

6.1 Faculty

Since all the courses required for the Certificate are routinely offered by SPPA, no new faculty members are required.

6.2 Administration: Need for coordinator, support staff, advisors, if any

The Undergraduate Program Director (UPD) at SPPA will cover all administrative and advising issues related to the Certificate. No additional staff resources are required.

6.3 Library materials, equipment and academic computing access required

No additional library, equipment or computing resources are required.

6.4 Space requirements

No additional lecture space is required.

6.5 Feasibility of Student Information System (SIS) support for proposed implementation schedule

A copy of this proposal has been forwarded to the Registrar's office for their comment.

6.6 Summary statement of funding requirements

There are no additional funds or resources required for the proposed Certificate. Existing SPPA resources will be sufficient.

7. Consultation

7.1 Nature and extent of consultation with other programs and what, if any, cooperative arrangements have been explored

The following units were consulted. Responses are attached.

- Faculty of Liberal Arts & Professional Studies
 - Political Science
 - Economics
 - Business and Society
 - School of Administrative Studies
- Glendon College
 - Political Science

Externally, the SPPA Alumni Association were consulted and the one response received is attached.

8. Certificate Requirements (Calendar Copy)

Admission requirements:

Students seeking admission to the stand-alone Certificate program must apply to the Office of Admissions, York University. Direct entry students should have normally completed an undergraduate degree in any discipline with minimum cumulative GPA of 5.0.

Students already enrolled in an undergraduate degree program also need to apply for entry into this Certificate through the SPPA Office. Students should have completed at least 24 credits with a min. cumulative GPA of 5.0.

The Certificate is *not* open to students in the Bachelor of Public Administration (BPA) - Honours, Specialized Honours, or the Honours Minor programs.

Graduation requirements: Minimum cumulative grade point average of 5.00 in the certificate courses. Students must also submit an Application to Graduate with a Certificate form. Applications should be obtained from and filed with the School of Public Policy and Administration. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. At least 12 credits of the disciplinary courses that satisfy certificate requirements must be in addition for those used to satisfy requirements of an undergraduate major being completed concurrently.

Certificate requirements: 24 credits including

- AP/PPAS 1110 3.0
- AP/PPAS 2110 3.0
- AP/PPAS 3190 6.0 (cross-listed to AP/POLS 3190 3.00)
- 6 credits chosen from:
 - AP/PPAS 3120 3.0
 - AP/PPAS 3122 3.0
 - AP/PPAS 3480 3.00 (cross-listed to AP/ECON 3469 3.00)
 - AP/PPAS 3524 3.00 (cross-listed to AP/ADMS 3524 3.00)
 - AP/PPAS 3560 or 3569 3.00 (cross-listed to AP/ECON 3560/9 3.00)
 - AP/PPAS 3761 3.00 (cross-listed to AP/POLS 3195 3.00, AP/HREQ 3140 3.00)
 - AP/PPAS 4110 3.00 (cross-listed to AP/ECON 4110 3.00)
 - AP/PPAS 4111 3.00
 - AP/PPAS 4112 3.00
- credits chosen from:
 - AP/PPAS 4115 6.00 (cross-listed to AP/POLS 4115 6.0)
 - AP/PPAS 4200 6.00
 - AP/PPAS 4310 3.00
 - AP/PPAS 4320 3.00
 - AP/PPAS 4350 6.00

Notes:

1. Some of the common pre-requisites for the courses listed in the Certificate include AP/ECON 1000 3.00, AP/ECON 1010 3.00, and AP/ADMS 1500 3.00 or AP/ADMS 2500 3.0.
2. Students planning to take AP/PPAS 4310 3.0 and AP/PPAS 4320 3.0 will also need AP/PPAS 3300 6.0 or equivalent preparation in statistics as a pre-requisite.
3. It is recognized that there might be some interest among students at Glendon in this Certificate. If so, we are committed to providing course-substitutions where appropriate so that the relevant Glendon courses can count towards the certificate.

9. Attachments

- a. Statement of Support from Associate Dean Kim Michasiw
- b. Statement confirming adequacy of Library holdings
- c. Evidence of support from other units:
 - Faculty of Liberal Arts & Professional Studies
 - School of Administrative Studies
 - Economics
 - Political Science
 - Glendon
 - Political Science
- d. Comment from University Registrar re SIS support for proposed implementation plan.
- e. Statement from Mr. Fausto Natarelli (Alumni Association) (and our response)

APPENDIX A: Course Descriptions

AP/PPAS 1110 3.0 Introduction to Public Administration

A comparative introduction to public administration which explores the ways in which the key institutions of western civilization impact on the work of public servants and the ways in which these institutions are, in turn, reshaped by their interaction with the primary institution of the public service, bureaucracy.

AP/PPAS 2110 3.0 Canadian Government

Provides a systematic introduction to Canadian government and politics with a particular focus on political institutions. Topics will include the executive, the legislature, the judiciary, federalism, the policy process, electoral behavior, and group politics. Course credit exclusions: AP/POLS 2910 6.00, GL/POLS 2600 6.00. PRIOR TO FALL 2009: Course credit exclusion: AS/POLS 2910 6.00.

AP/PPAS 3120 3.00 Science, Technology, and Public Policy

Examines the role of science and technology in policy-making. The course focuses on difficulties faced by legal, administrative and political policy-makers when they are required to make decisions based upon scientific information, as well as discussing more general topics in science, technology, and public policy. Course credit exclusion: AP/PPAS 3120 6.00.

AP/PPAS 3122 3.0 Science Policy in Context

Drawing on material from the prerequisite course AP/PPAS 3120 3.0, this course looks at how science policy is developed in a variety of contexts such as environmental regulations, healthcare, and the regulation of scientific research. Pre-requisite: AP/PPAS 3120 3.0 or permission of the instructor.

AP/PPAS 3190 6.0 (cross-listed to AP/POLS 3190 6.0) Public Administration

Examines the theory and practice of policy making and public administration as well as the machinery of government, with particular reference to Canada. It discusses who makes policy, how policy is developed and implemented, and how the system is controlled and evaluated. Course credit exclusion: GL/POLS 3240 6.00. PRIOR TO FALL 2009: Course credit exclusions: AK/PPAS 3190 6.00, AK/PPAS 3410 6.00, AK/POLS 3410 6.00, GL/POLS 3240 6.00.

AP/PPAS 3480 3.00 (cross-listed to AP/ECON 3469 3.0) Political Economy of Public Policy

Examines how and why real world public policies differ from optimal policies prescribed by neoclassical economic theory. Incorporates models of political representation to different frameworks for studying issues in the areas of fiscal, monetary and trade policies, and special topics in government regulation. Prerequisites: AP/ECON 1000 3.00 and AP/ECON 1010 3.00 or equivalents. Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AK/ECON 3460 3.00, AK/POLS 3480 3.00, AK/PPAS 3480 3.00.

AP/PPAS 3524 3.00 (cross-listed to AP/ADMS 3524 3.0) Public Sector Budget Process

Examines the key issues and context of the budget process and the increasing importance of oversight, transparency and accountability in the public sector in Canada. Assesses current approaches to budget policy, fiscal management and accountability frameworks. Prerequisites: AP/ECON 1000 3.00, AP/ECON 1010 3.00, AP/ADMS 1500 3.00 or AP/ADMS 2500 3.00. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisites: AK/ECON 1000 3.00, AK/ECON 1010 3.00, AK/ADMS 1500 3.00 or AK/ADMS 2500 3.00. Course credit exclusion(s): AK/ADMS 3524 3.00.

AP/PPAS 3560(9) 3.00 (cross-listed to AP/ECON 3560(9) 3.0) Economic Policy in Developing Countries

Examines policy issues arising from development planning. Topics include agriculture versus industry, international trade, monetary and fiscal policies, foreign investment, foreign aid and self-reliance, and global issues. Prerequisites: AP/ECON 1000 3.00 and AP/ECON 1010 3.00 or equivalents. Course credit exclusions: AP/ECON 3569 3.00, AP/PPAS 3569. PRIOR TO FALL 2009: Course credit exclusions: AK/ECON 3560 3.00, AS/ECON 3320 3.00, AK/PPAS 3560 3.00.

AP/PPAS 3761 3.00 (cross-listed to AP/HREQ 3761 3.0, AP/POLS 3170 3.0) Canada's Social Policy

Examines Canadian federal, provincial and municipal programs aimed at those outside the paid labour force. Programs covered include health care, child care services and benefits, old age pensions, social assistance and disability. Covers current debates on future of the welfare state. Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AK/POLS 3761 3.00.

AP/PPAS 4110 3.00 (cross-listed to AP/ECON 4010 3.0) Regional Economic Development

Regional Economic Development is the process of creating wealth through the mobilization of resources to generate new jobs and additional tax bases. The course will analyze the theory and practice of local economic development in Ontario. Prerequisites: AP/ECON 1000 3.00 and AP/ECON 1010 3.00 or equivalents, or permission of the instructor. Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AK/PPAS 4110 3.00.

AP/PPAS 4111 3.00 The International Refugee Protection Regime I: Critical Problems

Using multi-disciplinary analytical perspectives, the current state of the international refugee protection regime will be examined to reveal the underlying forces and dynamics at the root of the critical problems and the probable solutions facing those seeking international protection. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AK/PPAS 4111 3.00.

AP/PPAS 4112 3.00 The International Refugee Protection Regime II: Research Seminar

Analyzes and examines specific international asylum and refugee issues from an interdisciplinary perspective. Students will conduct independent research on international asylum and refugee issues and will have an Experiential Education opportunity with an organization working with refugees. Prerequisite: AP/PPAS 4111 3.00. Course credit exclusions: None. Prior TO FALL 2009: Prerequisites: AK/PPAS 4111 3.00. Course credit exclusion: AK/PPAS 4112 3.00.

AP/PPAS 4115 6.00 (cross-listed to AP/POLS 4115 6.0) The Political Economy of State Finance

The course studies the major fiscal functions of the state, including allocation, distribution and stabilization, accumulation and legitimization. The second semester features a budget simulation where the task is to develop a federal budget from various political party perspectives. Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AK/PPAS 4115 6.00, AS/POLS 4114 3.00 (prior to Fall/Winter 2001-2002).

AP/PPAS 4200 6.00 Advanced Public Policy Analysis

An in-depth analysis of specific areas of public policy chosen to reflect current public debates. The primary focus is on Canada, but comparisons with other countries are made where useful to understanding the policy process in Canada. Prerequisites: 78 credits including AP/PPAS 3190 6.00 or AP/POLS 3190 6.00 or, for students with equivalent preparation, permission of the Undergraduate Program Director. Course credit exclusions: AP/PPAS 4300 6.00, AP/GL/POLS 4300 6.00. PRIOR TO FALL 2009: Prerequisites: 78 credits including AK/POLS 3410 6.00 or, for students with equivalent preparation, permission of the Coordinator of Political Science. Course credit exclusions: AK/PPAS 4200 6.00, AK/PPAS 4300 6.00, AS/GL/POLS 4300 6.00.

AP/PPAS 4310 3.00 Program Evaluation: Background And Theory

Provides students with the fundamental methodological tools necessary to evaluate the effectiveness of government programs, and includes a review of the extensive literature in this area. Students will learn techniques for evaluating assessments, and will learn to develop research designs for formative evaluations, summative evaluations and needs studies. Prerequisites: AP/POLS 3300 6.00 or AP/PPAS 3300 6.00, or permission of the instructor. Course credit exclusions: AP/PPAS/POLS 4300 6.00, GL/POLS 4300 6.00. PRIOR TO FALL 2009: Prerequisites: AS/POLS 2300 6.00 or AK/PPAS 2300 6.00 and AS/POLS 3300 6.00 or AK/PPAS 3300 6.00, or permission of the instructor. Course credit exclusions: AK/PPAS 4300 6.00, AS/POLS 4300 6.00, GL/POLS 4300 6.00.

AP/PPAS 4320 3.00 Advanced Program Evaluation

Provides students with advanced methodological tools and case study practice necessary to effectively carry out the evaluation studies of government programs and public policies which occur in the practicum course AP/PPAS/POLS 4995 6.00. Students will have an opportunity to undertake assessments, put research designs into practice for formative evaluations, summative evaluations and needs studies. Prerequisites: AP/PPAS/POLS 3300 6.00 and AP/PPAS 4310 3.00. Co-requisite: AP/PPAS/POLS 4995 6.00 or permission of the instructor. Course credit exclusions: AP/PPAS/POLS 4300 6.00, GL/POLS 4300 6.00. PRIOR TO FALL 2009: Prerequisites: AS/POLS 2300 6.00 or AK/PPAS 2300 6.00 and AS/POLS 3300 6.00 or AK/PPAS 3300 6.00, or permission of the instructor. Course credit exclusions: AK/PPAS 4300 6.00, AS/POLS 4300 6.00, GL/POLS 4300 6.00.

AP/PPAS 4350 6.00 Comparative Theories of Policy Analysis

An interdisciplinary introduction to the main theories of comparative policy analysis, including problem-driven theories; political economy; rational choice; historical institutionalism; constructivism; and Foucauldian theory. Examples will be drawn from Canada, the U.S. and other OECD countries. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AK/PPAS 4350 6.00.

Memorandum

To: Whom it May Concern

From: Kim Michasiw,
Associate Dean, Curriculum and Enrolment

Date: November 2, 2012

Subject: Closure of Certificate in Public Sector Management (PSM) and
New Certificates in Public Policy Analysis and Public Administration
and Law

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed three proposals from the School of Public Policy and Administration (PPAS). The three proposals are linked. The first recommends the closure of the School's existing 42-credit Certificate in Public Sector Management (PSM). The second and third proposals recommend the replacement of the current certificate with two 24-credit certificates, one in Public Policy Analysis, the other in Public Administration and Law.

The current Certificate has not, from an enrolment point of view, been a success. As the proposal notes the existing PSM Certificate is too large and unattractive to students. Forty-two credits is a very large investment, one contemporary students are unwilling or unable to make. The more stream-lined 24-credit certificates are better aligned with student interests and abilities. At that size the programs are easily within the scope of current York undergraduates, and will appeal to prospective students from outside.

I would note also that the certificates are well-aligned with PPAS's strategic plan. PPAS derives from the Former Atkinson Faculty of Liberal & Professional Studies, where it offered three degree programs and boasted, at the point of the creation of LA&PS over 700 majors. Many of those majors were not among the new Faculty's most able students; many were using the programs in PPAS as blinds behind which to shadow programs in the School of Administrative Studies. After the merger, the School, in



consultation with the Dean's Office, decided to close its three programs and institute a single degree; it decided also to close its 90-credit degree program and to offer an Honours-only program. The aim was to become smaller and far more selective, to become once again the elite program it had been two decades before. With the closure of the three programs, and the more selective process of admission and retention, the School has become much smaller and its student cadre has become appreciably stronger. With the shrinkage has come the opportunity for strategic growth within the School's current resources.

I am frequently doubtful of units' claims that new programs will bring with them no new resource demands, but in this case I take the claim to be accurate. The proposed certificates are modest in size, and modest in their predicted enrolments. Assuming that enrolments do not exceed the projected levels, the certificate students may be easily housed in courses already on offer.

I am pleased as well at the care with which the proposal has been assembled and with the range of consultations in which the proponents have engaged. On behalf of the Dean and the Faculty, I strongly support the initiatives contained within this proposal, and urge others to lend their support as well.

SCHOOL OF PUBLIC POLICY & ADMINISTRATION

PROPOSAL TO ESTABLISH A PROFESSIONAL CERTIFICATE IN PUBLIC ADMINISTRATION AND LAW

1. Context of Proposal

1.1 Statement of Purpose

The proposed 24-credit Professional Certificate in Public Administration and Law (hereinafter the Certificate) will appeal to individuals who have an interest in public law and public administration and want their academic record to reflect the completion of a cluster of courses in public administration and public law in a formal way.

The Certificate will be one of the two proposed professional certificates designed to replace the current 42-credit Public Sector Management (PSM) Professional Certificate. With the development of a new 36-credit minor in Public Administration available to students as of September 2010, the existing PSM Certificate is too large and unattractive to students. The two new proposed professional certificates are designed to be more streamlined at 24 credits each, with more options for specialization (Public Administration and Law v. Policy Analysis) aimed at different career paths in the public and not-for-profit sectors, and with added flexibility to choose from a list of relevant courses under the PPAS course rubric. The proposals build on the strengthened curriculum under the PPAS rubric in recent years and aim to deliver a more student-centred learning experience.¹

The Certificate will be offered by School of Public Policy and Administration (SPPA) at the Faculty of Liberal Arts and Professional Studies (LA&PS) starting in September 2013. The Certificate may be completed concurrently with York undergraduate degrees or as a stand-alone program. The Certificate can be completed by full-time and part-time students alike.

The certificate name – Professional Certificate in Public Administration and Law – closely matches our current degree programs (Honours and Specialized Honours Bachelor of Public Administration), while also indicating a specialization in offerings related to law and public administration.

2. Objectives of the Undergraduate Certificate

2.1 General objectives of the Undergraduate Certificate

The proposed 24-credit Certificate is a professional certificate aimed at individuals who wish to combine knowledge of public administration and law with expertise in another area demonstrated through the achievement of at least an undergraduate degree. This reflects the fact that the public sector employs individuals from diverse professional backgrounds, but their progress through the ranks typically requires an understanding of the legal and administrative aspects of government.

2.2 Relationship of Certificate to unit, Faculty and University Academic Plans and with the standards, educational goals and learning objectives of the University

In the spirit of the Faculty's and the University's goal to provide meaningful learning experience that is accessible to students, the Certificate builds on the existing expertise within SPPA to bring a working body of knowledge of public law and public administration to full-time or part-time students alike. SPPA offers the Bachelor of Public Administration (BPA) – Honours, Specialized Honours, Honours Major/Minor degree options - with the key courses available in the evening as well as during the day. The implementation of the new Certificate does not require any new courses or additional administrative staff.

¹ Compared to the major in Public Administration, the Certificate does not have a 4U math course as an admission requirement (primarily due to the fact it does not require AP/PPAS 3300 6.0 Statistics for Social Sciences), but it maintains the same min. 5.0 GPA entry requirement to ensure a comparable level of achievement in the classroom.

3. Need and Demand

3.1 Similar approved certificates at York University

No similar certificate (or specialization) in public administration and public law exists at York.

3.2 External need and demand for certificate

The public sector is a large employer in Canada and Ontario that hires individuals from a variety of disciplinary backgrounds. Legal and administrative compliance requires this diverse pool of employees to have a knowledge of public law and public administration. Given current demographic trends and expected retirements in the pool of public sector employees, the demand for new hires and professional upgrading is likely to be strong and steady.

3.3 Projected in-take for the next 5 years

Given the relatively high admission requirements to this Certificate, the projected enrolments below are conservative. Nevertheless, this should ensure quality in the program and help build a strong reputation for SPPA in the public, not-for-profit and private sectors.

Projected Student Demand					
Year	2013	2014	2015	2016	2017
Enrolment	10	20	25	25	25

4. Curriculum, Structure and Learning outcomes

4.1 Learning outcomes

Upon completion of the Certificate, the students will

Ability	Corresponding course(s)
- have a working knowledge of public administration and its hierarchy	Required courses: AP/PPAS 3190 6.0 AP/PPAS 3138 3.0
- have an understanding of the role of law within government	Required courses: AP/PPAS 3135 3.0 AP/PPAS 3136 3.0 AP/PPAS 3138 3.0 Optional courses: AP/PPAS 2200 3.0 AP/PPAS 3000 3.0
- be familiar with the legal as well as administrative workings of government	Required course: AP/PPAS 3190 6.0 Optional courses: AP/PPAS 2420 3.0 AP/PPAS 3524 3.0
- be able to analyze the relationship between law, politics and public administration in a critical manner.	Developed in all courses, but advanced analysis presented in optional courses: AP/PPAS 4070 6.0 AP/PPAS 4130 6.0
- possess research skills in social science research as it pertains to public law and public administration, and in basic legal research.	Developed in all Certificate courses, especially at the 3000 and 4000 level

4.2 Appropriateness of the certificate's structure and curriculum for its learning outcomes

Students have a set of three required courses that ensure basic competence in the relevant subject matter along with a choice of courses that allow them to tailor the Certificate to their interests.

4.3 List of courses in the Certificate

Please note that full course descriptions are provided in Appendix A.

Certificate requirements: 24 credits including

(i) The following 12 credits:

AP/PPAS 3135 3.00 (cross-listed to AP/GL/POLS 3135 3.0) Public Law I or AP/PPAS 3138 3.0
Federalism and Public Policy

AP/PPAS 3136 3.00 (cross-listed to AP/GL/POLS 3136 3.0) Public Law II: The Charter of Rights and
Freedoms and the Limits of Public Administration

AP/PPAS 3190 6.00 (cross-listed to AP/POLS 3190 6.0) Public Administration

(ii) and 12 credits chosen from:

AP/PPAS 2200 3.00 (cross-listed to AP/POLS 2200 3.0) Communities and Public Law

AP/PPAS 2420 3.00 Community Policing

AP/PPAS 3000 3.00 (cross-listed to AP/HREQ 3000 3.0) Politics and Law of Minority Rights

AP/PPAS 3524 3.00 (cross-listed to AP/ADMS 3524 3.0) Public Sector Budget Process

AP/PPAS 4070 6.00 Sociology of Law

AP/PPAS 4130 6.00 (cross-listed to AP/POLS 4130 6.0) Politics, Law and the Courts

Note: AP/PPAS 3524 3.0 has the following prerequisites: AP/ECON 1000 3.00, AP/ECON 1010 3.00, AP/ADMS 1500 3.00 or AP/ADMS 2500 3.00.

4.3.1 Courses (among requirements) currently offered, with frequency of offering

All courses are offered on a regular basis at least once an academic year, with many offered in multiple semesters. Required courses under section (i) above are also required in the Bachelor of Public Administration (BPA) program. Day and evenings offerings are typically available for the majority of the courses listed above.

4.3.2 New courses

No new courses are required for the Certificate.

4.3.3 Required courses by other units.

All courses are offered by SPPA except for AP/PPAS 3524 3.0 (cross-listed as AP/ADMS 3524 3.0), which is typically offered by the School of Administrative Studies (SAS). Nevertheless, this course is typically taught by faculty members cross-appointed between SPPA and SAS, and spaces are reserved for SPPA students.

4.4 Appropriateness of the mode of delivery to meet the certificate's learning outcomes

All courses are conventional lecture or seminar courses as opposed to online or e-learning courses. This mode of delivery is already available and deemed suitable for teaching the certificate's subject matter.

The methods used to evaluate students' progress are consistent with the rest of the courses offered by SPPA. Examinations, assignments, oral presentations, class participation, case studies and research projects among others are used when appropriate.

5. Admission requirements

Students seeking direct entry to the Certificate program must apply directly to the Office of Admissions, York University. Direct entry students should have completed an undergraduate degree in any discipline with minimum cumulative GPA of 5.0

Students already enrolled in an undergraduate degree program will also need to apply for entry into this Certificate through the SPPA Office. Students should have at least 24 credits completed with a min. cumulative GPA of 5.0.

These admission requirements are necessary to ensure that the students are well prepared for the upper level courses required in this Certificate and to match the student pool in our BPA Honours programs, which has an entry requirement of min. 5.0 GPA.

The vast majority of courses on the Certificate list do not have any pre-requisites. Only AP/PPAS 3524 3.0 has prerequisites including AP/ECON 1000 3.00, AP/ECON 1010 3.00, AP/ADMS 1500 3.00 or AP/ADMS 2500 3.00, but since AP/PPAS 3524 3.0 is not a required course, its pre-requisites are not an admission requirement for the Certificate. Nevertheless, the pre-requisites for this one optional course will be included as a note in the calendar copy of the requirements for the Certificate to ensure students are well informed.

The Certificate is *not* open to students in the Bachelor of Public Administration (BPA) - Honours, Specialized Honours or Honours Minor programs.

6. Human and Physical Resource Requirements

6.1 Faculty

Since all the courses required for the Certificate are routinely offered by SPPA, no new faculty members are required.

6.2 Administration: Need for coordinator, support staff, advisors, if any

The Undergraduate Program Director (UPD) at SPPA will cover all administrative and advising issues related to the Certificate. No additional staff resources are required.

6.3 Library materials, equipment and academic computing access required

No additional library, equipment or computing resources are required.

6.4 Space requirements

No additional lecture space is required.

6.5 Feasibility of Student Information System (SIS) support for proposed implementation schedule

A copy of this proposal has been forwarded to the Registrar's office for their comment.

6.6 Summary Statement of funding requirements

There are no additional funds or resources required for the proposed Certificate. Existing SPPA resources will be sufficient.

7. Consultation

7.1 Nature and extent of consultation with other programs and what, if any, cooperative arrangements have been explored

The following units were consulted.

- Faculty of Liberal Arts & Professional Studies

- Political Science
- Law and Society
- Administrative Studies
- Osgoode Hall Law School
- Glendon Political Science

Responses are attached from Political Science, Administrative Studies and Glendon Political Science. We will continue to try to obtain responses from the Law and Society Program and Osgoode as the certificate moves forward and update the proposal if we receive any further responses.

Externally, SPPA Alumni Association members have been consulted.

8. Certificate Requirements (Calendar Copy)

Admission requirements:

Students seeking direct entry to the Certificate program must apply to the Office of Admissions, York University. Direct entry students should have normally completed an undergraduate degree in any discipline with minimum cumulative GPA of 5.0.

Students already enrolled in an undergraduate degree program also need to apply for entry into the Certificate through the SPPA Office. Students should have completed at least 24 credits with a minimum cumulative GPA of 5.0.

The Certificate is *not* open to students in the Bachelor of Public Administration (BPA) - Honours, Specialized Honours, Honours Minor or the 90 credit BPA program.

Graduation requirements: Minimum cumulative grade point average of 5.00 in the certificate courses. Students must also submit an Application to Graduate with a Certificate form. Applications should be obtained from and filed with the School of Public Policy and Administration. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. At least 12 credits of the disciplinary courses that satisfy certificate requirements must be in addition for those used to satisfy requirements of an undergraduate major being completed concurrently.

Certificate requirements: 24 credits including

(i) The following 12 credits:

- AP/PPAS 3135 3.00 (cross-listed to AP/GL/POLS 3135 3.0) or AP/PPAS 3138 3.0
- AP/PPAS 3136 3.00 (cross-listed to AP/GL/POLS 3136 3.0)
- AP/PPAS 3190 6.00 (cross-listed to AP/POLS 3190 6.0)

(ii) and 12 credits chosen from:

- AP/PPAS 2200 3.00 (cross-listed to AP/POLS 2200 3.0)
- AP/PPAS 2420 3.00
- AP/PPAS 3000 3.00 (cross-listed to AP/HREQ 3000 3.0)
- AP/PPAS 3524 3.00 (cross-listed to AP/ADMS 3524 3.0)
- AP/PPAS 4070 6.00
- AP/PPAS 4130 6.00 (cross-listed to AP/POLS 4130 6.0)

Note: AP/PPAS/ADMS 3524 3.0 has the following prerequisites: AP/ECON 1000 3.00, AP/ECON 1010 3.00, AP/ADMS 1500 3.00 or AP/ADMS 2500 3.00.

9. Attachments

- a. Statement of Support from Associate Dean Kim Michasiw
- b. Statement confirming adequacy of Library holdings
- c. Evidence of support from other units:
 - Faculty of Liberal Arts & Professional Studies
 - School of Administrative Studies
 - Economics
 - Political Science
 - Glendon
 - Political Science
- d. Comment from University Registrar re SIS support for proposed implementation plan.

APPENDIX A: Course Descriptions

AP/PPAS 2200 3.00 (cross-listed to AP/POLS 2200 3.0) Communities and Public Law

Introduces students to the Canadian legal system and the major components of public law. More specifically it examines the relationship between communities and the fundamental principles underpinning administrative law, constitutional law and criminal law. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AK/PPAS 2200 3.00.

AP/PPAS 2420 3.00 Community Policing

This course provides a sociological analysis of a particular strategy of public policing (community policing). The nature of community policing is analyzed in reference to the contemporary and historical debates regarding the mandate and accountability of modern policing. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AK/PPAS 2420 3.00.

AP/PPAS 3000 3.00 (cross-listed to AP/HREQ 3000 3.0) Politics, Policy and Law Of Minority Rights

Provides students with an overview of the legal and political issues and public policy concerns pertaining to minority rights. Legal Definitions of "a minority" and "discrimination", as well as how claims are made to counter discrimination in different policy areas, will be critically examined. The minority rights jurisprudence to be covered in this course is comprehensive and policy-relevant.

AP/PPAS 3135 3.00 (cross-listed to AP/GL/POLS 3135 3.0) Public Law I: The Constitution and the Courts in Canada

An examination of the Canadian court structure, judicial review of federalism, the role of courts and lawyers, and the relationship between law, politics and public policy. Using technology-enhanced learning, students participate in electronic discussions and mock trials. Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AK/AS/POLS 3135 3.00, AK/POLS 3405 6.00 (prior to Fall/Winter 2006-2007), AK/SOCI 3405 6.00 (prior to Fall/Winter 2006-2007), AK/SOCI 3900C 6.00 (prior to Fall/Winter 2005-2006), AK/SOCI 3135 3.00 and AS/POLS 3600 3.00 (prior to Fall/Winter 2006-2007).

AP/PPAS 3136 3.00 (cross-listed to AP/GL/POLS 3136 3.0) Public Law II: The Charter of Rights and Freedoms and the Limits of Public Administration

We focus on the Canadian Charter of Rights and Freedoms, including freedom of expression, legal rights, equality rights, language rights, aboriginal people's rights and judicial review of public administration. NCR Note: No credit will be retained for this course for students who successfully completed AK/POLS/SOCI 3561 6.00 in Fall/Winter 2005-2006. Course credit exclusion: AP/SOSC 3360 6.00. PRIOR TO FALL 2009: Course credit exclusions: AK/AS/POLS 3136 3.00, AK/POLS 3405 6.00 (prior to Fall/Winter 2006-2007), AK/SOCI 3136 3.00, AK/SOCI 3405 6.00 (prior to Fall/Winter 2006-2007), AK/SOCI 3900C 6.00 (prior to Fall/Winter 2005-2006), AS/POLS 3605 3.00 (prior to Fall/Winter 2006-2007) and AS/SOSC 3360 6.00.

AP/PPAS 3138 3.0 Federalism and Public Policy

Surveys key issues in Canadian federalism in relation to public administration and public policy. Explores the role of federal and provincial governments in a broad range of policy areas such as economic policy, social policy, environmental policy, and immigration policy as well as providing a thorough grounding in fiscal federalism. Course credit exclusion: AP/POLS 3195 3.00. PRIOR TO FALL 2009: Course credit exclusion: AK/POLS 3140 3.00.

AP/PPAS 3190 6.0 (cross-listed to: AP/POLS 3190 6.00) Public Administration

Examines the theory and practice of policy making and public administration as well as the machinery of government, with particular reference to Canada. It discusses who makes policy, how policy is developed and implemented, and how the system is controlled and evaluated. Course credit exclusion: GL/POLS 3240 6.00. PRIOR TO FALL 2009: Course credit exclusions: AK/PPAS 3190 6.00, AK/PPAS 3410 6.00, AK/POLS 3410 6.00, GL/POLS 3240 6.00.

AP/PPAS 3524 3.00 (cross-listed to AP/ADMS 3524 3.00) Public Sector Budget Process

Examines the key issues and context of the budget process and the increasing importance of oversight, transparency and accountability in the public sector in Canada. Assesses current approaches to budget policy, fiscal management and accountability frameworks. Prerequisites: AP/ECON 1000 3.00, AP/ECON 1010 3.00, AP/ADMS 1500 3.00 or AP/ADMS 2500 3.00. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisites: AK/ECON 1000 3.00, AK/ECON 1010 3.00, AK/ADMS 1500 3.00 or AK/ADMS 2500 3.00. Course credit exclusion(s): AK/ADMS 3524 3.00.

AP/PPAS 4070 6.00 Sociology of Law

This seminar examines social institutions and ideologies of law. The foundations and practices of law are studied in reference to the influences of capitalism, liberalism and modernity. Informed by classical and contemporary perspectives, this course examines the relationship between law and society. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AK/PPAS 4070 6.00.

AP/PPAS 4130 6.00 (cross-listed AP/POLS 4130 6.0) Politics, Law and the Courts

Students are introduced to the administration of justice in Canada. Its focus is on the relationship between the administration of the legal system and the outcomes of civil and criminal disputes. Course credit exclusions: AP/POLS 4401 3.00, AP/SOSC 4362 6.00. PRIOR TO FALL 2009: Course credit exclusions: AK/PPAS 4130 6.00, AS/SOSC 3381 6.00, AS/POLS 4401 3.00.

Closure of Public Sector Management Certificate
Offered by
The School of Public Policy & Administration
Faculty of Liberal Arts and Professional Studies
York University

As per the strategic plan of the School of Public Policy & Administration, adopted in the 2009-10 academic year and consented to by the Dean's Office, Faculty of Liberal Arts and Professional Studies it is proposed to close the Public Sector Management Certificate.

A subsequent proposal will be coming forward to replace this undergraduate certificate with two new certificates.

The present certificate was designed several years before the School of Public Policy and Administration was created by the School of Social Sciences in the Atkinson Faculty. Students wishing to obtain the certificate must earn 42 credits. Consequently, it is not particularly attractive to students as it requires more effort than earning a minor in Public Administration. As well, many of the courses involved in the certificate are now out of date, and therefore, if a student does take the PSM Certificate a number of special permissions and course substitutions are required.

It is proposed to grandfather any students presently enrolled in the certificate using the standard York procedure of allowing the students seven years to complete their studies.

There are no courses in the PSM Certificate that were specifically designed for it. As well, there are less than ten students presently enrolled in the certificate. Therefore, we expect no impact on either faculty members or on other units.

By closing the PSM Certificate we will make way for the introduction of two new certificates of a smaller size, geared more to the educational needs of our students and those in other units. Therefore, we see the closure of the PSM Certificate as a step towards improving the educational quality of the programs offered by the School of Public Policy and Administration.

Attached please find evidence of support for closing the certificate from interested and cognate units.

- The School of Human Resource Management
- The LA&PS Political Science Department
- The Department of Equity Studies
- The School of Administrative Studies *

*Note, the SAS message speaks to the decision to create our two new certificates. As the closure of the PSM is an integral part of that project, we take their endorsement for the new certificates as support for the closure of the PSM as well.

From: [Tania Das Gupta](#)
To: [Daniel Cohn](#)
Cc: [Paula Yanofsky](#)
Subject: Re: Closure of SPPA Public Service Management Certificate
Date: 10/11/2012 11:17 PM

Thanks, Daniel, for updating us on this certificate.
Tania

Dr. Tania Das Gupta
 Department of Equity Studies
 Cross-appointed to Department of Sociology

▼ Daniel Cohn---10/10/2012 02:44:30 PM---Greetings Thaddeus, Martin, Tania, and Parbudyal I am writing to you today to ask that you consider

From: Daniel Cohn/fs/YorkU
 To: thwong@yorku.ca
 Cc: Martin Breugh <mbreugh@yorku.ca>, tdasgu@yorku.ca, Parbudyal Singh <singhp@yorku.ca>
 Date: 10/10/2012 02:44 PM
 Subject: Closure of SPPA Public Service Management Certificate

Greetings Thaddeus, Martin, Tania, and Parbudyal

I am writing to you today to ask that you consider our request to close our Public Sector Management Certificate. The PSM Certificate (total present enrollment under ten students) is a left over from our previous programming before the creation of the BPA.

Your units may be impacted as some of the courses required for the certificate are either cross-listed to your own courses or your courses in ADMS, HREQ, HRM and POLS. Given the very low enrollment I hope you will concur that there is little if any impact that will result from the closure of this certificate.

In a day or so I will be writing to you again to ask that you consider a second issue the creation of two new certificates to replace the PSM Certificate. I decided to split the two actions as I feel that even if the introduction of the new certificates raise concerns, there should be little if any over the closure of the existing one.

Attached please find my draft brief recommending the closure and also a PDF showing the requirements to earn the PSM Certificate, which helps to explain why so few students take it.

Cheers
 Daniel

Daniel Cohn, Ph.D.
Associate Professor & Director
School of Public Policy & Administration
York University
4700 Keele Street
Toronto, Ontario
M3J 1P3, Canada

Office Location: 122 McLaughlin College
Email: dcohn@yorku.ca Web: www.yorku.ca/dcohn
Tel: 1(416)736.2100 ext. 77276 Fax: 1(416)736.5382

-- Education for Good Governance --[attachment "Closure of Public Service Management Certificate.docx" deleted by Tania Das Gupta/fs/YorkU] [attachment "public_sector_mgt(1).pdf" deleted by Tania Das Gupta/fs/YorkU]

From: [Parbudyal Singh](#)
To: [Daniel Cohn](#)
Subject: Re: Closure of SPPA Public Service Management Certificate
Date: 10/11/2012 11:08 PM
Attachments: [Closure of Public Service Management Certificate.docx](#)
[public_sector_mgt\(1\).pdf](#)

Hi Dan,

Sorry for the late response. I now understand your comment at convocation today!!

Sure, this is fine with us. Thanks for the heads-up.

Parbudyal

-----Daniel Cohn/fs/YorkU wrote: -----

To: thwong@yorku.ca
 From: Daniel Cohn/fs/YorkU
 Date: 10/10/2012 02:44PM
 cc: Martin Breaugh <mbreaugh@yorku.ca>, tdasgu@yorku.ca, Parbudyal Singh
 <singhp@yorku.ca>
 Subject: Closure of SPPA Public Service Management Certificate

Greetings Thaddeus, Martin, Tania, and Parbudyal

I am writing to you today to ask that you consider our request to close our Public Sector Management Certificate. The PSM Certificate (total present enrollment under ten students) is a left over from our previous programming before the creation of the BPA.

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Attached please find my draft brief recommending the closure and also a PDF showing the requirements to earn the PSM Certificate, which helps to explain why so few students take it.

Cheers
Daniel

Daniel Cohn, Ph.D.
 Associate Professor & Director
 School of Public Policy & Administration
 York University
 4700 Keele Street
 Toronto, Ontario
 M3J 1P3, Canada

Office Location: 122 McLaughlin College
 Email: dcohn@yorku.ca Web: www.yorku.ca/dcohn

From: [Dr. Martin Breaugh](#)
To: [Daniel Cohn](#)
Subject: Re: Closure of SPPA Public Service Management Certificate
Date: 10/11/2012 09:12 AM
Attachments: [mbreaugh.vcf](#)

Hello Dan,

The Department of Political Science has no issues with the closure of this program.

With best regards,

Martin

Le 2012-10-10 14:44, Daniel Cohn a écrit :

Greetings Thaddeus, Martin, Tania, and Parbudyal

I am writing to you today to ask that you consider our request to close our Public Sector Management Certificate. The PSM Certificate (total present enrollment under ten students) is a left over from our previous programming before the creation of the BPA.

Your units may be impacted as some of the courses required for the certificate are either cross-listed to your own courses or your courses in ADMS, HREQ, HRM and POLS.

Given the very low enrollment I hope you will concur that there is little if any impact that will result from the closure of this certificate.

In a day or so I will be writing to you again to ask that you consider a second issue the creation of two new certificates to replace the PSM Certificate. I decided to split the two actions as I feel that even if the introduction of the new certificates raise concerns, there should be little if any over the closure of the existing one.

Attached please find my draft brief recommending the closure and also a PDF showing the requirements to earn the PSM Certificate, which helps to explain why so few students take it.

Cheers

Daniel

Daniel Cohn, Ph.D.
 Associate Professor & Director
 School of Public Policy & Administration
 York University
 4700 Keele Street
 Toronto, Ontario
 M3J 1P3, Canada

Office Location: 122 McLaughlin College
 Email: dcohn@yorku.ca Web: www.yorku.ca/dcohn
 Tel: 1(416)736.2100 ext. 77276 Fax: 1(416)736.5382

-- Education for Good Governance --

From: [sasdir](#)
Sent By: [Peggy T Ng](#)
To: [Daniel Cohn](#)
Cc: thwong@yorku.ca
Subject: Fw: SPPA proposals... need feedback before Monday at 8:30am
Date: 10/29/2012 10:14 AM
Attachments: [SPPA Proposal-Professional Certificate in Public Policy Analysis-June2011.doc](#)
[SPPA Proposal Professional Certificate in Public Admin and Law-June2011.docx](#)

Good morning Dan,

Thaddeus asked me to inform you of my response to his request on behalf of SPPA.

Congratulations to what looks like excellent programs.

Best regards,
Peggy

----- Forwarded by Peggy T Ng/fs/YorkU on 2012/10/29 10:11 AM -----

From: sasdir
To: thwong@yorku.ca,
Cc: Nelson Waweru/fs/YorkU@YORKU
Date: 2012/10/29 09:27 AM
Subject: Re: SPPA proposals... need feedback before Monday at 8:30am
Sent by: Peggy T Ng

Good morning Thaddeus,

I am writing to respond to SPPA's request to consider the two proposals that were brought forward to the School of Administrative Studies (SAS).

I would like to confirm that SAS has no objection to both proposals.

Thank you,
Peggy



Professional Certificate in Public Sector Management School of Public Policy and Administration, LA&PS

Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards

Requirements: 42 credits including:

- 21 credits from administrative studies:
 - [AP/ADMS 1000 3.00](#), [AP/ADMS 2200 3.00](#), [AP/ADMS 2400 3.00](#), [AP/ADMS 2500 3.00](#), [AP/ADMS 2510 3.00](#), [AP/HRM 2600 3.00](#) (cross-listed with [AP/ADMS 2600 3.00](#));
- and three credits chosen from the following:
 - [AP/HRM 3410 3.00](#) (cross-listed with [AP/ADMS 3410 3.00](#)), [AP/HRM 3470 3.00](#) (cross-listed with [AP/ADMS 3470 3.00](#)), [AP/HRM 3490 3.00](#) (cross-listed with [AP/ADMS 3490 3.00](#));
- 21 credits from political science including:
 - [AP/PPAS 2110 6.00](#), [AP/PPAS 3190 6.00](#) (cross-listed to: [AP/POLS 3190 6.00](#)) and three credits chosen from [AP/PPAS 3761 3.00](#) (cross-listed to: [AP/HREQ 3761 3.00](#), [AP/POLS 3170 3.00](#)) or [AP/PPAS 3762 3.00](#) (cross-listed to: [AP/HREQ 3762 3.00](#), [AP/POLS 3171 3.00](#)).

Note: to obtain a professional certificate offered by the School of Public Policy and Administration at least 18 credits that satisfy certificate requirements must be in addition to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Course Substitutes

Subject to course exclusions, program requirements/restrictions and residency requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements.

Program Course	Course Substitutes
AP/PPAS 3190 6.00	AP/PPAS 3410 6.00

COLLEGE UNIVERSITY ACCOUNTING BRIDGE PROGRAM

Proposal for Certificate of Completion and Enhanced Transfer Credit

**School of Administrative Studies
Faculty of Liberal Arts and Professional Studies
York University**

February 2013

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1. Introduction

This is a proposal for a 15-credit College University Accounting Bridge Program (CUABP) Certificate of Completion. The proposed program will be administratively housed in the School of Administrative Studies (SAS) in the Faculty of Liberal Arts and Professional Studies (LA&PS) and will begin in May 2013. The program will be offered on-site in Summer 2013.

This Certificate's curriculum and other supports have been designed to allow qualified college diploma graduates an increase in the university transfer credit applicable to the Bachelor of Administrative Studies Specialized Honours Accounting degree (BAS Accounting). College diploma graduates upon admission to the bridging program will be granted 30 block credits. When they have completed the bridging courses with the required GPA, they will be awarded an additional 30 credits (15 credits for the courses they have taken in the bridge, and 15 "retroactive" credits for their CAAT courses) as they progress to the 3rd year of the BAS program. The "retroactive" credits testify that the students have bridged the gap and are at exactly the same state of readiness for the 3rd-year program as students who have studied in SAS from the outset. Thus, the qualified college diploma graduates with the required GPA will have in total, 60 credits when they begin the third year of the BAS program. Because of the quantitative nature of the Certificate curriculum, graduates will be exempted from the BAS Accounting math admissions requirement¹ and the BAS Accounting tax law degree requirement.² The enhanced credit is shown in Appendix E.

Admission to the Certificate will be restricted to graduates of a 2 year Business - Accounting Ontario college diploma program who meet the Admission requirements outlined in 5. below.

Proposal for certificate of completion and enhanced transfer credit will be a 4-year pilot, which will report in the first and third year to the Faculty's Academic Policy and Planning Committee on its progress.

2. General Objectives of the Undergraduate Certificate

2.1 Context

The curriculum and supports of this Certificate have been designed to allow qualified college graduates a "2 + bridge + 2" pathway so that, upon completion of the bridge, they can complete the BAS Accounting in 60 credits while at the same time being able to complete the academic requirements of the following accounting designations: Chartered Accountant (CA), Certified General Accountant (CGA) or Certified Management Accountant (CMA) designation.

This Certificate's design has been based on the transfer model recommended by the Ontario Council on Articulation and Transfer Council (ONCAT) College-to-University-Transfer-in-Accounting project and is accordingly expected to provide the same amount of enhanced transfer credit towards accounting baccalaureates offered by other universities participating in the ONCAT project.³ It has also been informed by the supports provided to students in York's Transition Year Program and its Internationally Educated Professionals Bridging program.

The purpose of the multi-year ONCAT accounting project was to "develop a block credit transfer pathway that [could] be available to all college graduates of the respective programs so that graduates of the target college programs will be guaranteed an equivalent number of transfer credits across all of the partner universities".⁴ The project required a "Gap Analysis", that is an identification of gaps between the common learning expectations of accounting baccalaureates offered by the participating universities (as identified by UUDLEs) and the standard Ontario Colleges of Applied Arts and

¹ MHF4U (Advanced Functions) or equivalent.

² ADMS 3520 3.0 Students who have not taken the college Tax 1 course will complete a one-day workshop prior to taking the two other tax courses: ADMS 4561 3.00 or ADMS 4562 3.00

³ The ONCAT and its project have been funded by the MTCU. Other universities participating in this project are Algoma University, University of Western Ontario, University of Guelph, University of Guelph-Humber, Laurentian University, University of Ontario Institute of Technology, University of Ottawa, University of Windsor, and Ryerson University. All participating college and universities are expected to sign the ONCAT's Transfer Agreement – Accounting and stream their students so that they have the required courses for admission to the Certificate.

⁴ November, 2010, Change Fund Phase Three Business-Accounting and Business-Human Resources Project Deliverables

Technology (CAAT) 2 year Business - Accounting diploma programs.⁵ The project also attempted to take into account the requirements of the 3 professional accounting bodies – the Certified General Accountants of Ontario (CGAO), the Certified Management Accountants of Canada (CMA Canada) and the Institute of Chartered Accountants of Ontario (ICAO) - by using (as a proxy) the Canadian Institute of Chartered Accountants (CICA) Competency Map for entry level CAs. The ONCAT Gap Analysis is included as Appendix C to this proposal.

The design of the curriculum necessary for this certificate involved the collaboration of several full-time SAS faculty members working together to create new ADMB courses by modifying existing ADMS courses to address the learning gaps identified in the ONCAT Gap Analysis and to ensure that BAS Accounting degree level expectations in terms of Depth and Breadth of Knowledge, Knowledge of Methodologies, Application of Knowledge, Communication Skills, Awareness of Limits to Knowledge, Autonomy and Professional Capacity would be met. Faculty also consulted directly with the three professional bodies to gain their support and agreement that their requirements were being satisfied (see the three letters of support in Appendix A). The result is an “accessible, qualitative and cost efficient pathway for qualifying 2 year Ontario College Business – Accounting diploma graduates to complete business degrees and obtain credits towards their professional accounting designations”.⁶

Given these objectives, it is appropriate that a student completing this program receive a Certificate of Completion which has been designed, under the regulations approved by Senate on May 26, 2011 for “access/bridging programs”. The structure of this Certificate requires the minimum 4.0 GPA but exceeds the minimum 12 academic credits required for a Certificate of Completion.

2.2 Alignment with School, Faculty and University Strengths, Goals and Plans

York University has a long history of bridging programs and initiatives that involve collaborative work with colleges and professional bodies. SAS’s focus on college graduates⁷ and other mature students, the flexible delivery of its courses and programs (evening, weekend and web-based) as well as the sheer number of sections of different courses it offers each term (summer, fall, and winter) enable it to be well equipped for bridging and degree completion initiatives. A most recent example is the bridging program for Internationally Educated Professionals.

SAS also has a long history of working with the accounting profession and the BAS Accounting and the availability of ADMS courses have helped to make possible the implementation of a university degree requirement for all three professional designations over the years. The BAS Accounting is accredited by the CGA Ontario and the CMA Canada⁸ and its courses satisfy the 51 credit hour requirement of the ICAO. As well as the BAS Accounting, the School has developed the Professional Certificate in Accounting to meet the needs of students pursuing the CA, CMA and CGA designations who already have a degree. All three of these accounting bodies have reviewed the courses in this bridging program and have indicated that the program satisfies their requirements as shown in Appendix E.

The proposed Certificate also corresponds with the LA&PS Strategic Plan’s commitment to the needs of a diverse student population including the specific professional development needs of part-time and mature students (Goal 1/ Principle 1, Goal 4/Principle 5).

⁵ MTCU code 50100. A Gap Analysis of the 3 year Diploma in Business Administration – Accounting (MTCU code 60100) was also performed but the ONCAT project group concluded that although the 2 year diploma-to-degree learning outcomes gap was larger than the 3 year diploma gap, it was a gap that could be effectively and efficiently addressed by a bridge program and 2 years of baccalaureate study. They also concluded that this approach would be “more likely to be approved [by participating institutions], more cost effective for students and more likely to facilitate student success.” Both analyses were completed by a team of three university professors and three college professors. The August 2011 Pathway Proposal of the ONCAT College -Diploma-To-University-Business-Degree Transfer Project In Accounting.

⁶ August 2011 Pathway Proposal of the ONCAT College -Diploma-To-University-Business-Degree Transfer Project In Accounting, page 1.

⁷ E.g., on the BAS Accounting student team that recently won an ICAO case competition, two of the four team members were college graduates. <http://yfile.news.yorku.ca/2012/02/08/york-team-wins-first-in-accounting-case-competition/>

⁸ The CMAO also sponsors an internship program for BAS Accounting Students.

At the University level, the proposed Certificate consolidates existing strengths to offer a program that will enhance the education of current students, be attractive to professionals in the field and will help to meet two priorities of the University Academic Plan: expanding business-related and professional programs (Priority 2) and experiential education (Priority 7). It also corresponds with the White Paper objective to “enhance York University’s status and reputation as an accessible, relevant post-secondary institution for members of the local community.” Similarly, as an initiative which makes postsecondary education accessible to the individuals and communities the University serves, the proposed Certificate is aligned with the University’s commitment to social justice and equity as expressed in the University Academic Plan, 2010-2015.

3. Need and Demand

3.1 Innovative and distinguishing aspects

There is currently no other existing credit or non-credit degree or certificate program offered at York University that focuses on this type of bridging.

3.2 Need and demand

Several hundred college graduates, roughly one in ten of those admitted to CAAT business programs, will qualify annually for this transfer opportunity. The Ontario college system’s full-time business enrolment in November 2009 was 30,500 students, a number that had risen about 18% from 2007. Of these, 5,126 were registered in Accounting: 2,245 in first year, 1,977 in second and 904 in third. Based on data from several partner colleges, we estimate that 1/4 of the second year and 1/3 of the third year students will graduate with the requisite grade profile for, and an interest in, pursuing baccalaureate study. The experience with transfer programs at Algoma University and the University of Western Ontario suggests a significant interest, among CAAT students, in such programs especially in business studies. Moreover CAAT business students are among the Colleges’ highest performers. Among first-year College business students, 1 in 8 will graduate from the second year with grades sufficient to qualify them for transfer to the university system – the ratio is smaller for third year graduates. As an ongoing process of sorting and selection is taking place within College business programs, it is not surprising that students who succeed in college are as successful in university programs as students who come directly to the universities. This is the case both in Ontario and in other jurisdictions that have tracked transfer students in their transition from college to university business programs.

From a public policy perspective, college to university transfer is a significant “baccalaureate access” pathway for underrepresented populations. Data from the US suggest that, if baccalaureate recipients are ranked by socio-economic status, about half of the bottom 50% started their degree studies in a college. Such data argues the social necessity of developing and implementing a diploma-to-degree transfer pathway in Accounting.

As the ONCAT has stated “Without government policy changes, the projected decline of Canada’s post-baby-bubble “working age population” will proportionately lower this province’s labour supply and its tax base. This tends to bring inflationary pressure on salaries, taxes, production costs and balance of trade. These forecasts pose particular concerns for Ontario. While increased immigration will be one of the national and provincial solutions, strategies to increase the productivity of the labour force are critical. Governments recognize that higher education attainment correlates with contribution to the economy and are currently funding initiatives to remove barriers to lifelong business learning.”⁹

3.3 Projected in-take and enrolments

The proposed program will be offered by the School of Administrative Studies (SAS) through the Faculty of Liberal Arts and Professional Studies (LA&PS) effective May 2013. Initially, the program will be offered on-site in Summer 2013.

⁹August 2011 Pathway Proposal of the ONCAT College -Diploma-To-University-Business-Degree Transfer Project In Accounting, page 1.

The enrolment projection of 30 per year is based on current information provided by the ONCAT and participating colleges and universities.

4. Curriculum, Structure and Learning Outcomes

4.1 Certificate curriculum and structure supports provided to achieve learning outcomes

Each of the five ADMB half-courses in this 15 credit certificate has been specifically developed for this program: they are each a modified version of the ADMS course which has the same number. The modifications to each course are designed to achieve the learning outcomes of the “regular” ADMS course as well as to “bridge” the learning outcome gaps identified in the ONCAT GAP Analysis (see Appendix C). ONCAT summarized the additional requirements of the five courses as follows: “While some duplication of content may occur, the learning experience, including a focus on critical thinking and case studies, are designed to bridge the diploma/degree gap & ensure progress towards professional certification.”¹⁰ The rubric proposal for the ADMB courses is attached.

The structure supports provided include additional content as well as learning activities and assessments such as assignments, case studies, group work, and oral presentations, participation where appropriate, with course materials posted on the web. Supplemental tutorials are offered in several of the courses. At least one course provides weekly on-line quizzes. Additional supports focusing on critical thinking and writing skills are also offered during the orientation week during the first week of classes (See Program Schedule in Appendix D.) A dedicated staff advisor has been provided for this program and meeting space will also be available where students can discuss and study.

Faculty will meet at the beginning of the program to discuss the program and its learning outcomes and again towards the end of the program to share their experiences, concerns and suggestions for improvement. The second meeting will be facilitated by an educational developer.

4.2 Methods and criteria for assessing student achievement

As noted above, each of the courses has learning activities and assessments which address the gaps in the critical thinking, writing and research skills noted above. The final exam is the same final exam as the “regular” ADMS course.

Internally, the true gauge of the program’s success will be the performance of its students after they have enrolled in the BAS Accounting stream. To this end, the Accounting area will examine carefully the collective performance on final exams to ascertain areas of strength and weakness that may reflect course design and course delivery. The area will also consider exams’ design and the appropriateness of the standards for success implicit in those designs. Because the BAS is a semester program, the successful Certificate students will have final grades in Fall BAS classes by January, at which point a fuller assessment of their performance and the success of the bridge will be possible. The results of this assessment may then influence admissions policy, course design, and course delivery in future offerings.

Externally, because this Certificate is part of a multi-lateral ONCAT agreement committing to college to university student transfer pathways over time there will be an annual review and report “containing key success measures collected and shared for the purpose of the early identification and correction of any confusion or problems in the overall agreement and its administration, the early identification of any significant problems with student preparation and timely and confidential communication of those to the originating college, the provision of data to support ongoing professional associations’ and accrediting agencies’ recognition and academic planning.”¹¹ All college participants have agreed to this annual review. As the implementation of such a bridge program has been developed and funded as part of this ONCAT project, representatives from SAS will also participate in this overall ONCAT evaluation and assessment of the transfer pathway.

¹⁰ August 2011 Pathway Proposal of the ONCAT College -Diploma-To-University-Business-Degree Transfer Project In Accounting, page 10.

¹¹ Email from Richard Hook to Kim Michasiw and others, dated February 16, 2016.

4.3 Courses offered in support of the undergraduate certificate.

Outline of Requirements (Calendar Copy)

Prior to beginning the certificate, students must have successfully completed a 2 - year Business - Accounting college diploma program with a GPA of B and a minimum grade of B or better in:

Microeconomics
Macroeconomics
Financial Accounting (3 courses)
Managerial Accounting
Finance
Business Information Systems
Statistics
2 Communications courses

Requirements: 15 credits including:

Core requirements:

ADMB 2510 3.00 Bridging Course in Cost and Management Accounting
ADMB 2511 3.00 Bridging Course in Management Information Systems
ADMB 3330 3.00 Bridging Course in Quantitative Business Analysis and Research
ADMB 3530 3.00 Bridging Course in Finance/Financial Management
ADMB 3585 3.00 Bridging Course in Financial Accounting

Full course descriptions and proposals are attached in Appendix B.

Courses (among requirements) currently offered, with frequency of offering

Each of the five courses will be offered each summer.

New courses

Each of the five ADMB half-courses in this 15 credit certificate has been specifically developed for this program: they are each a modified version of the ADMS course which has the same number. The modifications to each course are designed to achieve the learning outcomes of the “regular” ADMS course as well as to “bridge” the learning outcome gaps identified in the ONCAT GAP Analysis (see Appendix C).

Required courses by other units.

None. All required courses will be offered by SAS.

4.4 Proposed modes of delivery

The program will be offered on-site in Summer 2013.

5. Admission Requirements

In addition to the general admission requirements for any program at York University, prior to beginning the certificate, students must have successfully completed a 2 year Business - Accounting college diploma program with a GPA of B and a minimum grade of B or better in:

Microeconomics
Macroeconomics
Financial Accounting (3 courses)
Managerial Accounting
Finance
Business Information Systems
Statistics
2 Communications courses

All Community college participants in the ONCAT College-to-University-Transfer-in-Accounting project are required to have a university transfer stream that meets these requirements. By signing the ONCAT college agreement, each college will be confirming that this requirement has been met for their university transfer stream.

Students seeking direct entry to the Certificate program must apply directly to the Office of Admissions, York University.

Once admitted to the certificate program students must achieve a minimum grade of B in the courses (below) to be eligible to continue in the BAS Accounting program.

ADMB 2510 3.00 Bridging Course in Cost and Management Accounting
ADMB 2511 3.00 Bridging Course in Management Information Systems
ADMB 3330 3.00 Bridging Course in Quantitative Business Analysis and Research
ADMB 3530 3.00 Bridging Course in Finance/Financial Management
ADMB 3585 3.00 Bridging Course in Financial Accounting

6. Resources

6.1 Faculty resources

The full-time faculty members who will be teaching in the program possess substantial academic qualifications and research expertise in the fields of accounting, finance, information systems and research and quantitative methods. All of the tenure stream faculty members are active researchers working on topics relevant to the particular subjects that they will be teaching in the Certificate program and extensive publications. Most of the full-time accounting faculty hold a CA, CMA and/or CGA designation.

In addition to the full-time faculty members, the Certificate program will also draw upon the impressive pool of expert practitioners who live and work in the Toronto area. The accompanying table lists only those who are currently teaching in the School of Administrative Studies and who possess appropriate credentials to teach in the Certificate program. The combination of academic and professional instructors is essential to a successful professional program.

Financial Accounting (regarding ADMB 3585 3.00)

Full-Time tenure-track professors

- Abdulaziz Alwathainani, Associate Professor, PhD
- Paul Evans, Assistant Professor, PhD, CA
- Brian Gaber, Professor, PhD, CA
- Patrice Gelinias, Associate Professor, PhD, CA, CFA
- Sung Kwon, Professor, PhD
- Liona Lai, Associate Professor, PhD, CA
- Stella Peng, Associate Professor, PhD, CPA
- Marcela Porporato, Associate Professor, PhD
- Haiping Wang, (starting July 1, 2012), Assistant Professor ABD

Part-Time Faculty

- Patricia Farrell, BA, CA
- Sandra Iacobelli, MBA, CA, CFA

Management Accounting (regarding ADMB 2510 3.00)

Full-Time tenure-track professors

- John Parkinson, Professor, PhD
- Gary Spraakman, Professor, PhD, CMA
- Nelson Waweru, Associate Professor, PhD, CMA

Part-Time Faculty

- Alison Beavis, MBA, B.Ed, CMA
- Robert Murison, CMA, CA, BBA, B.Com.
- Lawrence Shum, MBA, CMA, CFP, LLM

Auditing and Information Systems (regarding ADMB 2511 3.00)

Full-Time tenure-track professors

- Joanne Jones, Assistant Professor, PhD, CA
- Cristobal Sanchez-Rodriguez, Associate Professor, PhD
- Ingrid Spletstoesser, Associate Professor, PhD, FCA, CFE, CISA

Part-Time Faculty

- Hila Koren-Cohen, MBA
- Anita Patel, BA (Hon), FCCA, CISA, CISSP

Management Science (regarding ADMB 3330 3.00)

Full-Time tenure-track professors

- Henry Bartel, Professor, PhD
- Abdullah Dasci, Associate Professor, PhD
- Rongbing Huang, Associate Professor, PhD
- Mustafa Karakul, Associate Professor, PhD
- Peggy Ng, Professor, Professor PhD
- Hassan Qudrat-Ullah, Associate Professor, PhD
- Adriano Solis, Associate Professor, PhD

Part-Time Faculty

- Irvin Pestano, MBA

Finance (regarding ADMB 3530 3.00)

Full-time tenure-track professors

- Dale Domian, Professor, PhD, CFP, CFA
- Kwok Ho, Associate Professor, PhD, CMA, CFP
- Thaddeus Hwong, Associate Professor, PhD
- Xiaofei Li, Associate Professor, PhD
- William Lim, Associate Professor, PhD
- Chris Robinson, Associate Professor, PhD, CA, CFP
- Nabil Tahani, Associate Professor, PhD
- Semih Yildirim, Associate Professor, PhD

Part –time faculty

- Sam Alagurajah, MBA, CMA
- Paul Fettes, MBA, CFP, CFA
- Lois King, MBA, CFA
- Dayna Patterson, MBA, CFA
- Irvin Pestano, MBA

No new faculty members are required. All the required courses of the Certificate are being taught by current faculty.

6.2 Laboratory facilities

The computer laboratory facilities needed for ADMB 2511 and the same as are currently used for ADMS 2511.

6.3 Space

The program will use existing lecture space.

An office will be required for the staff advisor.

A large room will be required during the summer for the 30 student cohorts to meet, discuss and study.

6.4 Administrative Resources

The ONCAT budget provides for resources for a staff advisor and as well as two faculty coordinators and an accounting lead.

We also acknowledge that additional work will be undertaken by the Registrar and Admission Offices regarding its implementation.

Appendix A – Support Statements

- from the Dean's Office of LA&PS, 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
- 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
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and administrative arrangements, including ADMB rubric
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate (Not applicable since all courses in Certificate are provided by SAS, there is no other similar program at York, and there is no other unit at York that is required by Faculty policy to take no more than 200 of its 600 annual admissions directly from high school.)
- from three professional accounting bodies (letter received from ICAO; consultations done but letters not received from the CMAO and CGAO)

Appendix B: Course Descriptions and Proposals

ADMB 2510 3.00 Bridging Course in Cost and Management Accounting

Introduces students to the use of management accounting information for decision-making, planning and control, stressing the understanding of how basic accounting concepts underlying performance appraisal, pricing, output, financing, investment and other management decisions. Students will learn how to apply these concepts in case situations to enhance critical thinking and in group work to promote team work and independent thinking.

Course credit exclusions: ADMS 2510 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 2511 3.00 Bridging Course in Management Information Systems

An overview of information systems, how they are selected, designed and managed and their strategic role within organizations in a competitive business environment. Enterprise resource planning software is used to illustrate the technical foundations of information systems and their impact on organizational design, management, knowledge accumulation and decision making. Risks, security, control and ethical issues are also examined.

Course credit exclusions: ADMS 2511 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 3330 3.00 Bridging Course in Quantitative Business Analysis and Research

A case-oriented approach to quantitative business analysis and research methodologies. Statistical techniques, research techniques such as linear programming and modeling, metric and data analysis are among the techniques learned.

Course credit exclusions: ADMS 3330 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 3530 3.00 Bridging Course in Finance/Financial Management

Introduces students to the principles of finance and its applications by using problem-solving assignments. Emphasizes two concepts: the time value of money and the relationship between expected return and risk. Topics covered include: time value of money, valuation of financial securities (stocks and bonds), choice of new projects to undertake (i.e. capital budgeting) and determination of appropriate discount rates.

Course credit exclusions: ADMS 3530 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 3585 3.00 Bridging Course in Financial Accounting

This course, in conjunction with AP/ADMS 3595 3.00, develops a thorough knowledge and understanding of generally accepted accounting principles and financial statement analytical skills by examining various technical areas of financial accounting. In addition to covering the same technical content as AP/ADMS 3585 3.00, this course reviews accounting theory and case study analysis skills.

Course credit exclusions: ADMS 3585 3.00

Open to: Students enrolled in the College-University Accounting Bridge Program

Appendix C: ONCAT GAP analysis

Separate document to be inserted.

Appendix D - Program Schedule Summer 2013

Orientation Week (Week 1)

<i>Day</i>	<i>AM (all slots 9 to 12 unless otherwise indicated)</i>	<i>PM (all slots 1 to 4 unless otherwise indicated)</i>
<i>Mon</i>	9 -10 am: Welcome from Vice Provost, Dean, Director, Project Lead, Project Coordinators, Staff Contact and Course Directors 10 – 11:30 am: Overview of the Bridge, Major Milestones and Assessment Criteria Introduction of Support Services (Counseling, Health Services, Financial, Writing Clinic, Computing, Fitness, Library) 11:30 -1 pm: BBQ	Quantitative methods Class 1
<i>Tues</i>	Financial Accounting Class 1	Library Tour and skills workshop from Sophie Bury (3 hours)
<i>Wed</i>	Management Accounting Class 1	Writing Skills Workshop from Leslie Sanders or equivalent (3 hours)
<i>Thurs</i>	Finance Class 1	Online Lecture Case Analysis Skills (3 hours)
<i>Frid</i>	Systems Class 1	Online Lecture -Bridging Accounting Theory and Practice (3 hours)

Schedule for Weeks 2 thru 12.

Note the Statutory holiday on Victoria Day and Canada Day. Class scheduled for those days will either reschedule to replace the tutorial on Tuesday afternoon or will create an online lecture. Tutorials in Financial Accounting, Managerial Accounting, Finance and QM are mandatory attendance. Management Information Systems will not have tutorials but will have a designated drop in session with a T/A (voluntary attendance) on Tuesday 7 -10 pm.

<i>Day</i>	<i>AM (all slots 9 to 12 unless otherwise indicated)</i>	<i>PM</i>
<i>Mon</i>	Quantitative Methods class	1:00 – 2:45 Financial Accounting Tutorial 3:00 – 4:00 QM tutorial
<i>Tues</i>	Financial Accounting Class	1:00 – 2:45 Financial Accounting Tutorial 3:00 – 4:00 QM tutorial
<i>Wed</i>	Management Accounting Class	1:00 – 2:45 Financial Accounting Tutorial 3:00 – 4:00 QM tutorial
<i>Thurs</i>	Finance Class	1:00 – 4:00 Managerial Accounting Tutorial
<i>Frid</i>	Systems Class	1:00 –4:00 Finance Tutorial

Appendix E - Bridging and CA, CMA, CGA programs

Last updated May 17, 2012	Credits from CAAT 45 (listed by ADMS equivalent)	Credits from Bridge 15	Credits after Bridge 60	Credits done at York 60	Credits BAS - Acctg 120	CA 51 credit hours (17 courses)	CMA (18 courses)
General Education: 18 credits	from CAAT 12	0	0	6	6		
Major - Core: 45 credits		12	24	21	45		
Breakdown	1. ADMS 1000 2. ADMS 2320 3. ADMS 2500 4. 3 cr ADMS	1. ADMB 2510 2. ADMB 2511 3. ADMB 3330 4. ADMB 3530**		1. ADMS 1010 2. ADMS 2200 3. ADMS 2400 4. ADMS 2600 5. ADMS 2610 6. ADMS 3660 7. ADMS 4900		1. ADMB 2510 2. ADMB 2511 3. ADMS 2500 (at CAAT) 4. ADMB 3530 5. ADMS 2610	1. ADMB 2510 2. ADMS 2320 3. ADMS 2511 4. ADMS 2200 5. ADMS 2500 6. ADMS 3530 7. ADMS 2610 8. ADMS 2400 9. ADMS 4900
Major - Acctg stream: 33 credits	3	3	6	27	33		
ADMS 3585 ADMS 3520 ADMS 3510 ADMS 3595 3 credits, ≥ 3000 level (ADMS 4553) ADMS 4510, 4520 or 4530 ADMS 4515 or 4551 ADMS 4562 ADMS 4590 6 credits from: ADMS 4510, 4520, 4530 4540,4552, 4553,4560, 4561 ,4563,4570	1. ADMS 3520*	1. ADMB 3585		1. ADMS 3510 2. ADMS 3595 3. ADMS 4553 *** or 3351 4. ADMS 4520 5. ADMS 4515 or 4551 6. ADMS 4562 7. ADMS 4590 8. & 9. = 2 of the listed courses		6. ADMS 3585 7. ADMS 3510 8. ADMS 3595 9. ADMS 4553 10. ADMS 4520 11. ADMS 4551 12. ADMS 4562 13. ADMS 4590 14. ADMS 4561 15. ADMS 4552	10. ADMS 3885 11. ADMS 3510 12. ADMS 3595 13. ADMS 3351 14. ADMS 4520 15. ADMS 4515 16. ADMS 4562 17. ADMS 4570
Required credits o/s major: 6	6	0	6	0	6		
Breakdown	1. Econ 1000 2. Econ 1010					16. Econ 1000&1010 (at CAAT)****	18. Econ 1000&1010 at CAAT
Other credits outside major	12	0	12	0	12		
Free choice:		0	0	6	6	17. ADMS 4510 & 4. ADMS 4540**	
Totals	33	15	48	60	108		
Max	45	15	60	60	120		

*Transfer credit not given but students are exempted from ADMS 3520 - those who have not taken Tax 1 will attend a workshop to prepare them for ADMS 4561 & 4562. **

Both ADMS 3530 and ADMS 4540 are marked 4. because both are required to meet the ICAO finance requirement.

*** Since the BAS is a CGA accredited program, all required BAS courses are required for CGA purposes. However, where choices exist, CGAO requires

certain courses to be taken & these 4 courses are bolded. In the case of ADMS 4553, ADMS 4540 is an alternate CGA course.

**** If Econ is not part of a CAAT diploma program, it must be taken at York over and above the 120 credit requirements.

Sources

CGA requirements: see https://www.cga-ontario.org/York_Faculty_of_LAPS.aspx

CMA requirements: see http://docs.cma-ontario.org/post-secondary-courses/u_York%20University_2011-2012-Honours%20Bachelor%20of%20Administrative%20Studies.pdf

CA requirements: see <http://www.icao.on.ca/Admissions/QualificationProcess/ScheduleofUniversityCoursesforInstituteCredit/1014page1242.aspx>

ACCOUNTING COMPETENCY GAP ANALYSIS –

2 Year Accounting General Diploma (Earned at a “B” GPA) To a Baccalaureate with an Accounting Specialization

Updated: October 18th, 2010 & Adopted by the CUCC Transfer Project Meeting at York University, November 25, 26, 2010

INTRODUCTION: The CUCC Transfer Project process committed to a preliminary analysis of the learning gap between 2 year Accounting Diploma program “B” GPA graduates and a baccalaureate program in Accounting as well as the gap identified between the 2 year diploma and the baccalaureate. This analysis has been drafted by Professor Pelham Matthews of Algoma University based on the comprehensive working document below and Algoma’s experience with transfer students from Ontario’s colleges. The documentation summarizing the 2 year accounting diploma/baccalaureate gap includes:

- a) a summary of the gap (page 2)
- b) the working document summarizing the gap between the CICA Prequalification Competencies and the University Undergraduate Degree Learning Expectations (UUDLEs) [collectively representing the degree program learning expectations] and the 2 year General Business – Accounting [MTCU code 50100) program standards] (page 3 - 21)
- c) appendix A explaining the CICA competency levels noted throughout the working document’s references to professional competencies (page 22)
- d) appendix B listing the UUDLEs learning expectations with a code letter reference for each (page 23)
- e) appendix C listing the Professional Learning Competencies for the 2 year diploma in Business – Accounting (MTCU code 50100) (page 25)
- f) appendix D listing the Essential Employability Skills and Breadth requirements expected of 2 year diploma in Business – Accounting graduates (page 28)
- g) appendix E listing the Learning Outcomes Mastered by an Algoma University BBA Graduate (page 29)

SUMMARY OF THE LEARNING OUTCOMES GAP BETWEEN THE 2 YEAR BUSINESS-ACCOUNTING DIPLOMA AND A BBA IN ACCOUNTING. In this document, the learning outcomes for the Diploma program reflect the provincial standards earned at a “B” GPA level. The learning expectations for the BBA reflect the CICA UFE Prequalification Competencies, UUDLEs and Algoma University’s experience with college transfer students in Accounting.

- a)** Research skills, particularly the identification, extraction, analysis, validation, integration and application of information from a variety of sources and drawn from disciplines reflecting different analytical paradigms
- b)** statistical, validation, mathematical skills (relates to competency, admission requirements)
- c)** critical analysis, information validation and integration skills
- d)** accurately and reliably present and sustain arguments orally and writing, particularly to different audiences
- e)** breadth and depth of understanding of the operating, organizational and external environments, leadership and governance
- f)** creative problem solving -- adding institutional value in an innovative manner
- g)** change management
- h)** strategy and strategic planning (see worksheet section 4)
- i)** auditing, consolidated financial statement preparation, note disclosures, (note section 4 and 6 of worksheet)
- j)** Assurance and reporting obligations including developing reliable financial information; analysis and evaluation of organizational performance, risk management processes, governance and external control models, financial reporting processes and systems and changes in assurance and reporting standards. (note sections 6 and 7 of worksheet)
- k)** Developing and improving IT infrastructure and systems (worksheet section 8),
- l)** If the CGA FN1 requirement is not included in the 2nd year of the diploma curriculum, significant Finance gaps occur. These related to long-term financing, analysis of financial plans, business plans and finance proposals, analysis of an institution’s financial status, estimation of value, evaluation of a financially troubled business and a business for the purpose of sale.
- m)** IF the MA1 requirement is not included in the 2nd year of the diploma program, gaps will exist in knowledge of pricing practices, analysis of financial data for pricing decisions, determining cost-volume-profit relationships, make-or-buy decision analysis and analysis and interpretation of cash flow and budget variations.
- n)** Corporate taxation

ACCOUNTING COMPETENCY MAP – 2 Year Accounting Diploma/Baccalaureate:

Updated: October 12th, 2010

Note: Other Documented Outcomes Typically Acquired by Accounting Baccalaureate Graduates Note: Other Documented Outcomes Typically Acquired by Accounting Baccalaureate Graduates

Accounting Baccalaureate Competencies				2 Year Business--Accounting Diploma Learning Outcomes (CMU code 50100)		Gaps Between the 2 Year Diploma and Baccalaureate	Filling the Gap
1	2	3	4	5	6	7	8
	Chartered Accountants' Professional Prequalification Competencies , 2010 (Level of accomplishment required follows each) [see notes below]	University Undergraduate Degree Level Expectations (UUDLEs) for Baccalaureates	<u>See Note Above</u>	College 2-Year Business Administration --- Accounting Diploma Program Standards	Level at which the CA professional outcome is accomplished [see notes below – page 24]	Identified gaps between Baccalaureate in Accounting and 2-year Business Administration – Accounting Diploma Program Standards	Explanation of how the gap can be filled through a combination of bridging and upper level baccalaureate courses
	<i>Pervasive Qualities and Skills (‘A’ level competency required for competencies 1 to 3-7. All other competencies must conform with the level stated in “The UFE Candidates’ Competency Map))</i>						
1	Ethical Behaviour and Professionalism					Comments on all components of #1: Baccalaureate programs stress this aspect in some depth. At AU these are developed through the use of business cases in both Accounting classes and	

					other courses in the overall programme (Admn1017, 2017, 3106, 3107, 3116, 3117, 4076, 4106, and 4107) and goes above the CA requirements. But assuming a 60 minimum credit university residency requirement, when addressing the college business diploma versus the first two years of AU BBA programme, there is further augmentation of the understanding of role and fit of the accounting in a successful organization through courses such as Admin 1017, 1127, 2017, 3126, 3127, 2607, 3136, 3137. All subsequent comments highlight where the AU BBA – Accounting specialization exceeds the professional designation requirements	
1-1	Protects the public interest – A	E1, F3		Voc. Std. 6.5, 6.6, 7.2	Level A addressed through CGA FA3 – Intermediate Accounting 1 st course – “Conceptual Framework”	Dip. graduates need further application practice related to this competency in the broader organizational context outlined in section 3 below
1-2	Acts competently with honesty and integrity – A	F1, F3		Voc. Std. 6.2, 6.6, 7.4 Generic Skill 11	Level A largely met through CGA FA3 – Intermediate Accounting 1 st course – “Conceptual Framework”	Dip. graduates need to enhance their level of understanding of the full range of obligations to this objective in the context of “performance measurement and reporting” (section 5) and to “assurance” (section 6).
1-3	Carries out work with a desire to exercise due care - A	F3		Voc. Std. 2.7 Generic Skill 10 & 11	Level A addressed through CGA FA3 – Intermediate Accounting 1 st course – “Conceptual Framework” and recognition of purpose for GAAP	The attainment of this competency needs further application to the broader organizational and environmental context outlined in section 3 below
1-4	Maintains objectivity and independence - A	F1, F3		Voc. Std. 5.1, 5.3, 5.4 (evaluation involves objective use of criteria) Generic Skill 8 & 11	Level A addressed through CGA FA3 – Intermediate Accounting 1 st course – “Conceptual Framework” and recognition of purpose for GAAP	2 year college graduates do not typically bring the skill set to operate independently, to fully understand the operating environment and to manage change. This requires more case practice.
1-5	Avoids conflict of interest – A	F1, F3		Voc. Std. 6.5, 6.6 (ethical issues)	Level A addressed through Business/Professional Ethics course.	2 year college graduates do not typically bring the skill set to operate

					Also met through Business Law course	independently, to fully understand the operating environment and to manage change. This requires more case practice.	
1-6	Protects the confidentiality of information – A	F3		Voc. Std 6.5, 6.6	Level A met through Business/Professional Ethics course. Also met through Business Law course	Met	
1-7	Maintains and enhances the profession's reputation – A				Level A addressed through Business/Professional Ethics course. Also met through Business Law course (and is a by-product of the whole program (Accountants teaching to Accounting Students))	Taken in the context of the above overall comment on section 1., 2 year graduates need broader and more understanding of the application of this outcome	
1-8	Adheres to the rules of professional conduct – A	F3		Voc. Std. 2.4, 2.7	Level A met through Business/Professional Ethics course. Also met through Business Law course (and is a by-product of the whole program (Accountants teaching to Accounting Students))	Met	
2	Personal Attributes						
2-1	Self-manages – A	F1, A5		Generic Skill 10 & 11	No gap – as is a by-product of the whole program	Met	
2-2	Demonstrates leadership and initiative – A			Generic Skill 9	This outcome is pursued throughout the program	Leadership and initiative are typically not demonstrated in an integrated context of strong analysis, data verification, and writing skills (Section 3); a rich understanding of governance;	
2-3	Maintains and demonstrates competence and recognizes limits – A	A1 – A6, E1		Generic Skill 11	Addressed as a by-product of the whole program	This outcome is not fully met at the baccalaureate level with respect to section 1 above (see comments) particularly due to the typical lack of integrative and case learning strategies.	
2-4	Strives to add value in an innovative manner – A	A1-A6, B1		Generic Skill 5, 7 (? – not evident) & 9	Addressed as a by-product of the whole program	This outcome is not met at the baccalaureate level particularly as it relates to section 1 (as noted above); to leadership, managing change and adding value innovatively (section 2); and to strong analysis, data verification, and	

						writing skills (Section 3). Cross-component integrative and case learning strategies are often missing.	
2-5	Manages change – A				Addressed as a by-product of the whole program	This outcome is not met at the baccalaureate level particularly as it relates to section 1 (as noted above); to leadership, managing change and adding value innovatively (section 2); to strong analysis, data verification, and writing skills (Section 3); and to a rich understanding of governance, and managing and supervising skills (section 4). Cross-component integrative and case learning strategies are often missing.	
2-6	Treats others in a professional manner – A	F1		Generic Skill 8 & 9	No gap – as is a by-product of the whole program		
3	Professional Skills						
3-1	Obtains Information						
3-1.1	Gathers and develops information and ideas – A	A3, A5, A6		Generic Skill 4, 5, 6 & 7 Vo. Std. 2 – 8	Addressed as is a by-product of the whole program	This outcome is not fully met at the baccalaureate level particularly as it relates to the typical lack of sufficient cross-component integrative and case learning experience and an overall weaknesses in research skills.	
3-1.2	Develops an understanding of the operating environment – A	A3, A5, A6		Voc. Std. 5 & 6	Addressed through Business Communications, Business Law & is a by-product of the whole 2-year program	This outcome is not fully met at the baccalaureate level particularly as it relates to the typical lack of sufficient cross-component integrative and case learning experience; to the breadth and depth of understanding of the operating environment, and to strong analysis, data verification, and writing skills (Section 3).	
3-1.3	Identifies the needs of internal and external clients and develops a plan to meet those needs – A	A3, A5, A6		Voc. Std. 2, 3, 4, 5 & 6	Addressed through Business Communications, Business Law & is a by-product of the whole 2-year program	This outcome is not fully met at the baccalaureate level particularly as it relates to the breadth and depth of understanding of the operating environment; and to strong analysis, data	

						verification, and writing skills (Section 3)	
3-2	Examines and interprets information and ideas critically						
3-2.1	Analyses information or ideas – A	A5, A6, B1		Voc. Std. 3.8, 4.6, 5.2, 8.3 Generic Skill 4, 5 (?), 6 & 7	Addressed as is a by-product of the whole program	This outcome is not met at the baccalaureate level particularly as it relates to math skills (section 2 and as reflected in typical math admission requirements).	
3-2.2	Performs computations	C1.2		Voc. Std. 1.3, 1.12, 2.5, 2.6, 3.2, 3.5, 3.7, 4.3, 4.4, 8.1, 8.2, 8.3 (all employ the verb “calculate”) Generic Skill 3	Addressed as is a by-product of the whole program	This outcome is not met at the baccalaureate level particularly as it relates to math skills (section 2 and as reflected in typical math admission requirements).	
3-2.3	Verifies and validates information – A	C1, C2, C3		Voc. Std. 8.3 Generic Skill 7	Addressed as a by-product of the whole program	Falls short of baccalaureate level critical analysis, validation and integration of information (section 3 & 4).	
3-2.4	Evaluates information and ideas – A	A3, A5, A6, B1, C1.2, C2.1, C2.2m C2.3, C3		Voc. Std. 3.8, 5.3, 5.4, 8.3 Generic Skill 7	Addressed as is a by-product of the whole program	Falls short of baccalaureate level critical analysis, validation and integration of information (section 3 & 4) partly related to the typical limits of integrative and case learning strategies (section 1).	
3-2.5	Integrates ideas and information from various sources – A	A2, A3, A5, A6, B1, C2.1, C2.2, C2.3, F2		Voc. Std. 2.8-2.13, 3.3, 3.4, 3.6, 3.13, 4.7, 5.1-5.4, 6.3-6.7, 7.2, 8.1-8.3 Generic Skills 6 & 7 Voc. Std. 2 – 9 generally (?) & General Education generally (?)	Addressed as a by-product of the whole program (including General Education course requirements)	Falls short of baccalaureate level critical analysis, validation and integration of information (section 3 & 4) partly related to the typical limits of integrative and case learning experience (section 1).	
3-2.6	Draws conclusions/forms opinions – A	C1.1, C1.2, C2.1, C2.2, C2.3		Voc. Std. 5.1, 5.3, 5.4, 6.3, 6.5, 6.6, 8.3 Generic Skills 4, 5, 6 & 7	Addressed as a by-product of the whole program (including General Education course requirements)	Met	

3-3	Solves problems and makes decisions	C1, B2		Generic Skills 4 & 5		
3-3.1	Identifies and diagnoses problems and/or issues -A	C2.1		Voc. Std. 2.7, 5.2, 5.3, 6.3, 6.5, 6.6 Generic Skill 6 & 7	Addressed as a by-product of the whole program (including General Education course requirements)	This outcome is not met at the baccalaureate level particularly as it relates to the typical lack of integrative and case learning referred to in section 1 above; to the breadth and depth of understanding of the operating environment; and to strong analysis, data verification, and writing skills (Section 3)
3-3.2	Develops solutions – A	A6, B1, C1.1, C1.2,		Voc. Std. 6.7 Generic Skills 4, 5, 6 & 7	Addressed as a by-product of the whole program (including General Education course requirements)	This outcome is not met at the baccalaureate level particularly as it relates to the typical lack of integrative and case learning referred to in section 1 above; to adding value in an innovative manner (section 2); to the breadth and depth of understanding of the operating environment; and to strong analysis, data verification, and writing skills (Section 3)
3-3.3	Decides/recommends/provides advice – A	C2.2, C2.3, E1, F1.1, F1.2		Generic Skills 4, 5, 6 & 7	Addressed as a by-product of the whole program (including General Education course requirements)	This outcome is not met at the baccalaureate level particularly as it relates to the typical lack of integrative and case learning referred to in section 1 above; to adding value in an innovative manner (section 2); to the breadth and depth of understanding of the operating environment; and to strong analysis, data verification, and writing skills (Section 3)
3-4	Communicates effectively and efficiently					
3-4.1	Seeks and shares information, facts, and opinions through written discussion – A			Voc. Std. 2.8-2.12, 3.3-3.6, 3.13 Generic Skill 1 & 2	Addressed as a by-product of the whole program (including General Education course requirements)	Not fully met at the baccalaureate level due to gaps in research, critical analysis skills and writing skills.
3-4.2	Documents in written and graphic forms – A			Voc. Std. 2.8-2.12, 3.3-3.6,	Addressed as a by-product of the whole program (including General Education course requirements)	Not fully met at the baccalaureate level due to gaps in research, critical analysis skills and writing skills.

				3.13			
				Generic Skill 1 & 2			
3-4.3	Presents information effectively – A			Voc. Std. 1.13, 2.13, 3.13 Generic Skill 1 & 2	Addressed as a by-product of the whole program (including General Education course requirements)	Not fully met at the baccalaureate level due to gaps in research, critical analysis and writing skills; in integrative and case experience; in breadth and depth of understanding of the operating environment; and the contextualization of information by a rich understanding of governance and leadership roles.	
3-5	Manages and Supervises			Generic Skill 5 1 – 11 (?)			
3-5.1	Plans projects – A			Generic Skills 6, 7, 9, 10, 11		Gaps related to this competence are in adding value innovatively and an understanding change management (section 2); research, information validation, integrative and analytical skills (section 3); and breadth and depth of understanding of organizational environment.	
3-5.2	Identifies need for internal and external expertise – A			Voc. Std. 4.5	No gap – as is a by-product of the whole program (including Business Law, General Education/Communication course requirements)	Met	
3-5.3	Facilitates decision-making – A			Generic Skills 4, 5, 6, 7, 8 and 9	Developed as a by-product of the whole program (including Business Law, General Education/Communication course requirements)	Gaps found in overall integration of understanding (section 1); and in adding value innovatively and managing change.	
3-6	Understands how IT impacts a CA's daily functions and routines – A			Voc. Std. 1.13, 2.13, 3.13, 5.2 & 6.7	No gap – as is a by-product of the whole program (including Business Law, General Education/Communication course requirements). Specific lab requirements of FA1 (CGA) courses stress connection to computerized environment.	Met	
3-7	Considers basic legal concepts – A			Voc. Std. 6.5, 6.6	No gap – as is a by-product of the whole program (including Business	Met	

				Law, General Education/Communication course requirements)		
	The Specific Competencies	CA Specific Competencies fall generally under the UUDLES 6 Depth & Breadth Expectations (A1-A6 listed below)		The College's Vocational Standards for 2 yr. <u>Business – Accounting</u> are referenced below and relate specifically to CA Prequalification Competencies 4 – 9.4		
4-1	Evaluates an entity's governance model					
4-1.1	Evaluates and entity's governance structure - B			Voc. Std. 5.1	Level A met	No gap
4-1.2	Understands the leadership process of the board or other governing body – C			Voc. Std. 5.1, 5.2, 5.4, [5.5, 5.6. 57] (? – these do not exist in the standards used)	Much of this outcome is met at Level C (e.g., Business Law)	Gap re: Corporate Governance & role of Audit Committee (e.g., no Audit Course until year 3)
4-1.3	Identifies and evaluates the audit committee's role in governance – A					Gap re: Corporate Governance & role of Audit Committee (e.g., no Audit Course)
4-1.4	Understands the importance of governance planning – C					Gap re: Corporate Governance & role of Audit Committee (e.g., no Audit Course)
4-2	Evaluates an entity's strategies			Voc. Std. 5.1, 5.2, 5.3, 5.4, [5.5] (? – does not exist in the standards used)		
4-2.1	Understands the entity's strategic plan and planning process – B				Much of this outcome is met at Level C (understanding functional areas and overall budget process & connection to a strategic planning process)	Level A required (the gap results from the absence of a dedicated Strategy course)
4-2.2	Gains an understanding of the entity's mission, vision and strategies – B			5.3, 5.4	Level C (understanding functional areas and overall budget process & connection to a strategic planning process)	Level A required (gap results from the absence of a dedicated Strategy course)
4-2.3	Identifies and evaluates opportunities and risks –A			7.1 – 7.4	Level B (understanding SWOT analysis & environmental scan analysis)	Level A required (gap results from the absence of a dedicated Strategy course)
4-2.4	Identifies key elements of the entity's value system –B					gap
4-	Evaluates the adequacy of the			5.2, 6.7	Level B (e.g., by way of the 1 st CGA	No gap

2.5	entity's IT strategy – B				MS1 course)		
4-2.6	Identifies the factors that impact the entity's financial strategies – B			5.1, 5.2, 5.3, 5.4 [5.7] (? – does not exist in the standards used)	Level B (e.g., by way of the 1 st CGA FN1 course)	No gap	
4-2.7	Evaluates the entity's performance measurement and reporting strategy – A			7 generally	Level C (e.g., by way of the 1 st CGA FN1, MA1 courses)	Level A is required (the gap is the result of the absence of a dedicated Strategy course)	
4-3	Evaluates an entity's plans for risk management						
4-3.1	Understands the entity's risk management processes – B			7 generally	Level C (e.g., by way of the 1 st CGA FN1, MA1 courses)	Level A is required (the gap is the result of the absence of a dedicated Strategy course)	
4-3.2	Evaluates the entity's risk management program – B			7 generally	Level C (e.g., by way of the 1 st CGA FN1, MA1 courses)	Level A is required (the gap is the result of the absence of a dedicated Strategy course)	
4-2.3	Assesses the IT risks and how they are managed– B			7 generally	Level C (e.g., by way of the 1 st CGA MS1 course)	Level B Gap relates to internal control and risk due to the absence of an Audit Course	
4-3.4	Identifies courses of action to help manage risks – B			Voc. Std. 7.3		Level B Gap relates to risk identification and management due to the absence of an Audit Course	
4-4	Evaluates an entity's ability to manage organizational performance			Voc. Std. 3, 3.2, 3.3, 3.5, 3.6, 3.8, 5.1-5.4, 7.3 & 7.4		Gap exists	
4-4.1	Evaluates decision-making and accountability processes – B			3 generally & 5.3, 5.4, 7.3	Level B achieved through General Business Management courses)	While Level B may have been met, Level A is the university standard. This reflects a gap in analytical, integrative and research skills, breadth and depth of understanding of the operating environment; and an understanding of change management.	
4-4.2	Understands the need for access to information – B			3, 4 & 5 generally	Level B achieved through General Business Management courses	While level B may have been met, level A is the university standard. Reflects a gap in research and analytical skills.	
5	Performance Measurement and Reporting						
5-1	Analyzes financial reporting			2, 3, 4 & 5 generally			

	needs and establishes the necessary systems						
5-1.1	Analyzes financial reporting needs – A			3, 5,7 & 8 generally plus 6.3, 6.5, 6.6 & 6.7	Level B attained in Intermediate Accounting 1 – first component of FA3 (CGA)	Level A is required. The gap relates to Intermediate Accounting Final Courses taken in 3 rd year of 3-year Accounting program.	
5-1.2	Develops or evaluates reporting processes to support financial reporting – A			2 generally , 3.13, 5.2, 5.3, 5.4., 6.7, 7.3, 7.4 generally & 8.3 & 8.4	Level C from financial accounting courses	Level A is required. The gap relates to the evaluation of reporting processes (the gap is due to no Audit Course until year 3)	
5-1.3	Develops reliable information – A			1,2 & 3 general & 5.3, 5.4, 6.7 & 7.4	Level B from financial & management accounting courses	Level A is required. The gap relates to the absence of more advanced courses in financial & management accounting	
5-1.4	Establishes or enhances financial reporting using IT – B			6.7 plus 7 & 8 generally	Level B (e.g., by way of the 1 st CGA MS1 course and in Simply Accounting/Excel/Quickbooks)	Met	
5-2	Conducts external financial reporting						
5-2.1	Identifies the appropriate basis of accounting – A			1, 2 & 3 generally	A Level Achieved (e.g., cash versus accrual identification/recording in the financial accounting courses)	Met	
5-2.2	Develops or evaluates accounting policies in accordance with GAAP – A			1, 2 & 3 generally and 2.7 specifically	A Level Achieved (e.g., cash versus accrual identification/recording in the financial accounting courses)	Met	
5-2.3	Accounts for the entity's routine transactions – A			1, 2, 3, 7 (?) & 8 generally	A Level Achieved (e.g., in the financial accounting courses)	Met	
5-2.4	Accounts for the entity's non-routine transactions – B			2.12, 3.4, 3.6, 3.8, 3.13, 6.3, 6.4, 6.5, 6.6, 7.2, 7.4 and 8 generally	A Level Achieved (e.g., in the financial accounting courses)	Met	
5-2.5	Prepares financial statements using the identified basis of accounting – A			1, 2 & 3 generally	Achieved only for basic financial statements/companies (e.g., in the financial accounting courses)	Level A is required. The gap relates to consolidated statements (CGA FA4) and also the absence of an audit courses which are usually offered in the third year.	
5-2.6	Prepares or evaluates financial statement note disclosure – A			2.12	Level C achieved for basic financial statements/companies (e.g., in the financial accounting courses)	Level A is required. The gap relates to consolidated statements (CGA FA4) and the absence of audit courses typically offered in the third year of accounting programs	
5-	Prepares or evaluates financial			2, 3, 5, 7 & 8 generally	Level B achieved (e.g., Intermediate	Met	

2.7	components of the Management Discussion and Analysis (MD&A) – B				Accounting 1 – first component of FA3 (CGA))		
5-2.8	Explains the financial statement results and balances to stakeholders – A			2.8, 2.9, 2.10, 2.11, 2.12 & 2.13	Level B (e.g., Intermediate Accounting 1 – first component of FA3 (CGA))	Level A required. The gap relates to the absence of an Accounting course – which is typically offered in the third year.	
5-2.9	Maintains awareness of proposed financial reporting standards changes – C			7 generally	Level C (e.g., Intermediate Accounting 1 – first component of FA3 (CGA))	Met	
5-2.10	Explains the need to apply other accounting principles or the need for special presentation of information – C			2.1, 2.7 & 6 in general	Level B achieved (beyond C) (e.g., Intermediate Accounting 1 – first component of FA3 (CGA))	Met	
5-3	Conducts internal financial reporting						
5-3.1	Develops or evaluates internal financial reports – A			7 & 8 in general	Level B “develops” achieved (e.g., Management Accounting 1 – first component of MA1 (CGA))	Level A required. The gap relates to the absence of the third year 300 series Management Accounting Courses	
5-3.2	Recommends improvements to internal financial reporting systems – B			2.7, 6.3, 6.5, 6.6 and 6.7	Level C “recommends” achieved	Level B required. The gap relates to the absence of 3 rd year 300 series Management Accounting and Audit Courses	
5-4	Conducts specialized reporting						
5-4.1	Identifies and analyzes specific reporting obligations – A			2, 3 & 7.2, 7.4 generally and 4.5, 8.3 & 8.4	Level B achieved - (e.g., Intermediate Accounting 1 – first component of FA3 (CGA) – pension reporting)	Level A is required. The gap relates to consolidated statements (CGA FA4) addressed in the 3 rd year Tax courses in the 3-year Accounting Program	
5-4.2	Identifies regulatory and other filing requirements – C			4 (CCPC reporting requirements)	Level C achieved - (e.g., Intermediate Accounting 1 – first component of FA3 (CGA) – pension reporting and also Tax 1 – 200-series course)	Met	
5-4.3	Identifies and analyzes non-financial reporting needs – B			5, 6, 7 & 8 generally	?	While level B may have been met, level A is the university standard. This typically relates to the depth and breadth	

						of understanding of the operating and external environment and the softness of analytical and integrative skills.	
5-4.4	Conducts external and internal non-financial reporting – B			5, 6 & 7, 8.3	?	While level B may have been met, level A is the university standard. This typically relates to the depth and breadth of understanding of the operating and external environment and the softness of analytical and integrative skills.	
6	Assurance						
6-1	Analyzes, evaluates and advises on assurance needs (external and internal) - A			7 in general	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2	Provides assurance services (external or internal)			7.3, 7.4	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.1	Considers issues related to accepting an assignment – A			Generic Skills 10 & 11	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.2	Evaluates the implication of key risks and business issues for assignment – A			7 generally	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.3	Determines which rules, standards or policies to apply to the subject matter being evaluated- A			2.4, 4.5, 6.2, 6.5, 6.6	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.4	Develops guidelines to set the extent of assurance work, based on the scope and expectations of the assignment – A			7.3	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.5	Designs appropriate procedures based on the assignment's scope, risk and materiality guidelines – A			7.3	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.6	Executes the work plan – A			7.4 & 8 in general	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-	Documents the results of			7.4 & 8 in general	Level A - Gap re: assurance &	Gap relates to assurance & evaluates	

2.7	procedures performed – A				evaluates reporting processes (e.g., no Audit Course until year 3)	reporting processes (e.g., no Audit Course until year 3)	
6-2.8	Evaluates the evidence and the results of analysis – A			6 in general, 7.4, 8.3 & 8.5	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.9	Draws conclusions and drafts a report – A			8 in general: reflects an assisting role Generic Skills 1, 6, 7	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-2.10	Prepares information for meetings with stakeholders – A			Generic Skill 1	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-3	Provides control-related services			7 & 8 reflects assisting role	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-3.1	Identifies the entity's key operations – B			5 generally	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-3-2	Identifies the role IT plays in an entity's key operational controls – A			1.13, 2.13, 3.13, 5.2, 6.7 & 8.5 (? – not evident)	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-3.3	Evaluates internal control – A			7.4	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-3.4	Evaluates IT-related elements of internal control – B			8.5	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-4	Provides comprehensive auditing services - C				Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
6-5	Maintains awareness of proposed changes in assurance standards – C			7.4	Level A - Gap re: assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	Gap relates to assurance & evaluates reporting processes (e.g., no Audit Course until year 3)	
7	Finance						
7-1	Establishes or evaluates overall financial goals			8.2, 8.3, 8.4		A gap seems to relate to limits in the breadth and depth of understanding of the operating and external environment; and to integrative and analytical skills.	

7-1.1	Establishes or evaluates financial objectives – B			8.2, 8.3, 8.4	Level B (e.g., by way of the 1 st CGA FN1, FA1 & FA2 courses)	Met	
7-1.2	Evaluates the legal form and structure of the entity – B			6.1 & 6.5 reflects evaluation role	Level B (e.g., by way of the 1 st CGA FN1, FA1 & FA2 courses, and Business Law)	Met	
7-1.3	Identifies ways in which ownership can change – B			6.5	Level B (e.g., by way of the 1 st CGA FA1 & FA2 courses, and Business Law)	Met	
7-2	Overseas Treasury Management						
7-2.1	Monitors cash flow – A			7 in general	Level A achieve “monitoring” (e.g., by way of the 1 st CGA FN1)	Met	
7-2.2	Analyzes the entity’s working capital – A			8.1, 8.3 & 8.4	Level A achieve “analyze” (e.g., by way of the 1 st CGA FN1 – ratio analysis)	Met	
7-2.3	Identifies the role of short-term, medium-term, long-term and project financing – B			8.3 & 8.5	Level B achieve “capital budgeting” (e.g., by way of the 1 st CGA FN1 – ratio analysis)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
7-2.4	Identifies and evaluates sources of funds – B			8.2 & 8.4	Level B achieve “source of funds” (e.g., by way of the 1 st CGA FN1 – ratio analysis)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
7-2.5	Evaluates the use of forward and future contracts – B					Not covered in the diploma program	
7-2.6	Identifies other types of financial instruments – C				Level B achieve “source of funds” (e.g., by way of the 1 st CGA FN1 – ratio analysis)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
7-2.7	Analyzes the entity’s cost of capital – B			8.3	Level B achieve “capital budgeting” (e.g., by way of the 1 st CGA FN1 – ratio analysis)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
7-3	Develops or analyzes investment plans, business plans and financial proposals – B				Level B achieve “capital budgeting” (e.g., by way of the 1 st CGA FN1 – capital budgeting)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	

						requirement)	
7-4	Analyzes the value of a business			8 generally in a support role		G ap	
7-4.1	Analyzes the entity's financial situation – A			7 & 8 generally	Level A achieve “capital budgeting” (e.g., by way of the 1 st CGA FN1 – capital budgeting)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
7-4.2	Estimates the value of the business – B			8.3	Level B achieve “capital budgeting” (e.g., by way of the 1 st CGA FN1 – capital budgeting)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
7-5	Analyzes the purchase, expansion, or sale of a business – B				Level B achieve “capital budgeting” (e.g., by way of the 1 st CGA FN1 – capital budgeting)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
7-6	Identifies or advises a financially troubled business – B				Level B achieve “capital budgeting” (e.g., by way of the 1 st CGA FN1 – capital budgeting)	For colleges that have CGA FN1 covered within 2-year program, there is no gap (some colleges have a 300-series course for the 2 nd half of CGA FN1 requirement)	
8	Management Decision Making						
8-1	Identifies the key information needs and indicators of an entity			2.4, 3 generally, 5.2, 5.3, 5.4, 6.5 & 7 & 8 generally	Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Level B – Gap in terms of “analysis” and “evaluation”	
8-1.1	Identifies management's information needs – B			2.4, 3 generally, 5.2, 5.3, 5.4, 6.5 & 7 & 8 generally	Achieves to Level B (in completion of MA1 requirements – for those colleges with MA1 requirement met within first 2 years)	Gap to Level B if second half of MA1 taught within a 300-series course. In fact, level A is the university standard and typically reflects a gap in research and analytical skills and in breadth and depth of understanding of the operational environment.	
8-1.2	Identifies the entity's key performance indicators – B			2.8, 2.9, 2.10, 2.11, 3.13, 5.3, 5.4, 6.3, 7.2 & 8 generally	Achieves to Level B (in completion of MA1 requirements – for those colleges with MA1 requirement met within first 2 years)	Gap to Level B if second half of MA1 taught within a 300-series course. In fact, level A is the university standard and typically reflects a gap in research	

						and analytical skills and in breadth and depth of understanding of the operational environment.	
8-1.3	Evaluates the design of the entity's responsibility accounting systems – B				Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Gap relates to “analysis” and “evaluation” skills	
8-2	Develops and improves the IT infrastructure needed to generate the necessary information			5.2 & 6.7 reflecting a support role	Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Gap relates to the “developing” and “improving” IT infrastructure	
8-2.1	Analyzes, selects and implements IT solutions to support processes and management's information needs – B			1.13, 2.13, 3.13, 5.2 & 6.7 primarily in a support role	Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Level B is required. The gap relates to the “analysis” and “selection” of IT information management solutions	
8-2.2	Evaluates alternative IT solutions – B			1.13, 2.13, 3.13, (assessment of IT solutions not evident) 5.2, 6.7	Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Level B is required. The gap relates to the “evaluation” of alternative IT solutions	
8-2.3	Identifies and evaluates acquisition or sourcing decision factors – B			3.3, 3.4, 3.8, 3.13	Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Level B is required. The gap relates to the “evaluation” of acquisition or sourcing decisions.	
8-2.4	Performs an analysis of the IT options – B			1.13, 2.13, 3.13, 6.7 and 7.4 reflecting support role	Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Level B is required. The gap relates to the “analysis” of IT options	
8-2.5	Improves the entity's IT systems implementation – B			5.2 & 6.7	Level C – by way of completion of CGA MS1 (meets in terms of “identification”)	Level B is required. The gap relates to the “improvement” of IT systems.	
8-3	Monitors and evaluates management information			5.2, 5.3, 5.4 , 6 (6.7 in particular), 7 & 8 in general		The gap relates to the evaluation of management information systems.	
8-3.1	Determines product or service unit cost – A			3.2, 3.7 & 3.8	Achieves Level A	Met	
8-3.2	Analyzes financial and other data to provide information for pricing decisions – A			3.7, 3.8, 3.10, 3.13	Achieves to Level A (in completion of MA1 requirements – for those colleges with MA1 requirement met within first 2 years)	Some diploma graduates will have met this requirement. A gap will exist wherever the second half of MA1 is taught within a 300-series course	
8-3.3	Determines and evaluates the entity's cost-volume-profit relationships – A			8.1, 8.3, 8.4	Achieves Level A (within single MA1 course – within 2-year program)	Some diploma graduates will have met this requirement. A gap will exist wherever the second half of MA1 is taught within a 300-series course	
8-3.4	Evaluates make-or-buy decision factors – A			8.1	Achieves to Level A (in completion of MA1 requirements – for those	Some diploma graduates will have met this requirement. A gap will exist	

				colleges with MA1 requirement met within first 2 years)	wherever the second half of MA1 is taught within a 300-series course	
8-3.5	Evaluates transfer-pricing options – A		3.10	Achieves to Level A (in completion of MA1 requirements – for those colleges with MA1 requirement met within first 2 years)	Some diploma graduates will have met this requirement. A gap will exist wherever the second half of MA1 is taught within a 300-series course	
8-3.6	Analyzes variances within costing systems – A		3.6	Achieves to Level A (in completion of MA1 requirements – for those colleges with MA1 requirement met within first 2 years)	Some diploma graduates will have met this requirement. A gap will exist wherever the second half of MA1 is taught within a 300-series course	
8-4	Prepares an entity's budget		1, 2 & 3 generally, 8.4			
			Generic Skill 3			
8-4.1	Prepares, analyzes and monitors financial budgets – A		2.7, 2.9, 2.13 & 8 generally	Achieves Level A (within single MA1 course – within 2-year program)	Met	
8-4.2	Prepares cash flow projections – A		2.11	Achieved to Level A within 1 st course (within 2-year program) for CGA FN1 requirement	Met	
8-4.3	Analyzes and interprets budget variances – A		3.6, 3.13	Achieves to Level A (in completion of MA1 requirements – for those colleges with MA1 requirement met within first 2 years)	Some diploma graduates will have met this requirement. A gap will exist wherever the second half of MA1 is taught within a 300-series course	
8-5	Maintains awareness of contemporary managerial accounting techniques – C		2.4, 2.7 & 7.1 reflects partial mastery	Achieves to Level A (in completion of MA1 requirements – for those colleges with MA1 requirement met within first 2 years)	Some diploma graduates will have met this requirement. A gap will exist wherever the second half of MA1 is taught within a 300-series course	
9	Taxation					
9-1	Analyzes the entity's tax profile and identifies general tax issues			Understanding focused on individual income tax obligations		
			6.3?			
9-1.1	Understands the entity's tax profile – A		4 generally	Level A met at "Personal Tax" entity within 200-series course	Gap in corporate tax which is typically taught within 300-series 3 rd year diploma courses	
9-1.2	Identifies and advises on compliance and filing		4 generally	Level A met at "Personal Tax" entity within 200-series course	Gap in corporate tax which is typically taught within 300-series 3 rd year diploma	

	requirements – A					courses	
9-1.3	Describes other types of filing requirements – C				Level A met at “Personal Tax” entity within 200-series course	Gap in corporate tax which is typically taught within 300-series 3 rd year diploma courses	
9-2	Prepares and files necessary returns in accordance with legal requirements			4			
9-2.1	Calculates basic income taxes payable for an individual – A			4.1, 4.2, 4.3, 4.4, 4.5, 4.6 & 4.7	Level A met at “Personal Tax” entity within 200-series course	No Gap for “individual”	
9-2.2	Calculates other income taxes payable for an individual – B			4	Level B met at “Personal Tax” entity within 200-series course	No Gap for “individual”	
9-2.3	Calculates basic taxes payable for a corporation – A			4.3	Level A met at “Personal Tax” entity within 200-series course	No Gap for “individual”	
9-2.4	Calculates other taxes payable for a corporation – B			4	Level A met at “Personal Tax” entity within 200-series course	Gap in corporate tax which is typically taught within 300-series 3 rd year diploma courses	
9-3	Practices effective tax-planning to optimize after-tax returns						
9-3.1	Identifies, analyzes and advises on specific tax-planning opportunities for individuals – B			4.6		Gap	
9-3.2	Identifies, analyzes, and advises on specific tax-planning opportunities for shareholders of closely-led corporations – B					Gap	
9-3.3	Identifies, analyzes, and advises on financial and estate-planning opportunities for individuals and families – B					Gap	
9-3.4	Analyzes tax consequences for non-residents – B					Gap	
9-3.5	Identifies, analyzes, and advises on tax consequences or planning opportunities associated with certain corporate transactions – B					Gap	
9-3.6	Analyzes tax consequences of other corporation and partnership restructuring transactions – C					Gap	

9.4	Prepares information to respond to assessments, file objections and appeals – B					Gap	
		UUDLEs Statement of Expectations					
A1		Have demonstrated a general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline		Across the professional and breadth component of the diploma curriculum		Met at the second year baccalaureate level	
A2		A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines		General Education: 1.1 – 8.3		Met at the second year baccalaureate level	
A3		An ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline		Generic Skills 6, 7, 8, 9		The broad skill set of identifying, assessing the relevance of, and integrating information from a variety of fields is seen to be a weakness in diploma graduates although some will have met this outcome at the second year baccalaureate level	
A4		Some detailed knowledge in an area of the discipline				Met	
A5		Critical thinking and analytical skills inside and outside the discipline		General Education: 1.1 – 8.3, Generic Skills 6, 7, 8 and 9		Critical thinking and analysis , particularly in integrating information from a variety of sources and framed in different intellectual frameworks, is seen to be a typical diploma graduate weakness.	
A6		The ability to apply learning from one or more areas outside the discipline		General Education: 1.1 – 8.3		Critical thinking and analysis , particularly in integrating information from a variety of sources and framed in different intellectual frameworks, is seen	

						to be a typical diploma graduate weakness.	
B1		Have demonstrated an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques		Generic skills 6, 7i, 8, 9		Research and statistical skills sets are typically seen as a diploma graduate weakness although this outcome will have been met by “B” GPA graduates of a program that includes statistical and research methods. In business diploma programs, the limited use of case and integrative methods is seen to be a problem.	
B2		Devise and sustain arguments or solve problems using these methods		Generic Skill 1, 2, 3, 6, 7, 8, and 9		While some “B” GPA diploma graduates will have mastered this outcome at second year baccalaureate level, sustaining argument is seen as a typical gap.	
C1.1		Have demonstrated the ability to review, present, and interpret quantitative and qualitative information to develop lines of argument, and...		Generic Skills 3, 4, 6, 7, 8 and 9		Research and statistical skills sets are typically seen as a diploma graduate weakness although this outcome will have been met by “B” GPA graduates of a program that includes statistical and research methods. In business diploma programs, the limited use of case and integrative methods is seen to be a problem.	
C1.2		... to make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study		Generic Skills 7 and 8		Met at the second year baccalaureate level	
C2.1		The ability to use a basic range of established techniques to analyse information,		Generic Skills 2, 3, 4, 7 and 8		Research and statistical skills sets are typically seen as a diploma graduate weakness although this outcome will have been met by “B” GPA graduates of a program that includes statistical and research methods.	
C2.2		... evaluate the		Generic Skills 6, 7 and 8		Research and statistical skills sets are	

		appropriateness of different approaches to solving problems related to their area(s) of study, and				typically seen as a diploma graduate weakness although this outcome will have been met by “B” GPA graduates of a program that includes statistical and research methods.	
C2.3		... propose solutions.		Generic Skill 9		Met at the second year baccalaureate level	
C.3		The ability to make use of scholarly reviews and primary sources.		Generic Skill 6, 7 and 8		Met at the second year baccalaureate level	
D1		Have demonstrated the ability to communicate accurately and reliably, orally and in writing to a range of audiences		Generic Skills 1 and 2		Generally speaking, diploma graduates are found to be less effective in reliably and accurately communicating ideas, particularly to a range of audiences although some will have met this objective at the second year baccalaureate level	
E1		Have demonstrated an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.		Generic Skills 7, 8, 11, 12 and 13		Met at the second year baccalaureate level	
F1		Have demonstrated qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring		Generic Skills 1 through 13		Met at the second year baccalaureate level	
F2		... the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study, and		Generic Skills 7, 11 and 12		Met	
F3		...behaviour consistent with		General Education 2		Met at the second year baccalaureate	

		academic integrity and social responsibility				level	
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Appendix A:

NOTE RE THE LEVELS OF PROFICIENCY IN EACH CICA COMPETENCY ATTAINED BY A “B” GENERAL DIPLOMA GRADUATE:

Preliminary gap analysis planning accommodated a university request to include the level at which “B” GPA graduates of the General Diploma in Accounting (2 year) attained each CICA Prequalification

Level C: describes accurately the task or role constituting the competency, the possible evidence of performance, the significance of the competency, and the types of circumstances in which it would arise or be applied in normal circumstances. Proficiency at Level C is demonstrated when a CA explains, summarizes, gives examples, depicts, interprets, and paraphrases, among other things, the professional skills and underlying knowledge required by the competency.

Level B: demonstrates without prompting from others an understanding of the task and the required professional skills including basic quantitative and qualitative analysis, but not necessarily the ability to successfully complete the task without adequate support or supervision in normal circumstances. Proficiency at Level B is demonstrated when the nature of the problem is identified. The issues related to the problem are often evaluated, analyzed, etc. on a preliminary basis. That is, the work requires the review of more senior personnel to ensure its completeness and accuracy. Any requirement for the involvement of personnel with special expertise necessary to complete all aspects of the task is identified. The preliminary recommendation is often made. This level of proficiency includes Level C proficiency.

Level A: completes all elements of a specified task successfully in normal circumstances. Proficiency at Level A is demonstrated when the problem is clearly identified and thoroughly analyzed or when a situation is evaluated and useful recommendations are made and/or implemented. The CA is responsible for the work whether it is completed solely by a CA or by a team of CAs. This level of proficiency includes Level B and Level C proficiencies.

Appendix B:**NOTE RE ‘UNDERGRADUATE UNIVERSITY DEGREE LEARNING EXPECTATIONS’ (UUDLEs):**

Reference Code	Expectations:	Reference Code	Expectations:
<i>A</i>	Depth and Breadth of Knowledge	<i>D</i>	Communication Skills
<i>A1</i>	<i>This degree is awarded to students who have demonstrated a general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</i>	<i>D1</i>	<i>This degree is awarded to students who have demonstrated the ability to communicate accurately and reliably, orally and in writing to a range of audiences.</i>
<i>A2</i>	<i>A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</i>	<i>E</i>	Awareness of Limits of Knowledge
<i>A3</i>	<i>An ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</i>	<i>E1</i>	<i>This degree is awarded to students who have demonstrated an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</i>
<i>A4</i>	<i>Some detailed knowledge in an area of the discipline</i>		Autonomy and Professional Capacity
<i>A5</i>	<i>Critical thinking and analytical skills inside and outside the discipline</i>	<i>F</i>	<i>This degree is awarded to students who have demonstrated</i>
<i>A6</i>	<i>The ability to apply learning from one or more areas outside the discipline</i>	<i>F1</i>	<i>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring</i>
	Knowledge of Methodologies	<i>F1.1</i>	<i>The exercise of initiative, personal responsibility and accountability in both personal and group contexts</i>
<i>B</i>	<i>This degree is awarded to students who have demonstrated an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to</i>	<i>F1.2</i>	<i>Working effectively with others</i>
<i>B1</i>	<i>Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques</i>	<i>F2</i>	<i>The ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study</i>
<i>B2</i>	<i>Devise and sustain arguments or solve problems using these methods</i>	<i>F3</i>	<i>Behaviour consistent with academic integrity and social responsibility</i>
	Application of Knowledge		
<i>C</i>	<i>This degree is awarded to students who have demonstrated</i>		
<i>C1</i>	<i>The ability to review, present, and interpret quantitative and qualitative information to:</i>		
<i>C1.1</i>	<i>Develop lines of argument;</i>		
<i>C1.2</i>	<i>Made sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i>		
<i>C2</i>	<i>The ability to use a basic range of established techniques to</i>		
<i>C2-1</i>	<i>Analyse information</i>		

<i>C2-2</i>	<i>Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study</i>		
<i>C2-3</i>	<i>Propose solutions</i>		
<i>C3</i>	<i>The ability to make use of scholarly reviews and primary sources</i>		

Appendix C:**PROFESSIONAL LEARNING COMPETENCIES FOR THE 2 YEAR DIPLOMA IN BUSINESS – ACCOUNTING (MTCU code 50100: VOCATIONAL STANDARD):**

Reference Code	Learning Outcome:
	<i>The graduate has demonstrated the ability to ...</i>
1	<i>Record financial transactions in compliance with Canadian General Accepted Accounting Principles for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations</i>
1.1	<i>Define, assess and record assets, liabilities, revenues, gains, expenses, losses, capital and equity</i>
1.2	<i>Define and record work in progress</i>
1.3	<i>Calculate cost of acquisition and disposal</i>
1.4	<i>Differentiate private enterprises and publicly accountable enterprises (PAEs)</i>
1.5	<i>Explain the application of Canadian Generally Accepted Accounting Principles (GAAP)</i>
1.6	<i>Analyze and record leases</i>
1.7	<i>Analyze and record translation in foreign exchange rates</i>
1.8	<i>Record extraordinary items</i>
1.9	<i>Record retirement benefit plans</i>
1.10	<i>Record contingent liabilities and subsequent events</i>
1.11	<i>Use general ledger, general journal and special journals</i>
1.12	<i>Calculate and record applicable provincial and federal taxes on goods and services</i>
1.13	<i>Utilize the appropriate software to record financial transactions and store financial information</i>
2	<i>Prepare and present financial statements, reports and other documents in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships and private enterprises.</i>
2.1	<i>Describe and select significant accounting policies</i>
2.2	<i>Classify current and long-term assets and liabilities</i>
2.3	<i>Classify revenues, gains, expenses and losses</i>
2.4	<i>Apply the Canadian Generally Accepted Accounting Principles (GAAP)</i>
2.5	<i>Calculate and present amortization</i>
2.6	<i>Calculate and present the disclosure of guarantees</i>
2.7	<i>Adjust accounts for the preparation of financial statements in compliance with the Canadian (GAAP)</i>
2.8	<i>Prepare and present income statement or statement of comprehensive income</i>
2.9	<i>Prepare and present statement of financial position</i>
2.10	<i>Prepare and present statement of change in equity</i>
2.11	<i>Prepare and present cash flow statement</i>
2.12	<i>Prepare and present explanatory notes</i>
2.13	<i>Utilize the appropriate software to produce financial statements, reports and other documents</i>

Reference Code	Learning Outcome:
3	Contribute to strategic decision-making by applying advanced management accounting concepts
3.1	Use management accounting terminology
3.2	Calculate production costs using diverse approaches
3.3	Prepare and validate cost-benefit analyses
3.4	Prepare various types of budgets and explain their applications
3.5	Calculate and explain material, direct labour and overhead manufacturing costs
3.6	Prepare and validate variance analyses
3.7	Calculate product and services pricing using diverse approaches
3.8	Identify, apply and analyze relevant costs and benefits
3.9	Explain inventory strategies, including but not limited to Just In Time (JIT)
3.10	Apply transfer pricing concept
3.11	Explain and apply activity-based accounting principles
3.12	Discuss Total Quality Management (TQM) approach
3.13	Utilize the appropriate software to collect data and produce relevant reports
4	Prepare individuals' and Canadian-controlled private corporations' income tax returns and individual's basic tax planning in compliance with relevant legislation and regulations.
4.1	Identify individuals' and Canadian Controlled Private Corporations' (CCPCs) sources of income
4.2	Identify individual's and CCPCs' deductions and tax credits
4.3	Calculate individual's and CCPCs' taxable income and taxes payable
4.4	Calculate individuals' and CCPCs' capital gains and losses
4.5	Identify resources for current income tax legislation and updates
4.6	Analyze individuals' tax returns to prepare basic tax planning
4.7	Utilize the appropriate software to prepare individuals' and CCPCs' income tax returns and individuals' basic tax planning
5	Analyze and evaluate organizational structures and the interdependence of functional areas and contribute to the development of strategies which positively impact financial performance.
5.1	Evaluate the organizational structures of a variety of organizations
5.2	Analyze the interdependence of marketing, research and development, production, management, information technologies and finance functions of an organization
5.3	Evaluate the impact of marketing strategies on an organization's financial performance
5.4	Evaluate the impact of human resources management on an organization's financial performance
6	Analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations
6.1	Discuss the structure, functions and organization of business activity in Canada
6.2	Discuss the Provincial and Federal Government structures and the impact of regulations and political decisions on business operations
6.3	Evaluate the impact of economical factors, such as labour, inflation, interest rates, government policy and taxation on an organization's operations
6.4	Analyze macro-economic models, the measurements of economic activity and fiscal monetary policies
6.5	Evaluate the impact of a number of legal issues, including but not limited to business ownership, intellectual property and contracts on an organization's operations
6.6	Evaluate the impact of environmental and ethical issues, including but not limited to confidentiality, social responsibility, diversity and working environment on an organization's operations.
6.7	Development technology-based strategies which can positively impact an organization's operations
7	Analyze and evaluate an organization's internal control system, taking risk management into account.
7.1	Explain the essential elements of an internal control system

Reference Code	Learning Outcome:
7.2	<i>Describe risk management and analyze risk factors</i>
7.3	<i>Define internal and external auditing</i>
7.4	<i>Illustrate compliance and substantive tests and their applications</i>
8	<i>Contribute to strategic decision-making by applying advanced financial management concepts</i>
8.1	<i>Calculate and interpret financial ratios</i>
8.2	<i>Calculate present and future values of financial instruments</i>
8.3	<i>Calculate, analyze and evaluate, past and present data to prepare estimates and forecast trends</i>
a8.4	<i>Apply capital budgeting methods such as Net Present Value (NPV), cost-benefit analysis, payback period and internal rate of return, and evaluate investment opportunities</i>
8.5	<i>Explain and apply discount rates</i>

Appendix D:**NOTES ON ESSENTIAL EMPLOYABILITY SKILLS (GENERIC SKILLS) REQUIREMENT FOR THE BUSINESS – ACCOUNTING 2 YEAR DIPLOMA:**

Generic Skill Code	Essential Employability Skill	Generic Skill Code	Essential Employability Skill
1.	<i>Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</i>	7.	<i>Analyze, evaluate, and apply relevant information from a variety of sources</i>
2.	<i>Respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>	8.	<i>Show respect for the diverse opinions, values, belief systems, and contributions of others.</i>
3.	<i>Execute mathematical operations accurately</i>	9.	<i>Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
4.	<i>Apply a systematic approach to solve problems</i>	10.	<i>Manage the use of time and other resources to complete projects.</i>
5.	<i>Use a variety of thinking skills to anticipate and solve problems.</i>	11.	<i>Take responsibility for one's own actions, decisions, and consequences.</i>
6.	<i>Locate, select, organize and document information using appropriate technology and information systems.</i>		

NOTES REGARDING THE GENERAL EDUCATION (BREADTH) REQUIREMENT FOR THE BUSINESS – ACCOUNTING 2 YEAR DIPLOMA:

Requirement:	<i>The General Education Requirement for programs of instruction is stipulated in the Credentials Framework. In programs of instruction leading to either an Ontario College Diploma [2 year] or an Ontario College Advanced Diploma [3 year], it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study, and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or equivalent) designed discretely and separately from vocational learning opportunities.</i>
Purpose:	<i>... to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experienced, who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work. General Education strengthens students' essential employability skills, such as critical analysis, problem solving, and communication. In the context of an exploration of topics with broad-based personal and/or societal importance.</i>
Themes in General Education:	
	<i>1. Arts in Society</i>
	<i>2. Civic Life</i>
	<i>3. Social and Cultural Understanding</i>
	<i>4. Personal Understanding</i>
	<i>5. Science and Technology</i>

Appendix E: LEARNING OUTCOMES MASTERED BY AN ALGOMA UNIVERSITY BBA GRADUATE:**ALGOMA UNIVERSITY****DEPARTMENT OF BUSINESS & ECONOMICS****BBA****LEARNING OUTCOMES AND OBJECTIVES**

Students who graduate with a Bachelor of Business Administration (BBA) degree from Algoma University have been educated in a broad range of relevant and progressive business skills and have developed knowledge that should well prepare them to excel as business professionals and help them to contribute to the health and well-being of society in general.

Algoma U BBA Graduates have acquired a broad basis of knowledge for success in a business environment, knowledge that is truly global in scope. Algoma U BBA graduates develop the intellectual ability to effectively organize, manage and lead teams, analyze and solve complex problems while leveraging new innovations and creative solutions, conduct themselves in an ethical and professional manner, develop and execute business decisions using effective communication techniques. Graduates have also been prepared for and have developed the required learning fundamentals required to support post-undergraduate level intellectual capabilities. Graduates will attain general curricular and business-specific learning outcomes that each graduate will apply to all of their future endeavors, whether in academia, their chosen business profession,, and in general life. These learning outcomes are listed as follows:

Team Building & Leadership

Graduates will apply teamwork and leadership skills and experience to:

- Assess the project's Human Resource requirements
- Recruit, select, develop, and retain required Human resources
- Devise appropriate and meaningful motivational factors to encourage team and or individual performance to desired standards
- Develop clear and concise deliverables for projects and project components
- Identify, record, and provide feedback on team and individual performance
- Lead by example, with competency, and fairness to all team members /employees

Analytical Thinking & Problem Solving Skills

Graduates will use quantitative and non-quantitative analytical skills to:

- Identify and analyze both material and immaterial factors that are involved in business problems, such as financial constraints or human resource constraints.
- Determine and apply relevant best practices from Accounting, Finance, Decision Sciences, Marketing, and Management to address business problems
- Assess and apply appropriate problem-solving techniques to business problems
- Integrate knowledge across business disciplines to formulate decisions.
- Utilize proven statistical, accounting, and financial standards of justification to support sound decision making.

Critical Thinking Skills

Graduates will be able to apply critical thinking skills and experience to:

- Identify and evaluate relevant issues and information drawn from practical and case study experience.
- Generate, evaluate, and recommend solutions to complex business problems using sound analysis and deduction
- Support their point of view with a well-reasoned rationale and proven research or statistics
- Analyze and solve difficult, multi-dimensional, highly impactful business and managerial problems with far reaching consequences.

Global Decision Making Skills & Outlook

Graduates will display the ability to perform as business decision makers in a global business environment. Specific global decision making knowledge and skills include:

- Demonstrate an ability to adapt to the major cultural, economic, social, and legal differences facing organizations expanding into new and emerging markets.
- Exhibit knowledge of the major cultural, economic, social and legal environments faced by organizations in global markets
- Demonstrate appropriate responses to cultural diversity in a global economy
- Assess the needs of and justify the advantages accruing from expanding into international markets
- Develop strategies for the challenges of operating in a global environment
- Ability to connect developing events in a variety of international and global locals that may have a meaningful impact on the future of business

Written & Oral Business Communication

Graduates will have the ability to produce highly effective oral and written communication pieces both as individuals and while working in collaboration with peers. Specific communication skills include:

- Prepare, edit and distribute highly effective written business communications such as memos, executive summaries, and reports
- Present ideas, produce examples, reasons and evidence for his/her/their own point of view, while providing sound evidence supported by research and data
- Use appropriate language including word choice and sentence variety
- Use appropriate conventions including format, grammar, punctuation, spelling and paragraphing,
- Develop and execute dynamic and professional oral presentations supported by use of appropriate multimedia technology
- Produce an introduction which gains attention, connects to the topic and establishes credibility
- Present a Thesis Statement that is explicit, identifies topic, previews main points
- Connect to his/her audience, in particular gauge its needs and level of interest
- Produce a well-organized graphic presentation with appropriate visual support, well transitioned and coherent.
- Deliver communications that engage the audience and give them clear information and instructions that allow them to “buy in”

Business Ethics

Graduates will demonstrate ethical understanding and reasoning abilities, including an understanding of the ethical responsibilities of organizations. Specifically students will be able to:

- Recognize ethical dilemmas when present
- Evaluate how stakeholders will be affected by various possible solutions to ethical dilemmas
- Make ethical decisions in the face of varied and wide range stakeholder demands and pressures
- Provide evidence and rational using proven research and statistical justification

Information Technology

Graduates will be well versed in the use of IT as a tool to enhance day to day business activities, including the ability to:

- Make use of appropriate business software applications to enhance effective business communications
- Use information technology to perform research and to store and manipulate data
- Leverage available and emerging technology to enhance and perform the core functions of business

Memo

To: To Whom It May Concern

From: Kim Michasiw,
Associate Dean, Curriculum and Enrolment

Date: March 6, 2012

Subject: Certificate of Completion and Enhanced Transfer Credit, College University
Accounting Bridge Program

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal for a summer bridging program that will permit students who have studied Accounting in Colleges of Applied Arts and Technology (CAATs), effectively and seamlessly to bridge to university studies in the same discipline. Offered by the School of Administrative Studies, in one of its areas of acknowledged expertise, the bridge program will accept students at the end of their second year of CAAT studies, will offer them five courses during the summer term, and will deliver them into the third year of the Bachelor of Administrative Studies — Accounting.

The proposed program is innovative in several ways: most notably because it depends on multilateral agreements with both the CAATs and with university partners. Students from a wide range of colleges will be eligible to enter the bridging program, and those who have completed it successfully will be eligible for admission to the third year of accounting programs not only at York but also at several other partner universities. In this the design of the bridge program displays laudable cooperation among institutions and an admirable willingness to subsume individual ambitions to increased enrolments to the goal of increased student access and the service of social need. I am impressed also by the diligence with which the proposal's proponents have addressed the concerns of external accrediting agencies while maintaining the independence of the academic enterprise.

It may be an unfortunate testament to the world in which we live, but the need for highly qualified accountants is abundantly clear, as is the demand of students for greater access to accounting programs. Moreover, the structure of the program tacitly grants the importance of the more sophisticated education and training that a university can offer in professional programs. Though the initial pilot offering will be to a small highly select enrolment, the vision of the program is to expand,



especially in the area of on-line course delivery. When the on-line bridge is on offer, CAAT students from all across the province will have access to the expertise of LA&PS's accounting area. Many of these students will go on to other universities, but there is reason to believe that, after making the acquaintance of our accounting instructors, many others will enroll at York. In this way the bridge will aid the Faculty and the School in their common plans to improve student quality and, concomitantly, the quality of the education the students receive.

As most of the funds necessary to fund both the initial offering of on-campus courses and the development of on-line versions have come from government agencies, the immediate resource implications for the Faculty are limited. Over the longer term, though, offering the summer bridge will absorb a limited but real amount of full-time faculty resources. The increase in student preparedness, the increased access to the 105 constituency, and the increased visibility of the LA&PS "brand" among CAAT business students make of these costs a worthwhile investment.

For all of these reasons I strongly support the initiative.



November 2, 2012

Dr. Brian Gaber, CPA, CA
Professor
York University
272 Atkinson
4700 Keele Street
Toronto Ontario M3J 1P3

Dear Brian,

The Institute has reviewed the curriculum of two-year Accounting diplomas offered by four of the Ontario Community Colleges and the proposed bridging courses designed by the School of Administrative Studies of the Faculty of Liberal Arts & Professional Studies to ease the transition of the college diplomas' graduates to the Bachelor of Administrative Studies, Specialized Honours, Accounting.

The Institute is pleased to announce that it will recognize the Bridged Bachelor of Administrative Studies, Specialized Honours, Accounting, as meeting its four-year, 120-credit-hour degree requirement; and the bridging courses (AP/ADMB series) in combination with all other Institute-recognized courses (AP/ADMS series) as meeting the Institute's 51-credit-hour requirement (please review the appendices for details and as examples of how this will be applied on a college-by college basis).

The Institute will continue to review the other Community Colleges two-year Accounting diplomas and to tailor the bridging program to each diploma curriculum, to ensure that the needs of the students pursuing the CA designation and the Institute's Regulations are met.

Should you have any questions or require anything further, please feel free to contact me directly at 416-969-4273 or Dominique Charles Lecocq, CPA, CA at 416-969-4246.

Sincerely,

A handwritten signature in black ink that reads "Brian D. Leader". The signature is written in a cursive, flowing style.

BRIAN D. LEADER, FCPA, FCA
VICE-PRESIDENT OF LEARNING

Attachments



APPENDIX A
LIST OF REVIEWED COMMUNITY COLLEGES
AND DIPLOMA PROGRAMS

College	Program Code
Centennial College	2801
Humber College Institute of Technology and Advanced Learning	02211
Seneca College of Applied Arts and Technology	ACC
Sheridan College Institute of Technology and Advanced Learning	PBUSA

APPENDIX B-1
CENTENNIAL COLLEGE
PROGRAM 2801

	Institute requirements:	Centennial Program 2801	Equivalence	Bridge	SAS	Transferable Credits	Bridge Credits	SAS Credits	Total Credits
1	Introductory Financial Accounting	ACCT112 ACCT221	ADMS2500			3			3
2	Advanced Accounting - Theory				ADMS4510			3	3
3	Intermediate Accounting 1	ACCT255/265	NONE	ADMB3585			3		3
4	Intermediate Accounting 2				ADMS3595			3	3
5	Advanced Accounting - Interco/Forex/NFP				ADMS4520			3	3
6	Advanced Accounting Elective				ADMS4590 / 4570			3	3
7	Introductory Cost & Management Accounting	ACCT222	NONE	ADMB2510			3		3
8	Intermediate Cost & Management				ADMS3510			3	3
9	Introductory Auditing				ADMS4551			3	3
10	Advanced Auditing				ADMS4553			3	3
11	EDP Auditing				ADMS4552			3	3
12	Introductory Taxation - Personal	ACCT226	NONE	Note 1	ADMS4561			3	3
13	Advanced Taxation - Corporate				ADMS4562			3	3
14	Business Information Systems	ACCT257	NONE	ADMB2511			3		3
15	Finance/Financial Management	ACCT224	NONE	ADMB3530	ADMS4540		3	3	6
16	Economics - Micro				ECON1000			6	6
	Economics - Macro				ECON1010				
17	Business Law				ADMS2610			3	3
	Institute Subtotal					3	12	42	57
	Other Credits								
	Block Transfer			Note 1		42			42
	Bridge Courses			ADMB3330			3		3
	SAS Courses							18	18
	Total					45	15	60	120
									Note 2

Note 1: SAS may exempt student from taking AP/ADMS3520 as part of the Block transfer.

Note 2: In total 19 courses (57 credit hours) are required to meet the 51 credit-hour requirements; the Institute Subtotal equals 57 credit hours to better represent the number of credit hours required to meet the Institute and York University degree requirement.

APPENDIX B-2
HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
PROGRAM 02211

	Institute requirements:	Humber Program 02211	Equivalence	Bridge	SAS	Transferable Credits	Bridge Credits	SAS Credits	Total Credits
1	Introductory Financial Accounting	ACCT111 ACCT211	ADMS2500			3			3
2	Advanced Accounting - Theory				ADMS4510			3	3
3	Intermediate Accounting 1	ACCT230/1	NONE	ADMB3585			3		3
4	Intermediate Accounting 2				ADMS3595			3	3
5	Advanced Accounting - Interco/Forex/NFP				ADMS4520			3	3
6	Advanced Accounting Elective				ADMS4590 / 4570			3	3
7	Introductory Cost & Management Accounting	ACCT341 ACCT441	ADMS2510			3			3
8	Intermediate Cost & Management				ADMS3510			3	3
9	Introductory Auditing				ADMS4551			3	3
10	Advanced Auditing				ADMS4553			3	3
11	EDP Auditing				ADMS4552			3	3
12	Introductory Taxation - Personal	ACCT461	NONE	Note 1	ADMS4561			3	3
13	Advanced Taxation - Corporate				ADMS4562			3	3
14	Business Information Systems	ACCT108 BISM327	ADMS2511			3			3
15	Finance/Financial Management			ADMB3530	ADMS4540		3	3	6
16	Economics - Micro Economics - Macro	BECN100 BECN200	ECON1000 ECON1010			6			6
17	Business Law	BLAW100	NONE		ADMS2610			3	3
						15	6	36	57
	Other Credits								
	Block Transfer			Note 1		30			30
	Bridge Courses			ADMB3330			3		3
	SAS Courses							30	30
	Total					45	9	66	120
									Note 2

Note 1: SAS may exempt student from taking AP/ADMS3520 as part of the Block transfer.

Note 2: In total 19 courses (57 credit hours) are required to meet the 51 credit-hour requirements; the Institute Subtotal equals 57 credit hours to better represent the number of credit hours required to meet the Institute and York University degree requirement.

APPENDIX B-3
SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY
PROGRAM ACC

	Institute requirements:	Seneca Program ACC	Equivalence	Bridge	SAS	Transferable Credits	Bridge Credits	SAS Credits	Total Credits
1	Introductory Financial Accounting	ACC120 ACC220	ADMS2500			3			3
2	Advanced Accounting - Theory				ADMS4510			3	3
3	Intermediate Accounting 1	ACC416/7	NONE	ADMB3585			3		3
4	Intermediate Accounting 2				ADMS3595			3	3
5	Advanced Accounting - Interco/Forex/NFP				ADMS4520			3	3
6	Advanced Accounting Elective				ADMS4590 / 4570			3	3
7	Introductory Cost & Management Accounting	ACC433	NONE	ADMB2510			3		3
8	Intermediate Cost & Management				ADMS3510			3	3
9	Introductory Auditing				ADMS4551			3	3
10	Advanced Auditing				ADMS4553			3	3
11	EDP Auditing				ADMS4552			3	3
12	Introductory Taxation - Personal	ACCT400		Note 1	ADMS4561			3	3
13	Advanced Taxation - Corporate				ADMS4562			3	3
14	Business Information Systems	SMS315 SMS416	ADMS2511			3			3
15	Finance/Financial Management			ADMB3530	ADMS4540		3	3	6
16	Economics - Micro	ECN501	ECON1000			6			6
	Economics - Macro	ECN502	ECON1010						
17	Business Law	ALW381	ADMS2610			3		3	3
						15	9	33	57
	Other Credits								
	Block Transfer			Note 1		30			30
	Bridge Courses			ADMB3330			3		3
	SAS Courses							30	30
	Total					45	12	60	120
									Note 2

Note 1: SAS may exempt student from taking AP/ADMS3520 as part of the Block transfer.

Note 2: In total 19 courses (57 credit hours) are required to meet the 51 credit-hour requirements; the Institute Subtotal equals 57 credit hours to better represent the number of credit hours required to meet the Institute and York University degree requirement.

APPENDIX B-4
SHERIDAN COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
PROGRAM PBUSA

	Institute requirements:	Sheridan Program PBUSA	Equivalence	Bridge	SAS	Transferable Credits	Bridge Credits	SAS Credits	Total Credits
1	Introductory Financial Accounting	ACCG16971 ACCG17937	ADMS2500			3			3
2	Advanced Accounting - Theory				ADMS4510			3	3
3	Intermediate Accounting 1	ACCG21627/46	NONE	ADMB3585			3		3
4	Intermediate Accounting 2				ADMS3595			3	3
5	Advanced Accounting - Interco/Forex/NFP				ADMS4520			3	3
6	Advanced Accounting Elective				ADMS4590 / 4570			3	3
7	Introductory Cost & Management Accounting	ACCG23626 ACCG20470	ADMS2510			3			3
8	Intermediate Cost & Management				ADMS3510			3	3
9	Introductory Auditing				ADMS4551			3	3
10	Advanced Auditing				ADMS4553			3	3
11	EDP Auditing				ADMS4552			3	3
12	Introductory Taxation - Personal	NONE			ADMS4561			3	3
13	Advanced Taxation - Corporate				ADMS4562			3	3
14	Business Information Systems	INFO31787	ADMS2511			3			3
15	Finance/Financial Management	FINA11079 / FINA21048 / FINA28027	ADMS3530 ADMS4540			3 3			6
16	Economics - Micro	ECON15269	ECON1000			6			6
	Economics - Macro	ECON22358	ECON1010						
17	Business Law	BUSM25540	NONE		ADMS2610			3	3
						21	3	33	57
	Other Credits								
	Block Transfer					24			24
	Bridge Courses			ADMB3330			3		3
	SAS Courses							36	36
	Total					45	6	69	120
									Note2

Note 2: In total 19 courses (57 credit hours) are required to meet the 51 credit-hour requirements; the Institute Subtotal equals 57 credit hours to better represent the number of credit hours required to meet the Institute and York University degree requirement.

Memorandum

To: David Mutimer, Chair of APPRC
George Tournalakis, Chair of ASCP

From: Alice Pitt, Vice-Provost Academic *AP*

Date: January 29, 2013

Subject: College University Accounting Bridge Program –
Certificate of Completion and Enhanced Transfer Credit

I have reviewed the proposal for the College University Accounting Bridge Program prepared by colleagues from the School of Administrative Studies and am pleased to offer my full support for the proposed certificate and enhanced transfer credits. This bridge program, developed in collaboration with the Ontario Council on Articulation and Transfer (formerly College University Consortium Council), supports student mobility and offers qualified graduates from two-year college accounting programs an excellent opportunity to complete undergraduate degree studies. Given the high number of students pursuing Business studies at the college level, there is good evidence to suggest continued demand for programs such as these offered through the School of Administrative Studies.

The endorsement of the bridge curriculum by the relevant accounting accreditation bodies confirms the strength and academic rigour of the program. Throughout the province, an increasing number of universities are developing innovative approaches to college-university transfer to meet student demand and support the government's efforts to increase rates of post-secondary educational attainment. Historically, York has been a leader in this regard and initiatives such as these continue to affirm our institutional commitment to accessible education.

By offering the program as a summer pilot in 2013, the School of Administrative Studies will be able to gauge the success of the model and refine the program (as needed) in preparation for online delivery in subsequent years. The development of the program has been well supported by external funding from the Province and the Ontario Council on Articulation and Transfer. Therefore, no additional university resources are required at this time.



**PROPOSAL TO ESTABLISH A NEW PROFESSIONAL CERTIFICATE IN
Human Resource Management for Internationally Educated Professionals
(IEP – HRM Certificate)**

I. CONTEXT OF PROPOSAL

a. Statement of Purpose

This is a proposal for a new 24 credit professional Certificate in Human Resource Management for Internationally Educated Professionals (IEP-HRM Certificate). This certificate will provide students in the Bridging Program for Internationally Educated Professionals with an orientation to the Canadian context and the foundation skills necessary to enter professional positions in Canada.

York received a grant of \$1.8 million from the Ministry of Citizenship and Immigration to develop and deliver a bridging program for Internationally Educated Professionals (IEPs) in Human Resource Management. As part of the grant agreement, York has committed to developing a long term strategy for promoting the successful transition of IEPs to Canadian employment commensurate with their foreign qualifications. This certificate will offer IEPs the foundation skills necessary to succeed in securing positions in HR in the Canadian context and will fulfill both our short and long term commitment to this population.

The proposed IEP – HRM Certificate will be offered by the School of Human Resource Management (SHRM) through the Faculty of Liberal Arts and Professional Studies (LA&PS). This certificate has been designed for Internationally Educated Professionals (IEPs) with expertise in (or related to) Human Resource Management under the regulations approved by Senate on June 28, 2001 and revised May, 2011.

This certificate program will deliver courses in a Bridging program to at least 90 participants as well as providing access to a much larger number of IEPs who cannot be admitted to the full bridging program¹ for funding reasons. Students may enter this Certificate in three ways: (1) as participants in the Bridging program for IEPs in HR; (2) IEPs who are not participants in the Bridging program may enroll through direct-entry in the stand-alone program; or (3) the certificate may be completed concurrently with most York undergraduate degrees². As a stand-alone program, the Certificate will appeal to IEPs who already have an HR related degree from outside of Canada and require some orientation to the Canadian context in order to obtain employment in Canada that is commensurate with their qualifications. IEPs who are York students pursuing other degrees may find the certificate a beneficial complement to their studies.

Relationship of Certificate to unit, Faculty and University Academic Plans and with the standards, educational goals and learning objectives of the University

This Certificate is consistent with York's mandate to offer specialized programming to mature students and does not conflict with other York programs. There is currently no other undergraduate-level certificate being offered at York that is targeted at preparing IEPs in HR to pursue positions commensurate with their existing training and experience in Canada.

The IEP–HRM Certificate is offered through the School of Human Resource Management in the Faculty of Liberal Arts and Professional Studies (SHRM). The School of Human Resource Management is well positioned to provide these IEPs with the opportunity for success. SHRM is

¹ The Bridging program is a comprehensive program that offers participants an individualized assessment, continuous English language supports, courses included in this certificate program, internships and mentoring. Participants in the Bridging program are funded through the grant received from the Ontario Ministry of Citizenship and Immigration.

² Please see the 'Admissions Requirements' section (p.6 below) for more details.

Canada's leader in HRM education, offering three cutting edge programs – the only of their kind in the country (a Bachelors of HRM, a Masters of HRM and a PhD in HRM). It has the largest concentration of HRM faculty in Canada. The programs prepare graduates to work in an integrated way with professionals across organizations. They also serve the need to diversify management by facilitating the inclusion of IEPs into the management streams.

The proposed IEP Certificate will allow students to take the relevant credits towards the Certified Human Resource Professional examination and certification. That is, students in the program will have an opportunity to gain the professional credentials required by many Canadian organizations for jobs in human resource management.

The program proposed here is a comprehensive, integrated approach that focuses on addressing barriers faced by IEPs in gaining: a recognized Canadian academic credential, acquiring certification, enhancing English language skills, gaining skills and experience in human resource management that are in demand in the GTA and Ontario, an awareness of the distinct culture of business and HR management, gaining relevant professional work experience and building both peer and professional networks and social supports. A hallmark of the comprehensive, integrated and flexible program outlined in this proposal is accessibility. Specifically, LA&PS's distinctive competence in the provision of professionally relevant, flexible and high quality programming that focuses on mature students gained through almost 50 years of experience will allow IEPs access to a comprehensive program at a lower cost than many other bridging programs offered through large organizations and professional associations. Our approach will also offer candidates more flexible formats that will allow IEPs to continue in full or part-time employment throughout the program.

The need for lower cost programming and flexible scheduling that would permit on-going part-time employment was noted as a key element of successful bridging programs in a recent survey of best practices for Bridging Programs in Canada³.

The proposed Certificate program is consistent with the Faculty's commitment to continue the tradition of serving mature students and accommodating working professionals.

At the University level, the proposed Certificate program is consistent with the University's commitment to offer relevant programming that is accessible to students as well as its commitment to social justice and community engagement. Facilitating IEPs transition into Canada is a high priority for a wide range of community stakeholders including governments at all levels, non-governmental organizations, professional accreditation bodies as well as private sector organizations. The Bridging program has engaged all of these stakeholders in the design of the program and representatives from each of these constituencies have demonstrated a strong commitment to partner with York on this important economic and social objective.

Offering of this certificate program is also consistent with the Strategic Planning Framework (Strategic Goal IV) Principle 22 and the White Paper as endorsed by Senate on April 22, 2010, which states that York will continue its efforts to enhance internationalization, including the recruitment of international students. York has long had a commitment to internationalization. International students, including IEPs, add diversity to our student body and enrich the university experience for all.

The key features of the proposed certificate are:

- Comprehensive, individualized assessment of academic, language, skills and experience,
- Access to specialized non-credit Qualifying Pre-Session curriculum that will address several of the gaps common to IEPs (e.g., adequate preparation in Math, general and professionally relevant English language skills, professional writing skills, understanding of the nature of HRM and business in Ontario, and current approaches to HRM in Ontario and in Canada) as

³ Improving Bridging Programs: Compiling Best Practices from a Survey of Canadian Bridging Programs by the Public Policy Forum, January 2008.

identified by both professional bodies and an analysis of applications to York's Admissions Office,

- Upon completion of the Qualifying Pre-Session, access to upper level specialized courses in the area of their interest/experience,
- Access to courses that utilize experiential education or a paid internship opportunity that will allow participants direct experience working in a GTA for profit or not-for-profit organization,
- On-going social supports and the development of local professional networks through peer mentoring and later, alumni and professional mentoring through the School's mentorship program, LA&PS's Centre for Student Success unit or in partnership with the relevant professional associations,
- The opportunity for IEPs to access the materials for the courses in the Qualifying pre-Session on a distance basis, thereby enabling professionals to initiate both the individualized assessment and begin their preparation prior to their arrival in Ontario if they desire. This responds directly to the barriers noted in the best practices survey of bridging programs as well as the learning acquired by York through delivering of the bridging program for Internationally Educated Nurses and Internationally Educated Professionals in Business and IT, where applicants frequently requested the opportunity to begin preparation as soon as they were accepted into the program and prior to arriving in Ontario,
- On-going Academic Language Skills assessment and upgrading to ensure that IEPs language skills are compatible with the expectations of the job market and employers. Our feedback from the other bridging programs indicate that while IEP students gain considerable knowledge in their areas of specialization, their language proficiency may still fall short of the market's expectations,

In summary, the proposed certificate offers one of most innovative programs in Ontario, with a particular focus on providing an accessible program for mature students. The bridging program outlined in this proposal will offer 90 students occupationally-relevant language training, increased access to relevant Canadian degree programs as well as exposure to work experience in the Canadian context. The Faculty of LA&PS's expertise with mature students; its existing infrastructure of outstanding services to support student engagement and success; as well as its long-standing partnerships with employers and non-profit organizations who collaborate in providing access to experiential education and internships will significantly enhance foreign trained professionals access to a Canadian networks of peers, mentors and potential employers.

i. Learning outcomes

No.	Outcomes	Corresponding Course(s)
1	Orientation to the context of HRM in Canada	This outcome is addressed through all Certificate courses
2	A strong foundation in the distinct cultural, ethical, legal and work practices in Canadian organizations with an emphasis on reflective practice.	Foundation Course: ADMS3015 ADMS3020 ADMS3060
3	Experiential learning through use of a wide range of in class cases, exercises and group projects	ADMS 3020 , and specific Experiential Education projects offered through specialized courses
4	Formal education in business law and ethics and their application and the development and refinement of practical skills required for HR professionals in Canada.	ADMS 3020 & ADMS3060
5	Fulfilling the majority of requirements towards professional designation of CHRP	HRM: 2600, 3400, 3490,3470 and 3430
6	The development and refinement of communication skills (i.e., writing, presentation skills) necessary for professionals in Canada	ADMS 3015

7	Opportunity to develop specific advanced knowledge and/or skills required to receive CHRP designation.	ADMS: 2400 & 1500, HRM 3410 & 3422
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ii Appropriateness of proposed program's structure and curriculum for its educational objectives.

The challenge of facilitating the transition of IEPs into professional Canadian employment commensurate with their training and experience has been well documented. Evaluations of successful bridging programs and reports in the field have identified education in the distinct aspects of Canadian work culture and practices as critical for the transition of IEPs into Canadian positions. In addition, the ability to communicate at a professional level of competence has been identified as a core skill for professional success in Canada, and one that many IEPs lack. While communication is often seen as synonymous with linguistic competence, there are many distinct cultural practices that mark professional communication in Canada that must be mastered, distinct from linguistic competence. Flowing from these overall objectives is the requirement for all students in the certificate to complete three foundation courses (Core Skills) as follows:

1. AP/ADMS 3015 – Professional Communication in the Canadian Context
2. AP/ADMS 3020 – Canadian Business Culture and Management Skills
3. AP/ADMS 3060 – Fundamentals of Canadian Business Law and Ethics

Since IEPs come with significant professional experience acquired abroad, a broad range of professional backgrounds and personal career objectives, they are offered five specialized courses in HR which have significant Canadian context and are required to 1. Assure the potential employers that an IEP who has successfully completed the program is able to competently handle the duties of the job; and 2. Provide graduates with five (out of nine) courses required to become Certified Human Resource Professional (CHRP). The specialized courses included in the proposed certificate are:

1. AP/HRM 2600 – Human Resource Management,
2. AP/HRM 3400 – Occupational Health and Safety,
3. AP/HRM 3490 – Compensation,
4. AP/HRM 3470 – Recruitment, Selection and Performance Appraisal of Personnel
5. AP/HRM 3430 – Human Resource Planning

Finally, consistent with the overall objective of facilitating the transition of IEPs into professional positions commensurate with their training (without requiring IEPs to replicate their existing education), the certificate program recognizes and accepts up to a maximum of six (6) advanced standing credits, if the courses taken outside York meet SHRM's transfer credit criteria. Students must take at least eighteen (18) credits at York to meet the residency requirements of the certificate program. Students will be able to enroll in the program on a part-time and full-time basis.

c. Admission requirements

Students admitted to this certificate program will normally be expected to meet the entry requirements for the Faculty of Liberal Arts and Professional Studies including having a relevant undergraduate degree from an accredited non-Canadian institution, English language proficiency and math skills consistent with requirements for entry to HRM programs and relevant professional studies.

Students seeking direct entry to the Certificate program must apply directly to the Office of Admissions, York University and provide a supplementary application outlining their professional background to the Bridging Office for IEPs. Participants already enrolled in Certificate in Business for IEPs at York may apply to transfer into IEP-HRM certificate prior to taking any specialized course(s) in the business area and if they meet the admission requirements for IEP-HRM Certificate⁴. These files

⁴ This option is offered since the qualifying pre-sessions and the foundation courses are identical in both Business and HRM certificates. This added flexibility is particularly important for the current IEP students who would have otherwise applied for admission into IEP-HRM Certificate program if it was up and running at the time of their applications.

will be assessed by the Admissions office for transfer credits and formal admission to the IEP-HRM certificate program. Students already enrolled in an undergraduate degree program can also apply for entry to the Certificate program, normally prior to the completion of 36 credits of their undergraduate degree program. Application forms for these students will be available at the IEP Office.

d. Category of certificate, with rationale

This is a professional certificate program intended to orient IEPs in HR to the Canadian context while at the same time recognizing their existing education and professional expertise. IEPs in HR-related areas come to Canada with diverse backgrounds and the need for them to access specific materials that provides them with an orientation to the Canadian context is critical to meeting the policy objectives of facilitating entry into positions commensurate with their experience and not requiring them to replicate education obtained outside of Canada. For these reasons, the certificate is designed to provide a succinct yet comprehensive overview of the Canadian HRM context with a professional orientation.

Consultation:

i. Similar approved certificates at York University

- a.** Certificate in Canadian Business for Internationally Educated Professional through the School of Administrative Studies within the Faculty of Liberal Arts and Professional Studies (approved by York University Senate on March 2011)
- b.** Certificate in IT for Internationally Educated Professionals through the School of Information Technology within the Faculty of Liberal Arts and Professional Studies (approved by York University Senate on March 2011)

ii. Nature and extent of consultation with other programs and what, if any, cooperative arrangements have been explored

The certificate program has been developed with the advice and guidance of faculty members at the School of Human Resource Management and the School of Administrative Studies within the Faculty of Liberal Arts and Professional Studies. These faculty members have deep understanding of the challenges that IEPs are facing and the missing pieces that are needed to help them break through Canadian employment barriers. Many of these faculty members are also members of professional bodies such as Human Resources Professional Association (HRPA) and, hence aware of the designation requirements granted by these bodies. They do regularly consult with members of the profession in the Greater Toronto Area and employers as well as non-governmental organizations such as the Toronto Regional Immigrant Employment Council. The IEP Advisory Board, consisting of senior executives of professional associations, employers, government, non-government and academia are also consulted. These stakeholders have endorsed both the need for such a program for IEPs as well as the curriculum.

In addition, there has been consultation with the Schulich School of Business, the School of Administrative Studies, School of Public Policy and Administration, Registrar's office and Office of the Vice-Provost.

e. Need and demand

i. External need and demand for certificate

According to the Human Resources and Skills Development Canada Report (Looking-Ahead: A 10-Year Outlook for the Canadian Labour Market (2008-2017): November 2008, SP-615-11-08E (<http://www23.hrsdc.gc.ca/l.3bd.2t.1ils@-eng.jsp>), management occupations (e.g., senior management, human resources managers and public service directors) are in short supply, in part because of the demand resulting from the high levels of retirement among workers who are usually at a more advanced stage in their career. For those occupations, supply comes mainly from career advancement (vertical mobility) – since school leavers and recent immigrants (without relevant

educational and professional backgrounds) do not have enough experience in the Canadian labour market to fill these positions. Furthermore, employers are placing greater emphasis on recruiting and retaining quality employees to handle increasingly complex jobs in our economy, resulting in a greater demand for human resources professionals. The data to project the supply of and demand for HRM professionals are derived from HRSDC's Canadian Occupational Projection System (COPS). COPS uses a variety of models to produce a detailed 10-year labour market projection per broad skill level and per occupation at the national level, which focuses on the trends of labour supply and labour demand over the next ten years.

Specific to the Toronto, the most recent National Outlook – 10-Year Projection (2009-2018) confirms a strong demand for HRM professionals (<http://www.workingincanada.gc.ca/report-eng.do?area=9219&lang=en&noc=0112&action=final&display=complete&titleKeyword=112>). Employment prospects for Human Resources Managers in Toronto region are expected to be good for the next few years. At the time of the most recent census, there were 8,740 managers in the Toronto region, an increase of 14% from the previous census.

This trend is likely to continue as the population ages and fewer young workers enter the workforce. This occupation has an older workforce compared with other occupations in the Toronto region. As a result, the need to replace workers who transfer to other occupations, retire or leave the labour force will be the primary sources for job openings in the upcoming years. All these factors and changes in legislation will create a high demand for Human Resources professionals, who will be required to develop and implement new policies to better handle succession management, attraction and retention problems of the existing employees. Consistent with the projected needs for more HRM professionals, CIC listed Professional Occupations in Business Services to Management (NOC 1122) as one of the priority areas for selecting immigrants to Canada (<http://www.cic.gc.ca/english/immigrate/skilled/apply-who-instructions.asp>).

The GTA is generally recognized as the largest destination for most of Canada's new immigrants, and this would likely be particularly true for business-oriented IEPs given Toronto's status as the financial capital of Canada. In 2005, 43% of Toronto's population (1,051,125) reported themselves as being part of a visible minority, up from 37% in 1996 (source: City of Toronto website). A recent Statistics Canada report ("Population Projections of Visible Minority Groups, Canada, Provinces and Regions, 2001 to 2017," <http://www.statcan.gc.ca/pub/91-541-x/91-541-x2005001-eng.pdf>) suggests that more than half the population of Toronto belong to a visible minority group, mostly driven by the immigrant population. In 2001, about 70% of the visible minority population were born outside Canada. The visible minority population of Toronto would range between 2.8 million and nearly 3.9 million by 2017.

Preliminary findings from a national research study based on responses from over 6000 professionals in Canadian corporations and professional service firms, reveal that approximately 50% of visible minority respondents felt their employers did not recognize their educational credentials as being on par with equivalent Canadian degrees (source: Catalyst Canada and the Diversity Institute at Ryerson University Feb 28, 2008). The proposed IEP-HRM program will address this need for IEPs to be trained and certified to work as HRM professionals and, at the same time, help fill the labour market gaps in this area.

The proposal includes access to occupation-specific language training, recognition of existing credentials, training and work experience and access to specific academic programming that addresses specific gaps as well as a Canadian post-secondary credential. The program will also offer access to work experiences through Experiential Education and paid internships. Finally, on-going mentoring by peers, alumni and professionals will provide social supports to foster the success of IEPs in understanding and succeeding in the Ontario labour market.

ii. Student Demand and expected outcome (5 year projection)

The projected enrollments below reflect the planned intake for the IEP-HRM Certificate program for the next 5 years. The planned intake for IEPs into the Bridging program is 30 for each academic year.

PROJECTED ENROLMENTS					
Student Status	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment	30	30	30	30	30
Complete the program/receives Certificate		25	25	25	25
Gain meaningful employment in HR or related field		22	22	22	22

II. Certificate Requirements

a. Outline of the Requirements (calendar copy)

Prior to beginning this certificate program, students must normally have the following minimum qualifications:

- (1) An HR related undergraduate degree from a non-Canadian accredited university;
- (2) English language requirements for entry into the Bridging program at York, and;
- (3) At least one year of related experience.

Graduating with a Certificate:

A minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements, except where otherwise stated. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. The Academic Standards section offers more details of the undergraduate certificate minimum standards.

Requirements: 24 credits including:

a) Core requirements (3 courses - 9 credits):

1. AP/ADMS 3015 – Professional Communication in the Canadian Context
2. AP/ADMS 3020 – Canadian Business Culture and Management Skills
3. AP/ADMS 3060 – Fundamentals of Canadian Business Law and Ethics

b) Specialized Courses (5 courses - 15 credits):

1. AP/HRM 2600 – Human Resource Management,
2. AP/HRM 3400 – Occupational Health and Safety,
3. AP/HRM 3490 – Compensation,
4. AP/HRM 3470 – Recruitment, Selection and Performance Appraisal of Personnel
5. AP/HRM 3430 – Human Resource Planning

Order of Courses

	Term 1	Term 2	Term 3	Term 4
3 courses per term	3 core (foundation)	HRM 2600 & HRM 3400	HRM 3490 HRM 3470 HRM 3430	

2 courses per term	2 core (foundation)	Remaining 1 core & HRM 2600	Any 2 from HRM 3400, HRM 3490, HRM 3470, HRM 3430	Remaining 2 from HRM 3400, HRM 3490, HRM 3470, HRM 3430
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Prerequisites

HRM 2600 is the prerequisite for: HRM 3490, HRM 3470, HRM 3430 and HRM 3410. *No substitutions will be granted for HRM 2600.*

HRM 3400 has no HRM prerequisite hence it can be taken concurrently with HRM 2600

ADMS 2400 is the prerequisite for: HRM 3410 and HRM 3422. *Therefore, students wishing to substitute any of these 2 courses for the specialized courses must first take ADMS 2400.*

Transfer Credits

Applicants who have completed the equivalent Ontario college courses for ADMS 2400 (Organizational Behaviour) and/or ADMS 1500 (Finance & Accounting/Intro to Accounting) may apply for transfer credits in order to potentially reduce the number of required specialized courses from 5 to 3. Applicants wishing to receive transfer credits for these courses must submit course outlines at the time of applying to York. Please contact the IEP office for more details.

b. Courses (among requirements) currently offered, with frequency of offering

All specialized courses are currently offered by the School of Human Resource Management on a regular basis. The core courses are requested by the IEP office as per need and offered by the School of Admin Studies.

c. Core Courses

The three new core courses, i.e. ADMS 3015, ADMS 3020 and ADMS 3060 were each offered for the first time in May, 2010. These courses will be offered at least once per year. These courses will be made available in the evenings, with some late afternoon sections and eventually all three courses may also be offered on a distance basis.

d. Appropriateness of the certificate’s structure and curriculum for its learning objectives

The learning objectives for the certificate program focus on highlighting the distinctive aspects of the Canadian context for HR IEPs whose training and experience has been obtained outside of Canada. In addition, courses will facilitate the development of core competences for HR professionals in communication and interpersonal skills. Each of the courses offered in the certificate program will include written and oral presentation of ideas to develop communication skills, cases and experiential exercises that will facilitate the development of analytical skills, and a group project that will facilitate the development of technical and interpersonal skills.

e. Appropriateness of the mode of delivery to meet the certificate’s learning objectives

These courses are initially being offered in the traditional format of lectures with an on-line component. Courses include relevant assignments and cases to build the core competences for HR professionals operating in a Canadian context.

Appropriateness of methods to evaluate student progress

The methods used to evaluate students’ progress are consistent with other SHRM and SAS courses. Examinations, assignments, oral presentations and case studies are used when appropriate.

III. Human and Physical Resource Requirements

a. Faculty

All the full and part-time faculty members involved in the development and teaching of these courses have expertise in the relevant professional discipline as well as extensive experience teaching mature students, often including experience teaching internationally educated professionals. The core courses have been designed with input from faculty members with relevant professional backgrounds. The core courses will be taught by faculty members who have been teaching these courses to IEPs in Business or IT streams since May 2010. In addition, upper level courses will be taught by existing full and part-time faculty members in SHRM.

Faculty members for core courses:

Marlene Bernholz (ADMS 3015)

Eytan Lasry, Indira Somwaru (ADMS 3020)

Mark Schwartz and Robert Levin (ADMS 3060)

b. Administration: Need for coordinator, support staff, advisors if any

The administration for the certificate will be handled by the IEP Bridging office in consultation with SHRM as necessary.

c. Library materials, equipment and academic computing access required

No additional library, equipment or computing resources are required.

d. Space Requirements

Classes will be held in classrooms on the Keele campus.

e. Feasibility of Student Information System support for proposed implementation schedule

The Registrar's office has already been informed and is currently mounting the new courses approved for the certificate.

IV. Summary Statement of Funding Requirements

Funding has been provided through the MCI grant.

Appendix A: Course Descriptions

AP/ADMS 3015 3.00: Professional Communication in the Canadian Context

This course increases the communicative competence of Internationally Educated Professionals (IEP) in both business writing and presentation skills, while increasing their ability to analyze and negotiate the Canadian landscape of their chosen profession. Direct instruction is combined with simulations, discussions and group activities to develop clear, accurate, effective oral and written communication.

Course credit exclusion: AP/WRIT 3989 3.00.

Note: Open only to Participants in the Bridging Program for Internationally Educated Professionals.

AP/ADMS 3020 3.00: Canadian Business Culture and Management Skills

This course provides an overview of the Canadian business environment and focuses on the development of management skills for Internationally Educated Professionals (IEP). Theoretical instruction is combined with case analyses and teamwork exercises to develop a comprehensive understanding of the course material.

Prerequisite: Score of 5.5 on YELT or equivalent. Course credit exclusions: AP/ADMS 1000 3.00, AP/ADMS 2040 3.00, AP/ADMS 2400 3.00, AP/ADMS 3930 3.00, AP/HRM 3440 3.00.

Note: Open only to Participants in the Bridging Program for Internationally Educated Professionals in Business and HRM.

AP/ADMS 3060 3.00: Fundamentals of Canadian Business Law and Ethics

This course examines the background and nature of business law and ethics in Canada. It explains the foundations of Canadian business law and the essential legal elements key to business success in Canada. It also analyzes stakeholder-support of corporate and professional accountability and governance and provides insights into the development of decision processes based on socially responsible and sound ethical decision-making frameworks.

Course credit exclusions: AP/ADMS 2610 3.00, AK/ADMS 2610 3.00 (prior to Fall 2009), AK/ADMS 3610 3.00 (prior to Summer 2005).

Note: Open only to Participants in the Bridging Program for Internationally Educated Professionals in Business and HRM.

Other Considerations

- I. The development of the program for IEPs is funded by MCI until December 31 2014. The certificate is administered through the IEP Bridging program office.
- II. VPA's office has supported the project and no additional resources are required.
- III. Registrar's office has collaborated with the Bridging program office in the implementation of systems support for the program.

V. Attachments

Statement of Support from Vice Dean Kim Michasiw

Library statements for each of the new course proposals

Confirmation from 'interested' programs:

- School of Human Resource Management
- Schulich School of Business
- School of Administrative Studies
- School of Public Policy Administration
- IEP Advisory Board Member



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Dear Dr. Noordeh,

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal for a new 24-credit certificate program in Human Resources Management for Internationally Education Professionals, a program to be offered, primarily, by our Faculty's School of Human resource Management. I am very pleased to endorse this timely initiative, one that harmonizes fully with LA&PS's commitments to accessibility and internationalization. The Program harmonizes also with the Faculty's existing programs for IEPs, providing students with additional options and opening for them additional opportunities.

Thinking parsimoniously, as we are obliged to do in time present, I am pleased as well that the program 's demands on resources are so modest as they are. Be repurposing existing courses, the program helps to align its students with key elements in the education of Canadian business student—helping the IEP students to share in a common discourse—and minimizes the need for new resources. Dedicated courses will have, of course, to be mounted, but these should become self-sustaining in the near to medium term.



In a more generous frame, independent of resource question, the proposed program does what universities ought to do: to enable those who have emigrated to this country with talents and skills to adapt those talents and skills to their new context, and to provide students with the credentials necessary to entering fully into the Canadian workforce. I am delighted to support the proposal and am fully confident of its success.

Sincerely,

Kim Ian Michasiw
Associate Dean, Programs
LA&PS

Consent Agenda Items (ASCP Report)

1. Establishment, Specialization in Canadian Common Law, Professional LLM Degree Program, Osgoode – **Appendix G**
2. Establishment of Streams, BA and BFA Programs in Dance, Fine Arts – **Appendix H**
3. Change in Program Name from Visual Arts to Visual Arts and Art History, Visual Arts and Art History, Fine Arts
4. Changes to Requirements, Professional Certificate in Logistics, Administrative Studies, LA&PS – **Appendix I**
5. Change in Admission Requirements, Honours Minor Public Administration (BPA) Program, LA&PS-**Appendix J**
6. Addition of Major GPA Requirement for Transfer into BA Program in Law & Society, LA&PS – ..**Appendix K**
7. Changes, York–Fleming College Joint Program in Ecosystem Management, Environmental Studies – **Appendix L**
8. Establishment of Streams, BA Program in French Studies, French Studies, Glendon – **Appendix M**

**York University
Faculty of Graduate Studies**

**Specialization in the Professional LLM:
Canadian Common Law**

January 2013

York University
Specialization in the Professional LLM:
Canadian Common Law

1. Name of the Field Being Proposed and Identity of Parent Program

This submission is for a new specialization within the established Professional LLM Program of Osgoode Professional Development. This offering is a specialization in Canadian Common Law.

2. Description of the Field

The Canadian Common Law specialization is designed to provide foundational training in common law and Canadian law to foreign law graduates and lawyers and/or law graduates and lawyers trained in the civil law tradition in Canada. The purpose of offering this new specialization is to give such students the opportunity to take foundational courses in Canadian common law as required of them by the National Committee of Accreditation (NCA), while completing a master's degree. These new courses cover substantially the same content as is covered in the same courses at the JD level, however, the compressed curriculum assumes that the student already has an undergraduate law degree, and evaluation is at a graduate level.

Demand is high for this kind of program. At present, foreign trained lawyers who wish to practice law in Canada are assessed by the NCA and are told of the requirements, if any, that must be met in order for the NCA to issue a Certificate of Qualification to the candidate. There are three possible types of requirements:

1. passing examinations set and administered by the NCA in prescribed subject areas of law;
2. taking courses in prescribed subject areas of law at a Canadian law school; or
3. completion of a Canadian common law degree program.

At a minimum, NCA students are required to write examinations in (or receive course credit for) four core subjects: Foundations of Canadian Law, Constitutional Law, Administrative Law, and Criminal Law. A significant number of students are also required to take Business Associations and Professional Responsibility. In future, a number of students will also be required to take Legal Research and Writing. Some students are required to take additional exams (or receive course credit) in subjects including Contracts, Torts, Property Law, Tax Law, Estates, Family Law, and others.

For those students who are required to or would like to take courses in and receive credit for particular subjects (as opposed to simply writing exams), the options are limited. Although most Canadian law schools do accept a small number of NCA applicants (as part of a special category of applicant), many (including Osgoode Hall Law School) do not accept such students into first year JD courses, which in many cases are the very courses NCA applicants need. Further, space at Canadian law schools is limited for NCA applicants.

The proposed LLM in Canadian Common Law will provide an alternative option to NCA students. The demand for such a program has been made clear through inquiries and applications we have been receiving for the Professional LLM program over the past number of years. The NCA has similarly indicated that the demand for such a program in the Toronto area is high, and has encouraged us to make such courses available to interested and qualified students.

We are not the first law school to offer this kind of program. In 2009, the University of British Columbia Faculty of Law mounted a Masters of Common Law program for foreign-trained lawyers and for Canadian lawyers trained in a civil law tradition that enables students to receive NCA credit for the courses they take. Similarly, the University of Toronto Faculty of Law has recently begun to offer NCA equivalent courses through its Global Professional LLM program.

The name for the specialization, LLM in Canadian Common Law, is appropriate for the specialization and consistent with usage in the field. The courses offered are foundational courses in Canadian common law. Similar programs at other law schools (for example, the UBC's Masters of Common Law) are similarly named.

This specialization is designed to be completed in 3 terms of full-time study or 6 terms of part-time study.

3. Admissions Requirements for the Specialization

The admissions requirements for this Specialization are as follows:

- Applicants must hold a Bachelor of Laws degree or its equivalent from a university outside Canada or a Bachelor of Civil Laws (and not a common law degree) from a Canadian university. This admissions requirement differs from most of OPD's LLM specializations, which simply require an LLB or a JD degree or equivalent. Because the courses offered through this specialization cover substantially the same content as Canadian JD or LLB common law courses, this program is restricted to applicants who have not received a JD or LLB from a Canadian law school in common law.
- As for all of OPD's LLM specializations, a minimum B (75%) average (or equivalent) **or** relevant work experience (typically five years).
- As for all of OPD's LLM specializations, proof of language proficiency for applicants who do not meet one of the following criteria:
 1. their first language is English; OR
 2. they have completed at least two years of full-time study at an accredited university in a country (or institution) where English is the **only** official language of instruction.

The language proficiency requirements for this program are the slightly lower than for most of OPD's specializations. The required TOEFL, YELT and YUELI scores are the same, however the required IELTS score is slightly lower. For IELTS, the requirement will be an overall score of 7.0 with a 7.0 in writing and reading (as opposed to the requirement of a 7.5 overall for most of OPD's other specializations). It is our view that the program will be

attractive to applicants who may not be able to achieve a 7.5 overall but will be able to achieve a 7.0 overall and in reading and writing and, in our experience, students with this IELTS score will have sufficient English language capabilities to succeed in the program. Further, we note that Osgoode's minimum language requirement for NCA applicants wishing to take JD courses is 7.0 IELTS, and UBC's minimum IELTS score is a 7.0 overall, and 7.0 in reading and writing.

Two of OPD's other LLM specializations were also approved with the lower 7.0 IELTS language proficiency requirement – the International Business Law LLM and the General LLM (full-time option). In both of those programs, students admitted with a 7.0 IELTS are required to take OPD's non-credit International Business Law Preparatory Course (formerly entitled Advanced ESL for Law and Business) prior to commencing their studies. This course is a month-long intensive English language/preparatory course for international students studying at OPD who require additional support. The program intends to similarly require students admitted to the LLM in Canadian Common Law with an overall IELTS of 7.0 to take the International Business Law Preparatory Course. If students have an overall IELTS of 7.5, they would normally not be required to take the course.

In sum, to fulfill the language proficiency requirement applicants can sit for the **TOEFL**, **IELTS**, the **YELT** (York English Language Test), or attend **YUELI** (York University English Language Institute). Applicants relying on TOEFL must sit the test that includes the **TWE** (Test of Written English) component. For TOEFL, the minimum acceptable score is 600 (paper-based) or 250 (computer-based), iBT 100, as well as 5 on the TWE component. For IELTS, the minimum acceptable score is an overall band of 7.0, and a 7.0 in reading and writing. Applicants relying on YELT must score in Band 1. Applicants attending YUELI must achieve a Level 6 with Distinction or YP3 with Distinction.

The application package required is the same as for OPD's other LLM specializations. Applicants are required to submit:

- A completed application form
- Application fee
- Two sets of official transcripts from every post-secondary institution attended where a grade was received for courses completed. Official translations are required if the originals are in a language other than English or French.
- Two letters of reference
- Resume
- Personal statement outlining goals and interests in relation to the program offering

A personal interview, either in-person or by telephone, may be required.

4. Relationship of Curricular Requirements for the Specialization to the LLM Program

This specialization is designed to be completed in 3 terms of full-time study or 6 terms of part-time study. Classes will be conducted in a variety of formats: weekly, twice weekly, intensively or in a combination of these formats.

As with all of OPD's LLM specializations, students in the Canadian Common Law specialization will be required to obtain 36 credits to satisfy the requirements of the degree. While students in the Professional LLM program are typically required to either complete a

Major Research Paper (MRP) of 70 pages in length or a minimum 30 page Significant Research Paper (SRP) in one of their core courses in order to complete their degree, we propose that this not be a requirement for the Canadian Common Law specialization. The reason for this is as follows. Because the core courses we are offering in this program lead to professional accreditation, the method of evaluation needs to ensure that students have a comprehensive understanding of the course material. Long papers by nature do not comprehensively cover all course material, and substituting a 30 page final paper for the final exam is accordingly not an option. Students, however, will be evaluated at a graduate level in each course, for example, by way of a short paper (plus a final exam) or by way of a final take-home exam that examines a student's comprehensive understanding of the material and as well as their graduate level research skills.

Students will be required to complete 18 of the 36 credits from our list of Canadian Common Law core course offerings. The remaining 18 credits may be taken from OPD's other Professional LLM course offerings. Similar to OPD's LLM in International Business Law, students may also be permitted to take upper year JD courses with graduate level evaluation (for 3.0 credits per course). Students will also have the option of completing a MRP or an Independent SRP in an area relating to their specialization.

All of the Canadian Common Law core courses will be taught at the graduate level. As noted above, methods of evaluation will vary, but will typically include a short mid-term paper, and a final exam or a final take-home exam that examines a student's comprehensive understanding of the course material as well as their graduate level research skills.

5. Courses

Canadian Common Law Core Course Offerings

Most of the core courses are existing courses offered by Osgoode Professional Development and have been approved in previous years as part of the International Business Law LLM specialization or have recently been approved as part of the General LLM. All courses are taught by instructors in the Professional LLM Program, as part of the LLM Program.

Existing Courses

Canadian Administrative Law

- GS Law 6842P
- 6.0 credits
- Offered once a year as a semester long course in either fall or winter
- Short course description: Administrative Law is the body of law regulating the ways in which government operates. It is about the rules and limits that apply to not only the operations of the Crown, Cabinets, Ministers, government departments, and municipal corporations, but also the various administrative tribunals and agencies deployed by governments for the carrying out of governmental functions of all kinds. This course focuses on the circumstances under which government decision makers are subject to an obligation of procedural fairness, the content of that obligation, the extent to which substantive decision makers are subject to scrutiny by the courts in the name of jurisdiction or other principles of substantive review, and the remedial framework in which superior courts exercise their review powers, including monetary compensation for wrongful administrative action.

Canadian Criminal Law

- GS Law 6843P
- 6.0 credits
- Offered once a year as a semester long course in either fall or winter
- Short course description: This course examines the general principles of liability under the criminal law and various procedural matters relating to the trial of an accused person.

Canadian Professional Responsibility

- GS Law 6844P
- 3.0 credits
- Offered once a year in either fall or winter
- Short course description: This course examines various aspects of the nature and organization of the legal profession in Canada, and the legal and ethical responsibilities of lawyers.

Business Associations

- GS Law 6845P
- 6.0 credits
- Offered once a year as a semester long course either in fall or winter
- Short course description: This course provides an introduction to the laws governing the predominant forms of business organization in Canada – sole proprietorships, general partnerships, limited partnerships, limited liability partnerships and corporations. The focus of the course will be on business corporations, with particular reference to the *Canada Business Corporations Act*. The course will canvass such topics as: the creation and organization of the corporation; the corporation as a distinct entity from its shareholders; the capital structure and activities of the corporation; roles and duties of directors, officers and shareholders; corporate governance; shareholder agreements; shareholder derivative actions and other remedies; and introduction to corporate transactions (mergers and acquisitions).

Legal Research and Writing for International Students

- GS Law 6508
- 3.0 credits
- Offered once a year either in fall or winter
- Short course description: This course focuses on the development of graduate-level skills in legal research, analysis and communication for international students. This course is divided into two sections, Part I (Legal Research) and Part II (Legal Writing). Part I will provide students with the basic techniques of legal research and the skills to identify, and locate legal materials relevant to business scenarios around the world. Part II focuses on the development of analytical and legal writing skills. The ultimate goal of the course is to teach students to research and write the kinds of legal materials that are needed in graduate level law courses and the practice of business law in a global environment.

New Courses

Canadian Public and Constitutional Law

- GS Law 6847P
- 6 credits
- Offered once a year as a semester long course in either fall or winter
- Short course description: The purpose of this course is to provide students with: a) an introduction to and overview of Canada's legal system and the role of law in Canadian society; and b) an introduction to the various components of Canadian constitutional law, and to the basic principles necessary to understanding and applying the provisions of the constitution in legal practice. Topics covered include foundations of Canadian law and Canadian constitutional law.

Independent Significant Research Paper

- GS Law 6848P
- 3 credits
- Offered at any time throughout the LLM provided appropriate supervision is available.
- Short course description: Students may complete an independent Significant Research Paper (SRP) of approximately 30 pages on any topic related to their specialization, provided appropriate supervision is available. The SRP should go beyond merely describing legal developments to include independent critical analysis of its subject matter. Students will be required, at a minimum, to submit to their supervisor an outline and bibliography for approval.

Course proposals and library statements for the new courses listed are attached at Appendix "A".

6. Program Structure, Learning Outcomes and Assessment

Learning Outcomes for the Canadian Common Law LLM Program

	The Canadian Common Law LLM degree will be awarded to students who:
Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • Demonstrate a high level of proficiency in and knowledge of at least three of the core Canadian Common Law subjects (Canadian Public and Constitutional Law, Canadian Administrative Law, Canadian Criminal Law, Business Associations, Professional Responsibility, Legal Research and Writing for International Students). • Demonstrate critical awareness of current issues at the forefront of at least three of the core Canadian Common Law subjects. • Demonstrate a high level of proficiency in at least 1 specialized and advanced level course from the selection of upper year JD and Professional LLM electives. • Demonstrate a comprehensive understanding of the theoretical perspectives and policy issues that shape and influence chosen

	subject areas and legal institutions.
Research and Scholarship	<ul style="list-style-type: none"> • Demonstrate proficiency in conducting legal research using Canadian legal research databases, library resources and information technology. • Can critically evaluate current legal research, theory and scholarship. • Use techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues. • Formulate and support sustained and well-reasoned legal argument in written form.
Level of Application and Knowledge	<ul style="list-style-type: none"> • Apply knowledge and intellectual and practical skills to critically assess and formulate sound solutions to complex legal problems. • Identify and evaluate areas of law in need of reform.
Professional capacity/autonomy	<ul style="list-style-type: none"> • Demonstrate reasoned decision making with respect to complex legal and professional situations. • Demonstrate behaviour consistent with academic integrity social and high professional standards. • Show initiative, personal responsibility and accountability in professional contexts.
Level of Communication	<ul style="list-style-type: none"> • Are able to effectively formulate and present well-reasoned legal arguments orally and in writing. • Demonstrate the ability to present and communicate ideas clearly and persuasively. • Are able to write well-structured and well-reasoned sustained legal argument.
Awareness of limits of knowledge	<ul style="list-style-type: none"> • Understand the complexity, limits and evolving nature of the law. • Are aware of the limits to their own knowledge and how this might influence their legal analyses and interpretations.

The above objectives are achieved in the following ways:

Depth and Breadth of Knowledge: All students are required to take a minimum of 18 credits from the core Canadian Common Law courses. Each of these core courses will cover current issues relating to the specific subject matter and explore relevant theoretical perspectives and policy issues, facilitating breadth of knowledge. Breadth and depth of knowledge of the law will be augmented by the elective course requirements. Each student is required to take 18 elective course credits. Up to 30 of these credits can be drawn from the roster of core Canadian Common Law courses. At least 6 of these credits must be drawn from specialized and advanced-level Professional LLM courses and/or upper year JD elective courses, fostering depth of knowledge of the law.

Research and Scholarship: All core Canadian Common Law courses will be taught and evaluated at the graduate level, and will have an applied research and writing component. In the core Canadian Common Law courses, students will generally be required to complete a mid-term paper and a final exam that examines their comprehensive understanding of the course material. As an alternative, students will be required to complete a final take-home exam with a graduate-level essay component. Students may also be required to complete research papers in upper year JD and Professional LLM elective courses. Students will also have the option of completing a Major Research Paper (70 pages) or an Independent Significant Research Paper (30 pages). All students will attend a library orientation session at which they will be taught how to use Osgoode's online and hard-copy library resources. Students also have the option of taking GS Law 6508 (Legal Research and Writing for International Students).

Level of Application and Knowledge: The evaluation method in all core Canadian Common Law courses as well as elective courses will require students to apply their knowledge to formulate sound solutions to legal problems and demonstrate critical legal reasoning skills. With the exception of Legal Research and Writing for International Students (GS Law 6508), all core Canadian Common Law courses will also require students to identify and evaluate areas of law in need of reform. Most electives will also satisfy these learning outcomes.

Professional Capacity/Autonomy: Professional Capacity/Autonomy learning outcomes are incorporated in all courses taken in the program. In particular, professionalism and ethical obligations of lawyers will be the focus of GS Law 6844P - Professional Responsibility.

Level of Communication: In all courses, students will be evaluated on their ability to formulate and present well-reasoned legal arguments and to present their ideas clearly and persuasively. Many of the program's courses will require students to write papers and to make oral presentations/arguments.

Awareness of Limits of Knowledge: In all courses, the teaching of case-law will illustrate the complex and evolving nature of the law, and the validity of different interpretations of legal issues.

Mode of Delivery, Methods and Criteria for Assessing Student Achievement

The core Canadian Common Law courses and elective Professional LLM courses are generally delivered in lecture format, interspersed with interactive small group and class discussion. Upper year JD courses may be lecture style or small group seminars. Student achievement in all courses will be assessed by a mixture of papers, invigilated exams, and take-home exams, with a graduate-level essay component.

7. Core Faculty

A number of expert practitioners have been identified and have agreed to teach the core courses. The instructors for this specialization include:

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges
Michael Doi, Instructor	Osgoode Professional Development/Financial Services Commission	Law	MRP
Jamie Todd, Instructor	Osgoode Professional Development/ Department of Justice	Law	MRP
Tom Schneider, Instructor	Osgoode Professional Development/ Ministry of Labour	Law	MRP
Shelley Kierstead, Assistant Professor	Osgoode Hall Law School	Law	MRP
Sharon Wang, Associate Librarian	Osgoode Hall Law School	Law	MRP
Frank Allen, Instructor	Osgoode Professional Development/Bennett Jones LLP	Law	MRP
Charlene Shafer, Instructor	Osgoode Professional Development/Bennett Jones LLP	Law	MRP
Faisal Bhabha, Assistant Professor	Osgoode Hall Law School	Law	MRP

8. Projected In-Take

As noted above, the demand for a program of this nature appears to be quite high. We are expecting a cohort of approximately 20 – 25 students in our first year. We would like to begin offering this specialization in Fall 2013, and we expect to run it on a yearly basis. This projected in-take is in addition to the existing enrolment targets for the Professional LLM program.

9. Impact on Parent Program

The Professional LLM is headed by an Academic Director, Professor Neil Brooks, who is part of the Osgoode full-time faculty and supported by staff at the downtown location, including a full-time Assistant Director, Academic Programs/ Director of the Professional LLM and a full-time Program Lawyer, International Programs. OPD has a dedicated support staff for its students.

All of the Professional LLM programs are self-funding, and as such, resource implications are a matter of internal budgeting.

While there are qualified instructors at Osgoode Hall Law School, this specialization will also draw upon the teaching expertise of senior practitioners and other professionals in the field. To this end, there will be no adverse effect on faculty resources, and the Dean and has approved the specialization on that basis.

10. Support Statements

Please see Appendix “B”.

Appendix “A”

Faculty of Graduate Studies New Course Proposal

1. **Program:** Professional LLM in General Law
2. **Course Number:** GS_Law 6847P
3. **Credit Value:** 6
4. **Long Course Title:** Canadian Public and Constitutional Law
5. **Short Course Title:** Public and Constitutional Law
6. **Effective Session:** Summer 2013

7. **Calendar (Short) Course Description:**

The purpose of this course is to provide students with: a) an introduction to and overview of Canada's legal system and the role of law in Canadian society; and b) an introduction to the various components of Canadian constitutional law, and to the basic principles necessary to understanding and applying the provisions of the constitution in legal practice. Topics covered include foundations of Canadian law and Canadian constitutional law.

8. **Expanded Course Description:**

The goal of this course is to provide students with a) an introduction to and overview of Canada's legal system and the role of law in Canadian society; and b) an introduction to the various components of Canadian constitutional law, and to the basic principles necessary to understanding and applying the provisions of the constitution in legal practice. Topics covered include foundations of Canadian law and Canadian constitutional law.

The course begins with an introduction and overview of Canada's legal system. Topics considered include the overarching legal framework, the various sources of Canadian Law and the Canadian constitution, the different branches of Canadian government, separation of powers, the role of international law, the nature and function of common law reasoning and judicial review, and basic approaches to statutory interpretation.

The course then engages in an in-depth study of constitutional law in relation to federalism, Aboriginal peoples, and the *Canadian Charter of Rights and Freedoms*. The examination of the federal division of legislative power will begin with general principles of interpretation, and will then focus on a handful of the most important legislative powers, including the federal powers in relation to

“peace order and good government” [opening language of s. 91], “trade and commerce” [s. 92(2)], “criminal law” [s. 92(27)], and the provincial power in relation to “property and civil

rights”. The course will then examine the federal and provincial powers to pass laws in relation to Aboriginal peoples and lands, and the Aboriginal and treaty rights entrenched in s. 35 of the *Constitution Act, 1982*. The final part of the course will focus on the rights and freedoms protected by the *Charter*, including freedom of conscience and religion [s.2(a)], freedom of expression [s.2(b)], life, liberty and the security of the person [s.7] and equality rights [s. 15] – as well as the provisions dealing with the application of the Charter [s. 32], reasonable limits [s. 1], the notwithstanding clause [s. 33] and remedies [s. 24, s. 52].

9. Evaluation:

Students will be evaluated by means of a final examination (worth 65% of the student’s grade), and a mid-term research paper (worth 35% of the student’s grade). The final exam will either be a 3 hour invigilated open-book exam or a take-home exam. The mid-term paper will be a graduate-level research paper of approximately 15 pages in length.

10. Integrated Courses:

N/A

11. Rationale:

This new 6 credit course in Public and Constitutional Law falls into a new category of courses being offered to foreign trained lawyers and law graduates and Canadian civil trained lawyers seeking to be accredited by the National Committee of Accreditation (NCA) for the purpose of qualifying as a lawyer in Canada. The purpose of offering this new category of courses is to give such students the opportunity to take foundational courses in Canadian common law as required of them by the NCA, while completing a master’s degree. These new courses cover substantially the same content as is covered in the same courses at the JD level, however, the compressed curriculum assumes that the student already has an undergraduate law degree, and evaluation is at a graduate level. These courses will only be available to students who do not have a Canadian JD or LLB. Both the University of Toronto and University of British Columbia law faculties have introduced similar courses at the graduate level to enable foreign-trained lawyers and law graduates to obtain their NCA qualifications.

12. Faculty Resources:

Like almost all courses in the LLM program, this course will be taught by faculty who teach off-load or by part-time faculty and thus has no impact on faculty resources available for teaching in full time programs. We have arranged for instructors Michael Doi and Jamie Todd to teach the course.

13. Crosslisted Courses:

N/A

14. Bibliography and Library Statement:

See attached.

15. Physical Resources:

The courses will be offered at Osgoode Professional Development. There are sufficient classrooms at OPD, and no additional physical resources will be required for the course.

Canadian Public and Constitutional Law

Bibliography

LEGISLATION

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SECONDARY MATERIAL: MONOGRAPHS

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New Course Proposal

- 1. Program:** Professional LLM Program
- 2. Course Number:** 6848P
- 3. Credit Value:** 3.0
- 4. Long Course Title:** Independent Significant Research Paper
- 5. Short Course Title:** Independent Significant Research Paper
- 6. Effective Session:** Winter 2013
- 7. Calendar (Short) Course Description:**

Students may complete an independent Significant Research Paper (SRP) of approximately 30 pages on any topic related to their specialization, provided appropriate supervision is available. The SRP should go beyond merely describing legal developments to include independent critical analysis of its subject matter. Students will be required, at a minimum, to submit to their supervisor an outline and bibliography for approval.

8. Expanded Course Description:

Students may complete an independent Significant Research Paper (SRP) of approximately 30 pages on any topic related to their specialization, provided appropriate supervision is available. The SRP should go beyond merely describing legal developments to include independent critical analysis of its subject matter. Students will be required, at a minimum, to submit to their supervisor an outline and bibliography for approval.

9. Evaluation:

30 page research paper on any topic related to a student's specialization.

10. Integrated Courses: N/A

11. Rationale:

The purpose of offering this new course is to give students in the Professional LLM program flexibility in how they complete Significant Research Paper requirement of their degree. While the course will be offered to all Professional LLM students, this course will be particularly attractive to students in the Canadian Common Law LLM specialization. Most of the core courses offered in the proposed Canadian Common Law LLM will be evaluated by way of a short mid-term paper and a final take-home exam, with no option to write a 30 page research paper as the form of evaluation, This course will give students the opportunity to complete a larger paper on a topic relating to one of their core courses. It will also give

students the flexibility to complete their course-work in the summer term.

12. Faculty Resources:

A large number of faculty at OPD are qualified to supervise students wishing to complete an independent SRP. With respect to the Canadian Common Law LLM program, the following faculty members are qualified to supervise students:

Tom Schneider
Michael Doi
Jamie Todd
Frank Allen
Charlene Shafer
Shelley Kierstead
Sharon Wang
Faisal Bhabha

The course will be offered each term, provided appropriate supervision is available. Like almost all course in the LLM program, this course is taught by faculty who teach off-load or by part-time faculty and thus has no impact on faculty resources available for teaching in full time programs.

13. Crosslisted Courses: N/A

14. Bibliography and Library Statement:

There is no bibliography for this course. See library statement attached.

15. Physical Resources:

This course does not require any physical resources.

LAW LIBRARY
Osgoode Hall Law School

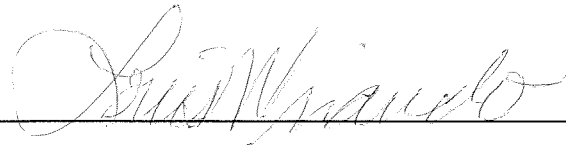
LIBRARY SUPPORT STATEMENT

Date: October 26, 2012

Proposed Course Title(s): Independent Significant Research Paper
GS LAW 6848P

Degree Programme: LLB
 LLM (Research)
 LLM (Professional)
Specialization:
 PhD

LAW LIBRARY STATEMENT: I have reviewed the proposal and bibliography and am satisfied that the Law Library will be able to support the proposed course.



Louis Mirando, Chief Law Librarian

LAW LIBRARY
Osgoode Hall Law School

LIBRARY SUPPORT STATEMENT

Date: October 26, 2012

Proposed Course Title(s): Canadian Public and Constitutional Law
GS LAW 6847P

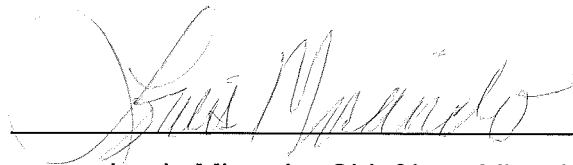
Degree Programme:

- LLB
- LLM (Research)
- LLM (Professional)

Specialization:

- PhD

LAW LIBRARY STATEMENT: I have reviewed the proposal and bibliography and am satisfied that the Law Library will be able to support the proposed course.



Louis Mirando, Chief Law Librarian

Appendix “B”

MEMO

To: Senate Committee on Curriculum and Academic Standards

Cc: Faculty of Graduate Studies

From: Lorne Sossin, Dean of Osgoode Hall Law School

Date: October 31, 2012

Re: **Professional LLM Specialization in Canadian Common Law,
Osgoode Professional Development**

I have been asked to provide details on the resource implications of the proposed LLM Specializing in Canadian Common Law, offered by Osgoode Professional Development (OPD).

OPD’s Professional LLM Programs have minimal impact on the law school’s faculty resources. This particular specialization has been developed to draw on a mixture of Osgoode faculty and senior practitioners and other professionals in the field. The Osgoode faculty involved have indicated they have sufficient time to devote to the specialization and that their involvement in the new program will not interfere with their regular teaching load. Additionally, the law library has entered into an agreement with OPD that provides a dedicated staff member to assist the Professional LLM students.

Therefore, there will be no adverse impact on faculty or other resources in offering this specialization.

Department of Dance, Faculty of Fine Arts

**Proposal for Three Streams in Dance
within the Bachelor of Fine Arts in Dance, Specialized Honours
and the Bachelor of Arts in Dance, Specialized Honours Degrees
Proposed Launch - September 2013**

January 22, 2013

In accordance with the York University Quality Assurance Process (YUQAP), the proposal for three Streams within an existing degree program is considered a Major Modification to Existing Programs. As such, the proposal for the new undergraduate curriculum follows the Protocol for Major Modifications.

Proposal Brief

a.) A description of the proposed changes and the rationale including alignment with academic plans:

For a full description of the changes to existing curriculum, please see Appendix A. Changes to Existing Degree Requirements.

The proposed three Streams in **Choreography/Performance** and **Dance Education** within the **Bachelor of Fine Arts in Dance (BFA, Specialized Honours)**, and **Dance Studies** within the **Bachelor of Arts in Dance (BA, Specialized Honours)** in the Department of Dance, Faculty of Fine Arts build on the strengths of the present curriculum and are designed for students of the millennial generation. These Streams reflect the fast-changing demographics not only of the Greater Toronto Area but also of Canada. With increased global thrust, the revised curriculum will attract more foreign students to study dance at York University, an internationalization initiative that is expressed in both the Provostial White Paper and the Integrated Resource Plan of the Faculty of Fine Arts. Thus, the new curriculum will partner York University's mission to increase its academic and artistic reach to the world.

The three Streams will, in addition, prepare graduates to teach and work in international locations and a wide array of communities, for example, populations that are aging, ethnically differentiated, and with a range of physical abilities and challenges, among others. Working in these fluid and heterogeneous environs requires sophisticated education in cross-cultural scholarship and diverse training in dance practices, theories, methods, and pedagogical techniques.

The Streams are distinguished as follows:

1.) Bachelor of Fine Arts in Dance, Specialized Honours
(Choreography/Performance)

This Stream will offer students opportunities for creative engagement with initiating, forming and presenting works of dance. With studio experience at its core, this particular Stream will provide students with skills in devising innovative movement and structuring choreography, through understanding choreographic elements and principles, and skills in the presentation of dance in various performance venues/media. Graduates of this Stream may go on to develop within the professional dance *milieux* as emergent dance artists, or seek further qualification and training in the growing fields of dance science and somatic practices.

2.) Bachelor of Fine Arts in Dance, Specialized Honours
(Dance Education)

This second Stream will offer students the opportunity to explore theoretical and practical aspects of teaching dance in a range of settings. Through theory and practice, students will develop skills for leading dance classes with diverse populations that may include children, adolescents, adults of all ages, as well as marginalized individuals and those with disabilities. Upon graduation, students will be prepared to pursue dance leader positions in recreational, community, and private educational settings, as well as to pursue a consecutive degree in Education, graduate level studies, or other certifications.

3.) Bachelor of Arts in Dance, Specialized Honours
(Dance Studies)

This Stream will prepare students to be dance thinkers and writers, who are adept at articulating the complexities of the body in its cultural and historical contexts. Together with studio classes, intellectual training will enrich understandings of contemporary, popular, and traditional dance forms. Students will be prepared to pursue graduate degrees in the humanities and social sciences, and will also be ready to enter the diverse fields of embodied performance as writers, archivists, curators, dramaturges, and/or researchers.

Admission Process: Admission to the BFA (Spec. Hons.) and BA (Spec. Hons.) programs in Dance will be based on students' academic performance, as well as the successful completion of the supplementary application, which includes an audition and written component. Previously, acceptance to the BA program was based solely on academic performance. The change to the BA admission process is reflective of the changes to the degree requirements that will now see BA students engaged in physical practice throughout their four-year program of study. There will be no change to the admission requirements for the BFA.

BFA Streaming Process: During a common first year, students will be exposed to a rich studio and studies curriculum, and have regular contact with full-time faculty. At the end of this year, BFA students will be given the opportunity to indicate their preferred Stream by indicating a first and second choice. Full-time faculty will then review academic and studio performance, and with consideration of the individual student's preference, recommend the appropriate Stream. In second year, students will begin specializing in their specific Streams.

As there is only one Stream on the BA program, those students will have pre-selected their area of specialization at the point of application.

Roll out and Continuation: The planned roll out for the new curriculum is September 2013. Students entering the program at that time will move directly into the common first year of the new curriculum.

Students moving into the second year of study in the BFA and BA will have the option of continuing in the current curriculum. However, it is expected that the majority will switch to the new curriculum, taking advantage of the new areas of specialization and reduced number of required credits. Efforts to facilitate a smooth transition for these students continue through ongoing consultation with the Faculty of Fine Arts Student Academic Services and the Dance Students' Association.

Students moving into the upper years of study as of September 2013 will complete their degrees in the current curriculum.

The 2013/14 Department schedule has been carefully crafted to address the needs of all cohorts. The new curriculum is expected to be in full operation by 2016. Students requiring curricular accommodation ("grandparenting") over the next 5 years will be advised on a case-by-case basis.

Rationale: These three Streams respond to the changing worldwide financial context that invariably impacts the delivery of university degree programs. Thus, the Streams are carefully designed to be sustainable and fiscally responsible. All the required courses in the three Streams have been designed and reconfigured in tight alignment with the areas of expertise and research interests of full-time faculty members. These are tenured and tenure-track Professors who are projected to be with the Department of Dance for at least the next 5 years. The three Streams will have strong foci on contemporary understandings of choreography and performance, dance pedagogy for the 21st century, and dance cultural and historical studies. The new curriculum will position the Department of Dance to meet the demands, challenges, and opportunities of this new century. While the new curriculum will project to the future, it will also be anchored in the high quality of education for which the Department of Dance is known nationally and internationally.

Alignment with Academic Plans: With this curricular revision, the Department of Dance will successfully align its strategic and academic planning with the Faculty of Fine Arts Integrated Resource Plan 2010 – 2013 (IRP), which in turn, was informed by the Provostial White Paper. Please see Section e.) for more detail.

b.) An outline of the changes to requirements and the associated learning outcomes:

For Changes to Existing Degree Requirements, please see Appendix A.

For Course Assessment, please see Appendix B.

For Degree-level Expectations and Program Learning Objectives as they relate to Program Degree Requirements, please see Appendix C1 and C2.

The requirements of the three Streams are:

All BFA (Spec. Hons.) and BA (Spec. Hons.) students share a common first year of study as follows:

FA/DANC 1215 3.00 and 1216 3.00 Contemporary/Modern Dance Forms

FA/DANC 1220 3.00 Fundamentals of Physical Practice

FA/DANC 1271 3.00 Dance Production

FA/DANC 1340 6.00 Introduction to Dance Studies

In the second year of study, students begin to focus on specified streams. i.e., BFA - Choreography/Performance or Dance Education; BA - Dance Studies.

In order to demonstrate the integrated nature of the undergraduate Specialized Honours degrees, required courses have been grouped across the curriculum as follows:

I. Physical Practice Courses such as Fundamentals of Physical Practice; Contemporary/Modern Dance Forms, Contemporary World Dance Forms, Contemporary/Ballet Dance Forms

II. Specific Stream Courses related to Choreography/Performance such as Choreography, Performance, York Dance Ensemble, etc.; Dance Education courses such as Pedagogy I - IV; Dance Studies courses such as Dance Writing, Dance and Cultural Studies, Dance and Popular Culture, Dance and Cultural Studies: Cross-Cultural Studies, Dance and Cultural Studies: Advanced Seminar

III. Production Courses such as Introduction to Dance Production; Dance Production Practicum

IV. Research Courses such as Research; Senior Projects

V. Studies Courses such as Dance Kinesiology, Movement Observation, Choreographic History, Writing for Dance Professionals, etc.

Although “Dance Studies” is the main focus of the BA, “Studies” (General) courses are also integral to the BFA in both Streams. Similarly, “Physical Practice” is an integral part of the BA degree. Theory and praxis are thereby presented in the curriculum holistically. Woven through the entire curriculum are numerous opportunities for students to engage in practice-based learning (experiential) such as performances, presentations, workshops, practica, and internships.

As a core principle, research is understood to be in two areas—first in the courses listed under “Specific Streams” such as Choreography/Performance, Dance Education and Dance Studies, as well as generically under the category “Research.” In this way, research in each of the Specific Streams is equally valued.

c.) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the major modifications on other programs:

Throughout the process of designing the Three Streams, consultations were conducted with York's Faculty of Education, Canada's National Ballet School, and the School of Toronto Dance Theatre.

The Department of Dance has an ongoing co-curricular program with the Faculty of Education through the Concurrent Bachelor of Education (BEd) Program. As has been past practice, high school applicants entering the Specialized Honours programs in Dance can apply for Direct Entry to the BEd. Program at York. Students can also apply to the Concurrent Program later in their studies, as long as they have a minimum of 36 credits remaining for the completion of their undergraduate degree. Students interested in pursuing a teaching career in the Ontario school system will benefit from the new BFA Dance Education Stream. Although students in the BA (Spec. Hon.) program will continue to be eligible for the BEd program, only graduates from the BFA (Spec. Hons.) will be qualified to teach in the Intermediate/Senior (Grade 7 to Grade 12) divisions with Dance as a teachable subject.

The Department of Dance has had long-standing articulation agreements via the BFA (Spec. Hons.) with both Canada's National Ballet School through its Teacher Training Program and the School of Toronto Dance Theatre through its Professional Training Program. Although there have been curriculum shifts in those two institutions over time, the development of the three Streams in Dance has necessitated only a minor update of the credit transfers, not a substantive change in the equivalencies. These updates have been successfully negotiated and will follow once this proposal is approved.

Finally, the proposed new undergraduate curriculum is unique to the Department of Dance within the Faculty of Fine Arts. It does not overlap with any other existing academic programs at the University.

d.) A summary of any resource implications and how they are being addressed:

No new additional faculty are immediately required to support the delivery of these Streams curriculum, since they have been reconfigured within the existing BFA and BA degrees in Dance.

To better incorporate the emerging fields of dance practice/research within the Streams, only 17 new courses were designed for the proposed curriculum. Seven existing courses were revised.

The reduction in the required major credits (i.e., 75 required Dance credits, down from 81) will be mitigated by a decrease in the number of necessary majors courses offered over the academic year. A likelihood of shoring up enrolments elsewhere is found in the historical evidence indicating that dance students frequently enroll in dance courses to fulfill their elective requirements. The three Streams will make enrollment management easier to track, as there is much greater predictability in the courses. The necessary limited enrolment in the Choreography (20) courses will be balanced out by the larger enrolments of the Dance Education and Dance Studies courses. Furthermore, the assuredly popular courses in the upper level physical practice classes of Urban, Philippine and African Dance will be open to non-majors who meet the pre-requisites.

Existing staff in the Department of Dance and the Faculty of Fine Arts will meet all administrative requirements.

e.) The application of any other relevant criteria outlined in Section 3.3 to the proposed changes.

With three distinct but interrelated Streams, the proposed new curriculum has aligned with the Faculty of Fine Arts Integrated Resource Plan through the following objectives:

FFA IRP Priority 1: *Building on the Faculty's current national reputation as a leader in arts education, to develop an international reputation as an institution operating on the cutting edge of the arts in the 21st century.*

Curriculum Objectives:

- promote diversity, community engagement, and commitment to teaching the millennial generation—a cohort that has a wide array of academic, artistic, technological, and ethnic backgrounds;
- deepen academic and artistic discourse around dance that will take stock of the dance practices of the “other,” of those communities that have traditionally been marginalized in the production and dissemination of dance works and scholarship;
- feature the intersections of dance and technology as integral to the ongoing development and discourse;
- recognize equal importance in the teaching and training of both BFA Specialized Honours students and BA Specialized Honours students.

FFA IRP Priority 2: *Entrenching the integration of scholarly and creative research with teaching.*

Curriculum Objectives:

- align courses with the research, academic, and artistic profiles of present full-time faculty members.
- present practice and research as equal partners in the study of dance.

FFA IRP Priority 3: *Engagement / Community: Promote an open environment that allows for a vibrant and mutually enriching conversation between faculty, students and myriad external communities in support of research, teaching, and student academic and professional success.*

Curriculum Objectives:

- promote contemporary approaches to dance practice, creation and research that are not only informed by Western concert dance such as ballet and modern, but also by popular forms like breaking and hip-hop and traditional, classical, and folk dances from cultures across the globe;
- attract students of diverse dance backgrounds: from ballet to modern to contemporary to hip hop, to dances from different cultures, and to emerging dance forms;
- improve student retention;
- facilitate additional articulation agreements with accredited training institutions.

FFA IRP Priority 4: *Internationalization*

Curriculum Objectives:

- increase international appeal via a curriculum that is more global in scope;
- reach out to the international community through artist/scholar residencies, articulation agreements, study abroad programs, internships and recruitment initiatives, etc.

FFA IRP Priority 5: *Enhancing operational effectiveness*

Curriculum Objectives:

- assure greater fiscal sustainability in assigning full-time faculty a significant proportion of curriculum delivery;
- facilitate student autonomy in degree management by improving the navigability of the curriculum. By removing the overlapping “groupings” and the uneven credit weights in the current curriculum, students will be able to return to using the online degree audit system. This streamlining will also eradicate the proliferation of individual academic petitions requesting the inclusion of uncategorized courses into in the previous curriculum “groups”.

Appendix B

Faculty of Fine Arts, Department of Dance: Proposal for Major Revisions of Undergraduate Degrees Required Courses and Assessment

Bachelor of Fine Arts (Specialized Honours) and Bachelor of Arts (Specialized Honours) January 22, 2013

All BFA (Spec. Hons.) and BA (Spec. Hons.) students share a common first year of study as follows:

FA/DANC 1215 3.00 and 1216 3.00 Contemporary/Modern Dance Forms
FA/DANC 1220 3.00 Fundamentals of Physical Practice
FA/DANC 1271 3.00 Dance Production
FA/DANC 1340 6.00 Introduction to Dance Studies

In the second year of study, students begin to focus on specified streams. i.e., BFA - Choreography/Performance or Dance Education; BA - Dance Studies.

In order to demonstrate the integrated nature of the undergraduate Specialized Honours degrees, required courses have been grouped across the curriculum as follows:

- I. Physical Practice Courses** such as Fundamentals of Physical Practice; Contemporary/Modern Dance Forms, Contemporary World Dance Forms, Contemporary/Ballet Dance Forms
- II. Specific Stream Courses** related to Choreography/Performance such as Choreography, Performance, York Dance Ensemble, etc.; Dance Education courses such as Pedagogy I - IV; Dance Studies courses such as Dance Writing, Dance and Cultural Studies, Dance and Popular Culture, Dance and Cultural Studies: Cross-Cultural Studies, Dance and Cultural Studies: Advanced Seminar
- III. Production Courses** such as Introduction to Dance Production; Dance Production Practicum
- IV. Research Courses** such as Research; Senior Projects
- V. Studies Courses** such as Dance Kinesiology, Movement Observation, Choreographic History, Writing for Dance Professionals, etc.

Although “Dance Studies” is the main focus of the BA, “Studies” courses are also integral to the BFA in both Streams. Conversely, “Physical Practice” is an integral part of the BA degree. Theory and praxis are thereby presented in the curriculum holistically. Woven through the entire curriculum are numerous opportunities for students to engage in practice-based learning (experiential) such as performances, presentations, workshops, practica, and internships.

As a core principle, research is understood to be in two areas—first in the courses listed under “Specific Streams” such as Choreography/Performance, Dance Education and Dance Studies, as well as generically under the category “Research.” In this way, research in each of the Specific Streams is equally valued.

NB. Please see Appendix C1 and C2 for Degree-level Expectations and Program Learning Objectives as they relate to Program Degree Requirements.

Proposal for Revised Bachelor of Fine Arts (Specialized Honours)
Required Courses and Assessment

A. Choreography/Performance Stream:

I. Physical Practice

FA/DANC 1220 3.00 Fundamentals of Physical Practice

FA/DANC 1215 3.00 and 1216 3.00

FA/DANC 2215 3.00 and 2216 3.00

FA/DANC 3215 3.00 and 3216 3.00

FA/DANC 4215 3.00 and 4216 3.00

- Contemporary/Modern Dance Forms

FA/DANC 2205 3.00 or 2510 3.00

FA/DANC 3205 3.00 or 3510 3.00

FA/DANC 4205 3.00 or 4510 3.00

- Ballet or Contemporary World Dance Forms

Assessment Categories of Physical Practice:

As embodied knowledge is illustrated through physical execution, all physical practice courses are assessed primarily through studio class work. To that end, students are assessed as follows:

Technical Skill and Body Use

Individual Progress

Professional Attitude and Engagement

Written Component

(e.g. journal summary, review of a professional performance, etc.)

NB. The unofficial midterm grade (15%) is based equally on Technical Skill and Body Use, Individual Progress and Professional Attitude and Engagement.

II. Choreography/Performance (Specific Stream)

FA/DANC 2225 3.00 and 2226 3.00

FA/DANC 3220 3.00

FA/DANC 4220 3.00 (elective)

- Choreography

Assessment Categories of Choreography:

Choreography assessment is based on both class work and assigned projects:

In-class work & Participation

Compositional/Choreographic Projects

Written Components

(e.g. creative process/feedback responses, journal summary, review of a professional performance, program information, lighting design, etc.)

NB. The unofficial midterm grade (15%) is based equally on In-class work & Participation and Compositional/Choreographic Projects to date.

Performance (Specific Stream)

FA/DANC 3235 3.00 Performance

FA/DANC 4245/4246 X.00 York Dance Ensemble (elective) – credit value is variable

Assessment Categories of Performance:

Assessment is based on in-class work and performance projects:

Individual Progress

Performance Skill

Professional Attitude & Engagement

NB. The unofficial midterm grade (15%) is based equally on Individual Progress, Performance Skill and Professional Attitude & Engagement to date.

III. Production

FA/DANC 1271 3.00 Dance Production

FA/DANC 2271 3.00 Dance Production Practicum

Assessment Categories of Production:

FA/DANC 1271 – Lecture

Written Assignment(s)

Production: Management Theory & Practice

Production: Technical Knowledge & Skill

Participation & Attendance

FA/DANC 2271 – Practicum

Production Meeting and Training Sessions, Attendance & Participation

Production Crew Assignment Performance

Final Written Report

IV. Research

FA/DANC 4400 X.00 Senior Projects (elective) – credit value is variable

Assessment Categories of Research:

Oral and Written Presentations

Research Proposal(s)

Class Participation

Research paper/Project

V. Studies (General)

FA/DANC 1340 6.00 Introduction to Dance Studies

FA/DANC 2320 3.00 Dance Kinesiology

FA/DANC 3340 3.00 Choreographic History

FA/DANC 4310 3.00 Writing for Dance Professionals

Assessment Categories of Studies:

Oral and Written Presentations

In-Class test(s)/Assignment(s)

Class Participation

Research Proposal(s)

Research paper/Project

B. Dance Education Stream

I. Physical Practice

FA/DANC 1220 3.00 Fundamentals of Physical Practice

FA/DANC 1215 3.00 and 1216 3.00

FA/DANC 2215 3.00 and 2216 3.00

FA/DANC 3215 3.00 and 3216 3.00

FA/DANC 4215 3.00 and 4216 3.00

- Contemporary/Modern Dance Forms

FA/DANC 3560 3.00 Urban Dance Practice

FA/DANC 3510/11 3.00 or 4510/11 3.00 Contemporary World Dance

Assessment Categories of Physical Practice:

As embodied knowledge is illustrated through physical execution, all physical practice courses are assessed primarily through studio class work. To that end, students are assessed as follows:

Technical Skill and Body Use

Individual Progress

Professional Attitude and Engagement

Written Component

(e.g. journal summary, review of a professional performance, etc.)

NB. The unofficial midterm grade (15%) is based equally on Technical Skill and Body Use, Individual Progress and Professional Attitude and Engagement.

II. Pedagogy (Specific Stream)

FA/DANC 2368 3.00 Pedagogy I: Introduction to Dance Education

FA/DANC 3368 3.00 Pedagogy II: Dance in Early to Middle Childhood

FA/DANC 3369 3.00 Pedagogy III: Dance in Preadolescence and Beyond

FA/DANC 4368 3.00 Pedagogy IV: Community Dance Education

Assessment Categories of Pedagogy:

FA/DANC 2368 Pedagogy I: Introduction to Dance Education

In-Class Quizzes/Assignments

Participation

Written Assignments

Research Paper/Project

FA/DANC 3368 Pedagogy II: Dance in Early to Middle Childhood

FA/DANC 3369 Pedagogy III: Dance in Preadolescence and Beyond

FA/DANC 4368 Pedagogy IV: Community Dance Education

Written Assignment(s)

Presentations/Practica

Research paper(s)/Project(s)

Choreography (Specific Stream)
FA/DANC 2225 3.00 Choreography

Assessment Categories of Choreography:

Choreography assessment is based on both class work and assigned projects:

In-class work & Participation

Compositional/Choreographic Projects

Written Components

(e.g. creative process/feedback responses, journal summary, review of a professional performance, program information, lighting design, etc.)

NB. The unofficial midterm grade (15%) is based equally on In-class work & Participation and Compositional/Choreographic Projects to date.

III. Production

FA/DANC 1271 3.00 Dance Production

FA/DANC 2271 3.00 Dance Production Practicum

Assessment Categories of Production:

FA/DANC 1271 – Lecture

Written Assignment(s)

Production: Management Theory & Practice

Production: Technical Knowledge & Skill

Participation & Attendance

FA/DANC 2271 – Practicum

Production Meeting and Training Sessions, Attendance & Participation

Production Crew Assignment Performance

Final Written Report

IV. Research

FA/DANC 4400 6.00 Senior Projects

Assessment Categories of Research:

Oral and Written Presentations

Research Proposal(s)

Class Participation

Research paper/Project

V. Studies (General)

FA/DANC 1340 6.00 Introduction to Dance Studies

FA/DANC 2320 3.00 Dance Kinesiology

FA/DANC 2360 3.00 Movement Observation

FA/DANC 3340 3.00 Choreographic History

Assessment Categories of Studies:

Oral and Written Presentations

In-Class test(s)/Assignments

Class Participation

Research Proposal(s)

Research paper/Project

Proposal for Revised Bachelor of Arts (Specialized Honours)
Required Courses and Assessment

A. Dance Studies Stream:

I. Physical Practice

FA/DANC 1220 3.00 Fundamentals of Physical Practice

FA/DANC 1215 3.00 and 1216 3.00 Contemporary/Modern Dance Forms

FA/DANC 2510 3.00 and 2511 3.00 Contemporary World Dance Forms

FA/DANC 3510 3.00 or 3511 3.00 Contemporary World Dance Forms or 3280 Jazz

FA/DANC 4510 3.00 or 4511 3.00 Contemporary World Dance Forms or 4280 Jazz

Assessment Categories of Physical Practice:

As embodied knowledge is illustrated through physical execution, all physical practice courses are assessed primarily through studio class work. To that end, students are assessed as follows:

Technical Skill and Body Use

Individual Progress

Professional Attitude and Engagement

Written Component

(e.g. journal summary, review of a professional performance, etc.)

NB. The unofficial midterm grade (15%) is based equally on Technical Skill and Body Use, Individual Progress and Professional Attitude and Engagement.

II. Dance Studies (Specific Stream)

FA/DANC 2310 3.00 Dance Writing

FA/DANC 2330 Dance and Cultural Studies

FA/DANC 3540 Dance and Popular Culture

FA/DANC 3330 Dance and Cultural Studies: Cross-Cultural Studies

FA/DANC 4330 Dance and Cultural Studies: Advanced Seminar

Assessment Categories of Dance Studies:

Oral and Written Presentations

In-Class test(s)/Assignments

Class Participation

Research Proposal(s)

Research paper/Project

III. Production

FA/DANC 1271 3.00 Dance Production

Assessment Categories of Production:

FA/DANC 1271 – Lecture

Written Assignment(s)

Production: Management Theory & Practice

Production: Technical Knowledge & Skill

Participation & Attendance

IV. Research

FA/DANC 3400 6.00 Research

FA/DANC 4400 9.00 Senior Projects

Assessment Categories of Research:

Oral and Written Presentations

Research Proposal(s)

Class Participation

Research paper/Project

V. Studies (General)

FA/DANC 1340 6.00 Introduction to Dance Studies

FA/DANC 2360 3.00 Movement Observation

FA/DANC 3340 3.00 Choreographic History

Assessment Categories of Studies:

Oral and Written Presentations

In-Class test(s)

Class Participation

Research Proposal(s)

Research paper/Project

Appendix C1- Faculty of Fine Arts: Department of Dance York University

Degree-Level Expectations for Programs

Program:	Undergraduate: Dance
Degree Type:	BFA
Degree(s):	Specialized Honours (120 credits)
Department/School:	Dance
Submission Date:	January 21, 2013

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g., Design, Dance, Digital Media, Film, Music, Theatre, Visual Arts, etc.);
 - the degree type of the program (e.g. BA; BFA ; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*);
 - the name of the Department/School that offers the program.

2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e., describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes.

3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions:

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<p>1) a developed knowledge of more than one dance form (in performative, oral and written modes);</p> <p>2) a broad understanding of the related areas of: Choreography/Performance; Dance Education; Dance Studies;</p> <p>3) a significant degree of understanding in one of these related areas;</p> <p>4) proficiency in the technical, expressive and critical aspects of dance practice;</p> <p>5) an understanding of the production and sustainable design support required for live performance.</p>	<p>1) communicate performatively, orally and in written modes;</p> <p>2) discuss and demonstrate a range of artistic and scholarly artistic practices across Choreography/Performance; Dance Education and Dance Studies;</p> <p>3) perform/create dance works across a range of forms; develop and teach dance classes to diverse populations; research and write about dance in various contexts;</p> <p>4) acknowledge and work with personal strengths and limitations and be able to apply technical and expressive abilities, and critical awareness in class and performance;</p> <p>5) work within a collaborative creative team to provide production and design support for live performance.</p>	<p>Successful completion of the following requirements:</p> <p>1) I. Physical Practice Courses;</p> <p>2) II. Specific Stream Courses related to Choreography/Performance; Dance Education;</p> <p>IV. Research Courses;</p> <p>V. Studies Courses;</p> <p>3) I. Physical Practice Courses;</p> <p>II. Specific Stream Courses related to Choreography/Performance; Dance Education such as Choreography, Performance; Pedagogy;</p> <p>IV. Research Courses;</p> <p>V. Studies Courses;</p> <p>4) I. Physical Practice Courses;</p> <p>II. Specific Stream Courses related to Choreography/Performance; Dance Education such as Choreography, Performance; Pedagogy;</p> <p>5) III. Production Courses such as Introduction to Dance Production; Dance Production Practicum.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>2. Knowledge of Methodologies</p>	<p>An understanding of the methods of inquiry and/or creative activity in order to:</p> <p>1) evaluate the appropriateness of different approaches and learning strategies for acquiring knowledge and facility in dance practice and studies;</p> <p>2) devise multiple strategies for creative and critical engagement;</p> <p>3) describe various research methodologies in historical, cultural, educational, scientific, and philosophical contexts;</p> <p>4) reflect on and apply a range of research methods to creative dance practices;</p> <p>5) work within the guidelines of accepted industry theatre practice, safety procedures, and sustainable design strategies.</p>	<p>1) differentiate and apply a range of learning strategies in dance practice and studies;</p> <p>2) select and assess multiple strategies for creative and critical engagement;</p> <p>3) discuss and contextualize various research methodologies in historical, cultural, educational, scientific, and philosophical contexts;</p> <p>4) explore, assess and select a range of research methods applicable to creative dance processes;</p> <p>5) apply the guidelines of accepted industry theatre practice, safety procedures, and sustainable design strategies to a live performance production model.</p>	<p>1) I. Physical Practice Courses; II. Specific Stream Courses related to Choreography/Performance; Dance Education; V. Studies Courses;</p> <p>2), 3), & 4) II. Specific Stream Courses related to Choreography/Performance; Dance Education; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum; IV. Research Courses; V. Studies Courses;</p> <p>5) III. Production Courses such as Introduction to Dance Production; Dance Production Practicum.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>3. Application of Knowledge</p>	<p>1) ability to apply a variety of approaches and learning strategies in dance practice and studies;</p> <p>2) implementation of multiple strategies for creative and critical engagement;</p> <p>3) utilization of various research methodologies in historical, cultural, educational, scientific, and philosophical contexts;</p> <p>4) critical use of relevant creative and scholarly sources.</p>	<p>1) apply critical and analytical skills to areas such as Choreography/Performance, Dance Education and Dance Studies;</p> <p>2) transfer artistic and academic skills to diverse professional environments;</p> <p>3) utilize experiential and applied learning in multiple ways;</p> <p>4) write reviews, research papers, and journals illustrating the application of creative and scholarly sources.</p>	<p>1) I. Physical Practice Courses; II. Specific Stream Courses related to Choreography/Performance; Dance Education; IV. Research Courses; V. Studies Courses;</p> <p>2) II. Specific Stream Courses related to Choreography/Performance; Dance Education; IV. Research Courses;</p> <p>3) II. Specific Stream Courses related to Choreography/Performance; Dance Education; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum; IV. Research Courses; V. Studies Courses;</p> <p>4) II. Specific Stream Courses related to Choreography/Performance; Dance Education; IV. Research Courses; V. Studies Courses.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>4. Communication Skills</p>	<p>-The ability to communicate information, arguments, and analyses physically, orally, and in writing to a wide range of audiences. Students will:</p> <p>1) express ideas physically, creatively, and reflexively in performative, oral and written forms; 2) select effective language and structures for communicating with various audiences.</p>	<p>1) exhibit awareness of and confidence in the integration and/or transferability of practical and theoretical knowledge; 2) communicate and disseminate acquired understandings through performative, oral and/or written forms.</p>	<p>1) & 2) I. Physical Practice Courses; II. Specific Stream Courses related to Choreography/Performance; Dance Education; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum; IV. Research Courses; V. Studies Courses;</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>5. Awareness of Limits of Knowledge</p>	<p>1) an understanding of the limits to knowledge; 2) an appreciation of its uncertainty and ambiguity and how this might influence analyses and interpretations.</p>	<p>1) evaluate and appreciate the strengths and limitations of personal dance literacy in both embodied and theoretical learning; 2) work with an understanding of the conditions and influences which impact current knowledge and abilities; 3) understand shifting dance realities, the relation to career choices, and the need for ongoing education and professional development.</p>	<p>1), 2), & 3) I. Physical Practice Courses; II. Specific Stream Courses related to Choreography/Performance; Dance Education; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum; IV. Research Courses; V. Studies Courses.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>6. Autonomy and Professional Capacity</p>	<p>1) an understanding of university-level expectations and independent, self-directed research and discourse with established timelines; 2) transferability of analytical and critical skills and methodologies.</p>	<p>1) exercise initiative, responsibility and accountability in both personal and group contexts; 2) work effectively and collaboratively; 3) behave in a manner that is consistent with academic integrity, social responsibility and professionalism;</p> <p>4) evaluate performances or choreographic work by graduate students and/or professional artists;</p> <p>5) embody principles of healthy, sustainable dance practice.</p>	<p>1), 2), & 3) I. Physical Practice Courses; II. Specific Stream Courses related to Choreography/Performance; Dance Education; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum; IV. Research Courses; V. Studies Courses;</p> <p>4) II. Specific Stream Courses related to Choreography/Performance; Dance Education; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum;</p> <p>5) I. Physical Practice Courses; II. Specific Stream Courses related to Choreography/Performance; Dance Education; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum; IV. Research Courses; V. Studies Courses.</p>

Appendix C2 - Faculty of Fine Arts: Department of Dance York University

Degree-Level Expectations for Programs

Program:	Undergraduate: Dance
Degree Type:	Bachelor of Arts
Degree(s):	Specialized Honours (120 credits)
Department/School:	Dance
Submission Date:	January 21, 2013

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g., Design, Dance, Digital Media, Film, Music, Theatre, Visual Arts, etc.);
 - the degree type of the program (e.g. BA; BFA ; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*);
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e., describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes.
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions:

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<p>1) a knowledge of more than one dance form (in written, oral and performative modes);</p> <p>2) a broad understanding of the related areas of: Dance Studies; Choreography/Performance; Dance Education;</p> <p>3) a significant degree of understanding in Dance Studies including historical, cultural, educational, scientific, and philosophical contexts;</p> <p>4) proficiency in the critical, technical and expressive aspects of physical practice;</p> <p>5) an understanding of the production and sustainable design support required for live performance.</p>	<p>1) communicate in written modes and orally about more than one dance form;</p> <p>2) discuss and demonstrate a range of scholarly and artistic practices across Dance Studies, Choreography/Performance and Dance Education;</p> <p>3) research and write about dance in various contexts;</p> <p>4) acknowledge and work with personal strengths and limitations and be able to apply critical awareness, as well as technical and expressive abilities in all areas of study;</p> <p>5) engage in production and design support for live performance.</p>	<p>Successful completion of the following requirements:</p> <p>1) I. Physical Practice Courses;</p> <p>2) II. Specific Stream Courses related to Dance Studies; IV. Research Courses; V. Studies Courses;</p> <p>3) II. Specific Stream Courses related to Dance Studies; IV. Research Courses; V. Studies Courses;</p> <p>4) I. Physical Practice Courses;</p> <p>5) III. Production Courses such as Introduction to Dance Production.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>2. Knowledge of Methodologies</p>	<p>An understanding of the methods of inquiry and/or creative activity in order to:</p> <ol style="list-style-type: none"> 1) evaluate the appropriateness of different approaches and learning strategies for acquiring knowledge and facility in dance studies and practice; 2) devise multiple strategies for critical and creative engagement; 3) describe various research methodologies in historical, cultural, educational, scientific, and philosophical contexts; 4) describe and comment on particular aspects of current interdisciplinary research and scholarly aspects of dance practice. 	<ol style="list-style-type: none"> 1) differentiate and apply a range of learning strategies in dance studies and practice; 2) select and assess multiple strategies for critical engagement; 3) discuss and contextualize various research methodologies in historical, cultural, educational, scientific, and philosophical contexts; 4) explore, assess and select a range of research methods applicable to creative dance processes; 5) conduct scholarly and artistic activities with academic integrity. 	<ol style="list-style-type: none"> I. Physical Practice Courses; II. Specific Stream Courses related to Dance Studies; V. Studies Courses; <p>2), 3), 4), & 5) II. Specific Stream Courses related to Dance Studies;</p> <ol style="list-style-type: none"> III. Production Courses such as Introduction to Dance Production; IV. Research Courses; V. Studies Courses;

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix B.</i></p>
<p>3. Application of Knowledge</p>	<p>1) ability to apply a variety of approaches and learning strategies; 2) implementation of multiple strategies for problem-solving in dance study and practice;</p> <p>3) utilization of various research methodologies in historical, cultural, educational, scientific, and philosophical contexts;</p> <p>4) critical use of scholarly literature, performance reviews, and primary sources.</p>	<p>1. apply critical and analytical skills to Dance Studies; 2. transfer academic and artistic skills to diverse professional and community environments;</p> <p>3. utilize experiential and applied learning in multiple ways;</p> <p>4. write reviews, research papers, and journals illustrating the application of scholarly and creative sources.</p>	<p>1) & 2) I. Physical Practice Courses; II. Specific Stream Courses related to Dance Studies; IV. Research Courses; V. Studies Courses;</p> <p>3) II. Specific Stream Courses related to Dance Studies; III. Production Courses such as Introduction to Dance Production; IV. Research Courses; V. Studies Courses;</p> <p>4) II. Specific Stream Courses related to Dance Studies; IV. Research Courses; V. Studies Courses;</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix A.</i></p>
<p>4. Communication Skills</p>	<p>-The ability to communicate information, arguments and analyses in writing, orally, and physically to a wide range of audiences. Students will:</p> <p>1) express ideas reflexively in written, oral and performative forms; 2) select effective language and structures for communicating with various audiences.</p>	<p>1) exhibit awareness of and confidence in the integration and/or transferability of their practical and theoretical knowledge; 2) communicate and disseminate acquired understandings through written, oral and/or performative forms.</p>	<p>1) & 2) I. Physical Practice Courses; II. Specific Stream Courses related to Dance Studies; III. Production Courses such as Introduction to Dance Production; Dance Production Practicum; IV. Research Courses; V. Studies Courses;</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix A.</i></p>
<p>5. Awareness of Limits of Knowledge</p>	<p>1) an understanding of the limits to their own knowledge and ability; 2) an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretation.</p>	<p>1) evaluate and appreciate the strengths and limitations of personal dance literacy in both embodied and theoretical learning; 2) work with an understanding of the conditions and influences which impact current knowledge and abilities; 3) understand shifting dance realities, the relation to career choices, and the need for ongoing education and professional development.</p>	<p>1), 2), & 3) I. Physical Practice Courses; II. Specific Stream Courses related to Dance Studies; III. Production Courses such as Introduction to Dance Production; IV. Research Courses; V. Studies Courses.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses with the Program Learning Objectives. For course assessment information, see Appendix A.</i></p>
<p>6. Autonomy and Professional Capacity</p>	<p>1) an understanding of university-level expectations and independent, self-directed research and discourse with established timelines; 2) transferability of analytical and critical skills and methodologies.</p>	<p>1) exercise initiative, responsibility and accountability in both personal and group contexts; 2) work effectively and collaboratively; 3) behave in a manner that is consistent with academic integrity, social responsibility and professionalism.</p>	<p>1), 2), & 3) I. Physical Practice Courses; II. Specific Stream Courses related to Dance Studies; III. Production Courses such as Introduction to Dance Production; IV. Research Courses; V. Studies Courses;</p>

The proposed change is to decrease the number of credits from 39 credits to 27 credits. This change will mean students get a more focused certificate in a timelier manner. The pre-requisites for such a focused certificate need not be as wide as it currently is. Any professional in the field with the required math, statistics and quantitative methods background would be suitable and ready to take the core requirements. The changes in the core requirements reflect the main subject areas a student in this field needs to take. Some of the courses that are currently in the core courses, such as Simulation and Managerial Accounting are moved into electives where a student, who has such interests, can take them. As per the availability of a variety of specialized courses, it is important to give the students a chance to have electives and hence, we provide the students a chance to take 3 courses from a list of 13.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p data-bbox="147 659 808 697">Professional Certificate in Logistics</p> <p data-bbox="147 722 808 1188">School of Administrative Studies Logistics industry has seen a tremendous growth: in 1995, the supply chain activities contributed to 35 per cent of GDP of Canada. Organizations are compelled to seek individuals with sound knowledge of logistics functions and decision making capabilities to manage the flow of materials and information across the supply chain. The Logistics Certificate helps you prepare for the challenges of integrated logistics management by providing theoretical and practical approaches to operations management, purchasing, distribution, decision analysis, systems thinking and supply chain management.</p> <p data-bbox="147 1226 808 1860">Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.</p>	<p data-bbox="813 659 1469 697">Professional Certificate in Logistics</p> <p data-bbox="813 722 1469 1188">School of Administrative Studies Logistics industry has seen a tremendous growth: in 1995, the supply chain activities contributed to 35 per cent of GDP of Canada. Organizations are compelled to seek individuals with sound knowledge of logistics functions and decision making capabilities to manage the flow of materials and information across the supply chain. The Logistics Certificate helps you prepare for the challenges of integrated logistics management by providing theoretical and practical approaches to operations management, purchasing, distribution, decision analysis, systems thinking and supply chain management.</p> <p data-bbox="813 1226 1469 1860">Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.</p>

Note: students beginning this certificate must have successfully completed any 4U math, or the equivalent, ~~within the last five years prior to starting the core requirements.~~

Requirements: 39 credits including:

a) Prerequisites for core requirements:

- ~~• AP/ADMS 1000 3.00;~~
- AP/ADMS 2320 3.00;
- ~~• AP/ADMS 2500 3.00;~~
- ~~• AP/ECON 1000 3.00;~~
- ~~• AP/ECON 1010 3.00.~~

b) Core requirements:

- ~~• AP/ADMS 1010 3.00;~~
- ~~• AP/ADMS 2510 3.00;~~
- ~~• AP/ADMS 3300 3.00*;~~
- ~~• AP/ADMS 3331 3.00;~~
- AP/ADMS 3360 3.00;
- AP/ADMS 4333 3.00;
- AP/ADMS 4360 3.00;
- ~~• AP/ADMS 3345 3.00 or AP/ADMS 4345 3.00.~~

~~*Students who are required to complete AP/ADMS 3300 3.00 as part of the requirements of their degree program should take AP/ADMS 3351 3.00 (cross listed to: AP/ECON 3120 3.00) in order to fulfill the requirement that 18 of the ADMS course credits that satisfy certificate requirements must be in addition to those used to satisfy the requirements of a degree.~~

Note: to obtain a professional certificate offered by the School of Administrative Studies, at least 18 credits of the ADMS course credits that satisfy certificate requirements must be in addition to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.

Course substitutes and program notes: please refer to the Bachelor of Administrative Studies (BAS) section.

Note 1: students beginning this certificate must have successfully completed any 4U math or equivalent.

[Note 2: AP/ADMS 1000 3.00 \(prerequisite for AP/ADMS 2320 3.00 course\) waived for students in the stand alone certificate program.](#)

Requirements: 27 credits including:

a) Prerequisites for core requirements:

- ~~• AP/ADMS 1000 3.00;~~
- AP/ADMS 2320 3.00;
- [AP/ADMS 3330 3.00;](#)

b) Core requirements:

- [AP/ADMS 3351 3.00;](#)
- AP/ADMS 3360 3.00;
- AP/ADMS 4333 3.00;
- AP/ADMS 4360 3.00;

[c\) Electives: 9 credits need to be chosen among the following courses](#)

- [ADMS 2510;](#)
- [ADMS 3300;](#)
- [ADMS 3331;](#)
- [ADMS 3345;](#)
- [ADMS 4345;](#)
- [ADMS 3350;](#)
- [ADMS 3352;](#)
- [ADMS 3353;](#)
- [ADMS 4300;](#)
- [ADMS 4331;](#)
- [ADMS 4353;](#)
- [ADMS 4370;](#)
- [ADMS 4704;](#)

Note: to obtain a professional certificate offered by the School of Administrative Studies, at least 18 credits of the ADMS course credits that satisfy certificate requirements must be in addition to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.

Course substitutes and program notes: please refer to the Bachelor of Administrative Studies (BAS) section.

Public Administration (BPA)

Effective session of change: Fall 2013

The proposed change is to remove the 4U math course or equivalent entry requirement for the Honours Minor in Public Administration. The removal of this entry requirement will not cause problems for students in the Minor for the following reasons:

- AP/ECON 1000 3.0 and AP/ECON 1010 3.0 are not required in the BPA minor, only in the BPA major.
- The only quantitative course required in the minor is AP/PPAS/POLS 3300 6.00 Statistics for Social Sciences, but this course is offered by the Department of Political Science, and they do not have a math entry requirement for their majors, so the students will still have similar backgrounds.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Bachelor of Public Administration (BPA)</p> <p>School of Public Policy and Administration</p> <p>Note: The BPA 90 credit bachelor program closed effective the end of Summer 2012. Students who were registered in the BPA 90 credit program prior to September 2012 will have until September 2017 to complete the requirements of the 90 credit program for graduation. Students continuing who are unable to complete the 90 credit program by the deadline date will be required to change their program of study.</p> <p>Honours Minor</p> <p>Note: students are required to have completed a 4U math course or equivalent prior to entry to the program. Students entering the program must have a minimum grade point average of 5.00 in their home program at York.</p> <p>The minor in public administration may be pursued jointly with any Honours Major degree program offered by the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering that offers a major/minor option.</p> <p>Students must complete 36 credits in the minor and at least six credits must be at the 4000 level.</p>	<p>Bachelor of Public Administration (BPA)</p> <p>School of Public Policy and Administration</p> <p>Note: The BPA 90 credit bachelor program closed effective the end of Summer 2012. Students who were registered in the BPA 90 credit program prior to September 2012 will have until September 2017 to complete the requirements of the 90 credit program for graduation. Students continuing who are unable to complete the 90 credit program by the deadline date will be required to change their program of study.</p> <p>Honours Minor</p> <p>Note: Students entering the program must have a minimum grade point average of 5.00 in their home program at York.</p> <p>The minor in public administration may be pursued jointly with any Honours Major degree program offered by the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering that offers a major/minor option.</p> <p>Students must complete 36 credits in the minor and at least six credits must be at the 4000 level.</p>

Minor credits: 36 credits including:

(i) Public administration core: 30 credits including:

- AP/ADMS 1000 3.00;
- AP/ADMS 1500 3.00 or AP/ADMS 2500 3.00 *;
- AP/PPAS 2110 6.00
- AP/PPAS 3300 6.00 (cross-listed to: AP/POLS 3300 6.00, AP/SOCI 3030 6.00);
- AP/PPAS 3136 3.00 (cross-listed to: AP/GL/POLS 3136 3.00);
- AP/PPAS 3138 3.00 or AP/PPAS 3135 3.00 (cross-listed to: AP/GL/POLS 3135 3.00);
- AP/PPAS 3190 6.00 (cross-listed to: AP/POLS 3190 6.00).

***Note:** students are encouraged to take AP/ADMS 2500 3.00 instead of AP/ADMS 1500 3.00. Students may not retain credit for both AP/ADMS 1500 3.00 and AP/ADMS 2500 3.00 because they are course credit exclusions.

(ii) Six credits at the 4000 level in PPAS.

To graduate with a minor in public administration, students must satisfy Honours degree and program requirements including a minimum 5.00 grade point average in the minor.

Course Substitutes

Subject to course exclusions, program requirements/restrictions and residency requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements.

Program Course	Course Substitutes
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/ECON 1010 3.00	GL/ECON 2510 3.00

Minor credits: 36 credits including:

(i) Public administration core: 30 credits including:

- AP/ADMS 1000 3.00;
- AP/ADMS 1500 3.00 or AP/ADMS 2500 3.00 *;
- AP/PPAS 2110 6.00
- AP/PPAS 3300 6.00 (cross-listed to: AP/POLS 3300 6.00, AP/SOCI 3030 6.00);
- AP/PPAS 3136 3.00 (cross-listed to: AP/GL/POLS 3136 3.00);
- AP/PPAS 3138 3.00 or AP/PPAS 3135 3.00 (cross-listed to: AP/GL/POLS 3135 3.00);
- AP/PPAS 3190 6.00 (cross-listed to: AP/POLS 3190 6.00).

***Note:** students are encouraged to take AP/ADMS 2500 3.00 instead of AP/ADMS 1500 3.00. Students may not retain credit for both AP/ADMS 1500 3.00 and AP/ADMS 2500 3.00 because they are course credit exclusions.

(ii) Six credits at the 4000 level in PPAS.

To graduate with a minor in public administration, students must satisfy Honours degree and program requirements including a minimum 5.00 grade point average in the minor.

Course Substitutes

Subject to course exclusions, program requirements/restrictions and residency requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements.

Program Course	Course Substitutes
AP/ECON 1000 3.00	GL/ECON 2500 3.00
AP/ECON 1010 3.00	GL/ECON 2510 3.00

**Faculty of Liberal Arts and Professional Studies
Report to Senate 2**

February 2013

The Faculty Council of Liberal Arts & Professional Studies would like to report as an item for action the changes to law and society program.

Law and Society

Effective session of change: Fall 2013

The proposed change is to establish the GPA entrance requirement of 5.00 for students seeking to change their major to Law and Society. As spaces in the program are limited, establishing a minimum GPA for students wishing to change their major to Law and Society will be an important tool. This change will assist in ensuring that the number of majors better match the existing teaching resources for the program.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Law and Society</p> <p>Department of Social Science</p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major.</p> <p>Students may count a maximum of six credits of either AP/SOSC 1210 9.00 or AP/SOSC 1350 9.00 for major credit in law and society.</p> <p>Students must achieve a minimum grade of C+ (5.00) in AP/SOSC 2350 6.00 Law and Society in order to continue in, and graduate from, the program.</p>	<p>Law and Society</p> <p>Department of Social Science</p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major.</p> <p>Students may count a maximum of six credits of either AP/SOSC 1210 9.00 or AP/SOSC 1350 9.00 for major credit in law and society.</p> <p>Students must achieve a minimum grade of C+ (5.00) in AP/SOSC 2350 6.00 Law and Society in order to continue in, and graduate from, the program.</p> <p><u>Students applying to change their major to Law and Society must have a minimum GPA of 5.00. Having a gpa of 5.00 does not guarantee admission as spaces in the program are limited and will be awarded competitively based on GPA.</u></p> <p>NO FURTHER CHANGES TO THE CALENDAR COPY ARE PROPOSED</p>

Changes to the York University–Fleming College Dual Credential Program in Ecosystem Management

Proposal Brief

- a) **A description of the proposed changes and the rationale including alignment with academic plans**

Background: In 1999, a Joint Program in Ecosystem Management with Sir Sandford Fleming College (now Fleming College) was approved. Upon completion of the joint program, students receive both a BES degree from York, as well as a three-year technologist diploma from Fleming College in five years. This accelerated program can begin either at the college or the university, and is then completed at the partner institution.

Alignment with academic plans:

The FES Academic Plan states that the BES program is committed to preparing students to take action on critical environmental issues. Students are encouraged to explore alternatives, strategies, and action related to social and environmental change. The Joint Program in Ecosystem Management provides enhanced opportunities for BES students.

FES Academic Plan for the BES program states:

- “Continue to ensure an excellent undergraduate curriculum...
- Continually review and update the undergraduate curriculum...
- Review and update BES Certificates and Joint Programs to ensure these continue to reflect faculty strengths and students’ needs.”

The proposed change of updating and improving the Joint Program with Fleming College meets goals articulated in our Academic Plan.

Proposed Program Changes:

In Jan 2012, representatives from the two programs met to discuss the Joint Program and to update any changes that may have been made in the respective programs. The changes being proposed are as follows:

1. **For students first enrolling in the BES program at York:**
 - to remove SC/BIOL 2050 4.0 Ecology as a requirement;
 - move six credits from 3rd year to 2nd (ENVS 2009 3.0 and ENVS 3010 3.0) and decrease the number of elective credits from 9.0 to 3.0 in Year 2 of the program; and
 - change the third year course selections from a general selection to specific courses to prepare students for course exemptions at FC.
2. **For FC students entering into the BES program:**
 - Add requirement to take two of the four foundation courses (12cr: ENVS 2100, ENVS 2200, ENVS 2300 or ENVS 2400) and subsequently have their electives reduced from 9 credits to 3 credits.;
 - Removal of ENVS 3000 Environmental Ethics and Epistemology as a required course with replacement of any 3xxx level course in Environmental Studies.
3. **Updating the nomenclature of the program:**
 - Change program type from Joint Program to Dual Credential Program to align with program definitions articulated in the new York University Quality Assurance Procedures
 - to reflect a change in name of Sir Sanford Fleming College to Fleming College ; and
 - a change in the name from *Ecosystem Management Technologist Diploma* to *Advanced Diploma in Ecosystem Management Technology*

Rationale:

For students first enrolling in the BES program at York: SC/BIOL 2050 4.0 proved to be an obstacle for BES students and subsequently the Joint Program was chronically under-enrolled. SC/BIOL 2050 has SC/BIOL 1010

6.00 as a prerequisite or SC/BIOL 2060 3.0 as a co-requisite. Unless a BES student was doing a minor in Biology, they were unable to take SC/BIOL 2050 due to a lack of prerequisites or co-requisites. Further, ES/ENVS 2420 3.0 Ecology and Conservation Science, a course requisite fulfills similar learning objectives as SC/BIOL 2050, and remains a requirement for the joint program.

Moving the requirements from third year to second year, allows students to take specific third/fourth year courses needed for FC. We added specific courses in third year (at 3xxx/4xxx level) so students have the appropriate preparation expected by FC.

For FC students entering into the BES program: All BES students must take two foundation courses, one of which is required for the Area of Concentration. This change aligns with the undergraduate degree requirements. The removal of ENVS 3000 Environmental Ethics and Epistemology as a requirement, is to provide students with flexibility in their choices for third year courses.

b) An outline of the changes to requirements and the associated learning outcomes including how the proposed requirements will support the achievement of program learning objectives;

Program learning objectives - Students who complete the Joint Program will be trained in Ecosystem Management, FES providing the broad conceptual foundation, FC providing the technical aspects of on the ground training; the Joint Program provides a broader education than either institution can mount alone.

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

Program Learning Outcomes	University Undergraduate Level Degree Expectations
1. Provide students with an understanding of the basic concepts of ecology, ecosystem management, policy and the social, economic, legal or political nature of environmental issues	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
2. Introduce students to different field and laboratory skills.	Depth and Breadth of Knowledge Application of Knowledge
3. Provide students with an understanding of the critical analyses required for the management of environmental issues	Depth and Breadth of Knowledge Application of Knowledge
4. Introduce students to effective management and problem solving	Application of Knowledge
5. Provide students with an overview of the key ideas of environmental management that are both theoretical and applied	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
6. Provide students with an overview of how theoretical knowledge and practical skills obtained within the joint-program at York and Fleming can contribute to further study and future work experience	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
7. Provide students with an ability to work democratically and collectively for the management of environmental issues	Application of Knowledge
8. Provide students with an understanding of ethics within research and common ethical dilemmas present within the field of environmental studies	Depth and Breadth of Knowledge Awareness of Limits of Knowledge Application of Knowledge
9. Provide students with skills required to enhance their critical reading, research, writing, communication, presentation and laboratory skills	Depth and Breadth of Knowledge Application of Knowledge

The contributions of the program core course requirements to the achievement of the overall program learning outcomes are provided in Appendix 1, Table 1.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the major modifications on other programs (where and as appropriate, the proposal must include statements from the relevant program(s) confirming consultation/support);

As this is a minor modification to an existing program, no consultation was undertaken with the Department of Biology.

d) A summary of any resource implications and how they are being addressed (attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required a letter from the relevant resource Dean(s)/Principal is required if new resources are required);

The program has attracted only a handful of Fleming students: three over the past 3 years. There is no reallocation of existing resources being proposed. Therefore, the only possible resources implications may be positive ones in that we would attract more students to the Joint Program.

f) A summary of how students currently enrolled in the program will be accommodated; and

With respect to grand parenting provisions, students currently enrolled in the program who have not completed these courses will be strongly encouraged but not required to take them.

The **grand-parenting** arrangements will be in place for a three -year period beginning September 2013 and ending April 30, 2016.

g) A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar, using the following table:

Calendar Copy

Existing Program Requirements

York University students in the BES Honours Program may apply to the ~~Joint Program~~ in Ecosystem Management (~~JPEM~~) at ~~Sir Sandford Fleming~~ (SSFC) during their third year of studies, and must maintain a minimum grade point average of 5.00 (C+). After successfully completing the ~~JPEM~~, students will receive their BES Honours Degree and their ~~Ecosystem Management Technologist Diploma~~. Students who intend to pursue this option must declare their intention after 1st year in the BES program and must declare Environmental Management their Area of Concentration and must fulfill those requirements.

Degree Requirements for Students First Enrolling in the BES Program at York

Year 1 - (30 credits)

- ENVS 1000 6.0 Earth in Our Hands (~~formerly Perspectives in Environmental Studies~~)
- ENVS 1200 6.0 Taking Action: Engaging People and the Environment
- ENVS 1500 6.0 Introduction to Environmental Science: the Web of Life (~~students may take BIOL 1010 6.0 or BIOL 1410 6.0 instead if they have Grade 12 Biology or chemistry~~)
- Humanities (6 credits)
- Electives (6 credits) (~~SC/CSE 1520 3.0 and SC/CSE 1540 3.0 strongly recommended~~)

Year 2 - (30 credits)

- ENVS 2100 6.0 Foundations in Environment and Culture
- ENVS 2400 6.0 Foundations of Environmental Management
- ENVS 2410 3.0 The Science and Pollution
- ENVS 2420 3.0 Ecology and Conservation Science
- ~~BIOL 2050 4.0 Ecology (students must inquire at the Biology Department for prerequisites)~~
- ~~Electives (9 credits)~~

Year 3 - (30 credits)

- ENVS 2009 3.0 Quantitative Methods in Environmental Studies (~~formerly 3009 3.0~~)
- ENVS 3010 3.0 Qualitative Methods in Environmental Studies (move to Year 2)
- 6 credits at the 3000 level (chosen from the Area of Concentration in Environmental Management)
- 18 credits at the 4000 level (chosen from the Area of Concentration in Environmental Management)

Years 4 and 5 - (at SSFC)

Course selections will be determined by the ~~Sir Sandford Fleming~~ program coordinator during an individual advising appointment.

York Course Credit Exclusions for SSFC

York students who have taken ENVS 3520 and ENVS 3521 while in the BES program will be exempted from the introductory course in GIS at ~~SSFC~~, and will take an elective course instead.

Proposed Program Requirements

(Effective: Fall 2013)

York University students in the BES Honours Program may apply to the **Dual Credential** Program in Ecosystem Management (**DCEM**) at **Fleming College (FC)** during their third year of studies, and must maintain a minimum grade point average of 5.00 (C+). After successfully completing the **DCEM**, students will receive their BES Honours Degree and their **Advanced Diploma in Ecosystem Management Technology (EMX)**. Students who intend to pursue this option must declare their intention after 1st year in the BES program and must declare Environmental Management as their Area of Concentration and must fulfill those requirements.

Degree Requirements for Students First Enrolling in the BES Program at York

Year 1 - (30 credits)

- ENVS 1000 6.0 Earth in Our Hands
- ENVS 1200 6.0 Taking Action: Engaging People and the Environment
- ENVS 1500 6.0 Introduction to Environmental Science: the Web of Life or equivalent
- Humanities (6 credits)
- Electives (6 credits)

Year 2 - (30 credits)

- ENVS 2100 6.0 Foundations in Environment and Culture
- ENVS 2400 6.0 Foundations of Environmental Management
- ENVS 2410 3.0 The Science and Pollution
- ENVS 2420 3.0 Ecology and Conservation Science
- ENVS 2009 3.0 Quantitative Methods in Environmental Studies
- ENVS 3010 3.0 Qualitative Methods in Environmental Studies
- ENVS 3230 3.0 Restoration Ecology
- Electives (3 credits)

Year 3 - (30 credits)

- ENVS 3226 3.0 Sustainable Urbanism
- ENVS 3420 3.0 Environmental Law
- ENVS 3505 3.0 Business and Sustainability
- ENVS 3520 3.0 Applications of Geographic Information Systems
- ENVS 4215 3.0 Globalization and Indigenous Peoples
- ENVS 4225 3.0 Urban Sustainability
- 12 credits at the 4000 level (chosen from the Area of Concentration in Environmental Management)

Years 4 and 5 - (at FC)

Course selections will be determined by Fleming College.

York Course Credit Exclusions for FC

Successful completion of the above courses will grant students exemption from GEOM34, ECOS8, ECOS10, ECOS12, ECOS5, and LAWS56 at Fleming College. Students may seek advising from the Program Coordinator at Fleming after being admitted to the Program.

For more information on the **FC** program, visit: <http://www.flemingc.on.ca>

<p>Degree Requirements for Students Enrolling at York after Completing their SSFC Technologist Program</p> <p><i>Year 1</i></p> <ul style="list-style-type: none"> • ENVS 1000 6.0 Earth in Our Hands (formerly Perspectives in Environmental Studies) • Humanities (6 credits) • ENVS 2400 6.0 Foundations of Environmental Management • ENVS 3000 3.0 Environmental Ethics and Epistemology • Electives (9 credits) <p><i>Year 2</i></p> <ul style="list-style-type: none"> • 12 credits at the 3000 or 4000 level (from the Area of Concentration in Environmental Management) • 18 credits at the 4000 level (from the Area of Concentration in Environmental Management) <p>Course Credit Exclusions for SSFC Technologist Students Students entering the Joint Program in Environmental Studies from SSFC will be exempted from the following courses: ENVS 1200 6.0, ENVS 1500 6.0, ENVS 2009 3.0, ENVS 3009 3.0, ENVS 3010 3.0, ENVS 2410 3.0, ENVS 2420 3.0.</p> <p>Course credit exclusions may apply to ENVS 3520 3.0 (GIS), ENVS 3521 3.0 (Remote Sensing), ENVS 4442 3.0 (Environmental Monitoring), ENVS 4520 3.0 (GIS Applications), depending on the courses students have taken at SSFC.</p>	<p>Degree Requirements for Students Enrolling at York after Completing their Advanced Diploma in Ecosystem Management Technology (EMX)</p> <p><i>Year 1</i></p> <ul style="list-style-type: none"> • ENVS 1000 6.0 Earth in Our Hands • Humanities (6 credits) • ENVS 2400 6.0 Foundations of Environmental Management • Plus one of the following: ENVS 2100 6.0 Foundations in Environment and Culture ENVS 2200 6.0 Foundations of Urban and Regional Environments ENVS 2300 6.0 Foundations of Environmental Politics • 3.0 credits at 3000 level from any Area of Concentration in Environmental Studies • Electives (3 credits) <p><i>Year 2</i></p> <ul style="list-style-type: none"> • 12 credits at the 3000 or 4000 level (from the Area of Concentration in Environmental Management) • 18 credits at the 4000 level (from the Area of Concentration in Environmental Management) <p>Course Credit Exclusions for FC TechnologyEMX Students Students entering the Dual Credential Program in Environmental Studies from FC will be exempted from the following courses: ENVS 1200 6.0, ENVS 1500 6.0, ENVS 2009 3.0, ENVS 3010 3.0, ENVS 2410 3.0, ENVS 2420 3.0, ENVS 3520 3.0, ENVS 3521 3.0, ENVS 4442 3.0, ENVS 4520 3.0</p>
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Grand-parenting arrangements for current students in the Program

With respect to grand parenting provisions, students currently enrolled in the program who have not completed these courses will be strongly encouraged but not required to take them.

The **grand-parenting** arrangements will be in place for a three -year period beginning September 2013 and ending April 30, 2016.

Table 1 The program learning outcomes for York *and* Fleming College core course requirements.

Program Core Course	Course learning objectives	Program learning objectives addressed by course learning objectives
ENVS 1000 6.0 Earth in Our Hands (YORK)	<ol style="list-style-type: none"> 1. Provide students with a perspective or framework of understanding for environmental studies at the broadest level. 2. Introduce students to environmental issues, using the urgent, emerging prospect of the fate of the “Earth in our hands” as the organizing principle. 	<p>1, 3, 4, 5</p> <p>1, 3, 5</p>
ENVS 1200 6.0 Taking Action: Engaging People and the Environment (YORK)	<ol style="list-style-type: none"> 1. The ability to locate, explore and connect environmental and social issues – from the local to the global 2. The ability to critically examine democratic practice – from the local to the global. 3. The ability to name and take diverse forms of action. 4. The ability to examine in depth, through a research project, an example of social justice and environmental sustainability. 5. To know the options the BES program offers for further study and practice 6. The ability to ask critical questions, or pose problems. 7. The capacity to work collectively and democratically. 8. The ability to use skills in various forms of research and creative communications. 9. The ability to plan for, think about, and, engage in action informed by research. 	<p>1, 3, 5</p> <p>3, 4</p> <p>3, 5</p> <p>3, 4, 5</p> <p>1, 6</p> <p>3</p> <p>3, 7</p> <p>1, 2, 3, 4, 6</p> <p>3, 4</p>
ENVS 1500 6.0 Introduction to Environmental Science: the Web of Life (YORK)	<ol style="list-style-type: none"> 1. To learn the elements of scientific thought using examples from biology and ecology. 2. Learning the fundamental logic of ecology and biology: the identification of purpose, questions, concepts, types of information required to answer questions, points of view, assumptions, inferences and implications. 3. To relate content to your life and the world around you. 	<p>1, 2</p> <p>1, 3, 4</p> <p>1, 5, 6</p>

<p>ENVS 2100 6.0 Foundations in Environment and Culture (YORK)</p>	<ol style="list-style-type: none"> 1. To develop <i>critical thinking skills</i> about the relationships between nature(s), technologies and societies by examining cultural assumptions 2. To understand contemporary environmental thought and philosophies and the contributions made to the field by diverse environmental scholars. We will also consider the role ecological processes can play in mediating our thought and providing a challenge to technological mediums. 3. To explore various cultural productions (environmental art and literature), popular environmental and sustainability educations, and technologies in terms of their ethics, ideals, scale, and appropriateness with respect to the natural and social environments in which they are embedded. 4. To increase critical ecological and media literacy skills learn how to read texts and situations critically and carefully; and to develop a cross-cultural, cross-disciplinary, environmentally grounded array of creative skills. 5. To survey and contribute to a dialogue about the nature of interdisciplinary environmental studies; and become familiar with some of the environment and culture views that exist at FES. 6. To complete learning projects, to develop research skills and to remember ourselves as active participants, not just passive consumers of environments, cultures and technologies. 	<p>1, 3</p> <p>1, 5</p> <p>1, 3, 5</p> <p>3, 5</p> <p>1, 3, 6</p> <p>2, 3, 4</p>
<p>ENVS 2400 6.0 Foundations of Environmental Management (YORK)</p>	<ol style="list-style-type: none"> 1. To provide students with an understanding of the meaning, scope and integration of environmental policy and management. 2. To introduce students to the institutional, legal, political economic and ideational context within which environmental policy is formulated, implemented and evaluated with an emphasis on the Canadian experience. 3. To examine the roles of governmental institutions and non-governmental actors and forces in environmental decision- 	<p>1, 3, 5</p> <p>1, 3, 4</p> <p>1, 5</p>

	<p>making in Canada.</p> <p>4. To introduce the principal policy instruments employed in the implementation of environmental policies and the processes for evaluating their effectiveness.</p> <p>5. To explore the place of science in policy formulation and implementation.</p> <p>6. To explore the use and limitations of analytical models in environmental management, with examples using systems analysis.</p> <p>7. To help students develop skills in critical thinking and writing, issue and options analysis, data collection, interpretation and analysis, and group processes.</p> <p>8. To enable students wishing to go further in environmental policy and management to identify their priorities for further study.</p> <p>9. To assist students in planning their future studies.</p>	<p>1, 3, 4</p> <p>1</p> <p>2, 3, 4</p> <p>2, 3, 7</p> <p>5, 6</p> <p>6</p>
<p>ENVS 2410 3.0 The Science and Pollution (YORK)</p>	<p>1. Provide an introduction to the science of pollution as it is found in the soil, air, and water.</p> <p>2. Develop critical thinking and research-based skills.</p> <p>3. Examination of specific case studies to illustrate relevant scientific concepts.</p>	<p>1, 2, 5</p> <p>3</p> <p>5</p>
<p>ENVS 2420 3.0 Ecology and Conservation Science (YORK)</p>	<p>1. Learn how ecological concepts are applied to conservation issues.</p> <p>2. Provide an overview on current key conservation issues.</p> <p>3. Develop critical thinking and writing skills.</p>	<p>1, 3, 5</p> <p>1, 5</p> <p>3</p>
<p>BIOL 2050 4.0 Ecology (YORK)</p>	<p>1.</p>	
<p>ENVS 2009 3.0 Quantitative Methods in Environmental Studies (YORK)</p>	<p>1. This course introduces basic concepts of statistics and teaches the applications of some commonly used statistical tests.</p> <p>2. The course places emphasis on the application rather than the theoretical development of the statistical tests.</p> <p>3. Students would finish the course with a grasp of basic concepts, terminology, and appreciation of what statistical test to apply under various circumstances.</p>	<p>2</p> <p>2</p> <p>2, 3, 4</p>

	4. The course includes a component on surveys.	2
ENVS 3010 3.0 Qualitative Methods in Environmental Studies (YORK)	<ol style="list-style-type: none"> 1. Provide students with a basic understanding of social research, of the major alternative approaches and of the place of qualitative methods within that range. 2. Provide students with a critical understanding of theoretical perspectives, methodologies and methods in qualitative research. 3. Provide students with the skills to design field research activities exemplifying some of the qualitative research methods under discussion. 4. Provide students with an essential understanding of the ethics of qualitative research and common ethical dilemmas posed by the qualitative research methods under discussion. 5. Provide students with the ability to make critical and self-reflexive methodological choices and plan the conduct of research with respect to a defined research problem/question. 6. Provide students with enhancement of critical skills in reading, debate, research and writing. 	<p>1, 2, 4</p> <p>5</p> <p>2, 4</p> <p>8</p> <p>2, 3, 4</p> <p>2, 3, 4</p>
ENVS 3000 3.0 Environmental Ethics and Epistemology (YORK)	<ol style="list-style-type: none"> 1. To critically explore the boundaries between environmental ethics and environmental epistemology. 2. To critically examine and understand environmental ethical thought and practice from diverse traditions and moral/epistemic communities. 3. To explore human-environment relationships at a deeper level. We will examine the roles and impacts of human intervention, extraction and use of natural environments, as well as human relationships with other beings. 4. To develop and enhance critical skills in reading, discourse, research and essay writing. 5. To substantively and empirically relate concepts and philosophical foundations discussed in the course with students' 	<p>1, 3, 8</p> <p>1, 4, 8</p> <p>1, 3, 5, 8</p> <p>3, 4, 9</p> <p>3, 5, 6</p>

	<p>academic and personal research interests.</p> <p>6. To learn how to create ethically informed environmental practice in one's life.</p>	3, 8
<p>GEOM3 APPLICATIONS OF GIS IN NATURAL RESOURCES (FLEMING)</p>	<p>1. Work on a networked operating system using ArcGIS 10</p> <p>2. Explore ArcGIS extensions. Namely, ArcCatalog, ArcPad, DNRGarmin</p> <p>3. Perform spatial and attribute queries</p> <p>4. Manage attribute and other vector data</p> <p>5. Analyze Raster data</p> <p>6. Work on a networked operating system using Manifold System 8.0</p> <p>7. Work on a networked operating system using Quantum GIS</p> <p>8. Apply GIS technology to resolve issues in reference to ecosystem management</p> <p>9. Prepare maps to communicate and analyze natural resources issues</p>	<p>2</p> <p>2</p> <p>2, 4, 9</p> <p>2, 9</p> <p>2, 9</p> <p>2</p> <p>2</p> <p>2, 3, 4, 9</p> <p>2, 9</p>
<p>FSTY54 URBAN AND REGIONAL PLANNING (FLEMING)</p>	<p>1. Understand the history of planning practice in Canada.</p> <p>2. Understand the basic techniques and terminology of planning with a special emphasis on innovative approaches to land-use, habitat protection, and environmental planning</p> <p>3. Understand the policy and legislation that guides the planning process in Ontario.</p> <p>4. Understand the impact of urbanization, growth, and sprawl on the natural environment.</p> <p>5. Understand the process and implementation of GIS analysis in an urban and environmental planning situation.</p> <p>6. Demonstrate planning principles in land use planning situations.</p> <p>7. Organize an in-depth investigative study of a specific planning issue.</p>	<p>1, 3</p> <p>1, 5</p> <p>1</p> <p>1, 3, 5</p> <p>2, 3</p> <p>3, 4</p> <p>3, 4, 9</p>
<p>FLPL78 CREDIT FOR PRODUCT II: FIELD PLACEMENT (FLEMING)</p>	<p>1. Refine and apply basic project management skills including but not limited to communicating, planning, problem solving, and time management to guide a project to successful completion.</p> <p>2. Collaborate with a team to develop and implement a plan to achieve project goals and to mitigate project-related health and safety risks.</p>	<p>2, 3, 4, 9</p> <p>3, 7</p>

	<ol style="list-style-type: none"> 3. Review a current body of knowledge and report on the findings. 4. Select and use a variety of project appropriate techniques such as observation, interviews, data collection, GIS software, surveying, analyzing and organization in the completion of a project. 5. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfils the purpose of the project and meets the needs of audiences. 6. Contribute to productive meetings as the Chair or as a presenter. 7. Provide constructive feedback to peers on their performance on project-related activities. 8. Reflect upon and clearly articulate own strengths and areas requiring improvement related to project management. 	<p>1, 3, 9</p> <p>2, 3, 4</p> <p>4, 9</p> <p>7</p> <p>7</p> <p>4, 9</p>
<p>FIWI30 PRINCIPLES OF WILDLIFE MANAGEMENT (FLEMING)</p>	<ol style="list-style-type: none"> 1. Understand the basic biological and ecological principles involved in the study of a variety of wildlife species. 2. Demonstrate the basic skills in determining the age and sex of a selected wildlife. 3. Understand wildlife management plans and how wildlife assessment protocols are developed and used. 4. Demonstrate proficiency in collecting information from the field and processing it. 5. Understand the basic approach to fisheries management and fish aging. 6. Apply basic management principles associated with a variety of wildlife species. 7. Demonstrate an understanding of pertinent legislation that regulates wildlife management and harvesting and understand how the policy, regulation, and legislation process is used in wildlife management. 8. Understand the importance of non-game species of wildlife. 9. Apply the scientific method in the field of wildlife management. 10. Develop a wildlife interpretive presentation from information collected from the field. 	<p>1, 3, 5</p> <p>2</p> <p>2, 3, 5</p> <p>2, 4</p> <p>1, 2, 3</p> <p>3, 5</p> <p>1, 3</p> <p>3, 5</p> <p>2</p> <p>2, 9</p>

	<p>11. Scientifically analyze scats and identify hairs found within them.</p> <p>12. Understand how man has impacted wildlife species directly and indirectly.</p> <p>13. Recognize the health risks to people working with wildlife and the disease implications of wildlife relocation.</p>	<p>2</p> <p>1, 3, 5</p> <p>3, 5</p>
<p>ECOS6 ECOSYSTEM HEALTH (FLEMING)</p>	<p>1. Understand and describe the principles of ecosystem health.</p> <p>2. Apply the principles of ecosystem health in the context of urban, agricultural and wilderness ecosystems.</p> <p>3. Plan and implement, in a collaborative manner, a publicly attended conference that incorporates the principles of and current issues in ecosystem sustainability and health.</p> <p>4. Summarize and share with others the results of current and emerging research in the field of ecosystem sustainability and health.</p> <p>5. Establish a network of contacts and resources for future career possibilities and personal development.</p>	<p>1, 5</p> <p>1, 3, 4</p> <p>1, 5, 7</p> <p>3, 5, 7, 9</p> <p>6</p>
<p>ECOS5 CORPORATE SUSTAINABLE DEVELOPMENT (FLEMING)</p>	<p>1. Define the concept of Sustainable Development</p> <p>2. Understand the role of ISO 14000 as standards prescribing requirements for environmental quality management and management systems</p> <p>3. Understand the social economic and political context of corporate sustainable development</p> <p>4. Anticipate the future of corporate sustainable development by examining the past and present historical relationship between corporations and sustainability.</p> <p>5. Better appreciate and know the reasons businesses are practicing sustainable development.</p> <p>6. Develop and measure principles of sustainable development</p> <p>7. Utilize suggested approaches and methods to analyse sustainable development plans and practices</p> <p>8. Appreciate the economic benefits of corporate sustainable development</p>	<p>1</p> <p>1, 3, 5</p> <p>1</p> <p>3, 5</p> <p>1, 3, 5</p> <p>2</p> <p>2, 4</p> <p>1, 5</p>

	<p>9. Develop a balanced and critical personal perspective on corporate sustainable development</p> <p>10. Further develop personal communication skills</p>	<p>1, 3</p> <p>9</p>
<p>GEOM36 GEOSPATIAL TECHNIQUES (FLEMING)</p>	<p>1. Design and produce an effective cartographic product (including maps, charts, figures and tables).</p> <p>2. Apply basic design principles such as hierarchies, type placement and proper layout, accurately and consistently.</p> <p>3. Apply basic math skills in making accurate scale measurements and calculations, and in calculating UTM plane co-ordinates.</p> <p>4. Produce accurate survey plots using GPS and digital plotting techniques.</p> <p>5. Use GPS to record environmental features and integrate these features in geomatics software.</p> <p>6. Understand the use of Electronic Distance Measurement (EDM) to produce environmental topographic features.</p> <p>7. Use geomatics-related software for standard functions such as plotting and digital map creation.</p> <p>8. Use basic GIS analysis to produce new geographic and statistical information.</p> <p>9. Assess the application of remote sensing (i.e. satellite imagery, aerial photography) methods in acquiring accurate positional data and extracting ecological and Environmental data.</p>	<p>2</p> <p>2, 4, 9</p> <p>2</p> <p>2</p> <p>2, 4</p> <p>2, 4</p> <p>2</p> <p>2</p> <p>2, 3, 4</p>
<p>LAWS70 RESOURCE AND ENVIRONMENTAL ECONOMICS (FLEMING)</p>	<p>1. Recognize the major historical contributions to the inquiry and body of knowledge called economics.</p> <p>2. Comprehend the basic elements of the traditional (Neo-Classical) theory of market relationships and dynamics, and how they account or do not account for natural resources and nature generally, according to both advocates and critics of market- and price-based decision-making.</p> <p>3. Identify the basic characteristics and proponents of “environmental economics” and “ecological economics”.</p> <p>4. Assess (using economics) the notion of ‘sustainable development’</p>	<p>1</p> <p>1, 3, 5</p> <p>1, 5</p> <p>1, 2</p>

	<ol style="list-style-type: none"> 5. Distinguish between flow (renewable) and stock (non-renewable) resources, in an economic context. 6. Apply elements of economic theory to contemporary polluting behaviors, as well as to related public policy responses and government administrative practices. 7. Assess the applicability of cost-benefit analysis to various (individual to global) levels of resource and environmental decision-making. 8. Develop a strong understanding of how carbon capture/storage and carbon credits work within the current economic framework. 9. Follow the general debate over the appropriate roles of individuals, businesses, governments, and international agencies in responding to current and anticipated environmental challenges. 10. Employ economic concepts to present, critique, and debate resource and environmental issues (course contexts: seminar class, written paper, and examination). 11. Determine how first nations communities share economic benefits of resource development with non-governmental organizations, and governments; critique the strengths and weaknesses/ pros and cons. 	<p>3, 4, 5</p> <p>1, 3</p> <p>3, 4</p> <p>2, 4</p> <p>1, 5</p> <p>2, 3, 4</p> <p>1, 5</p>
<p>FLPL4 CREDIT FOR PRODUCT I: STUDENT PLACEMENT (FLEMING)</p>	<ol style="list-style-type: none"> 1. Develop and apply at a basic level project management skills including but not limited to communicating, planning, problem solving, and time management to guide a project to successful completion. 2. Collaborate with a team to develop and implement a plan to achieve project goals and to mitigate project-related health and safety risks. 3. Review a current body of knowledge and report on the findings. 4. Select and use a variety of project appropriate techniques such as observation, interviews, data collection, GIS software, surveying, analyzing and organization in the completion of a project. 	<p>2, 4, 9</p> <p>4, 7</p> <p>3, 9</p> <p>2, 4</p>

	<ol style="list-style-type: none"> 5. Contribute to productive meetings as a chair or presenter or minute taker. 6. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfils the purpose of the project and meets the needs of audiences. 7. Provide constructive feedback to peers on their performance on project-related activities. 8. Reflect upon and clearly articulate own strengths and areas requiring improvement related to project management. 	<p>7, 9</p> <p>9</p> <p>7, 9</p> <p>2, 3, 9</p>
FIWI14 HABITAT ASSESSMENT (FLEMING)	<ol style="list-style-type: none"> 1. Describe and demonstrate appropriate habitat assessment techniques 2. Analyze, interpret and present results from data collected by several sampling methods 3. Evaluate aquatic and terrestrial habitat for natural heritage features and other resource values 4. Identify, classify, map and describe ecosystem types 5. Demonstrate competency in equipment use 6. Demonstrate competency in report writing skills 	<p>2</p> <p>2, 5</p> <p>2, 3, 5</p> <p>2</p> <p>2</p> <p>2, 9</p>
ECOS12 URBAN ECOSYSTEMS (FLEMING)	<ol style="list-style-type: none"> 1. Apply ecological principles to the study of urban environments. 2. Recognize the alienation of urban society from environmental values and the cultural connection with the land. 3. Recognize the complex relationships between urban environments and their associated watersheds. 4. Research, analysis and present an Urban Sustainability study for a chosen city of the world 5. Apply principles of restoration ecology in sensitive urban landscapes. 6. Recognize the value of a Bioregional approach to sound urban planning 	<p>1, 5</p> <p>1, 3, 5</p> <p>1, 5</p> <p>2, 3, 5, 9</p> <p>2, 3</p> <p>1, 3, 5</p>
ECOS8 FIRST NATIONS AND SUSTAINABLE DEVELOPMENT	<ol style="list-style-type: none"> 1. Describe First Nation/indigenous cultural perceptions of resources in terms of spirituality and traditional knowledge 2. Appraise Canadian government legislation and policy responses to Canada's First 	<p>1, 5</p> <p>1, 3, 4</p>

(FLEMING)	<p>Nations as a means to provide the context of ecosystem management and sustainable development issues</p> <p>3. Explain the more current First Nations culturally specific policies and practices with regards to ecosystem management, resource, and sustainable development issues</p> <p>4. Generate structured and considered responses to selected historical and/or contemporary topics in terms of First Nation's studies as they relate to sustainable development and ecosystem management</p> <p>5. Integrate indigenous knowledge into the framework of ecosystem management, by comparing and contrasting approaches</p>	<p>1, 5</p> <p>3, 5</p> <p>1, 3, 4</p>
<p>COMP84 SATELLITE DATA PROCESSING (FLEMING)</p>	<p>1. Describe various applications of remote sensing</p> <p>2. Choose appropriate imagery for a variety of applications</p> <p>3. Describe major characteristics of the electromagnetic spectrum</p> <p>4. Describe spectral and spatial properties of an object using appropriate terminology</p> <p>5. Discuss the nature and characteristics of spatial data</p> <p>6. Describe the most commonly employed satellite image acquisition systems</p> <p>7. Georeference remotely sensed imagery to selected earth coordinate systems</p> <p>8. Interpret multispectral satellite imagery</p> <p>9. Discuss and apply various image filtering strategies</p> <p>10. Understand and apply the most commonly employed image enhancement strategies</p> <p>11. Understand and apply Principal Component and Ratio Image techniques</p> <p>12. Understand and use the most commonly employed multi-spectral land cover classification methods</p> <p>13. Understand the linkages between remote sensing and GIS</p> <p>14. Work within PCI Geomatica software</p>	<p>2</p> <p>2, 4</p> <p>2, 5</p> <p>2, 4, 5</p> <p>2, 3</p> <p>2</p> <p>2, 4</p> <p>2, 4, 9</p> <p>2, 9</p> <p>2, 4, 9</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>
<p>APST21 FIELD CAMP</p>	<p>1. Properly collect and record field data to industry standards</p> <p>2. Evaluate a variety of habitats for wild life,</p>	<p>2</p> <p>2, 3, 4</p>

(FLEMING)	<p>heritage and other resource values using current inventory and assessment tools</p> <p>3. Analyze and interpret field data</p> <p>4. Work effectively as a member of a group in the completion of fieldwork and daily tasks</p>	<p>2, 3</p> <p>7</p>
<p>GEOM34 INTRODUCTION TO VECTOR GIS (FLEMING)</p>	<p>1. Discuss the differences between different data models in a Geographic Information System (GIS).</p> <p>2. Operate a standard software package used in the GIS industry.</p> <p>3. Create maps and visual displays based on recognized design principles that communicate geographic information effectively.</p> <p>4. Demonstrate knowledge and understanding of coordinate systems and map projections.</p> <p>5. Acquire and use vector data from various sources in a GIS system.</p> <p>6. Apply database systems to enable the efficient query and analysis of spatial and non-spatial data.</p> <p>7. Perform spatial analysis using Vector data.</p> <p>8. Describe and apply Triangulated Irregular Networks (TINs) for terrain mapping.</p> <p>9. Understand data quality and sources of errors in Vector GIS.</p> <p>10. Explore environmental applications of GIS.</p>	<p>3, 5</p> <p>2</p> <p>2, 4, 9</p> <p>2, 9</p> <p>2</p> <p>2, 4, 9</p> <p>2</p> <p>2, 4</p> <p>2, 5</p> <p>5, 6</p>
<p>ECOS13 ECOSYSTEM SKILLS (FLEMING)</p>	<p>1. Follow the prescribed lab and field health and safety guidelines in order to create a safe work environment for course activities.</p> <p>2. Record data and observations using a standardized protocol (SCAN: Specific, Complete, Accurate, Neat).</p> <p>3. Operate specific instruments or equipment in order to perform given tasks.</p> <p>4. Identify specific examples from the following categories: fish, rocks and minerals, trees, birds, mammals and reptiles in order to survey or monitor populations and habitat.</p> <p>5. Use a compass and Global Positioning Systems (GPS) under field conditions.</p> <p>6. Identify specific drilling equipment and methods that can be used to address resources drilling needs in a variety of</p>	<p>2, 4</p> <p>2, 9</p> <p>2</p> <p>2, 4, 9</p> <p>2</p> <p>2, 3, 4</p>

	ecosystems. 7. Use aerial photography to identify objects and calculate scale, distance and area and to determine azimuths.	2
ECOS11 TERRESTRIAL ECOSYSTEMS (FLEMING)	1. Describe the functions and processes controlling ecosystem composition and structure. 2. Identify biotic components of terrestrial ecosystems 3. Collect data for and work with the air quality monitoring protocol 4. Compare and contrast forest management planning on crown and private lands 5. Explain terminology such as stewardship, ecosystem sustainability and other emerging concepts 6. Formulate and articulate opinions about ecosystem-based management of terrestrial ecosystems	1, 2, 3, 5 2, 5 2, 9 1, 3 1, 3, 5 3, 5, 9
NATR83 SOIL STUDIES II (ECOSYSTEM MANAGEMENT/FOREST RY) (FLEMING)	1. Demonstrate an understanding of laboratory protocol and reporting methods 2. Identify and classify soil 3. Conduct mechanical soil analysis 4. Demonstrate appropriate laboratory techniques and field identification skills 5. Understand basic hydrogeology and the movement of groundwater 6. Understand the basics of site investigation 7. Under field and/or lab conditions, describe/determine soil colour, pH, organic matter content and degree of decomposition, texture, moisture regime and drainage. 8. Identify and classify organic deposits 9. Complete a site description of a selected site/soil pit 10. Apply the Forest Ecosystem Classification (FEC) at an introductory level 11. Recognize the extent of opportunity in this area of forest soils	2, 4 2 2 2 2, 5 2, 5 2, 9 1, 2 2, 9 1, 2, 9 2, 4
NATR41 SOIL STUDIES I (FLEMING)	1. Demonstrate an understanding of laboratory protocol and reporting methods 2. Identify and classify soil 3. Conduct mechanical soil analysis 4. Determine physical and index properties of soils and their determination	2, 9 2, 9 2 2

	<ul style="list-style-type: none"> 5. Demonstrate appropriate laboratory techniques and field identification skills 6. Understand basic hydrogeology and the movement of groundwater 7. Understand the basics of site investigation 	<ul style="list-style-type: none"> 2, 9 2, 5 2
ORGB10 HUMAN RELATIONS (FLEMING)	<ul style="list-style-type: none"> 1. Describe current labour trends in the workplace as they relate to the study of human relations 2. Identify aspects of self-concept and communication patterns that affect individual profiles 3. Relate aspects of personality to individual profiles 4. Demonstrate various aspects of the communication process in an individual and team context 5. Apply verbal and non-verbal communication techniques in a team context 6. Demonstrate the importance of listening as an acquired skill in achieving personal and team goals 7. Apply theories of motivation in the context of individual and team goals 8. Interact with others in teams in ways that contribute to effective problem solving and decision-making. 9. Evaluate his or her own thinking throughout the steps and processes used in problem solving and decision making 10. Identify causes and effects of conflict and consider response options in a team context 11. Apply team power and politics concepts in the context of individual and team goals 12. Evaluate various leadership theories and applications that contribute to effective team management 13. Analyze and prepare written responses to case studies using team processes 14. Identify the causes and symptoms of stress and evaluate personal stress management techniques 	<ul style="list-style-type: none"> 1, 4 1 9 7, 9 7 2, 6, 7 2, 7 2, 4, 7 2, 4, 9 4, 7 7 4, 7 7, 9 2, 4
GEOM16 EM-GEOMATICS (FLEMING)	<ul style="list-style-type: none"> 1. Discuss the differences between raster and vector data models 2. Discuss the nature of spatial data and define typical GIS operations 	<ul style="list-style-type: none"> 2, 5 1, 2

	<ol style="list-style-type: none"> 3. Describe methods of data capture and sources of data 4. Operate a functional GIS (ArcGIS) to manage geographic and attribute data 5. Describe and apply Digital Elevation Models 6. Perform spatial analysis using a raster based GIS software program 7. Develop a workflow for processing and analysing data to solve specific problems 8. Describe the basic principles behind remotely sensed data 9. Work within PCI Geomatica 10. Understand GIS and Remote Sensing applications in the field of ecosystem management 11. Understand error sources and assessment in GIS 	<p>2</p> <p>2</p> <p>2, 9</p> <p>2, 9</p> <p>2, 4, 9</p> <p>1, 2, 3</p> <p>2</p> <p>1, 2, 5</p> <p>2, 3</p>
FSTY73 FOREST MEASUREMENT (FLEMING)	<ol style="list-style-type: none"> 1. Determine tree diameters, tree heights, stand basal area, stand volume, tree/stand age, distance and direction. 2. Conduct a fixed area sample and a point sample. 3. Compile and prepare timber cruise reports. 4. Calculate aerial photo scale. 5. Calculate polygon area. 6. Measure log and tree volumes. 7. Conduct a fuel loading transect. 8. Recognize factors influencing tree marking. 9. Calculate Fire Weather Indices 	<p>2, 9</p> <p>2</p> <p>2, 4, 9</p> <p>2</p> <p>2</p> <p>2</p> <p>2, 9</p> <p>2, 3</p> <p>2</p>
FSTY50 TREES AND SHRUBS OF ONTARIO (FLEMING)	<ol style="list-style-type: none"> 1. Identify approximately 100 species of trees and shrubs found in Ontario. 2. Construct and use keys to identify an unknown specimen. 3. Understand and apply the use of the binomial system of scientific nomenclature. 4. Explain the processes and factors that influence the growth and reproduction of woody plants. 5. Appreciate the complexity of forest ecosystems, species interactions and biodiversity at a variety of scales. 6. Discuss a variety of uses and applications of trees, wood and wood products. 7. Obtain an appreciation of the cultural 	<p>1, 2</p> <p>2</p> <p>2, 4</p> <p>2</p> <p>1, 2, 4</p> <p>3, 5, 9</p> <p>1, 3, 5</p>

	importance of trees.	
FLPL108F FIELD PLACEMENTMENT (FLEMING)	<ol style="list-style-type: none"> 1. Explore a variety of field practices, settings and employment opportunities within the environmental sector 2. Demonstrate an acceptable level of performance in the specific learning outcomes and competencies as outlined in individual placement plans (contracts) 3. Integrate theory with practice while developing and understanding of the limitations of theoretical models 4. Within the day-to-day operations of the organization, observe, participate in, or take responsibility for assigned tasks and activities 5. Receive and integrate feedback in a positive manner 	<p>1, 2, 3, 4, 6</p> <p>9</p> <p>1, 3, 4</p> <p>2, 4, 6, 7, 8</p> <p>4, 9</p>
FIWI41 WILDLIFE OBSERVATION SKILLS (FLEMING)	<ol style="list-style-type: none"> 1. Recognize the characteristic features of wildlife tracks, signs, scat, sounds and skulls. 2. Identify the presence of wildlife based on evidence such as tracks, signs, scat, sounds and skulls. 3. Record and describe wildlife sightings or signs of wildlife. 4. Identify local wildlife based on visual observation during campus and district field trips. 5. Evaluate, compare and use equipment for wildlife observation: focus on binoculars, spotting scopes and photography. 6. Participate in a team effort while observing wildlife/signs during field activities. 	<p>2</p> <p>2</p> <p>2, 9</p> <p>2</p> <p>2, 3, 4, 5</p> <p>2, 4, 7</p>
ECOS7 ECOSYSTEM MONITORING AND ASSESSMENT (FLEMING)	<ol style="list-style-type: none"> 1. Explain and give examples of current tools and methodologies used to monitor and assess ecosystem health 2. Explain the principles of experimental design and sampling methodology 3. Demonstrate proficiency in the writing and presentation of scientific/technical reports 4. Demonstrate proficiency in the use and care of field and laboratory equipment 5. Apply the principles of experimental design and sampling methodology 6. Describe the environmental assessment process and related aspects, e.g. 	<p>2, 3, 9</p> <p>2, 3, 5, 9</p> <p>2, 9</p> <p>2, 9</p> <p>2, 4, 9</p> <p>2, 3, 5, 9</p>

	<p>Environmental Bill of Rights</p> <p>7. Work effectively and in a collaborative manner with peers to complete coursework.</p>	7, 9
<p>ECOS10 RESTORATION ECOLOGY (FLEMING)</p>	<p>1. Define Restoration Ecology, outlining the principles involved and relevant ecological concepts.</p> <p>2. Describe current methodologies used in restoration projects.</p> <p>3. Define and describe current issues in the field of restoration ecology.</p> <p>4. Implement restoration plans in various field settings.</p> <p>5. Communicate with stakeholders involved in restoration projects.</p> <p>6. Develop a Conceptual Restoration Plan following guidelines provided by the Society for Ecological Restoration International.</p> <p>7. Present an outline of a Conceptual Restoration Plan to peers and evaluate those presented by others.</p>	<p>1, 2, 3, 5</p> <p>2, 4, 9</p> <p>1, 3, 5</p> <p>2, 9</p> <p>4, 9</p> <p>5, 9</p> <p>2, 7, 9</p>
<p>ECOS3 AQUATIC ECOSYSTEMS (FLEMING)</p>	<p>1. Explain the structures, functions and processes that characterize aquatic ecosystems.</p> <p>2. Describe and give examples of energy flow and nutrient cycling in aquatic ecosystems.</p> <p>3. Collect, identify, prepare and present plant material from a variety of aquatic ecosystems using standard techniques.</p> <p>4. Explain and demonstrate competency in the use of field and laboratory equipment.</p> <p>5. Analyze and interpret water chemistry data generated in partnership with a certified research facility (CAWT).</p> <p>6. Identify benthic macro invertebrate groups by anatomical or structural features and/or behavioural characteristics.</p> <p>7. Assess the health of stream ecosystems based on the relative abundance of macro invertebrate groups.</p> <p>8. Competently collect and accurately identify the major groups of phytoplankton and zooplankton that characterize aquatic ecosystems.</p> <p>9. Explain the significance of plankton to the productivity of aquatic ecosystems.</p>	<p>1, 2</p> <p>2, 5</p> <p>2, 4, 9</p> <p>2, 9</p> <p>2</p> <p>2, 3, 5</p> <p>2, 4, 9</p> <p>2, 4, 9</p> <p>3, 5, 9</p>

	10. Appreciate the impact of human populations on aquatic ecosystems.	1, 3, 5
LAWS56 NATURAL RESOURCES AND THE LAW (FLEMING)	<ol style="list-style-type: none"> 1. Identify and explain the sources of law and classify various types of offences. 2. Interpret applicable sections of the Charter of Rights and Freedoms. 3. Demonstrate a basic understanding of the roles of elected representatives and the bureaucracy. 4. Demonstrate a basic understanding of the judicial system and legal procedure. 5. Understand fundamental philosophies of compliance and how compliance to legislation is achieved. 6. Demonstrate a working knowledge of specific legislation related to natural resources and the environment. 7. Identify how resource management objectives are achieved through a variety of regulations. 8. Understand recommended practices when encountering natural resources/environmental infractions. 	<p>1, 3, 4, 5</p> <p>2, 3, 5</p> <p>1, 5</p> <p>1, 3, 5</p> <p>3, 5</p> <p>1, 3, 5, 9</p> <p>3, 5, 9</p> <p>3, 5</p>

Proposal for Streams in Literature and Linguistics
Specialized Honours BA
Department of French Studies
 Glendon College, York University

1. Introduction

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

The Department of French Studies, Glendon College, is proposing Streams in Literature and Linguistics for students preparing a Specialized Honours BA in French Studies (60 credits in French Studies).

Besides Language courses (French as a first or as a second language) Glendon Department of French Studies offers two fields (Linguistics and Literature), whose major subfields have now been clearly defined in order to bring out the Program originality and to ensure a coherent alignment with the graduate programs in French and Francophone Studies at York.

A Stream in either Literature or Linguistics for a Specialized Honours BA in French Studies will allow students to concretely identify an area of specialization within the French Studies program. Students who choose to take most of their 3000 and 4000 level courses in either Literature or Linguistics will have the specialization formally recognized. The Department strongly believes that having a Stream in either field will make a difference for students applying for Graduate studies at York or in another institution.

The implementation of these Streams does not require the creation of new courses.

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

The name of the Stream (“concentration en linguistique” or “concentration en littérature”), better reflects the students’ specialization. This is important as the chief learning objective for Glendon specialized honours BA in French studies is to prepare undergraduate students for graduate studies.

2. General Objectives of the Streams

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

Stream in Literature

The chief learning objective of the Stream in Literature is to prepare students with the required knowledge, skills and capabilities to better engage in research in French /Francophone Literature at the graduate level. It also aims at:

- a) providing a sound foundation in Literature and helping students develop their critical thinking skills;
- b) insuring a sound knowledge of the main movements, works and authors in Francophone, French and Quebec literatures;
- c) providing the essential literary concepts for literary analysis through the study of literary theories and methodologies, and through various approaches including creative writing ;
- d) extending interdisciplinarity; the French Studies program prides itself on fostering interdisciplinary breadth within its curricular offerings (e.g., FRAN 3315 *La science dans le roman au tournant des Lumières*; FRAN 3641 *Le théâtre musical du Moyen-Age à nos jours*, FRAN 4630 *Francophonie et écriture au féminin*). By requiring students to take a minimum of 24 credits in Literature at the 3000 and 4000 levels, this Stream will further enhance students’ interdisciplinary knowledge;
- e) better preparing our students to research and studies in Literature at the graduate level.

After the compulsory 6 credits in Literary methodology course (FRAN 2335), the 18 credits (6 half-courses) to be taken at the 3000 level will enable students to familiarize themselves with different areas of French /Francophone Literature and to approach literary critical analysis with rigor and autonomy, through the use of specific concepts and correct terminology. The 12 remaining credits at the 4000 level will further prepare students for research in literature with an in-depth and wider study of the foundation concepts and theories, as well as more research projects.

Stream in Linguistics

The chief learning objective of the Stream in Linguistics is to progressively prepare students with the required knowledge, skills and capabilities to better engage in research in Linguistics at the graduate level. It also aims at:

- a) providing a sound foundation in general linguistics and a better understanding of the structure of the French language and thus at encouraging students to analyze their own use of the French language;
- b) insuring a sound knowledge of one or several areas of internal or external linguistics for a better understanding of the variations of the French language in the francophone world;
- c) approaching the study of the French language from both a synchronic and diachronic perspective;
- d) extending interdisciplinarity; the French Studies program prides itself on fostering interdisciplinary breadth within its curricular offerings (e.g., FRAN 4657 3.0 La Sociolinguistique et les réalités de la francophonie; FRAN 4656 Processus d'acquisition des langues secondes: perspectives psycholinguistiques). By requiring students to take a minimum of 24 credits in Linguistics at the 3000 and 4000 levels, this Stream will further enhance students' interdisciplinary knowledge;
- e) better preparing our students to research and studies in Linguistics at the graduate level.

After the 6 credits in Introduction to Linguistics (FRAN 2600), the 18 credits (6 half-courses) to be taken at the 3000 level will enable students to acquire foundation concepts in the main areas of Internal and external Linguistics). The 12 remaining credits at the 4000 level will further prepare students to research and studies in Linguistics with an in-depth and wider study of the foundation concepts and theories, as well as more research projects.

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

These Streams align with Glendon's priorities as set in Glendon latest academic plan :

*« special attention will be given to themes of [...] **language research and inter-cultural relations** and [...] Canadian and International affairs » ;*

“Glendon will pursue collaborative research within the international network of Francophone scholars”.

*“Glendon will also aim to « **strengthen the role of bilingualism** in undergraduate life at Glendon, both in the classroom and outside” in order to “make the **student experience as fully bilingual as possible** ».*

The Streams also align with the University's strategic goal to promote **commitment to excellence, research intensification, enrichment of the student experience, strengthening of interdisciplinarity**. They do so by raising our program's requirements, by offering a more research-oriented curriculum and by encouraging cross-registered courses (with Glendon drama Studies, the Glendon Linguistics Program, etc.)

3. Need and Demand

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

The Department of French Studies on the Keele campus (LAPS) does offer a Specialized Honours degree in French Studies (60 credits in French Studies). Its requirements are somewhat similar (18 credits at the 3000 level, 12 credits at the 4000 level) yet slightly different:

- Language courses do not include courses for francophones;
- Core courses total 27 credits and include 6 credits at the 1000 level – vs 24 credits for French as a second language students at Glendon, and no credited language course at the 1000 level
- Most notably, **the program in LA&PS does not offer Streams in Linguistics or Literature within the Specialized Honours BA option.**

3.2 Provide brief description of the need and demand for the proposed undergraduate Streams

It is anticipated that the completion of a Stream (specialization) in either Literature or Linguistics will provide an advantage for students seeking to embark on a teaching career or seeking to register at the graduate level at York or in other institutions. At York, with the arrival of a PhD in Francophone Studies, we have been observing that our graduate students return to a more research base option with an increase in students writing MRPs (the course only option being still available).

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

Courses for the Streams already exist, and it is expected that the Stream options will be able to be implemented effective FW 2013.

We are the largest Department at Glendon with an increase in Majors 1 since 2007 (445 students in 2012). Unfortunately figures are presently unavailable for students doing a Specialized Honours BA /IBA

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate Stream requirements and associated learning outcomes, including explicit reference to how the Streams support achievement of the learning outcomes.

The proposed Streams in Literature and Linguistics align with the new requirements for a Specialized Honours BA in French Studies and abide by the new Quantitative structure of the BA Degree.

For a Specialized Honours BA in French Studies (60 credits in French Studies), besides the core credits, students can take the remaining 36/39 credits in Language, Literature or Linguistics. To be eligible for the proposed Streams, students must take:

- at least **12** credits in Literature/Linguistics at the 3000 level [among the minimum 18 credits required at the 3000 level] and obtain a minimum grade of C in each course; and
- at least 12 credits in Literature/Linguistics at the 4000 level and obtain a minimum grade of C in each course.

For the IBA, in addition to the courses required for their major, students must also complete the following requirements:

- at least 12 credits of internationally-oriented courses;
- at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement;
- for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories:
 - a. courses at the second-year level and above in French as a second language (FRLS) and/or in English as a second language (ENSL);
 - b. courses in any discipline which are designated as satisfying the bilingual requirement.
- for the iBA trilingual, in addition to the above 18 credits in English and French, students must complete 18 credits in Hispanic studies including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) advanced-level course (six credits) in Hispanic studies or in a modern language offered by York University, including an advanced-level course in the chosen language.

Courses taken to fulfill the major requirements may also be used to fulfill the above iBA requirements.

REQUIRED COURSES – FRAN 2600 6.0 (Linguistics) and FRAN 2335 6.0 (literature)

GOALS/OBJECTIVES	REQUIREMENTS	STRUCTURE	EXPECTED LEARNING OUTCOMES
<p>Students taking these required courses will :</p> <p>[Breadth and Depth of Knowledge]</p> <ul style="list-style-type: none"> • Develop a critical understanding of the various fields of General French Linguistics (phonology, morphology, syntax and semantics) and of major contemporary theories and approaches, as a foundation for future linguistics courses within the major • Learn the appropriate concepts and terminology for literary analysis; develop a critical understanding of main literary genres and fields (novel, poetry, theatre), as a foundation for future literature courses within the major <p>[Methodology]</p> <ul style="list-style-type: none"> • Learn to use the appropriate techniques, concepts, tools and approaches for linguistic/literary analysis 	<p>Students majoring in French studies have to take the following courses:</p> <p>FRAN 2600 6.0 <i>Introduction à la linguistique générale et française</i></p> <p>FRAN 2335 6.0 <i>Introduction à la méthodologie littéraire</i></p>	<p>FRAN 2600 6.0 is a prerequisite for most 3rd and 4th year linguistics courses.</p> <p>FRAN 2335 6.0 is a prerequisite for most 3rd and 4th year literature courses.</p>	<p>On completion of FRAN 2600 6.0 / FRAN 2335 6.0 will have demonstrated that they can :</p> <ul style="list-style-type: none"> • Use core literary/linguistic concepts, theories and methods • Apply appropriate concepts and terminology for literary/linguistic analysis • Present supporting evidence (i.e. quotations) and references (bibliographies) appropriately • Display awareness of the scope of studies in Literature or Linguistics

<ul style="list-style-type: none"> • Learn to present supporting evidence and references (bibliographies) in French <p>[Application]</p> <ul style="list-style-type: none"> • Become aware of the potential application of linguistic and literary methodology in other courses and beyond university (i.e. education) <p>[Communication]</p> <ul style="list-style-type: none"> • Learn to structure and articulate linguistic and literary arguments, and to provide supporting evidence and references clearly <p>[Autonomy]</p> <ul style="list-style-type: none"> • Develop the ability to read, write, speak and think critically and analytically (in French) <ul style="list-style-type: none"> • Better understand university level expectations for literary/linguistics critical analysis 			
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ELECTIVE 3rd and 4th YEAR COURSES – Linguistics

GOALS/OBJECTIVES	REQUIREMENTS	STRUCTURE	EXPECTED LEARNING OUTCOMES
<p>Students taking these courses will : [Breadth and Depth of Knowledge]</p> <ul style="list-style-type: none"> • Develop a good understanding of various sub-fields of General French Linguistics and be able to define, illustrate and explain specific concepts pertaining to these sub-fields ; 3000 courses will serve as a foundation for more advanced 4000 specialization courses. • Look at language from a scientific point of view and learn about its various components • Learn about different language learning and language acquisition models • Learn about the evolution of the French language • Study French variations according to social and geographical contexts • etc... depending on courses chosen 	<p>For a Stream in Linguistics, students should take - 18 credits at the 3000 level courses as well as - 12 credits at the 4000 level</p>	<p>[list not final as new courses are being mounted]</p> <ul style="list-style-type: none"> • 3rd year foundation courses in Internal linguistics FRAN 3621 3.00 <i>Phonétique/Phonologie du français moderne</i> FRAN 3653 3.00 <i>Morphologie</i> FRAN 3652 3.00 <i>Syntaxe</i> FRAN 3622 3.00 <i>Sémantique</i> FRAN 3614 3.00 <i>Grammaire raisonnée du français : approche énonciative</i> FRAN 3XXX 3.00 <i>Introduction à la typologie</i> FRAN 3XXX.3.00 <i>Introduction à la linguistique historique</i> • 3rd year foundation courses in External linguistics FRAN 3XXX 3.00 <i>Introduction à la psycholinguistique</i> FRAN 3602 3.00 <i>Introduction à la linguistique appliquée</i> FRAN 3900 3.00 <i>Introduction à la sociolinguistique</i> FRAN 3XXX 3.00 <i>Introduction à l'étude de la variation géolinguistique</i> • 4th year advanced courses (cours d'approfondissement) in Internal Linguistics FRAN 4721 3.00 <i>L'analyse phonologique: du concret à l'abstrait et du naturel au formel</i> FRAN 4XXX 3.00 <i>Morphosyntaxe avancée</i> 	<p>On completion of these courses, students will have demonstrated that they can :</p> <ul style="list-style-type: none"> • Define, illustrate and explain specific concepts pertaining to the various sub-fields of linguistics • Apply appropriate Linguistics tools, concepts, techniques and methodologies to analyze small corpora • Reflect on language learning/teaching and discuss different language acquisition models • Present the results of Linguistics research projects orally and in writing, according to academic norms • Discuss and debate (in 4th year) research articles

<p>[Methodology]</p> <ul style="list-style-type: none"> • Learn to use concepts, analytical tools and approaches specific to particular Linguistics sub-fields for the study of small texts or the analysis of small corpora <p>[Communication]</p> <ul style="list-style-type: none"> • Articulate linguistic reasoning, present supporting evidence clearly and demonstrate the ability to summarize research articles <p>[Application]</p> <ul style="list-style-type: none"> • Become aware of the potential application of research in Linguistics to a range of fields and endeavours within the University (teaching, orthophony, translation, proofreading...) <p>[Autonomy]</p> <ul style="list-style-type: none"> • Be able to reflect on their own language use /learning • Develop the intellectual and organizational skills and capacity to conduct independent research 		<p>FRAN 4658 3.00 <i>Lexicologie/ Lexicographie</i></p> <p>FRAN 4622 3.00 <i>Phraséologie (Domaine du français)</i></p> <p>FRAN 4642 3.00 <i>Linguistiques du discours et de l'énonciation</i></p> <p>FRAN 4XXX 3.00 <i>Questions de morphosyntaxe française en perspective typologique</i></p> <p>FRAN 4651 6.00 <i>Histoire de la langue française</i></p> <p>FRAN 4659 3.00 <i>Structure et changement dans l'évolution du français</i></p> <p>• 4th year advanced courses (cours d'approfondissement) in External Linguistics</p> <p>FRAN 4656 3.00 <i>Processus d'acquisition des langues secondes : perspectives psycholinguistiques</i></p> <p>FRAN 4663 3.00 <i>Apprentissage du FL2 : affect et cognition</i></p> <p>FRAN 4289 6.00 <i>Apprentissage de l'oral et de l'écrit en FL2</i></p> <p>FRAN 4662 6.00 <i>Linguistique appliquée à l'apprentissage et l'enseignement du français langue seconde</i></p> <p>FRAN 4661 3.00 <i>Variation stylistique et apprentissage du FL2</i></p> <p>FRAN 4657 3.00 <i>La sociolinguistique et les réalités de la francophonie</i></p> <p>FRAN 4612 3.00 <i>Contact des langues et interférences</i></p> <p>FRAN 4655 6.00 <i>Usage linguistique en contexte bilingue</i></p> <p>FRAN 4XXX 3.00 <i>Variation géolinguistique et théorie linguistique</i></p> <p>FRAN 4651 3.00 <i>Linguistique et critique littéraire</i></p>	
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UUDLEs
FRENCH DEPARTMENT PROGRAM – MAJOR
ELECTIVE 3rd and 4th YEAR COURSES – Literature

GOALS/OBJECTIVES	REQUIREMENTS	STRUCTURE	EXPECTED LEARNING OUTCOMES
<p>Students taking these courses will : [Breadth and Depth of Knowledge]</p> <ul style="list-style-type: none"> • Develop a good understanding of various sub-fields of Literature and main literary theories • Be able to define, illustrate and explain specific literary concepts pertaining to these sub-fields • Learn about authors, literary movements and trends, as well as social and historical facts associated to specific authors/ genres/ literary movements • Reflect on literary texts as part of a cultural/social community <p>[Methodology]</p> <ul style="list-style-type: none"> • Learn to use relevant literary concepts, analytical tools and approaches for the study of small French and Francophone corpora • Be initiated to creative writing 	<p>For a Stream in Literature, students should take - 18 credits at the 3000 level courses as well as - 12 credits at the 4000 level</p> <p>Their choice of Literature courses will preferably include at least one 3 credit course from each of the following areas :</p> <ul style="list-style-type: none"> • Théorie et genres littéraires • Histoire littéraire et sociétés • Communautés littéraires et identités culturelles • Littérature et image • Initiation à la création littéraire 	<p>Literature courses in our Department are organized in 5 subfields</p> <ul style="list-style-type: none"> • Théorie et genres littéraires FRAN 3305 3.0 <i>Initiation à l'étude du mythe littéraire</i> FRAN 3306 3.0 <i>Introduction aux grandes mythologies</i> FRAN 3319 3.0 <i>Jeux et enjeux littéraires : du Nouveau Roman à aujourd'hui</i> FRAN 3600 3.0 <i>Dramaturgie du XVII^e siècle</i> FRAN 3605 3.0 <i>Contes, légendes et nouvelles de langue française au Canada</i> FRAN 3610 3.0 <i>Théâtre québécois</i> FRAN 3650 3.0 <i>Théâtre français du XX^e siècle</i> FRAN 3690 3.0 « <i>Il était une fois... » : le conte populaire en France</i> • Histoire littéraire et sociétés - Cours de littérature québécoise et canadienne FRAN 3640 3.0 <i>Littérature canadienne-française avant 1960</i> FRAN 3660 3.0 <i>Littérature québécoise depuis 1960</i> FRAN 4625 3.0 <i>Littérature franco-</i> 	<p>On completion of these courses, students will have demonstrated that they can :</p> <ul style="list-style-type: none"> • Demonstrate a good knowledge of French and francophone literatures • Demonstrate a good understanding of various sub-fields of Literature and main literary theories • Define, illustrate and explain specific literary concepts and theories • Apply appropriate literary tools, concepts, techniques and approaches to analyze texts from different genres and periods • Present the results of literary research projects orally and in writing, according to academic norms • Discuss and debate (in 4th year) research articles

<p>while reflecting on the writing process behind any literary style</p> <p>[Communication]</p> <ul style="list-style-type: none"> • Articulate literary arguments and present supporting evidence clearly, orally and in writing, using the appropriate terminology • Demonstrate the ability to write a literary essay and summarize research articles in accordance with academic norms <p>[Application]</p> <ul style="list-style-type: none"> • Become aware of the potential application of research in Literature to a range of fields and endeavours within and outside the University <p>[Autonomy]</p> <ul style="list-style-type: none"> • Develop the intellectual and organizational skills and capacity to conduct independent research 		<p><i>ontarienne</i></p> <p>- Cours de littérature française FRAN 3310 3.0 <i>Roman du XIX^e siècle</i> FRAN 3315 3.0 <i>La science dans le roman au tournant des Lumières</i> FRAN 3321 3.0 <i>Roman de la première moitié du XX^e siècle en France (1900-1950)</i> FRAN 3620 3.0 <i>Engagement de l'écrivain dans la France du XVIII^e siècle</i> FRAN 3630 3.0 <i>Renaissance française : humanistes et voyageurs</i> FRAN 4281 3.0 <i>Poésie moderne</i> FRAN 4315 3.0 <i>Écrire (pendant) la Seconde Guerre mondiale</i> FRAN 4612 3.0 <i>Théâtre du XVIII^e siècle</i></p> <p>• Communautés littéraires et identités culturelles</p> <p>FRAN 3608 3.0 <i>Roman féminin des XVII^e, XVIII^e et XIX^e siècles</i> FRAN 3647 3.0 <i>Écrits féminins français du Moyen Âge et de la Renaissance : textes et contextes</i> FRAN 3921 3.0 <i>Littérature suisse de langue française</i> FRAN 3922 3.0 <i>Littératures belge et luxembourgeoise de langue française</i> FRAN 3923 3.0 <i>Littératures francophones d'Afrique de l'ouest</i> FRAN 4255 3.0 <i>La littérature francophone antillaise d'origine africaine</i> FRAN 4617 3.0 <i>Les genres dans les littératures orales d'Afrique francophone subsaharienne</i> FRAN 4531 3.0 <i>Du surréalisme français à l'Automatisme québécois</i> FRAN 4620 3.0 <i>Surréalisme</i></p>	
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		<p>FRAN 4630 3.0 <i>Francophonie et écriture au féminin</i> FRAN 4640 3.0 <i>Littérature maghrébine au pluriel</i></p> <p>• Littérature et image</p> <p>FRAN 3252 3.0 <i>La Littérature jeunesse contemporaine</i> FRAN/HUMA 3910 3.0 <i>Cinéma québécois</i> FRAN 3915 3.0 <i>Cinéma français</i> FRAN 4535 3.0 <i>La bande dessinée</i> FRAN 4537 3.0 <i>Monstres et monstrueux littéraires</i> FRAN 4533 3.0 <i>Littérature fantastique et science-fiction</i></p> <p>• Initiation à la création littéraire</p> <p>FRAN 4275 3.0 <i>Écriture poétique</i> FRAN 4277 3.0 <i>Écriture narrative</i></p>	
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4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the Stream learning outcomes.

See self-study

4.3 Provide a list of courses that will be offered in support of the undergraduate Streams.

See document presented at Glendon Faculty Council

Calendar Copy

Current:

(~~Strike through~~ changes in current requirements)

Glendon – Études françaises

Program Requirements

Core Courses	
Francophones	Non-Francophones
GL/Fran 2210 3.00	GL/FRLS 2240 6.00
GL/Fran 2212 3.00	GL/Fran 2335 6.00
GL/Fran 2335 6.00	GL/Fran 2600 6.00
GL/Fran 2600 6.00	GL/FRLS 3240 3.00
GL/Fran 3240 3.00	GL/FRLS 3241 3.00

Specialized Honours BA

Students must complete at least 60 credits in French studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones;
- ~~36 credits at the 3000 or 4000 level, exclusive of the core courses.~~

A minimum grade of C is required in each of the core courses.

Proposed:

(Underline new changes in proposed requirements)

Glendon – Études françaises

Program Requirements

Core Courses	
Francophones	Non-francophones
GL/Fran 2210 3.00	GL/FRLS 2240 6.00
GL/Fran 2212 3.00	GL/Fran 2335 6.00
GL/Fran 2335 6.00	GL/Fran 2600 6.00
GL/Fran 2600 6.00	GL/FRLS 3240 3.00
GL/Fran 3240 3.00	GL/FRLS 3241 3.00

Note: Course substitutes must be approved by the department chair.

Specialized Honours BA

Major credits: Students must complete at least 60 credits in French Studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones (Note: A minimum grade of C is required in each of the core courses.)
- 18 credits at the 3000 level exclusive of the core courses
- 12 credits at the 4000 level

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Specialized Honours BA – Literature Stream

Major credits: students must complete at least 60 credits in French Studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones;
- 18 credits at the 3000 level exclusive of the core courses, with at least 12 credits to be chosen from the following:

FRAN 3252 3.0 Littérature jeunesse contemporaine
 FRAN 3300 6.0 Époque romantique au XIX^e siècle
 FRAN 3305 3.0 Initiation à l'étude du mythe littéraire
 FRAN 3306 3.0 Introduction aux grandes mythologies
 FRAN 3310 3.0 Roman du XIX^e siècle
 FRAN 3315 3.0 La science dans le roman au tournant des Lumières
 FRAN 3319 3.0 Jeux et enjeux littéraires : du Nouveau Roman à aujourd'hui
 FRAN 3321 3.0 Roman de la première moitié du XX^e siècle en France (1900-1950)
 FRAN 3340 6.0 Roman québécois contemporain

FRAN 3600 3.0 Dramaturgie du XVII^e siècle
FRAN 3605 3.0 Contes, légendes et nouvelles de langue française au Canada
FRAN 3608 3.0 Roman féminin des XVII^e, XVIII^e et XIX^e siècles
FRAN 3610 3.0 Théâtre québécois
FRAN 3620 3.0 Engagement de l'écrivain dans la France du XVIII^e siècle
FRAN 3630 3.0 Renaissance française : humanistes et voyageurs
FRAN 3640 3.0 Littérature canadienne-française avant 1960
FRAN 3647 3.0 Écrits féminins français du Moyen Âge et de la Renaissance : textes et contextes
FRAN 3650 3.0 Théâtre français du XX^e siècle
FRAN 3660 3.0 Littérature québécoise depuis 1960
FRAN 3690 3.0 « Il était une fois... » : le conte populaire en France
FRAN 3921 3.0 Littérature suisse de langue française
FRAN 3922 3.0 Littératures belge et luxembourgeoise de langue française
FRAN 3923 3.0 Littératures francophones d'Afrique de l'ouest

- 12 credits at the 4000 level to be chosen from the following:

FRAN 4255 3.0 La littérature francophone antillaise...
FRAN 4265 3.0 Les genres dans les littératures orales d'Afrique
FRAN 4275 3.0 Écriture poétique
FRAN 4277 3.0 Écriture narrative
FRAN 4281 3.0 Poésie moderne
FRAN 4315 3.0 Écrire (pendant) la Seconde Guerre mondiale
FRAN 4531 3.0 Du Surréalisme français à l'Automatisme québécois
FRAN 4533 3.0 Littérature fantastique et science-fiction
FRAN 4535 3.0 La bande dessinée
FRAN 4537 3.0 Monstre et monstres littéraires
FRAN 4612 3.0 Théâtre du XVIII^e siècle FRAN 4620 3.0 Surréalisme
FRAN 4625 3.0 Littérature franco-ontarienne
FRAN 4630 3.0 Francophonie et écriture au féminin
FRAN 4640 3.0 Littérature maghrébine au pluriel

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Specialized Honours BA – Linguistics Stream

Major credits: students must complete at least 60 credits in French Studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones (Note: A minimum grade of C is required in each of the core courses.)
- 18 credits at the 3000 level exclusive of the core courses, with at least 12 credits to be chosen from the following:

FRAN 3602 3.0 Introduction à la linguistique appliquée
FRAN 3621 3.0 Phonétique/phonologie du français moderne

<p>Specialized Honours iBA</p> <p>Students must complete at least 60 credits in French studies, including:</p> <ul style="list-style-type: none"> • 21 credits of core courses for francophones or 24 credits of core courses for non-francophones; • 36 credits at the 3000 or 4000 level, exclusive of the core courses. <p>A minimum grade of C is required in each of the core courses.</p> <p>In addition to the courses required for their major, students must also complete the following requirements:</p> <ul style="list-style-type: none"> • at least 12 credits of internationally-oriented courses; • at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement; • for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories: <ul style="list-style-type: none"> a. courses at the second-year level and above in French as a second language and/or in English as a second language; b. courses in any discipline which are designated as satisfying the bilingual requirement. • for the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 	<p><u>FRAN 3622 3.0 Sémantique</u> <u>FRAN 3652 3.0 Syntaxe</u> <u>FRAN 3653 3.0 Morphologie (Domaine du français)</u> <u>FRAN 3900 3.0 Introduction à la sociolinguistique</u></p> <ul style="list-style-type: none"> • <u>12 credits at the 4000 level to be chosen from the following courses:</u> <p><u>FRAN 4289 6.0 Apprentissage de l'oral et de l'écrit en FL2</u> <u>FRAN 4612 3.0 Contact des langues et interférences</u> <u>FRAN 4622 3.0 Phraséologie (domaine du français)</u> <u>FRAN 4642 3.0 Linguistiques du discours et de l'énonciation</u> <u>FRAN 4651 6.0 Histoire de la langue française</u> <u>FRAN 4654 3.0 Linguistique et critique littéraire</u> <u>FRAN 4655 3.0 Usage linguistique en contexte bilingue</u> <u>FRAN 4656 3.0 Processus d'acquisition des langues secondes : perspectives psycholinguistiques</u> <u>FRAN 4657 3.0 La Sociolinguistique et les réalités de la francophonie</u> <u>FRAN 4658 3.0 Lexicologie/Lexicographie :</u> <u>FRAN 4659 3.0 Structure et changement dans l'évolution du français</u> <u>FRAN 4660 3.0 Analyse phonologique</u> <u>FRAN 4661 3.0 Variation stylistique et apprentissage du FL2</u> <u>FRAN 4662 3.0 Linguistique appliquée à l'apprentissage et l'enseignement du français langue seconde</u> <u>FRAN 4663 3.00 Apprentissage du FL2 : affect et cognition</u></p> <p><u>Upper-level credits: At least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under Major credits).</u></p> <p>Specialized Honours iBA</p> <p>Major credits: Students must complete at least 60 credits in French Studies, including:</p> <ul style="list-style-type: none"> • 21 credits of core courses for francophones or 24 credits of core courses for non-francophones (Note: A minimum grade of C is required in each of the core courses.) • <u>18 credits at the 3000 level exclusive of the core courses.</u> • <u>12 credits at the 4000 level.</u> <p><u>Upper-level credits: At least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under Major credits).</u></p> <p>In addition to the courses required for their major, students must also complete the following requirements:</p> <ul style="list-style-type: none"> • at least 12 credits of internationally-oriented courses; • at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement; • for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories: <ul style="list-style-type: none"> a. courses at the second-year level and above in French as a second language and/or in English as a second language; b. courses in any discipline which are designated as satisfying the bilingual requirement. • for the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP
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3000 6.00 (formerly GL/SP 2610 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

Courses taken to fulfill the major requirements may also be used to fulfill the above iBA requirements.

as satisfying the bilingual requirement.

- for the iBA trilingual, in addition to the above 18 credits in English and French, students must complete 18 credits in Hispanic studies including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) advanced-level course (six credits) in Hispanic studies or in a modern language offered by York University, including an advanced-level course in the chosen language.

Courses taken to fulfill the major requirements may also be used to fulfill the above iBA requirements.

Specialized Honours iBA – Literature Stream

Major credits: students must complete at least 60 credits in French Studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones;
- 18 credits at the 3000 level exclusive of the core courses, with at least 12 credits to be chosen from the following courses :

FRAN 3252 3.0 Littérature jeunesse contemporaine
FRAN 3300 6.0 Époque romantique au XIX^e siècle
FRAN 3305 3.0 Initiation à l'étude du mythe littéraire
FRAN 3306 3.0 Introduction aux grandes mythologies
FRAN 3310 3.0 Roman du XIX^e siècle
FRAN 3315 3.0 La science dans le roman au tournant des Lumières
FRAN 3319 3.0 Jeux et enjeux littéraires : du Nouveau Roman à aujourd'hui
FRAN 3321 3.0 Roman de la première moitié du XX^e siècle en France (1900-1950)
FRAN 3340 6.0 Roman québécois contemporain
FRAN 3600 3.0 Dramaturgie du XVII^e siècle
FRAN 3605 3.0 Contes, légendes et nouvelles de langue française au Canada
FRAN 3608 3.0 Roman féminin des XVII^e, XVIII^e et XIX^e siècles
FRAN 3610 3.0 Théâtre québécois
FRAN 3620 3.0 Engagement de l'écrivain dans la France du XVIII^e siècle
FRAN 3630 3.0 Renaissance française : humanistes et voyageurs
FRAN 3640 3.0 Littérature canadienne-française avant 1960
FRAN 3647 3.0 Écrits féminins français du Moyen Âge et de la Renaissance : textes et contextes
FRAN 3650 3.0 Théâtre français du XX^e siècle
FRAN 3660 3.0 Littérature québécoise depuis 1960
FRAN 3690 3.0 « Il était une fois... » : le conte populaire en France
FRAN 3921 3.0 Littérature suisse de langue française
FRAN 3922 3.0 Littératures belge et luxembourgeoise de langue française
FRAN 3923 3.0 Littératures francophones d'Afrique de l'ouest

- 12 credits at the 4000 level to be chosen from the following:

FRAN 4255 3.0 La littérature francophone antillaise...
FRAN 4265 3.0 Les genres dans les littératures orales d'Afrique
FRAN 4275 3.0 Écriture poétique
FRAN 4277 3.0 Écriture narrative
FRAN 4281 3.0 Poésie moderne

FRAN 4315 3.0 Écrire (pendant) la Seconde Guerre mondiale
FRAN 4531 3.0 Du Surréalisme français à l'Automatisme québécois
FRAN 4533 3.0 Littérature fantastique et science-fiction
FRAN 4535 3.0 La bande dessinée
FRAN 4537 3.0 Monstre et monstres littéraires
FRAN 4612 3.0 Théâtre du XVIII^e siècle
FRAN 4620 3.0 Surréalisme
FRAN 4625 3.0 Littérature franco-ontarienne
FRAN 4630 3.0 Francophonie et écriture au féminin
FRAN 4640 3.0 Littérature maghrébine au pluriel

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

In addition to the courses required for their major, students must also complete the following requirements:

- at least 12 credits of internationally-oriented courses;
- at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement;
- for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories:
 - a. courses at the second-year level and above in French as a second language (FRLS) and/or in English as a second language (ENSL);
 - b. courses in any discipline which are designated as satisfying the bilingual requirement.
- for the iBA trilingual, in addition to the above 18 credits in English and French, students must complete 18 credits in Hispanic studies including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or another advanced-level course (six credits) in Hispanic studies or in a modern language offered by York University, including an advanced-level course in the chosen language.

Courses taken to fulfill the major requirements may also be used to fulfill the above IBA requirements.

Specialized Honours IBA – Linguistics Stream

Major credits: students must complete at least 60 credits in French Studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones (Note: A minimum grade of C is required in each of the core courses);
- 18 credits at the 3000 level exclusive of the core courses, with at least 12 credits to be chosen from the following:

FRAN 3602 3.0 Introduction à la linguistique appliquée
FRAN 3621 3.0 Phonétique/phonologie du français moderne
FRAN 3622 3.0 Sémantique
FRAN 3652 3.0 Syntaxe
FRAN 3653 3.0 Morphologie (Domaine du français)
FRAN 3900 3.0 Introduction à la sociolinguistique

- 12 credits at the 4000 level to be chosen from the

<p>Honours BA</p> <p>Students must complete at least 42-credits in French studies, including:</p> <ul style="list-style-type: none"> • 21 credits of core courses for francophones or 24 credits of core courses for non-francophones; • 12 credits at the 3000 or 4000 level, exclusive of the core courses. 	<p>following:</p> <p><u>FRAN 4289 6.0 Apprentissage de l'oral et de l'écrit en FL2</u> <u>FRAN 4612 3.0 Contact des langues et interférences</u> <u>FRAN 4622 3.0 Phraséologie (domaine du français)</u> <u>FRAN 4642 3.0 Linguistiques du discours et de l'énonciation</u> <u>FRAN 4651 6.0 Histoire de la langue française</u> <u>FRAN 4654 3.0 Linguistique et critique littéraire</u> <u>FRAN 4655 3.0 Usage linguistique en contexte bilingue</u> <u>FRAN 4656 3.0 Processus d'acquisition des langues secondes : perspectives psycholinguistiques</u> <u>FRAN 4657 3.0 La Sociolinguistique et les réalités de la francophonie</u> <u>FRAN 4658 3.0 Lexicologie/Lexicographie :</u> <u>FRAN 4659 3.0 Structure et changement dans l'évolution du français</u> <u>FRAN 4660 3.0 Analyse phonologique</u> <u>FRAN 4661 3.0 Variation stylistique et apprentissage du FL2</u> <u>FRAN 4662 3.0 Linguistique appliquée à l'apprentissage et l'enseignement du français langue seconde</u> <u>FRAN 4663 3.00 Apprentissage du FL2 : affect et cognition</u></p> <p>Upper-level credits: <u>At least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under Major credits).</u></p> <p><u>In addition to the courses required for their major, students must also complete the following requirements:</u></p> <ul style="list-style-type: none"> • <u>at least 12 credits of internationally-oriented courses;</u> • <u>at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement;</u> • <u>for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories:</u> <ul style="list-style-type: none"> a. <u>courses at the second-year level and above in French as a second language (FRLS) and/or in English as a second language (ENSL);</u> b. <u>courses in any discipline which are designated as satisfying the bilingual requirement.</u> • <u>for the iBA trilingual, in addition to the above 18 credits in English and French, students must complete 18 credits in Hispanic studies including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or another advanced-level course (six credits) in Hispanic studies or in a modern language offered by York University, including an advanced-level course in the chosen language.</u> <p><u>Courses taken to fulfill the major requirements may also be used to fulfill the above iBA requirements.</u></p> <p>Honours BA</p> <p>Major credits: <u>Students must complete at least 48 credits in French Studies, including:</u></p> <ul style="list-style-type: none"> • 21 credits of core courses for francophones or 24 credits of core courses for non-francophones (Note : A minimum grade of C is required in each of the core courses.) • <u>6 credits at the 3000 level, exclusive of the core courses.</u> • <u>12 credits at the 4000 level.</u>
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A minimum grade of C is required in each of the core courses.

7Honours iBA

Students must complete at least 42 credits in French studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones;
- 12 credits at the 3000 or 4000 level, exclusive of the core courses.

A minimum grade of C is required in each of the core courses.

In addition to the courses required for their major, students must also complete the following requirements:

- at least 12 credits of internationally-oriented courses;
- at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement;
- for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories:
 - a. courses at the second-year level and above in French as a second language and/or in English as a second language;
 - b. courses in any discipline which are designated as satisfying the bilingual requirement.
- for the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University .

Courses taken to fulfill the major requirements may also be used to fulfill the above iBA requirements.

Honours Double Major BA

The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.

Honours Double Major iBA

The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor

Upper-level credits: At least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under Major credits).

Honours iBA

Major credits: Students must complete at least 48 credits in French Studies, including:

- 21 credits of core courses for francophones or 24 credits of core courses for non-francophones (Note : A minimum grade of C is required in each of the core courses.)
- 6 credits at the 3000 level, exclusive of the core courses.
- 12 credits at the 4000 level, exclusive of the core courses.

Upper-level credits: At least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under Major credits).

In addition to the courses required for their major, students must also complete the following requirements:

- at least 12 credits of internationally-oriented courses;
- at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement;
- for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories:
 - a. courses at the second-year level and above in French as a second language (FRLS) and/or in English as a second language (ENSL);
 - b. courses in any discipline which are designated as satisfying the bilingual requirement.
- for the iBA trilingual, in addition to the above 18 credits in English and French, students must complete 18 credits in Hispanic studies including : GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or another advanced-level course (six credits) in Hispanic studies or in a modern language offered by York University, including an advanced-level course in the chosen language.

Courses taken to fulfill the major requirements may also be used to fulfill the above iBA requirements.

Honours Double Major BA

The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.

Honours Double Major iBA

The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor

programs.

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Minor BA

The Honours Minor must be pursued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon. For further details on requirements, see the listings for specific Honours BA and iBA programs.

Students must complete at least 24 credits in French studies, including:

- GL/Fran 2210 3.00 and GL/Fran 2212 3.00 for francophones or GL/FRLS 2240 6.00 for non-francophones;
- six credits at the 3000 or 4000 level.

A minimum grade of C is required in each of the core courses.

Bachelor of Arts

Students must complete at least 36 credits in French studies, including:

- GL/Fran 2210 3.00 and GL/Fran 2212 3.00 for francophones or GL/FRLS 2240 6.00 for non-francophones;
- 12 credits at the 3000 or 4000 level.

programs.

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.

Honours Minor BA Program

The Honours Minor must be pursued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon. For further details on requirements, see the listings for specific Honours BA and iBA programs.

Minor Credits: Students must complete at least 30 credits in French Studies, including:

- GL/Fran 2210 3.00 and GL/Fran 2212 3.00 for francophones or GL/FRLS 2240 6.00 for non-francophones (Note: A minimum grade of C is required in each of the above core courses);
- six credits at the 3000 level
- six credits at the 4000 level

Bachelor of Arts

Major credits: Students must complete at least 36 credits in French Studies, including:

- GL/Fran 2210 3.00 and GL/Fran 2212 3.00 for francophones or GL/FRLS 2240 6.00 for non-francophones (Note: A minimum grade of C is required in each of the above core courses);
- 12 credits at the 3000 or 4000 level.

Upper-level credits: At least 18 credits at the 3000 or 4000-level. This includes the 12 3000 and 4000 level credits in the major listed above (under Major credits).

Building Research Supports at York

Vice President, Research and Innovation

February 28th, 2013

Context for York Research Chairs Proposal

- University Academic plan identifies the “*intensification of research*” as a primary objective for York.
- Successful intensification of research, scholarship and creative activity depends on the presence of a suite of resources accessible to faculty
 - In different fields
 - At different stages of career
 - With different kinds of projects at different stages of development

Building the tool box of research supports

- Seed funds:
 - Start up funds
 - Faculty seed funds
 - CFI Leaders opportunity grants
 - York Incentive Grants
 - York Seminar for Advanced Research funding
 - SSHRC small grants
 - VPRI and Faculty contributions to various research events and activities (workshops, conferences etc.)
- Travel Funds
 - Faculty and Unit based programs
 - York ad hoc support
 - SSHRC grants in aid of travel

Building the tool box of research supports

- Research service supports to individuals:
 - Office of Research Services/VPRI supports to individuals
 - Research grants assistance and review, ethics, etc.
 - Knowledge mobilization and research commercialization supports
 - Development support and matching funds for early researcher awards
 - Community of Science funding database (PIVOT)
 - Faculties and Units
 - Research officer supports
 - Internal peer review and mentorship
 - Nomination supports for research prizes and awards

Building the tool box of research supports

- Research services in support of groups
 - Research Directors and Research officers
 - Strategic Research Programs Group in RSO
 - Internal peer review of large scale projects through SPORT
 - External peer review as beneficial
 - Matching funding, student support and teaching release
 - Support in building community partnerships and developing external contributions to research projects
 - Support of Research Institutes and Centers

Supporting the Development of Research

- Providing time and recognition for research activity
 - Research related teaching release program
 - Release associated with leadership of large collaborative projects
 - Release for ORU Directors
 - Endowed Research Chairs and Professorships
 - Canada Research Chairs
 - **Internal Term Research Chairs Program (York Research Chairs)**
 - Distinguished Research Professorships

Research Chairs at York

- External Environment
 - Research intensive Universities in Canada target research chairs and professorships for upwards of 10% of full time faculty.
- Research Chairs at York
 - Over 1400 faculty
 - 28 endowed chairs
 - 28 Canada Research Chairs
 - 20 York Research Chairs

McMaster: 69 CRCs
Queen's: 55 CRCs
Western: 66 CRCs
Ottawa U: 73 CRCs
U Laval: 87 CRCs

York Research Chairs (Proposal)

- To develop an internal research chairs program that mirrors the Canada Research Chairs program

CRCs

- Current Practice (2011-)
 - Two Tiers I, II
 - Supports
 - Stipend
 - Minor Research Grant
 - Teaching release/expectations

YRCs

- Proposed
 - Two Tiers I, II
 - Supports
 - Stipend
 - Minor Research Grant
 - Teaching release/expectations

York Research Chairs (Proposal)

➤ Complementation of CRCs and YRCs

CRCs

- Tier I - seven years renewable
- Tier II - 10 years post highest degree
- Focused externally and aligned strategically

YRCs

- Tier I five years renewable based on open competition
- Tier II, 15 years post first academic appointment
- Focused internally and based on individual excellence

York Research Chairs (Proposal)

- Initial rollout: 20 Chairs subsidized centrally through VPRI
 - 4 Chairs per year over 5 years
 - Nomination made according to Faculty processes
 - Recommendation of Chair holders to President from the VPRI in consultation with the Provost
- Potential for Faculties to develop additional YRCs based on need and the availability of funding

Thank you

Questions, discussion