



The Senate of York University

Notice of Meeting

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

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H. Lewis, Secretary

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4. Changes to the Requirements for the Certificate in the Discipline of Teaching English as an International Language (D-TEIL) and Update Course Listing
5. Concentration in Private Wealth Management within the MBA Program, Schulich/ Graduate Studies
6. Extension of the Pilot Phase of the Transition-Year Program

The Senate of York University

Minutes

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

W. van Wijngaarden, Chair	L. Farley	D. Leyton-Brown	P. Ryan
M. Adriaen	R. Furguele	S. Ling	L. Sanders
J. Amanatides	P. Cumming	C. Lipsig-Mummé	A. Schrauwers
M. Amegago	N. Dlamini	K. Little	M. Shoukri
K. Anderson	J. Edmondson	L. Lo	M. Singer
M. Annisette	C. Ehrlich	M. Lockshin	J.B. Smith
C. Archer	S. Grace	S. MacDonald	B. Spotton Visano
A. Asif	N. Habib	N. Madras	N. Sturgeon
M. Aubin	R. Haché	C. Malette	K. Tcherassen
P. Axelrod	D. Hastie	N. Mandell	M. Thomas
A. Belcastro	B. Heron	G. Monette	G. Tourlakis
M. Biehl	C. Heron	J. Morrison	R. Udit
K. Bird	C. Hibbs	D. Mutimer	T. Wesson
G. Brewer	R. Hornsey	R. Myers	P. Wilkinson
D. Cappadocia	K. Hudak	R. Nariani	S. Winton
D. Cohn	N. Israelite	P. Ng	B. Zhang
G. Comninel	A. Karim	R. Owston	
B. Crow	J. Koziński	E. Perkins	
J. Elder	S. Lawrence	H. Qudrat-Ullah	
R. Everett, Acting Secretary	R. Lenton	M. Rioux	

1. Chair's Remarks

The Chair introduced the Acting Vice-Chair, Senator Belcastro. He commented on the need for the community to act on *University Academic Plan* objectives associated with enhancing student advising, and extended an invitation to attend a Tyndale University panel discussion he will moderate on March 19 on "Possibilities for Academic Reform."

Senate agreed to the Chair's suggestion that the report of Academic Standards, Curriculum and Pedagogy be considered immediately following the Executive Committee's report.

2. Minutes of the Meeting of January 24, 2013

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of January 24, 2013."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

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

A synopsis of the Board of Governor's meeting of February 24, 2013 was *received*.

5. President's Items

President Mamdouh Shoukri commented on the following matters:

- the public policy and political contexts for postsecondary education
- the provincial government's cuts to postsecondary budgets over the next two years which will be allocated

on a proportional basis and result in a reduction of BIUs

- the University's participation in discussions about online instruction
- liaison with the provincial and federal governments, and with Ontario political parties
- the safety awareness campaign (and launch of a dedicated app) and the second phase of the "this is my time campaign"
- the extension of the term of Dean Singer of LA&PS for a further year
- his enjoyment of the classes and other activities when he traded places with President-for-a-Day David Mayer

6. Committee Reports

6.1 Executive

6.1.1 Report of the Working Group on External Partnerships

Senate Executive facilitated discussion of the final report and recommendations of the Working Group on External Partnerships. In response to questions, the Chair confirmed that the Statement of Principles for External Partnerships would, if approved by Senate, be posted to the University Secretariat Website and that Senate can expect the principles to be respected throughout the University community.

6.1.2 Other Information Items

The Committee's report also included information on

- the addition of five individuals recommended by the Sub-Committee on Honorary Degrees and Ceremonials to the pool of prospective Honorary Degree Recipients
- the timing of an annual call for nominations and expressions of interest in serving on Senate committees and other Senate-elected positions
- the Equity Sub-Committee's focus on possible amendments to the Senate Policy Regarding Academic Accommodation for Students with Disabilities

6.2 Academic Policy, Planning and Research

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

It was moved, seconded and *carried* **"that Senate approve the establishment of the departments of Civil Engineering, Mechanical Engineering and Chemical Engineering in the Lassonde School of Engineering as of May 1, 2013 or thereafter, and recommend their formal establishment by the Board of Governors."**

6.2.2 York Research Chairs Proposal

Documentation in the form of revised draft guidelines for the York Research Chairs proposal was *noted*. A summary of changes incorporated into this iteration of the proposal was provided, and the Chair of APPRC stressed the Committee's interest in learning the views of Senators as other consultations continued. Vice-President Haché emphasized that the YRCs were intended to be one in a suite of initiatives geared toward enhancing research, would be apportioned in approximate proportions to the main areas of research, and would greatly assist in the recruitment and retention of faculty members with strong research records.

It was reported that one department had expressed opposition to the proposal on the grounds that it appeared to be biased against the Humanities and Social Sciences, shifted full-time faculty out of the classroom, and benefited relatively few faculty members. One alternative could be to invest in 1-year fellowship leaves which would effectively support a greater number of researchers over the same time frame as a proposed YRC term (an idea that one speaker who favoured the YRC initiative said merited consideration but might be taken up apart from the internal chairs' proposal). It was also suggested that Faculties should be permitted to develop their own

initiatives based on a share of the YRC funding envelope. The greater flexibility introduced into the funding package was welcomed by some speakers, as was the transparency of the process. It was noted that research releases are not uncommon.

6.2.3 Other Information Items

APPRC informed Senate of

- its participation in a meeting with consultants who will advise the University on strategic enrolment management
- the themes that have emerged in discussions with the Deans, Principal and University Librarian
- progress toward the development and approval of a Strategic Research Plan

6.3. Academic Standards, Curriculum and Pedagogy

6.3.1 Establishment of BA and BSc Programs in Global Health, Faculty of Health

It was moved, seconded and *carried* **“that Senate approve the establishment of BA and BSc Programs in Global Health, Faculty of Health.”**

6.3.2 Certificate in Public Policy Analysis, LA&PS

It was moved, seconded and *carried* **“that Senate approve the establishment of a Certificate in Public Policy Analysis, Liberal Arts and Professional Studies.”**

6.3.3 Establishment, Certificate in Public Administration & Law, LA&PS

It was moved, seconded and *carried* **“that Senate approve the establishment of the Certificate in Public Administration and Law, Liberal Arts and Professional Studies.”**

6.3.4 Closure of the Certificate in Public Sector Management, School of Public Policy and Administration, LA&PS

It was moved, seconded and *carried* **“that Senate approve the closure of the Certificate in Public Sector Management, School of Public Policy and Administration, Liberal Arts and Professional Studies.”**

6.3.5 Establishment, Pilot CAAT-University Accounting Bridge Program, LA&PS

It was moved, seconded and *carried* **“that Senate approve the establishment of a pilot CAAT-University Accounting Bridge Program, Liberal Arts and Professional Studies.”**

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

It was moved, seconded and *carried* **“that Senate approve the establishment of a Professional Certificate in Human Resources Management for Internationally Educated Professionals, Human Resources Management, Liberal Arts and Professional Studies.”**

6.2.7 Consent Agenda Items

Senate approved by consent ASCP recommendations to

- establish a Specialization in Canadian Common Law, Professional LLM Degree Program, Osgoode
- establish Streams, BA and BFA Programs in Dance, Fine Arts

- change the name of programs in the Department of Visual Arts and Art History, Fine Arts
- changes requirements for the Professional Certificate in Logistics, Administrative Studies, LA&PS
- change admission requirements, Honours Minor Public Administration (BPA) Program, LA&PS
- add major GPA requirement for Transfer into BA Program in Law & Society, LA&PS
- change elements of the York–Fleming College Joint Program in Ecosystem Management, Environmental Studies
- establish streams in the BA Program in French Studies, French Studies, Glendon

6.3.8 Information Items

Academic Standards, Curriculum and Pedagogy reported on arrangements to accommodate instruction for Summer 2013 terms and its approval of minor changes in degree requirements for the following:

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

Glendon (*All changes made were to align the program to the pan-university BA degree requirements)

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

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

Liberal Arts & Professional Studies (*Includes changes made to align program to the pan-university BA degree requirements)

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

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

7. **Other Business**

There being no further business, Senate adjourned.

W. van Wijngaarden, Chair _____

R. Everett, Acting Secretary _____



EXECUTIVE COMMITTEE

Report to Senate at its Meeting of March 28, 2013

FOR ACTION

1. **Statement of Principles on External Partnerships**

Senate Executive recommends

that Senate endorse the Statement of Principles for External Partnerships as set out in Appendix A.

A detailed rationale is articulated in the report of the Working Group on External Partnerships which was discussed by Senate last month. The report was reviewed by APPRC and has circulated more widely in the community, and the statement has been positively received. Senate Executive is pleased to recommend Senate endorsement of the statement, and in doing so expresses its thanks to members of the Working Group.

The Working Group's report can be accessed from Senate's February 28, 2013 agenda online at <http://www.yorku.ca/secretariat/senate/agenda/2012-2013/20130228.pdf>.

Documentation is attached as Appendix A.

2. **Nomination for Election to Academic Standards, Curriculum and Pedagogy**

Senate Executive recommends the following candidate for election to a Senate Committees with non-designated seats for the remainder of three-year terms beginning immediately and ending June 30, 2015. Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for a slate of nominees is given by Senate on a motion put by the Vice-Chair of Senate "that nominations be closed."

Academic Standards, Curriculum and Pedagogy (1 Librarian)

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

Tom Scott, Associate Librarian

3. **Senate Membership as of July 1, 2013**

Senate Executive recommends

that Senate approve adjustments to the composition of Senate such that, effective July 1, 2013, the maximum number of Senators shall be 163 and the membership shall be as follows:

a) Members Defined by the York Act (20-22 but estimated at 20)

- Chancellor (1)
- President (1)
- Vice-Presidents (4)
- Deans and Principal (11)
- University Librarian (1)
- Two-to-four members of Board (2)

b) Faculty Members Elected by Councils (95)

- Education (4)
- Environmental Studies (4)
- Fine Arts (8, minimum 2 chairs)
- Glendon (6 minimum of 1 chairs)
- Health (11, minimum of 2 chairs)
- Lassonde School of Engineering (5, a minimum of 1 chair)
- Liberal Arts and Professional Studies (38, minimum of 13 chairs; minimum of 2 contract faculty)
- Osgoode (4)
- Science (9, minimum 2 chairs)
- Schulich (6)

c) Librarians elected by Librarians (2)

d) Students Elected by Faculty Constituencies and Designated by Student Associations (28)

- Six students from Liberal Arts and Professional Studies (6)
- Two students from each other Faculty (20)
- YFS (1)
- GSA (1)

e) Other Members (13)

- Chair of Senate (1)
- Vice-Chair of Senate (1)
- Secretary of Senate (1)
- Academic Colleague (1)
- President of YUFA (1) plus a designated alternate
- YUSA Member (1) plus a designated alternate
- Member of CUPE 3903 (1) plus a designated alternate
- Alumni (2)
- College Masters (1)
- Registrar (1)
- Vice-Provost Academic (1)
- Vice-Provost Students (1)

f) Chairs of Committees (Estimated 5)

The establishment of the Lassonde School of Engineering requires an adjustment of Senate membership. Re-allocation of Senate seats will take effect July 1, 2013, the normal date at which Senate terms begin for elected members.

The determination of allocations to Faculties is based on rules approved by Senate on the dates indicated:

- the overall size of Senate shall not exceed 157 (February 2006)¹
- all Faculties have 2 student seats except LA&PS which is allocated 6 (March 2009)
- a minimum number of Chairs must be elected in departmentalized Faculties (generally in the range of 20 to 30 per cent)
- the total number of faculty members elected by Faculties is fixed at 95 (June 2004)
 - i. seats are assigned to Faculties in proportion of their share of full-time faculty complements comprising tenure stream, alternate stream & contractually limited appointments (June 2004)
 - ii. Faculties are entitled to a minimum of four elected faculty member seats (historic; last reconfirmed March 2009)
 - iii. changes in complement are reviewed annually by the Secretariat and every five years by Senate Executive to ensure that the membership of Senate remains in accordance with these rules.

The application of these rules results in the allocations set out in the right-hand column of Table 1 in Appendix A. Tables 2 and 3 show the overall distribution of seats after adding two students and re-distributing elected faculty member seats according to the formula. As always, calculations are based on information in the most recently published *Fact Book*. The complement for Lassonde reflects five appointments made for the School and the transfer of 73 faculty members from the Faculty of Science. Lassonde will have two student seats, bringing the total number of students on Senate to 28 (or 17.5 per cent of the total).

Documentation is attached as Appendix B.

FOR INFORMATION

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

The Committee has issued 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

¹ Changes resulting from the creation of Health, LA&PS and Lassonde (ie, additional students and a Dean) mean that the actual number of Senators is above the ceiling of 157.

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 opinions on any questions related to teaching, professional activities and research both inside and outside the classroom without impediment.²

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. Agreements establishing external partnerships 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.

² 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.

Membership of Senate

Proposed Adjustments Effective July 1, 2013

Table 1
Full-Time Complement and Faculty Member Seats on Senate³

Faculty	Full-Time Complement 2008-2009		Present Senate Seats		Full-Time complement 2012-2013		Proposed Senate Seats
	Number	Percentage			Number	Percentage	
Education	48	3.1	4		54	3.6	4
FES	44	2.9	4		42	2.8	4
Fine Arts	133	8.7	8		126	8.5	8
Glendon	99	6.5	8		95	6.4	6
Health	178	11.6	10		177	11.9	11
Lassonde	n/a	n/a	n/a		78	5.3	5
LA&PS	667	43.7	40		622	41.9	38
Osgoode	60	3.9	4		64	4.3	4
Schulich	87	5.7	6		86	5.8	6
Science	212	13.9	11		139	9.4	9
Totals	1528	100.0	95		1,483	100.0	95

Table 2
Current and Proposed Membership, Faculty Members by Faculty

Faculty	Current	Proposed
Education	4	4
Environmental Studies	4	4
Fine Arts	8 (minimum 2 Chairs)	8 (minimum of 2 Chairs)
Glendon	8 (minimum of 1 Chair)	6 (minimum of 1 Chair)
Health	10 (minimum of 2 Chairs)	11 (minimum of 2 Chairs)
Lassonde	n/a	5 (minimum of 1 Chair)
Liberal Arts & Professional Studies	40 (minimum of 13 Chairs; minimum of 2 contract faculty members)	38 (minimum of (13 Chairs and 2 contract faculty members)
Osgoode	4	4
Schulich	6	6
Science	11 (minimum of 5 Chairs)	9 (minimum of 2 Chairs)
Total	95	95

³ The year 2008-2009 was the last one in which significant changes in membership were instituted. Source Fact Book 2012-2013, with updated information from the Lassonde School of Engineering and Faculty of Science. Full-time faculty member attributions include tenure stream, alternate stream, special renewable conversions, and contractually limited appointments. Numbers attributed to LA&PS for 2008-2009 reflect the combined totals for Arts and Atkinson.

Table 3
Senate Membership by Category, Current and Proposed

Category	Current	Proposed
Members specified by the York Act Chancellor (1) President (1) Vice-Presidents (4) Deans and Principal (11) University Librarian (1) Two-to-four members of Board (2)	20	20
Faculty Members Elected by Councils	95	95
Librarians	2	2
Students 2 per Faculty except 6 for LA&PS GSA (1) YFS (1)	26	28
Other Members Chair of Senate (1) Vice-Chair of Senate (1) Secretary of Senate (1) Academic Colleague (1) President of YUFA (1) plus a designated alternate YUSA Member (1) plus a designated alternate Member of CUPE 3903 (1) plus a designated alternate Alumni (2) College Masters (1) Registrar (1) Vice-Provost Academic (1) Vice-Provost Students (1)	13	13
Chairs of Senate Committees	5 (est.)	5 (est.)
Total	161	163

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of March 28, 2013

Documentation for information items is available upon request.

CONSENT AGENDA

Full documentation for the following items is available on request.

1. Changes to Degree Requirements for MA & PhD Theatre Programs • Graduate Studies

ASCP recommends

that Senate approve changes to the degree requirements for the MA and PhD Programs in Theatre, Faculty of Graduate Studies, effective FW 2013-14.

ASCP is satisfied that the rationale provided by proponents addresses the full range of planning and resource considerations. The proposal emerged out of reflections on the first years of the program's operation (having been approved by Senate and OCGS in 2006) and seeks to ensure an alignment with the fields now in place. Appropriate grandparenting procedures are in place.

Documentation is attached as Appendix A.

Approved by Faculty Council February 7, 2013 • Approved by ASCP March 13, 2013
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2. Changes in Nomenclature, Engineering Degree Type and Program Name • Lassonde School of Engineering

ASCP recommends

that Senate approve changes in the nomenclature for the Engineering degree types and program names in the Lassonde School of Engineering, such that:

- the degree designation for the existing Engineering programs be changed from Bachelor of Applied Science (BASc) to Bachelor of Engineering (BEng); and
- the existing Computer, Geomatics, Software, and Space Engineering programs be changed from *streams* to stand-alone BEng degree programs

The ongoing implementation of the Lassonde School of Engineering continues apace. The latest proposals involve changes in nomenclature from BASc to Bachelor of Engineering (BEng) for the new School's degrees and programs that will take effect in the Summer 2014 session. The program requirements remain the same. The changes to terminology were anticipated when Senate approved the new Bachelor of Engineering (BEng) degree type in 2012. The new degree and program names

were approved by the Interim Faculty Council following a review of terminology in use at Engineering schools across Canada and an undergraduate survey. ASCP is pleased to add its support to the nomenclature that Lassonde wishes to adopt, and notes that the School plans to propose offering students who hold BASc degrees the option of requesting a parchment with the new BEng designation.

Documentation is attached as Appendix B.

Approved by Faculty Council February 27, 2013 • Approved by ASCP March 13, 2013

3. Revision to the List of Approved Courses, Certificate in Law and Social Thought • Glendon

ASCP recommends

that Senate approve revisions to the list of approved courses for the Certificate in Law and Social Thought, Glendon.

The changes approved by Glendon Council and ASCP are minor in nature and reflect the evolution of the underlying curriculum. ASCP applauds proponents for incorporating into calendar copy the expected time frame and sequencing of courses (see Appendix C, column 2).

Documentation is attached as Appendix C.

Approved by Faculty Council February 15, 2013 • Approved by ASCP March 13, 2013

4. Changes to the Requirements for the Certificate in the Discipline of Teaching English as an International Language (D-TEIL) and Update Course Listing • Glendon

ASPC recommends

That Senate approve changes to the requirements for the Certificate in the Discipline of Teaching English as an International Language (D-TEIL) together with an updated listing of qualifying courses.

The minor changes to the list of offerings applicable to the D-TEIL certificate commendably stresses the need to ensure that students are able to complete their studies in a timely way by making available alternatives to courses where high demand may make enrolment uncertain. The list of courses retains its applicability and coherence.

Approved by Faculty Council February 15, 2013 • Approved by ASCP March 13, 2013

Documentation is attached as Appendix D.

5. New Concentration in Private Wealth Management within the MBA Program • Schulich School of Business / Faculty of Graduate Studies

ASCP recommends

that Senate approve the establishment of a concentration in *Private Wealth Management* within the MBA program, offered by the Schulich School of Business, effective FW'13.

Rationale

The proposed new concentration in Private Wealth Management complements the two existing finance concentrations in investments and financial management within the MBA program, and aligns well with Schulich's Certified Financial Analyst (CFA) partnership program and certification. Financial planning is a growth industry, and wealth management has recently been added as a core topic area for the CFA certification process. This new concentration is expected to be of interest to those looking to pursue career options within the wealth management field, those in the financial services industry looking to advance within their field and those preparing for either the CFA or Certified Financial Planner (CFP) exams. Offering private wealth management as a defined area of study within the MBA program sets the program apart from its competitors, and well positions the School to attract new students to the MBA program. The new concentration can be implemented through existing offerings.

Documentation is attached as Appendix E.

Approved by FGS Council 7 February • Approved by ASCP 13 February 2013
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6. Extension of the Pilot Phase of the Transition-Year Program

ASCP recommends

that Senate extend the Pilot Transition-Year Program at York University for the FW 2013-2014 academic year.

Rationale

In October 2012, Senate approved the extension of the Transition Year Program (TYP) for the 2012-2013 academic year. At that time it was reported that the Office of the Vice-President Academic & Provost was assessing the bridging program and expecting to advise the Senate Committee of the plans for it going forward.

Having conducted a review of the program, Vice-Provost Pitt recommended to ASCP that an extension of the pilot phase of the Transition Year Program be approved for another academic year (2013/2014). The additional time affords an opportunity to address the program's academic and financial sustainability. The extension also permits the Vice-Provost time to develop a pan-university strategy on access initiatives which, in turn, will enable more informed planning discussions about TYP to take place. Vice-Provost Pitt's memorandum to ASCP is attached as Appendix F. The Committee is pleased to recommend the continuation of the bridging for a further year, with a final recommendation on the status of the program to be presented before the end of calendar 2013.

Approved by ASCP 13 February 2013

FOR INFORMATION

1. Minor Curriculum Items Approved by ASCP (*effective FW 2013-14 unless otherwise stated*)

(a) Faculty of Graduate Studies

- minor changes to degree requirements for the MFA program in Visual Arts
- minor changes to degree requirements for the MA program in Gender, Feminist and Women's Studies
- minor changes to degree requirements for the PhD program in Gender, Feminist and Women's Studies

*George Turlakis
Chair, ASCP*

UNIVERSITY
SECRETARIAT

1050 York Research
Tower
4700 Keele St.
Toronto ON
Canada M3J 1P3

Tel 416 736 5310

Memo

To: ASCP

From: Cheryl Underhill, Secretary

Date: 25 February 2013

Re: **Change to MA and PhD Programs in Theatre**

At its last meeting the committee reviewed the proposed changes to the MA and PhD programs in Theatre Studies. The program was asked to provide clarification on the following points:

- It appears that the number of required credits is increasing from 6 to 9 for both the MA and PhD programs, yet the proposal states that the total number of required coursework credits will not increase with the proposed changes. It was noted that 18 credits of coursework are required for the doctoral program and the Committee wishes to have the language of the proposal revised to clarify that the number of required credits within the 18 coursework credits is increasing from 6 to 9, but that overall the total number of coursework credits remains at 18. Conversely, if the total number of credits is actually increasing by 3 to a new total of 21 credits, the change has resource implications for the program and would need to be addressed in the proposal.
- The explanation of the changes to the required credits for the PhD program refers to "24 credits for the coursework option, 18 credits for the "MRP option" and 12 credits for the thesis option". The Committee assumed this is a typographical error, and requests that the proposal be amended accordingly for clarity.

The revised proposal is attached, with changes highlighted in yellow.

Graduate Program in Theatre Studies (MA/PhD)

Proposal to Revise the MA and PhD Program Requirements

(revised February 2013 – post ASCP)

Overview Statement

The Graduate Program in Theatre Studies (MA/PhD) is a relatively new program. It was approved by Senate in February 2006 and by OCGS in April 2006. Since the first cohort of students were admitted to the program, the program executive has been playing close attention to how well the program structure and requirements have worked in supporting the program's academic objectives and learning outcomes. In February 2012 the program executive submitted proposals for a series of substantive changes to the MA and PhD program requirements. These changes were intended, in large part, to address what had become unofficial practices within the program (e.g. waiving certain requirements). In April, after learning that the program's request to revise its fields had been approved, the executive decided to revisit the program requirements to ensure that they accorded with the revised fields and also to address ongoing concerns expressed by both students and faculty. Upon review, the executive decided that further adjustments were needed to the requirements and are therefore proposing additional changes to both programs. These changes are proposed effective Fall 2013.

Changes to MA Program Requirements

1. Proposal: Eliminate requirement for all students to complete THST 6100 3.0, Theatre Research and Methodology and THST 6200 3.0, Issues in Canadian Theatre History.

Replace with requirement for students to take:

- a research methodology course of at least 3.0 credits from a list of possible options provided by the program (these will change each year)
- a minimum of two courses (6 credits), one of which must be a Canadian course with "theatre" in its title and the other of which must be a Theatre course that aligns with program sub-fields. These sub-fields include:
 - Canadian Theatre and Cultural Politics
 - Postcolonialism and Globalization
 - Cultural Policy and Theatrical Economies
 - Gender and Sexuality
 - Embodiment and Cultural Memory
 - Environment and Cultural Geography
 - Critical Pedagogy and Community Engagement
 - Intermediality and Technology

Currently, students in the MA program are required to complete THST 6100 3.0 and THST 6200 3.0 as part of 6 required coursework credits. They have three options for completing the degree: 24 credits of coursework; 18 credits of coursework plus MRP; 12 credits of coursework plus thesis. Although the number of required coursework credits will increase from 6 to 9, the total number of required credits (coursework or a combination of coursework and MRP/ thesis) will remain at 24.

The program remains committed to equipping students with the methodological and historiographic skills necessary for excelling in the field of Theatre Studies. However, it now feels that these requirements limit student course options and require resource commitments that place a heavy burden on core faculty. As we move forward with the revised program sub-

fields, we want to encourage students to take a broader range of courses that align more directly with their personal research interests, while at the same time allowing to offer more courses in their areas of specialization. We nevertheless wish to maintain a strong emphasis on Canadian theatre and performance.

No new resources are required to support this change.

With respect to grand-parenting provisions, students currently enrolled in the program will be strongly encouraged but not required to take courses in the sub-field areas. THST 6100 and THST 6200 are being offered in the 2012-13 academic year and so current students needing to complete these requirements will have an opportunity to do so.

2. Proposal: Eliminate 100 Play Exam Requirement.

Currently, students in the MA program are required to complete a 100 Play Exam. This is an unusual requirement at the MA level in that it is equivalent to a comprehensive exam and is not found in any other MA programs in Canada (York's MFA, a terminal degree, does have a 100 Play Exam). The executive committee is concerned that the requirement places a heavy burden on students hoping to complete their coursework and other requirements in a timely manner (3 semesters). We are also concerned that the requirement has deterred potential applicants from applying to the program.

With respect to grand-parenting provisions, students entering the program in Fall 2012 will be told they do not have to complete the 100 Play requirement unless they choose to do so. Those enrolled prior to Fall 2012 will still be required to complete the exam.

Changes to PhD Program Requirements

1. Proposal: Eliminate requirement for all students to complete THST 6100 3.0, Theatre Research and Methodology and THST 6200 3.0, Issues in Canadian Theatre History.

Replace with requirement for students to take:

- a research methodology course of at least 3.0 credits from a list of possible options provided by the program (these will change each year)
- a minimum of two courses (6 credits), one of which must be a Canadian course with “theatre” in its title and the other of which must be a Theatre course that aligns with program sub-fields. These sub-fields include:
 - Canadian Theatre and Cultural Politics
 - Postcolonialism and Globalization
 - Cultural Policy and Theatrical Economies
 - Gender and Sexuality
 - Embodiment and Cultural Memory
 - Environment and Cultural Geography
 - Critical Pedagogy and Community Engagement
 - Intermediality and Technology

Currently, students in the PhD program are required to complete THST 6100 3.0 and THST 6200 3.0 as part of the specified number of 6 required coursework credits out of a possible 18 credits. Although the number of required coursework credits will increase from 6 to 9, the total number of coursework credits will remain at 18.

The program remains committed to equipping students with the methodological and historiographic skills necessary for excelling in the field of Theatre Studies. However, it now feels that these requirements limit student course options and require resource commitments that place a heavy burden on core faculty. As we move forward with the revised program sub-fields, we want to encourage students to take a broader range of courses that align more directly with their personal research interests, while at the same time allowing to offer more courses in their areas of specialization. We nevertheless wish to maintain a strong emphasis on Canadian theatre and performance.

No new resources are required to support this change.

With respect to grand-parenting provisions, students currently enrolled in the program will be strongly encouraged but not required to take courses in the sub-field areas. THST 6100 and THST 6200 are being offered in the 2012-13 academic year and so current students needing to complete these requirements will have an opportunity to do so.

2. Proposal: Eliminate 100 Play Exam requirement and replace with an exam with a set reading list focusing on Theatre, Performance, and Cultural Politics.

Currently, students in the PhD program are required to write a 100 Play Exam, which features (almost exclusively) plays from the western dramatic canon. In light of the recent changes to the program fields, the graduate executive committee feels that this exam is no longer consistent with the program objectives. The committee nevertheless recognizes the importance of a preliminary exam requirement (pre-comps) and so is seeking to replace the 100 Play Exam with an exam designed around a series of set texts in the area of Theatre, Performance, and Cultural Politics. The structure of the new exam will be as follows:

- In the Fall of PhD1, students will receive a list of 40 texts and/or performance pieces that they will be expected to read over the course of the year.
- In the Fall of PhD2, students will write a four hour exam, during which they will be asked to demonstrate their familiarity with key theories, histories, and performance practices in theatre and performance studies.
- These exams will be marked according to the following rubric: high pass, pass, fail. In situations of failure, students will be asked to sit the exam a second time. Two failures will result in the student being asked to withdraw from the program for failure to maintain academic standards.

With respect to grand-parenting provisions, students currently in the program will be given the option of writing the 100 Play Exam or the other exam focused on Theatre, Performance, and Cultural Politics.

3. Proposal: Addition of oral component to comprehensive exam requirement.

The program executive feels strongly that adding an oral component to the comprehensive exam requirement is necessary to adequately test students' knowledge of their special fields beyond the written exam and to provide an opportunity for the exam committee to meet in person with students to offer feedback and address any major concerns that will hinder their progress. The oral component of the exam will be scheduled for approximately two weeks after the student has completed his/her written exam.

- These exams will be marked according to the following rubric: high pass, pass, fail. In situations of failure, students will be asked to sit the exam a second time. Two failures will result in the student being asked to withdraw from the program for failure to maintain academic standards.

With respect to grand-parenting provisions, students currently in the program will be strongly encouraged but not required to develop their comprehensive reading lists following the new guidelines.

4. Proposal: Eliminate Sample Chapter requirement

Currently, students in the PhD program are required to formally circulate a draft of one dissertation chapter to the supervisor and supervisory committee at an early stage in the writing process, normally within three months of, and no later than six months following, final approval of the prospectus. Following submission of the sample chapter, students meet with the supervisor and supervisory committee to receive feedback on progress of the dissertation, including any potential concerns.

The program executive committee acknowledges that this requirement is consistent with Faculty regulations, but is concerned that it not only places an additional administrative hurdle in front of students but also duplicates the new oral component to the comprehensive exam. While we hope that dissertation supervisory committees will arrange for informal meetings with students after the submission of chapters, the program executive committee does not wish to enforce such a meeting.

5. Proposal: Change timing of Prospectus submission

According to Faculty regulations, students are required to submit a dissertation proposal. The program-specific prospectus (dissertation proposal) requirement is consistent with that Faculty

regulation, but formalizes it at the program-level and provides more explicit guidelines with respect to content and process, including submission timelines. The program recognizes the vital need for students to clearly define their doctoral projects before entering the writing phase. With that in mind, the program currently asks students to prepare a prospectus in conjunction with the comprehensive exam requirement and to submit it one month prior to sitting the comprehensive exam.

However, upon further reflection, the program executive committee feels that this timing places an undue burden on students studying for their comprehensive exam. We further believe that they will be better served by completing the proposal after sitting the exam. To that end, we wish to adjust the program-specific deadline for the Prospectus from approximately four weeks *prior* to the comprehensive exam to six weeks *after* the exam.

With respect to grand-parenting provisions, students currently enrolled in the program may opt to submit a dissertation proposal prior to writing with the comprehensive exam.

From: Barbara Sellers-Young <basyoung@yorku.ca>
Date: 13 January, 2013 8:25:46 AM EST
To: Barbara Crow <bacrow@yorku.ca>
Cc: "Marlis Schweitzer" <schweit@yorku.ca>
Subject: Changes in Theatre Studies Program

Dear Dean Crow,

For the last two years Marlis Schweitzer has as GPD worked to continue to revise the MA/PhD in the Theatre Department to correspond to the research profiles of the faculty in the Department and to research out to other faculty within the York University whose research is framed within the context of performance theory. The changes suggested in the attached document are in align with this effort and I support them. Please let me know if you have any questions.

Warm regards,

Barbara Sellers-Young

Barbara Sellers-Young, Phd
Dean, Faculty of Fine Arts
Professor, Department of Dance
York University, Toronto
basyoung@yorku.ca

York University
Centre for Fine Arts, 201
4700 Keele Street
Toronto, Ontario M3J 1P3

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: George Tourlakis, Chair, ASCP
Cheryl Underhill, Secretary

FROM: Richard Hornsey, Chair of the Interim Faculty Council & Associate Dean

SUBJECT: Nomenclature Changes: Bachelor of Engineering and Related Program Name Changes

DATE: March 8, 2013

Preamble

The Lassonde School of Engineering continues to make significant strides in the implementation of a modern and progressive suite of offerings. An important next step is to align our degree and program structures. Toward that end, the School is proposing that the Bachelor of Engineering degree type be adopted as the degree designation for all of its engineering programs, and in turn, that all of the engineering offerings are represented by their individual programmatic names, rather than by the current broad umbrella-category of "Engineering."

More importantly, the School wants to ensure that our students graduating into the global workplace, with a sense of pride and clarity, knowing that their professional credentials reflect their accomplishments. Presenting their credentials with the designation "Bachelor of Engineering," in conjunction with their area of expertise: "Computer Engineering," "Electrical Engineering," "Geomatics Engineering," "Software Engineering," or "Space Engineering" clearly describes our graduates' qualifications.

While current engineering disciplines are offered under the umbrella of a single Engineering program, the new electrical engineering program has already been approved as a standalone program. Future programs in mechanical engineering and civil engineering will be coming forward to Senate for approval in the coming months will also be standalone programs.

It is timely then that the organization of our new and existing programs be aligned. The nomenclature changes in the renaming of the degree type and the program identification will provide clarity, internally and externally, in the Lassonde School of Engineering's suite of offerings.

Proposal #1

To change the degree designation from the BASc (Bachelor of Applied Science) to the BEng (Bachelor of Engineering) for existing and future engineering programs in the Lassonde School of Engineering.

Rationale:

MEMO

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



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

Following the establishment of the new Bachelor of Engineering (BEng) degree type at York University in the Fall of 2012, the Lassonde School of Engineering would now like to transfer its degrees to this new type for all of its existing and new engineering programs, effective 2013. The new designation will in no way change the admissions or academic requirements. .

Since the proposal to Senate in the fall, the School initiated further consultation and conducted a survey of current students and alumni to confirm that there is strong support within the York community to move forward with the introduction of the new degree type at this time.

Based on strong preferences of current undergraduate students and alumni, the trend in other Canadian engineering schools, the nature of the profession and the international landscape, the support for the Lassonde School of Engineering to adopt the BEng degree type for all of its engineering programs is compelling.

The change in degree designation is proposed to come into effect beginning with the class graduating October 2013. Students currently enrolled in the BASc program would graduate with a BEng.

Furthermore, graduates with the BASc would have the opportunity to apply for the new degree type if they so desired. Subject to certain administrative requirements, alumni may elect to change their degree designation from a BASc to a BEng. Lassonde is working with the Office of the Registrar to develop a detailed implementation plan, particularly in regard to continuing students and alumni.

(Please find attached a copy of the Proposal to change the degree type for our Engineering Programs from BASc to BEng.)

Proposal #2

To introduce a nomenclature change to recognize the existing four streams of engineering as standalone programs, i.e., Computer Engineering, Geomatics Engineering, Software Engineering, Space Engineering.

Rationale:

As it currently appears, the Lassonde School of Engineering will have two engineering programs: one with four streams, and the other about to be offered as a standalone program. The four existing streams in engineering are operated *and accredited* as separate programs – computer engineering, geomatics engineering, software engineering and space engineering. The School is proposing a nomenclature change to align their formal structure with operational practice. There is no change in the admissions or academic requirements of our program. It is simply a change in nomenclature.

The change in program naming is proposed to come into effect beginning with the class graduating in October 2013. This change would allow students currently enrolled in “Engineering” to graduate with an engineering degree in either “Computer Engineering,” “Geomatics Engineering,” “Software Engineering,” or “Space Engineering.” There would be no effect on the existing program or degree requirements for these disciplines, and this change is meant to be seen as an administrative housekeeping item.

Proposal to change the degree type for our Engineering Programs from BASc to BEng.

Powerful forces, including demographics, global-ization, and rapidly evolving technologies are driving profound changes in the role of engineering in society. The changing workforce and technology needs of a global knowledge economy are dramatically changing the nature of engineering practice, demanding far broader skills than simply the mastery of scientific and technological disciplines. Opening sentences of Engineering for a Changing World, James Duderstadt, University of Michigan, 2008.

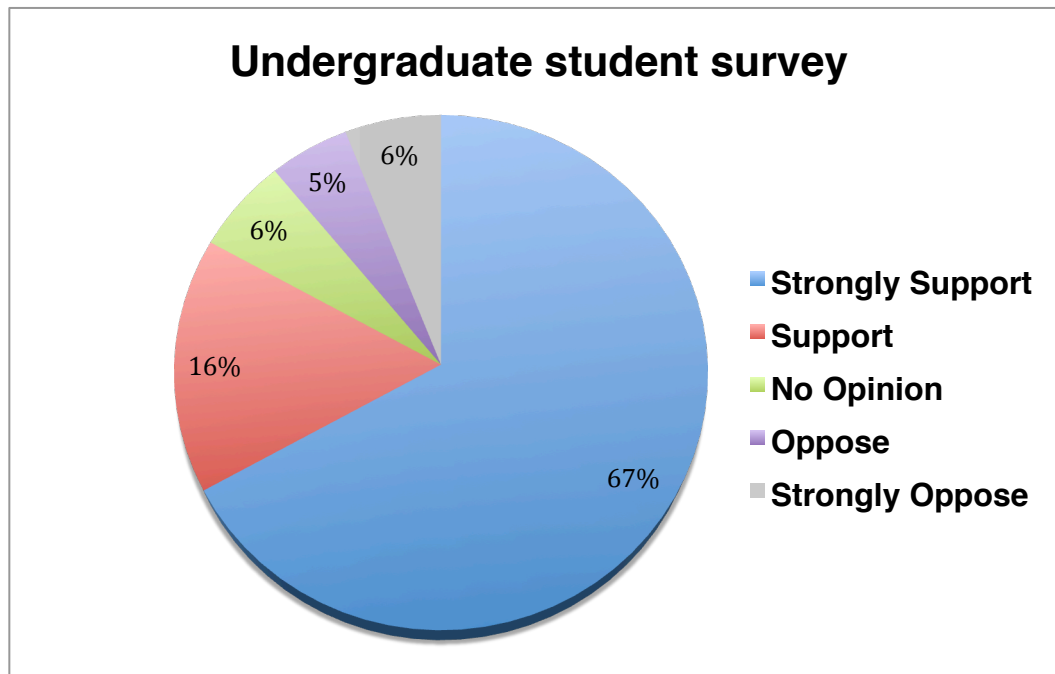
Rationale:

As we establish the new Lassonde School of Engineering and contemplate offering at least four new Engineering disciplines, we believe that the time is right to move to the BEng degree designation. This will signal the School's intention of being modern and progressive in its program offerings, and program environment. This proposal is based on four supporting factors: student preference, alignment with other institutions, nature of the profession, and international recognition.

Student Preference

Feedback from our engineering students indicates that they would see the move to a BEng very positively. The degree title including the word 'engineering' is important to their identity as engineers, especially until York University's reputation as an engineering school becomes well established.

Current undergraduate students were surveyed during November 2012, after the topic was introduced at a town-hall meeting on 13 November. A total of 105 students, representing about 50% of our total student body, completed the survey. As the following chart shows, 83% of current student supported or strongly supported the move to a BEng degree.



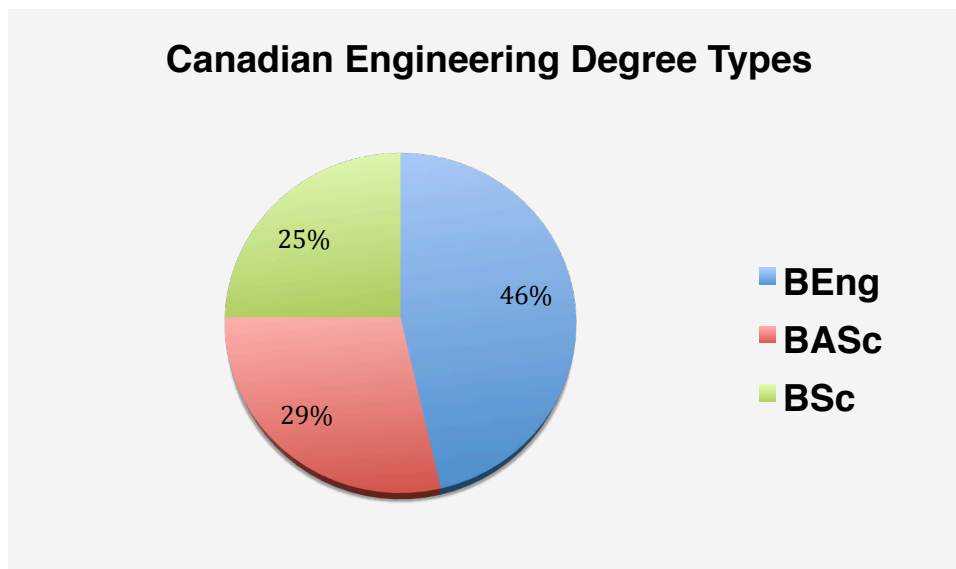
The demographics of the student responses were consistent with a broad representation of student level of study and program.

The question posed to students was: The Lassonde School of Engineering is considering changing the engineering degree from the current Bachelor of Applied Science (BASc) to a Bachelor of Engineering (BEng). How do you feel about the possible change from BASc to BEng?

Preliminary data from a similar survey of our alumni suggests that approximately 70% strongly support the move to a BEng, and that more than 60% would actively like to exchange their BASc degree for a BEng.

Alignment with Majority of Canadian Engineering Schools

The BEng is the most common engineering degree designation in Canada and is offered by 46% of English-speaking institutions in Canada. The remaining schools offer either BASc or a variant on the BSc (note the BASc data include York University).



A key recommendation of the report of the 2009 President's Engineering Task Force on the future of Engineering at York University was that we adopt the BEng degree designation, principally because it is seen by both the education and professional communities to reflect the modern trend. Overwhelmingly, newer engineering schools have adopted the BEng designation.

Nature of the Profession

There is a growing belief that Engineering has moved beyond being "merely an applied science" by virtue of its increased emphasis on ethics, environment, business practices, management and law.¹ While remaining grounded in science and mathematics, there is now an expectation that engineers fulfill much wider leadership roles than in the past. The aspirations of the Lassonde School of Engineering's towards educating "Renaissance Engineers" certainly reflect this view.

A series of recent strategic reports from professional engineering bodies² attest to the profession's view that the nature of engineering is changing and that engineering education must evolve with it. None of these changes advocate for increased applied science and mathematics – it is well recognized that these are covered extremely well in our current engineering education. Rather they promote a new awareness of global, social and professional issues. Engineering has become a discipline in its own right, distinct from its roots in applied science.

These differences are recognized in the legal regulation of the profession of engineering and, in turn, in the requirements for accreditation of engineering programs. Of the twelve new graduate attributes introduced by the Canadian Engineering Accreditation Board that university programs are required to

¹ David E. Goldberg, The Missing Basics and Other Philosophical Reflections for the Transformation of Engineering Education, in D. Grasso, M.B. Burkins (eds.), *Holistic Engineering Education*, Springer 2010.

² Reports that cover all or some of these aspects include: *Taskforce on the Future of Engineering*, Canadian Academy of Engineering, 2005; *Engineering for a Changing World*, James Duderstadt, University of Michigan, 2008; *The Engineer of 2020: Visions of Engineering in the New Century*, National Academy of Engineering, 2004; *Educating engineers to drive the innovation economy*, Royal Academy of Engineering 2012. These ideas also appear widely in the engineering education literature, such as the CDIO initiative and the graduate attributes adopted by CEAB in Canada and ABET in the U.S.

demonstrate their graduates possess, only one pertains to applied science (the rest refer to engineering and professional practice). In this, the CEAB is following a pattern set by other regulatory bodies in the US and Europe (the ability to apply scientific, mathematical and engineering knowledge is one of ten graduate outcomes for the US ABET accreditation).

International Recognition

Switching to the BEng designation is also consistent with the School of Engineering's intention to recruit more students internationally. No country outside Canada uses BASc for engineering degrees.

BASc		
	Engineering	Other Subjects
Canada	30% of institutions	Psychology, Kinesiology, Social Services, and others
Outside Canada	None	Construction management, occupational therapy and other healthcare, meteorology, hospitality administration

The table below indicates selection of engineering degree designations from around the world. While the degree titles vary from country to country, almost all include the word 'engineering'. With the implementation of various international agreements relating to mutual recognition of engineering credentials (such as the Washington and Bologna Accords), countries are increasingly aligning their degree types.

Country	Degree Type	Notes
US	Typically B.S. in Engineering	
UK	Typically (incl. all top schools) BEng (3-4 years) or MEng (4-5 years)	Masters level degree needed for professional certification
Australia	"The degree title for all accredited programs is Bachelor of Engineering"	From Engineers Australia list of accredited programs
Europe	Germany and many other countries – Diplom-Ingenieur France – Diplôme d'Ingénieur	Equivalent to Masters
India	Bachelor of Engineering (BE) or BTech	
Hong Kong	All accredited degrees BEng	

Moving to the BEng aligns well with the expectations of the international community and will therefore support our international visibility, making our degree more recognizable for international students and graduates seeking to study in Canada or work outside Canada.

Conclusion

Based on strong preferences of current undergraduate students and alumni, the trend in other Canadian engineering schools, the nature of the profession and the international landscape, the support for the Lassonde School of Engineering to adopt the BEng degree type for all of its programs is compelling.

York University
GLENDON
For information only

DEPARTMENT/PROGRAM: PHILOSOPHY

Date: February 1, 2013

CHANGES:

1. Revision to the list of approved courses for the Certificate in Law and Social Thought
2. Update to Calendar Copy

Change from :	Change to :
List of Approved Courses/Liste de cours approuvés	List of Approved Courses/Liste de cours approuvés
Canadian Studies GL/CDNS 2600 6.00 GL/CDNS 3663 3.00	Canadian Studies GL/CDNS 2600 6.00 GL/CDNS 3663 3.00
Economics GL/ECON 3370 3.00 GL/ECON 3375 3.00 GL/ECON 3570 3.00 GL/ECON 3642 3.00 GL/ECON 4275 3.00	Economics GL/ECON 3370 3.00 GL/ECON 3375 3.00 GL/ECON 3570 3.00 GL/ECON 3642 3.00 GL/ECON 4275 3.00
History GL/HIST 2650 6.00 GL/HIST 3317 3.00	History GL/HIST 2650 6.00 GL/HIST 3317 3.00
Humanities GL/HUMA 1610 6.00 GL/HUMA 1650 6.00 GL/HUMA 2615 3.00	Humanities GL/HUMA 1610 6.00 GL/HUMA 1650 6.00 GL/HUMA 2615 3.00
International Studies GL/ILST 2300 3.00 GL/ILST 2625 6.00 GL/ILST 3650 3.00 GL/ILST 3652 6.00 GL/ILST 4601 3.00 GL/ILST 4651 3.00	International Studies GL/ILST 2300 3.00 GL/ILST 2625 6.00 GL/ILST 3650 3.00 GL/ILST 3652 6.00 GL/ILST 4601 3.00 GL/ILST 4651 3.00
Modes of Reasoning GL/MODR 1711 6.00 GL/MODR 1716 6.00 GL/MODR 4630 3.00	Modes of Reasoning GL/MODR 1711 6.00 <u>GL/MODR 1714 6.00</u> GL/MODR 1716 6.00 GL/MODR 4630 3.00
Philosophy GL/PHIL 2615 3.00 GL/PHIL 2630 6.00 GL/PHIL 3634 3.00 GL/PHIL 3642 3.00 GL/PHIL 3643 3.00 GL/PHIL 3653 3.00 GL/PHIL 3660 6.00 GL/PHIL 4626 3.00 GL/PHIL 4630 3.00	Philosophy GL/PHIL 2615 3.00 GL/PHIL 2630 6.00 GL/PHIL 3634 3.00 GL/PHIL 3642 3.00 GL/PHIL 3643 3.00 GL/PHIL 3653 3.00 GL/PHIL 3660 6.00 <u>GL/PHIL 4237 3.00</u> GL/PHIL 4626 3.00 GL/PHIL 4630 3.00
Political Science GL/POLS 2600 6.00	Political Science GL/POLS 2600 6.00

<p>GL/POLS 3135 3.00 GL/POLS 3136 3.00 GL/POLS 3230 6.00 GL/POLS 3550 3.00 GL/POLS 3634 3.00 GL/POLS 3650 3.00 GL/POLS 3652 3.00 GL/POLS 3660 6.00 GL/POLS 3663 3.00 GL/POLS 4012 3.00 GL/POLS 4601 3.00 GL/POLS 4635 6.00 GL/POLS 4651 3.00</p> <p>Psychology GL/PSYC 3230 3.00 GL/PSYC 3450 3.00 GL/PSYC 3600 3.00</p> <p>Social Science GL/SOSC 1610 6.00 GL/SOSC 3634 3.00 GL/SOSC 3642 3.00 GL/SOSC 3653 3.00 GL/SOSC 3685 6.00 GL/SOSC 3920 6.00 GL/SOSC 3975 6.00 GL/SOSC 4635 6.00</p> <p>Sociology GL/SOCI 2520 6.00 GL/SOCI 3663 3.00 GL/SOCI 3685 6.00 GL/SOCI 3920 6.00</p> <p>Gender and Women's Studies GWST 3513 6.00 (cross-listed to: GL/SOSC 3975 6.00) GWST 4509 3.00</p>	<p>GL/POLS 3135 3.00 GL/POLS 3136 3.00 GL/POLS 3230 6.00 GL/POLS 3550 3.00 GL/POLS 3634 3.00 GL/POLS 3650 3.00 GL/POLS 3652 3.00 GL/POLS 3660 6.00 GL/POLS 3663 3.00 GL/POLS 4601 3.00 GL/POLS 4635 6.00 GL/POLS 4651 3.00</p> <p>Psychology GL/PSYC 3230 3.00 GL/PSYC 3450 3.00 GL/PSYC 3600 3.00</p> <p>Social Science GL/SOSC 1610 6.00 GL/SOSC 3634 3.00 GL/SOSC 3642 3.00 GL/SOSC 3653 3.00 GL/SOSC 3685 6.00 GL/SOSC 3920 6.00 GL/SOSC 3975 6.00 GL/SOSC 4635 6.00</p> <p>Sociology GL/SOCI 2520 6.00 GL/SOCI 3663 3.00 GL/SOCI 3685 6.00 GL/SOCI 3920 6.00</p> <p>Gender and Women's Studies GWST 3513 6.00 (cross-listed to: GL/SOSC 3975 6.00) GWST 4509 3.00</p>
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Rationale: (please use a separate sheet if necessary)

Revision to the list of approved courses for the Certificate in Law and Social Thought

- The following courses are expired and are to be excluded from the list.

GL/ECON 4280 3.00

GL/HUMA 2921 3.00

GL/HUMA 3010 3.00

GL/ILST 3600 6.00 (cross-listed to GWST 3512 6.00)

GL/PHIL 3013 6.00

GL/PHIL 4011 3.00

GL/POLS 4012 3.00

GL/SOSC 2937 6.00

GL/SOSC 4011 3.00

GL/SOCI 2625 6.00

GWST 3512 6.00 (cross-listed to: GL/ILST 3600 6.00)

- The following courses need to be added to the list.

GL/MODR 1714 6.00 Thinking and Writing Critically

This course has now added a section on legal reasoning. It is now comparable to MODR 1711 6.00 and should be included in the list of approved courses for the Certificate. The change was a response to the demand of students, who wanted to take MODR 1711 6.00 because of its component of legal reasoning, but were unable to enroll because MODR 1711 6.00 was full.

GL/PHIL 4237 3.0 Moral Philosophy II

A study of law and social thought needs to understand Law's commitment to Justice, and the idea of Justice at the root of the ideal of the Rule of Law. Moral Philosophy has traditionally attempted to articulate Principles and conceptions of justice, and is clearly relevant to the studies that lead to the Certificate in Law and Social Thought.

Signature of Coordinator: _____

Date: _____

Université York
GLENDON
À titre d'information seulement

DEPARTÉMENT/PROGRAMME : PHILOSOPHIE

Date: le 1er février 2013

CHANGEMENTS:

- 1. Révision de la liste des cours approuvés pour le Certificat général en droit et pensée sociale**
- 2. Mise à jour de l'annuaire**

Changement de :

Liste de cours approuvés

Études canadiennes

GL/CDNS 2600 6.00
GL/CDNS 3663 3.00

Économie

GL/ECON 3370 3.00
GL/ECON 3375 3.00
GL/ECON 3570 3.00
GL/ECON 3642 3.00
GL/ECON 4275 3.00

Histoire

GL/HIST 2650 6.00
GL/HIST 3317 3.00

Humanités

GL/HUMA 1610 6.00
GL/HUMA 1650 6.00
GL/HUMA 2615 3.00

Études internationales

GL/ILST 2300 3.00
GL/ILST 2625 6.00
GL/ILST 3650 3.00
GL/ILST 3652 6.00
GL/ILST 4601 3.00
GL/ILST 4651 3.00

Logique

GL/MODR 1711 6.00

GL/MODR 1716 6.00
GL/MODR 4630 3.00

Changement à :

Liste de cours approuvés

Études canadiennes

GL/CDNS 2600 6.00
GL/CDNS 3663 3.00

Économie

GL/ECON 3370 3.00
GL/ECON 3375 3.00
GL/ECON 3570 3.00
GL/ECON 3642 3.00
GL/ECON 4275 3.00

Histoire

GL/HIST 2650 6.00
GL/HIST 3317 3.00

Humanités

GL/HUMA 1610 6.00
GL/HUMA 1650 6.00
GL/HUMA 2615 3.00

Études internationales

GL/ILST 2300 3.00
GL/ILST 2625 6.00
GL/ILST 3650 3.00
GL/ILST 3652 6.00
GL/ILST 4601 3.00
GL/ILST 4651 3.00

Logique

GL/MODR 1711 6.00
GL/MODR 1714 6.00
GL/MODR 1716 6.00
GL/MODR 4630 3.00

Philosophie GL/PHIL 2615 3.00 GL/PHIL 2630 6.00 GL/PHIL 3634 3.00 GL/PHIL 3642 3.00 GL/PHIL 3643 3.00 GL/PHIL 3653 3.00 GL/PHIL 3660 6.00 GL/PHIL 4626 3.00 GL/PHIL 4630 3.00 Science politique GL/POLS 2600 6.00 GL/POLS 3135 3.00 GL/POLS 3136 3.00 GL/POLS 3230 6.00 GL/POLS 3550 3.00 GL/POLS 3634 3.00 GL/POLS 3650 3.00 GL/POLS 3652 3.00 GL/POLS 3660 6.00 GL/POLS 3663 3.00 GL/POLS 4012 3.00 GL/POLS 4601 3.00 GL/POLS 4635 6.00 GL/POLS 4651 3.00 Psychologie GL/PSYC 3230 3.00 GL/PSYC 3450 3.00 GL/PSYC 3600 3.00 Sciences sociales GL/SOSC 1610 6.00 GL/SOSC 3634 3.00 GL/SOSC 3642 3.00 GL/SOSC 3653 3.00 GL/SOSC 3685 6.00 GL/SOSC 3920 6.00 GL/SOSC 3975 6.00 GL/SOSC 4635 6.00 Sociologie GL/SOCI 2520 6.00 GL/SOCI 3663 3.00 GL/SOCI 3685 6.00 GL/SOCI 3920 6.00 Gender and Women's Studies GWST 3513 6.00 (cross-listed to: GL/SOSC 3975 6.00) GWST 4509 3.00	Philosophie GL/PHIL 2615 3.00 GL/PHIL 2630 6.00 GL/PHIL 3634 3.00 GL/PHIL 3642 3.00 GL/PHIL 3643 3.00 GL/PHIL 3653 3.00 GL/PHIL 3660 6.00 GL/PHIL 4237 3.00 GL/PHIL 4626 3.00 GL/PHIL 4630 3.00 Science politique GL/POLS 2600 6.00 GL/POLS 3135 3.00 GL/POLS 3136 3.00 GL/POLS 3230 6.00 GL/POLS 3550 3.00 GL/POLS 3634 3.00 GL/POLS 3650 3.00 GL/POLS 3652 3.00 GL/POLS 3660 6.00 GL/POLS 3663 3.00 GL/POLS 4601 3.00 GL/POLS 4635 6.00 GL/POLS 4651 3.00 Psychologie GL/PSYC 3230 3.00 GL/PSYC 3450 3.00 GL/PSYC 3600 3.00 Sciences sociales GL/SOSC 1610 6.00 GL/SOSC 3634 3.00 GL/SOSC 3642 3.00 GL/SOSC 3653 3.00 GL/SOSC 3685 6.00 GL/SOSC 3920 6.00 GL/SOSC 3975 6.00 GL/SOSC 4635 6.00 Sociologie GL/SOCI 2520 6.00 GL/SOCI 3663 3.00 GL/SOCI 3685 6.00 GL/SOCI 3920 6.00 <u>Études des femmes et de genre</u> GWST 3513 6.00 (co-inscrit avec : GL/SOSC 3975 6.00) GWST 4509 3.00
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Rationale: (please use a separate sheet if necessary)

- Révision de la liste des cours approuvés pour le Certificat général en droit et pensée sociale

Les cours suivants sont périmés et doivent être exclus de la liste :

GL/ECON 4280 3.00

GL/HUMA 2921 3.00

GL/HUMA 3010 3.00

GL/ILST 3600 6.00 ((identique à GWST 3512 6.00)

GL/PHIL 3013 6.00

GL/PHIL 4011 3.00

GL/POLS 4012 3.00

GL/SOSC 2937 6.00

GL/SOSC 4011 3.00

GL/SOCI 2625 6.00

GWST 3512 6.00 ((identique à GL/ILST 3600 6.00)

- Les cours suivants doivent être ajoutés à la liste :

GL/MODR 1714 6.00 Thinking & Writing Critically

Ce cours comporte désormais une section portant sur le raisonnement juridique. Il est de ce fait comparable au cours MODR 1711 6.00, et devrait par conséquent prendre sa place sur la liste des cours approuvés pour le Certificat. Ce changement a été apporté pour répondre à la demande : celle d'étudiants qui, désirant s'inscrire en MODR 1711 6.00 en raison de sa composante sur le raisonnement juridique, en ont toutefois été empêchés, le maximum d'inscriptions permises à ce dernier ayant été atteint.

GL/PHIL 4237 3.00 Moral Philosophy II

Une étude du droit et de la pensée sociale se doit d'élucider tant les rapports du droit à la justice que l'idée même de justice implicite dans l'idéal d'État de droit. La philosophie morale a traditionnellement visé à expliciter aussi bien les principes que les diverses conceptions de la justice : elle a, de toute évidence, sa place dans le programme d'études que sanctionne le Certificat en droit et pensée sociale.

Signature de la Coordonnatrice _____ Date: _____

York University
GLENDON
Committee on Academic Standards, Teaching and Learning (CASTL)
FOR INFORMATION ONLY

DEPARTMENT: English

DATE: January 25, 2013

CHANGES: [Changes to Degree Requirements in the Certificate Program in the Discipline of Teaching English as an International Language \(D-TEIL\) and Course Update](#)

Current:

The English Department offers a Certificate in the Discipline of Teaching English as an International Language.

Admission Requirements

Candidates must:

- be enrolled at Glendon or another Faculty of York University

or

- have completed a university degree at an accredited institution.

Note: you may be granted advanced standing for 2000- and 3000-level equivalent courses taken elsewhere.

Applicants without a university degree may apply as provisional students.

Note: if, at a later date, students opt to pursue a degree, it may be possible to apply these credits to a degree.

Program Requirements

This certificate consists of 24 credits to be taken from the following:

Mandatory courses:

[GL/EN 2608 6.00](#)
[GL/EN 3603 3.00](#)
[GL/EN 3606 3.00](#)
[GL/EN 4695 3.00](#)
[GL/EN 4696 6.00](#)

Three credits to be chosen from:

[GL/EN 3632 3.00](#)
[GL/EN 3604 3.00](#)
[GL/EN 3650 6.00](#)

Proposed:

The English Department offers a Certificate in the Discipline of Teaching English as an International Language. Students typically take the courses over a three-year period, in the order given.

Admission Requirements

Candidates must:

- be enrolled at Glendon or another Faculty of York University

or

- have completed a university degree at an accredited institution.

Note: You may be granted advanced standing for 2000- and 3000-level equivalent courses taken elsewhere.

Applicants without a university degree may apply as provisional students.

Note: if, at a later date, students opt to pursue a degree, it may be possible to apply these credits to a degree.

Program Requirements

Students must complete 24 credits as follows:

Required courses (21 credits):

[GL/EN 1601 6.00 \(formerly GL/EN 2608 6.00\)](#)
[GL/EN 2611 3.00 \(formerly GL/EN 3603 3.00\)](#)
[GL/EN 3606 3.00](#)
[GL/EN 4695 3.00](#)
[GL/EN 4696 6.00](#)

An additional three credits to be chosen from:

[GL/EN 2634 3.00 \(formerly GL/EN 3632 3.00\)](#)
[GL/EN 3604 3.00](#)
[GL/EN 3650 6.00](#)

<p>GL/EN 3655 6.00</p> <p>Note: a minimum grade of C+ is required in each of the above courses. Not every course is offered every year. Please refer to the English Department mini-calendar for current offerings.</p>	<p>GL/EN 3655 6.00</p> <p>Note1: a minimum grade of C+ is required in each of the above courses. Not every course is offered every year. Please refer to the English Department mini-calendar for current offerings.</p> <p>Note2: <u>The course GL/EN4696 6.0 is only open to Certificate Students, and only to those who have achieved a grade of at least C+ in each of the Certificate courses</u></p> <p><u>Students must be enrolled in or have complete an Introductory Spanish course (or equivalent) in order to participate in this course and its international practicum.</u></p>
<p>RATIONALE</p> <p>1. There have been some changes in the courses offered by the English Department that affect the Certificate so it is necessary to update the program requirements for the Certificate in the Discipline of Teaching English as an International Language (D-TEIL):</p> <p>GL/EN 1601 6.00 (formerly GL/EN 2608 6.00)</p> <p>The rationale for its change is : This is an entry-level course to the discipline of linguistics, is foundational to the Certificate in the Discipline of Teaching English as an International Language (Cert D-TEIL), and is a member of the foundation set in English as well; logically, it should be a first-year course.</p> <p>GL/EN 2611 3.00(formerly GL/EN 36033.00)</p> <p>The rationale for its change is: With the foundation courses GL/EN1605 6.00 and GL/EN1601 6.00- pre-requisites for this course - moving to 1000-level, it is logical to move these courses - entry-level courses to the phonetics/phonology category in the LIN program to the 2000-level.</p> <p>GL/EN 2634 3.00(formerly GL/EN 36323.00)</p> <p>The rationale for its change is: As an entry-level course to our socio- and applied EN/LIN courses in 3rd and 4th year, the proposed numbering is more appropriate. Since the course didn't have pre-requisites as a 3000-level course, it is logical that as a 2000-level course, it will continue to be open to students without prerequisites.</p> <p>2. It is also important that students enrolled in the Certificate are aware of the Spanish course as prerequisite or a co-requisite for GL/EN 4696 6.00 prior to their enrollment in the Certificate.</p>	

Signature of Coordinator: _____

Date: _____

Université York
GLENDON
Committee on Academic Standards, Teaching and Learning (CNAP)
FOR INFORMATION ONLY

DÉPARTEMENT: Études anglaises
DATE: le 25 janvier, 2013

CHANGEMENTS: Changements aux exigences du certificat dans la discipline de l'enseignement de l'anglais comme langue internationale (DTEIL) et la mise à jour des courses

Current:

Proposed:

Le certificat dans la discipline de l'enseignement de l'anglais comme langue internationale est offert par le Département d'études anglaises. Généralement les étudiants suivent les cours sur une période de trois ans, dans l'ordre indiqué.

Conditions d'admission

Les candidats doivent:

- être inscrits au Collège universitaire Glendon ou dans une autre Faculté de l'Université York
- être titulaires d'un diplôme universitaire

Remarque: Vous pouvez bénéficier d'équivalences pour des cours aux niveaux 2000 et 3000 avec des cours équivalents pris ailleurs.

Les candidats sans diplôme universitaire peuvent soumettre une demande d'admission comme étudiants libres.

Remarque: si à une date ultérieure, les étudiants choisissent de poursuivre des études, il peut être possible d'appliquer ces crédits pour un diplôme.

Exigences du programme

Les 24 crédits suivants sont requis :

cours requis (21 crédits):

[GL/EN 1601 6.00 \(autrefois GL/EN 2608 6.00\)](#)
[GL/EN 2611 3.00 \(autrefois GL/EN 3603 3.00\)](#)
 GL/EN 3606 3.00
 GL/EN 4695 3.00
 GL/EN 4696 6.00

Trois autres crédits à choisir parmi :

[GL/EN 2634 3.00 \(autrefois GL/EN 3632 3.00\)](#)
[GL/EN 3604 3.00](#)

	<p>GL/EN 3650 6.00 GL/EN 3655 6.00</p> <p>Remarque 1 : La moyenne cumulative dans tous ces cours doit être égale ou supérieure à 5.00 (C+). Tous ces cours ne sont pas offerts chaque année. Veuillez vous référer au mini-annuaire du Département d'études anglaises pour plus de renseignements.</p> <p>Remarque 2: Le cours GL/EN 4696 6.0 est offert seulement aux étudiants du Certificat, et seulement à ceux qui ont une moyenne pondérée cumulative de 5.00 (C+) dans l'ensemble des cours du Certificat.</p> <p><u>Les étudiants doivent avoir réussi ou être inscrits à un cours d'introduction à l'espagnol (ou l'équivalent) afin de s'inscrire à ce cours et participer au stage international.</u></p>
<p>Justificatif :</p> <p>1. Il y a eu quelques changements dans les cours offerts par le Département d'anglais qui influent sur le Certificat. Il est donc nécessaire de mettre à jour les exigences du Certificat dans la discipline de l'enseignement de l'anglais comme langue internationale (DTEIL).</p> <p>GL/EN 1601 6.00 (autrefois GL/EN 2608 6.00)</p> <p>La raison de ce changement : Il s'agit d'un cours d'introduction à la discipline de la linguistique, qui est un cours de base du Certificat dans la discipline de l'enseignement de l'anglais comme langue internationale (DTEIL) et aussi un des cours de base du programme d'études anglaises ; logiquement, il devrait être un cours de première année.</p> <p>GL/EN 2611 3.00 (autrefois GL/EN 3603 3.00)</p> <p>La raison de ce changement : avec les cours de base GL/EN1605 6.00 et GL/EN1601 6.00- prérequis de ce cours - mis au niveau 1000, il est logique de mettre ce cours au niveau 2000.</p> <p>GL/EN 2634 3.00 (autrefois GL/EN 3632 3.00)</p> <p>La raison de ce changement : comme cours de base de la spécialisation en sociolinguistique du programme, le niveau 2000 est plus approprié. Comme dans le passé, le cours n'aura pas de prérequis.</p> <p>3. Avant de s'inscrire dans le cours GL/EN 4696 6.00, tout étudiant non-hispanophone doit avoir réussi ou être inscrit dans un cours d'introduction à la langue espagnole.</p>	

Signature du Coordonnateur: _____

Date: _____

SCHULICH SCHOOL OF BUSINESS York University

Memorandum

To: D. Horvath, Dean and Faculty Council
From: Mark Kamstra, Finance Area
Subject: New Private Wealth Management MBA Concentration
Date: September 21, 2012

INTRODUCTION AND BACKGROUND

Finance area topics are, in general, well-covered at Schulich, with two MBA concentrations offered by the finance Area (investments and financial management), a Master of Finance with streams covering capital markets and financial engineering, and a program in financial engineering. However, we overlook private wealth management as a separate study area, incorporating only a single MBA course specifically designed for financial planning and wealth management. The increasing importance of private wealth management has recently led the CFA Institute to introduce wealth management to its core topic areas for its certification process. The important field of private wealth management has been largely overlooked by top-ranked, world class MBA programs. This is something Schulich could change, much as it brought attention and resources to the study of business and sustainability, nonprofit management and most recently, global mining management.

THE PRIVATE WEALTH MANAGEMENT MBA CONCENTRATION

We can easily leverage our existing offerings and accommodate this market niche with a new concentration in wealth management. Financial planning is an enormous growth industry reflecting aging demographics and record inheritances that will need managing. Wealth management fits very well into our existing CFA partnership program and certification. A clear case can be made to offer this new program of study, as is detailed below.

There is a large base of practicing financial planners in our community, most of whom are associated with either the CFA or the Financial Planning Standards Council (FPSC). The CFA is already a program partner for the Schulich MBA and the CFA's importance and influence requires little emphasis. Furthermore, the CFA has recently modified its portfolio management core topic area (Level III) to include more private-wealth content. An MBA with a private wealth management concentration would facilitate our students' efforts seeking accreditation with these organizations and encourage financial institutions to hire our graduates as specialized analysts in tax, investments or estate planning.

A further strategic issue which favours the introduction of a wealth management stream is the potential to draw from a new, largely untapped pool of candidates for our MBA. There are 18,000 individuals certified by the FPSC for financial planning (the CFP) in Ontario, most do not have a master's degree, and many do not have strong finance background. Similarly, the Personal Financial Planner (PFP) Designation, a bank-affiliated program includes many members who could use a MBA to move up the financial services career path.

The MBA with a concentration in Wealth Management would also appeal to a long list of practitioners that already have the following professional designations.

The Society of Trust and Estate Practitioners (STEP) and STEP's Trust and Estate Practitioner ("TEP") designation:

<http://www.step.ca/about.asp>

the Personal Financial Planner (PFP®) Designation:

https://www.csi.ca/student/en_ca/pfp/financial-professionals/index.xhtml

and the Canadian Association of Family Enterprise (CAFE) with a program similar to UBC's Family Enterprise Advisor Program (FEAP)

<http://www.cafecanada.ca/programs.cfm?smocid=1956>

http://www.sauder.ubc.ca/Programs/Business_Families_Centre/Programs_for_Advisors

A concentration in Private Wealth Management would, hence, service both those looking to break into wealth management, those preparing for the CFA, and those in the financial services industry looking to move up. Similarly, advisors who work for themselves could position themselves as successors to existing family office and broker operations if they add the MBA to their credentials. Of particular note, there is increasing turnover in small businesses that perform private wealth management, and an opportunity to place graduates with a wealth management concentration into these jobs. Completion of the concentration would also prepare our students well for the CFP exams, something we will wish to alert our MBA students to.

Wealth Management

REQUIREMENTS

- 12.0 credit-hours, including the following courses.

REQUIRED COURSES:

- ACTG 6700 3.00 Managerial Aspects Of Taxation
- FINE 6050 3.00 Personal Financial Management
- FINE 6200 3.00 Investments

RECOMMENDED COURSES

- BSUS 6200 3.00 Managing Ethics and Social Responsibility
- ENTR 6991 3.00 Consulting to Family Enterprise
- ETHC 6950 1.50 Ethics and Finance
- FINE 6500 3.00 Behavioural Finance
- FINE 6800 3.00 Options, Futures, and Other Derivatives
- FINE 6860 3.00 Financial Models for Pensions and Insurance
- FNSV 5500 1.50 Introduction to Financial Services Management
- MKTG 6300 3.00 Service Marketing

Learning Objectives Overview: The integration of in-depth investments knowledge, including that of financial markets, traded assets, options and derivatives, valuation, and portfolio analysis; an understanding of personal taxation issues, small business, financial, retirement, insurance and debt management planning; and a background covering legal issues involved in estate planning, power of attorney, and family law; a triumvirate of finance, tax and law knowledge, married to the highest ethical standards.

Detailed objectives are listed below as well as which courses, from a subset of required and recommended courses, would satisfy these objectives. The remaining recommended courses in entrepreneurship, financial services and marketing would be strong complements to the study of wealth management, augmenting the student's knowledge of the financial institutional setting in Canada (FNSV 5500), tailoring wealth management services to entrepreneurs and family business clients (ENTR 6991), and preparing the student for building their own wealth management firm (MKTG 6300).

LEARNING OUTCOMES	The concentration is awarded to students who have demonstrated:	SB/ FINE 6050	SB/ FINE 6200	SB/ FINE 6860	SB/ FINE 6800	SB/ ACTG 6700	SB/ BSUS 6200
1. Depth and Breadth of Knowledge	a) Understanding of the critical information necessary to be collected; client objectives, financial plan needs, client's attitudes and level of financial sophistication, material changes in the client's personal and financial situation, tolerance for investment risk, return expectations, time horizon, and experience with and attitudes and biases toward investments. b) Understanding constraints and opportunities facing clients; prioritize the financial planning components, identify inter relationships among financial planning components, assess the impact of economic, political, and regulatory	*		*			

	<p>8. Maintains confidentiality of all client information.</p> <p>9. Maintains awareness of changes in the economic, political and regulatory environment.</p>	*					*
		*					*
4. Awareness of Limits of Knowledge	Recognition of the limitations of the student's own knowledge and abilities, especially when having to deal with uncertainties and ambiguities that are apt to arise in dealing with the time horizons of retirement and estate planning.	*	*	*	*	*	*
5. Level of Communication Skills	<p>a) Attention to what clients and others are saying and time to understand the points being made.</p> <p>b) Establishment of a good rapport and relationship with clients and others.</p> <p>c) Presentation of logical and persuasive rationales.</p> <p>d) Effective management of objections and complaints.</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p></p> <p>*</p> <p>*</p>	<p></p> <p>*</p> <p>*</p>	<p></p> <p>*</p> <p>*</p>	<p></p> <p>*</p> <p>*</p>	<p></p> <p>*</p> <p>*</p>



**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 650 8017
Fax 416 736 5876

vpacademic.yorku.ca

Memorandum

To: George Turlakis, Chair of ASCP

From: Alice Pitt, Vice-Provost Academic

Date: February 6, 2013

Subject: Transition Year Program

I am writing on behalf of the Office of the Vice President Academic & Provost to provide a recommendation to ASCP on the continuation of the Transition Year Program. I have met with Professor Brenda Spotton-Visano (Director, TYP) and reviewed a written report from the Director submitted to the Provost in December 2012.

Approved by Senate in 2007, the Transition Year Program has been operating as a pilot since the 2010/2011 academic year. The program has contributed in many ways to York's commitment to accessible education, diversity and social justice. Students who make up the majority of TYP students represent the most under-represented populations in postsecondary education (e.g. First Generation, aboriginal, low-income) and the University shares in the Ontario Government's interest in wanting to increase participation rates among under-represented groups. The program has also developed positive connections with a variety of external contacts (e.g. community agencies, other postsecondary access programs, Council of Educators Toronto) that help to strengthen York's reputation as an engaged university.

Recommendation on the Continuation of TYP

Having conducted a review of the program, **I am recommending that ASCP approve and recommend to Senate an extension of the pilot phase of the Transition Year Program for another academic year (2013/2014).** The considerations that have led to this recommendation are set out below.

- 1) In December 2012, the Ministry of Training, Colleges and Universities approved ongoing funding to TYP, albeit at a funding level less than originally requested by the University. The program, in its present structure, requires a significant dedication of resources (both human and financial). The current climate of fiscal restraint at the University, together with the recent news that Ministry will be providing lower than hoped for funding for the program, means that additional time is needed to address the program's academic and financial sustainability.
- 2) The UAP calls on the University to demonstrate its commitment to making post-secondary education accessible by new forms of engagement and outreach. 'Access' initiatives/programs (e.g. Bridging Course for Women, bridging programs for Internationally-Educated Professionals, college-university transfer pathways) are one such vehicle. Several new such programs are emerging across the University. A pan-

university strategy to guide the continuation and further development of access initiatives will ensure that these initiatives will be aligned with the University's academic planning goals and that they can be properly resourced. Additional time to bring the access framework to fruition will enable more informed planning discussions about TYP to take place. There is a strong commitment on the part of the TYP leadership to participate in such discussions jointly with the Office of the Vice-President Academic & Provost.

A final recommendation on the status of TYP will be brought forward to ASCP before the end of 2013.

c.c. Brenda Spotton-Visano, Director – Transition Year Program

Report to Senate
at its meeting of March 28, 2013

FOR INFORMATION

1. **Response to Inquiries by Senator Spotton Visano**

The Committee has received a response from the Provost, Vice-President Research and Innovation, and Vice-President Finance and Administration to questions posed by Senator Spotton Visano about the October 2012 report on the budget context for academic planning.

Documentation is attached as Appendix A.

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 on the morning of March 28 as they begin on-campus interviews. Members look forward to sharing their perspectives on how to enhance recruitment.

3. **Online Instruction**

At the request of the Provost, the Committee provided advice on how to position the University in discussions at COU about the options for online instruction in Ontario. The University is very much interested in participation and may be willing to consider serving as a leading institution in this domain.

4. **Major Items April - June**

In the next several months the Committee expects that a number of major items will come before Senate for action or information:

- a Strategic Research Plan (consultations are now in their final phase)
- York Research Chairs (discussed by Senate in February and subject to further consultations)
- recommendations for the chartering of Organized Research Units
- a report on discussions with academic planners, which may include action items
- reports by the Provost (on progress in achieving UAP and other priorities, May) and Vice-President Finance and Administration (on the budget context for academic planners, June)

5. **Committee Chair for 2013-2014**

The Committee has elected Professor Paul Axelrod to serve as APPRC's Chair in 2013-2014. Professor Axelrod is the Academic Colleague to the Council of Ontario Universities and a Professor in the Faculty of Education.

David Mutimer, Chair



**OFFICE OF THE
VICE-PRESIDENT
ACADEMIC &
PROVOST**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 736 5280
Fax 416 736 5876

vpacademic.yorku.ca

Memorandum

To: APPRC/Senate

From: Rhonda Lenton, VP Academic & Provost
Gary Brewer, VP Finance & Administration

Date: February 14, 2013

Subject: Response in Regards to Supplementary Questions on Budget Presentation



Supplementary Questions and Responses:

1) In the 2011 and 2012 audited statements, the Internally Restricted Net Assets accounts (i.e., those accounts restricted by internal choice) show a new category of funds titled "Research Programs" with amounts of 18.2\$M and 18.3\$M assigned in each of these two years. Which research programs? Who decides?

For the fiscal year, ended 2011, the University amended its accounting treatment for internally awarded research programs (specifically Professional Expense Reimbursement (PER) funds and internal research grants funded by individual faculties). The total of the unspent funds set aside by either collective agreement (PER) or as a result of a decision of a Dean not to award had in the past been reflected in the Universities liability section of the balance sheet. In discussions with the external auditors it was determined that the more appropriate disclosure was to report them as internally restricted funds. This treatment is consistent with other Ontario Universities.

2) We know the Office of the VPRI has been devoting some considerable attention and effort to Knowledge Mobilization. Why KM over other research? How was that decision made (and by whom)?

The office of the VPRI has within its mandate the responsibility to assist researchers in building external partnerships and in translating their results in manner that can benefit the external community. This mandate is driven internally by researchers who conduct their research in external settings, working in communities or with particular cultures or organizations. The mandate is also driven externally, by the Tri-Council and other funding agencies, where research partnerships and mobilizing the knowledge generated by University research is an increasing requirement for funding and project reporting.

It should be noted that the VPRI does not directly engage in KM research. Rather York's KM unit is a service unit within Research Services that assists researchers in achieving their goals through facilitating the transfer of the knowledge generated in their research.

In response to the internal push for service from researchers, over the past several years the VPRI has developed a suite of knowledge mobilization services assist researchers in building community partnerships and facilitate the transfer of knowledge generated primarily through research in the liberal arts and humanities outside the University.

The KM group at York has demonstrably contributed directly to enabling the success of York researchers in building partnerships, obtaining external funding with which to conduct their research, and in developing opportunities to translate the results of the research into meaningful outcomes in the community.

Evidence for York's success in building its KM service unit is seen through number of successful partnerships and funding opportunities that York Faculty have benefited from. To cite just one specific example, York's success in obtaining large scale SSHRC partnership grants (we hold ~40% more of these grants than any other institution) depends in part on the extensive partnership networks developed by our researchers and strength of the knowledge mobilization sections of their proposals.

As a result of this and other research success by York researchers, York has become an acknowledged leader in Canada in providing KM services to researchers. It is not that York invests more in KM support services than other Universities that is responsible for this, rather is it the high quality of the services offered to the community.

It should be noted that the provision of KM services through research services is complimented by the provision of research commercialization and industrial liaison services for researchers how are primarily in the Faculties of Science and Engineering, Health and Business. Indeed, over the past 18 months the VPRI has invested more effort in these services than in the further development of knowledge mobilization. This effort has resulted in the recent launch of the Innovation York service group to assist researchers in this area in achieving their goals.

Together, York's knowledge mobilization and knowledge transfer groups provide a comprehensive suite of services to researchers at levels determined by the needs of the research community.

3) From the Audited Financial Accounts over quite a few years, the "Change in Capital Assets" in the "Changes in Net Assets" statement has often recorded an increase. We know that donor gifts are a significant factor in this increase, but from the Internally Restricted Net Assets account, the increases in the recorded values in the "Investment in Capital Assets" and "Capital Reserve" accounts suggest internal funds have been used as well. In the Cash Flows statement, "Cash to Purchase Capital Assets" has been increasing every year since 2007 and is now nearly 10% of Total Revenue (93.9\$M/956.8\$M at April 2012). How much of this is for capital/building expansion? Who decides how much of our limited budget is to be allocated to capital expansion? Could we not forego/suspend building commitments instead of cutting faculty budgets to address the deficit?

Over the last four year years, the University has been in receipt of significant government grants, donations or third party funds to support a number of capital projects. These projects include: Archives of Ontario \$45M, Sherman Research Centre \$10M, Life Sciences Building \$70M, Osgoode Expansion \$49M (government and donations), Glendon Centre of Excellence \$20M and York Research Tower \$30M. While there has been some internal funds used, they are small in comparison to the total costs of these capital projects. Building commitments are not a driver of the cuts to operating budgets. Further, the additional space that has been provided by the new or renovated buildings is central to achieving our academic objectives and improving the quality of student experience on campus. Careful attention will continue to be paid to what is most central to the advancement of our academic priorities with an expectation that new buildings generally require a substantial upfront contribution of committed funds through fund-raising, government grants or third party contributions.

4) The VP Finance & Administration points out that the Salaries and Benefits have been increasing considerably over the past few years. Indeed, in the 2009 audited financial statements, Salaries and Benefits were 556.9\$M. By 2012, this amount jumps to 665.9\$M - an increase of 109\$M or 19.6% in 3 years. What portion of this is due to pension deficit payments, if any, or are increases in this budget line due only to salaries/other benefits and complement? If the latter, unionized staff (YUFA, YUSA, various CUPE locals) salary and complement increases appear to account for only a small fraction of this increase. Further, the University is currently posting for 3 senior level management contract staff to join the PRASE project. Two of these positions are posted at an exceptionally high band level relative to the band levels of high level administrative management elsewhere (e.g., band levels of Executive Officers). What is the distribution of salary increases and complement across academic/instructional staff versus CPM + academic administration/YUFA-E? Who decides this distribution?

The increase in the cost of compensation is a combination of increased pension deficit payments, as well as salary, PTR and benefit increase. The net increase of \$19M for the last fiscal year is comprised of the following:

- YUFA \$10.6M (includes general ATB increase and PTR)
- \$1.8M for CPM staff
- \$3.6M for YUSA staff
- \$1.4M for CUPE 3903 staff
- \$0.7M for all other employee groups.

While there was a further total of \$19.6M associated with pension special payments and a higher amount for matching pension contribution, this amount was offset by a reduction in the prepaid pension asset of \$19.0M for a net change of \$18.7M in total salaries and benefits reported in the Financial Statements.

In regards to the three contract staff for the PRASE projects, the positions are included in the PRASE budget and are contract appointments. It is noteworthy that each project director has institutional-level responsibility for working with all the relevant functional leads in the specific area of IT or Student Services as examples. The job descriptions were submitted for evaluation and ranked at the advertised band level.

5) The reported account balances in the budget plan as presented to Senate make it difficult to compare with the University's Audited Financial Statements. The Multi-year Budget Plans (2006-2016) report, for example, historical and forecasted operating revenue (expenses); yet, the historical numbers do not bear any clear relation to the actual revenues and expenses reported in the Audited Financial Statements. For example, per the June 2012 Budget Plan, for 2011-2012, revenues (expenses) are 735.6\$M (734.6\$M); yet, the audited financial statements for April 2012 report Total Revenue (Expenses) 956.8\$M (959.4\$M). Is it possible to more closely align the budget presentation to the related statements and categories in the Audited Financial Accounts for ease of comparison? (Audited Financial Statements are accessible at <http://www.yorku.ca/finance/statements.htm>)

The University is required to present its financial statements based on a consolidated basis. Consequently this includes the activities in the Fund 400 and 500 research grants, the ancillary operations for parking, student housing, food services, bookstore, printing services etc. The Budget Plan presented to Senate shows only the activities in the University core operations that are funded by tuition fees and government grants.

SENATE COMMITTEE ON AWARDS

Report to Senate at its meeting of 28 March 2013

FOR INFORMATION

1. Report on Undergraduate Student Awards Distribution for 2011-2012

The Senate Committee on Awards receives annually from the Office of Student Financial Services (OSFS) a report on the disbursement of student awards for the previous academic year.

Attached are two tables providing statistical data on the disbursement of undergraduate student awards in 2011-2012 (amounts and number of recipients), with a summary report provided below. The data in Table A is from the 2011-2012 York University Factbook, Section 03H, and shows funding in four broad categories, by Faculty. The first two categories, Entering Student and Continuing Student Scholarships and Awards, are funded centrally. The third category is Government Funded Programs; the fourth is Privately Donated Awards, which are either endowed or given annually. Table B was prepared by the Office of Student Financial Services using, showing year over year changes from 2010-2011.

Highlights of the 2011-2012 report are:

- Overall, there was an increase over 2010-11 of 4% in amount of funding and number of student recipients, after the previous year's decrease of 5% in the amount of funding and 1% in the number of students receiving. This is to a large extent attributable to the 11% increase in disbursements from endowments and annual donations as well as a 7% increase in the entering student awards.
- While the increase in entrance awards is indicative of increasing quality of applications, the numbers are still below what they were at York prior to 2010-11. It is thought that this is due to a continuing impact of the 2008-09 strike, as well as more recent negative press relating to security concerns.
- Government-funded awards decreased by 6%, the two largest reasons being the phase out of the Queen Elizabeth II Aiming for the Top Scholarships, and a lower level of need among OSAP Disability Bursary recipients.
- Funding was cut for the OSAP Ontario Special Bursary, the Ontario International Education Opportunity Scholarships and the Ontario Work/Study program (the latter cut totaled \$860,000 for York). A 2012 campus employment survey showed the importance of the work/study program for student engagement so efforts will be made to continue to support and increase the program from Tuition Set Aside funds. While the Work/Study program cut is not reflected in these tables, it is mentioned as it will impact the future disbursement of bursaries.
- The only government programs showing the higher disbursements in 2011-12 were the Ontario Bridging Participant Assistance Program and the Internationally Educated Professionals Bridging Program. Both programs provide assistance to students with financial need enrolled in non-OSAP approved bridging programs.
- A number of Faculties set up new awards out of their own budgets, for example the LA&PS entrance awards for international students with entering grades of greater than 90%.
- There was an 11% increase in disbursements from endowments and 7% increase in entrance awards, which also increased in value.

- A large part of the increase in endowment funding comes from an increase the number of students who received Canadian Friends of Hebrew Universities awards, from 26 in 2010-11 to 79 in 2011-12, for an increase of \$211,000.
- The University matches OSAP and Ontario Support grants for the Crown Ward Bursary, providing support to 43 students.
- The government expected that the Ontario Tuition Grant (OTG) would reduce the amount of financial support that universities need to provide. It is not yet clear whether this is the case. As this grant is only available to students within four years of high school graduation, beginning in September 2012 the University launched the York Tuition Grant to provide up to \$800 per year to those in need who don't meet the OTG criteria.
- Changes to athletic awards have been approved. It is now called the York University Entrance Renewable Athletic Scholarship. The value has increased from \$3,500-4,000, the athletes can keep merit-based awards on top of the scholarship and it is renewable for four additional years.
- Beginning in 2013, there will be five renewable Lassonde Scholarships for entering students of \$20,000. The Faculty of Engineering is establishing supplementary entrance scholarships of \$1,500 for students with 80% averages.

To aid in scholarship and bursary planning and in their use as recruitment tools, recent organizational changes within the Registrar's Office have the Scholarships, Awards and Bursaries and Recruitment areas working together.

Awards Committee members noted that York needs to do better retaining the best minds through in-course merit awards. If a student does not qualify for a renewable entrance award, but does extremely well in his/her studies, there is no funding. It was noted that this problem was exacerbated with previous government matching funds requiring that awards have a financial need component and be only open to Ontario residents. New funding is needed for merit-only awards.

2. President's Research Excellence Award

At its meeting of February 12, 2013, the Committee adjudicated the 2013 President's Research Excellence Award. Nine strong nominations were received which all met the award criteria. The committee selected Professor Roger Keil of the Faculty of Environmental Studies whose file stood out in its portrayal of him as a scholar of international renown and as a stellar contributor to York's intellectual community. Professor Keil was honoured at the February 27 Research Gala.

David Leyton-Brown, Chair

level Undergrad

			Home Faculty								All	
			AP	ED	ES	FA	GL	HH	LW	SB		SC
York Funded	Entering Student Awards	Entrance Award	\$129,001	\$5,000	\$3,200	\$15,700	\$21,400	\$39,400	\$1,500	\$34,800	\$32,200	\$282,201
		Other Entrance Scholarships	\$420,245	\$15,000	\$8,500	\$54,500	\$154,881	\$107,000	\$0	\$41,000	\$194,855	\$995,981
		President's Scholarship	\$43,200	\$0	\$10,800	\$21,600	\$27,000	\$16,200	\$0	\$48,600	\$27,000	\$194,400
		Renewable Entrance	\$975,286	\$68,000	\$29,000	\$450,000	\$276,000	\$511,906	\$0	\$728,000	\$488,605	\$3,526,796
		Science & Engineering Entrance Scholarship	\$0	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$216,055	\$220,055
		All	\$1,567,732	\$92,000	\$51,500	\$541,800	\$479,281	\$674,506	\$1,500	\$852,400	\$958,715	\$5,219,433
	Continuing Student Awards	Continuing Student	\$248,088	\$23,280	\$18,564	\$35,568	\$35,616	\$200,157	\$0	\$21,936	\$66,552	\$649,761
		Other In-Course Scholarships	\$201,999	\$19,672	\$75,771	\$66,680	\$36,452	\$36,586	\$2,481,944	\$181,032	\$70,675	\$3,170,811
		Renewable Entrance Scholarship-Renewals	\$192,000	\$53,000	\$12,500	\$99,500	\$67,000	\$137,500	\$4,000	\$282,580	\$163,500	\$1,011,580
		Service Bursary Program	\$0	\$600	\$0	\$0	\$36,900	\$0	\$0	\$0	\$0	\$37,500
		Undergrad Bursary Program	\$4,145,331	\$277,317	\$117,028	\$736,476	\$428,384	\$1,748,588	\$14,699	\$445,429	\$693,331	\$8,606,582
		All	\$4,787,418	\$373,869	\$223,863	\$938,224	\$604,352	\$2,122,831	\$2,500,643	\$930,977	\$994,058	\$13,476,234
Government Funded		First Generation Bursary	\$69,500	\$0	\$4,400	\$12,050	\$24,750	\$66,400	\$0	\$2,200	\$21,063	\$200,363
		Government Funded Programs	\$493,189	\$3,500	\$0	\$3,124	\$3,175	\$29,625	\$0	\$0	\$21,900	\$554,513
		OSAP Disability Bursary	\$671,507	\$39,184	\$10,301	\$33,641	\$57,429	\$255,607	\$12,614	\$15,828	\$73,552	\$1,169,662
		OSAP Ontario Special Bursary	\$9,867	\$0	\$0	\$1,645	\$0	\$3,570	\$884	\$0	\$884	\$16,850
		Ontario International Education Opportunity Scholarship	\$67,500	\$0	\$2,500	\$22,500	\$72,500	\$7,500	\$27,500	\$95,000	\$10,000	\$305,000
		Queen Elizabeth II Aiming for Top Scholarship	\$219,307	\$23,742	\$7,000	\$60,438	\$86,882	\$92,539	\$0	\$217,721	\$148,336	\$855,965
		Queen Elizabeth II Aiming for Top Scholarship Renewal	\$158,959	\$47,422	\$6,257	\$66,945	\$53,195	\$85,762	\$1,957	\$254,191	\$123,793	\$798,481
		WAY Program Bursary	\$10,000	\$0	\$0	\$0	\$0	\$8,000	\$0	\$8,000	\$6,000	\$32,000
		All	\$1,699,829	\$113,848	\$30,458	\$200,343	\$297,931	\$549,003	\$42,955	\$592,940	\$405,528	\$3,932,835
Private Donations		Endowments and Annual	\$1,606,627	\$235,046	\$108,893	\$521,241	\$525,348	\$703,297	\$1,283,242	\$393,620	\$593,651	\$5,970,966
		All	\$1,606,627	\$235,046	\$108,893	\$521,241	\$525,348	\$703,297	\$1,283,242	\$393,620	\$593,651	\$5,970,966
All			\$9,661,605	\$814,763	\$414,714	\$2,201,608	\$1,906,913	\$4,049,637	\$3,828,340	\$2,769,937	\$2,951,951	\$28,599,468

2011/12

level Undergrad

			Home Faculty								All	
			AP	ED	ES	FA	GL	HH	LW	SB		SC
			heads	heads	heads	heads	heads	heads	heads	heads		heads
York Funded	Entering Student Awards	Entrance Award	222	8	6	31	43	91	1	56	59	517
		Other Entrance Scholarships	380	6	7	29	40	48	0	9	47	566
		President's Scholarship	8	0	2	4	5	3	0	9	5	36
		Renewable Entrance	1298	47	35	432	280	666	0	370	485	3613
		Science & Engineering Entrance Scholarship	0	2	0	0	0	0	0	0	111	113
	Continuing Student Awards	Continuing Student	451	40	32	56	61	306	0	41	108	1095
		Other In-Course Scholarships	134	19	46	69	46	24	573	153	39	1103
		Renewable Entrance Scholarship-Renewals	128	37	8	61	38	106	2	125	99	604
		Service Bursary Program	0	1	0	0	67	0	0	0	0	68
		Undergrad Bursary Program	4861	286	172	621	536	2269	2	410	870	10027
Government Funded		First Generation Bursary	37	0	2	5	12	30	0	1	12	99
		Government Funded Programs	416	1	0	1	2	9	0	0	5	434
		OSAP Disability Bursary	275	16	12	25	27	129	9	5	37	535
		OSAP Ontario Special Bursary	6	0	0	1	0	1	1	0	1	10
		Ontario International Education Opportunity Scholarship	27	0	1	9	29	3	12	40	4	125
		Queen Elizabeth II Aiming for Top Scholarship	73	10	2	26	33	34	0	83	54	315
		Queen Elizabeth II Aiming for Top Scholarship Renewal	58	18	2	26	27	33	3	106	48	321
		WAY Program Bursary	5	0	0	0	0	4	0	4	3	16
Private		Endowments and Annual	1140	138	64	334	430	477	917	168	262	3930
All			9519	629	391	1730	1676	4233	1520	1580	2249	23527

2011/2012 Undergraduate Awards - Table B

			2010-2011	2011-2012	\$ Difference between 2011-2012 and 2010- 2011	Year over Year % Increase
York Funded	Entering Student Awards	Entrance Award	\$208,100	\$282,201	\$74,101	36%
		Other Entrance Scholarships	\$912,861	\$995,981	\$83,120	9%
		President's Scholarship	\$243,000	\$194,400	(\$48,600)	-20%
		Renewable Entrance Scholarship	\$3,343,042	\$3,526,796	\$183,754	5%
		Science & Engineering Entrance Scholarship	\$164,000	\$220,055	\$56,055	34%
		Sub Total	\$4,871,003	\$5,219,433	\$348,430	7%
	Continuing Student Awards	Continuing Student Scholarship	\$576,906	\$649,761	\$72,855	13%
		Other In-Course Scholarships	\$3,444,473	\$3,170,811	(\$273,662)	-8%
		Renewable Entrance Scholarship-Renewals	\$1,121,020	\$1,011,580	(\$109,440)	-10%
		Service Bursary Program	\$37,500	\$37,500	\$0	0%
		Undergrad Bursary Program	\$7,982,815	\$8,606,582	\$623,767	8%
		Sub Total	\$13,162,714	\$13,476,234	\$313,520	2%
Government Funded		First Generation Bursary	\$206,662	\$200,363	(\$6,299)	-3%
		Government Funded Programs	\$349,531	\$554,513	\$204,982	59%
		OSAP Disability Bursary	\$1,400,468	\$1,169,662	(\$230,806)	-16%
		OSAP Ontario Special Bursary	\$15,250	\$16,850	\$1,600	10%
		Ontario International Education Opportunity Scholarship	\$317,500	\$305,000	(\$12,500)	-4%
		Queen Elizabeth II Aiming for Top Scholarship	\$1,016,530	\$855,965	(\$160,565)	-16%
		Queen Elizabeth II Aiming for Top Scholarship Renewal	\$848,803	\$798,481	(\$50,322)	-6%
		Part Time Canada Study Grant	\$0	\$0	\$0	n/a
		WAY Program Bursary	\$34,500	\$32,000	(\$2,500)	-7%
		Sub Total	\$4,189,245	\$3,932,834	(\$256,411)	-6%
Private Donations		Endowments and Annual Donations	\$5,355,194	\$5,970,966	\$615,772	11%
		Sub Total	\$5,355,194	\$5,970,966	\$615,772	11%
Grand Total			\$27,578,155	\$28,599,467	\$1,021,312	4%
			2010-2011 Heads	2011-2012 Heads		Year over Year %
York Funded	Entering Student Awards	Entrance Award	385	517	132	34%
		Other Entrance Scholarships	583	566	(17)	-3%
		President's Scholarship	45	36	(9)	-20%
		Renewable Entrance Scholarship	3,447	3,613	166	5%
		Science & Engineering Entrance Scholarship	82	113	31	38%
		Subtotal	4,542	4,845	303	7%
	Continuing Student Awards	Continuing Student Scholarship	1,005	1,095	90	9%
		Other In-Course Scholarships	1,177	1,103	(74)	-6%
		Renewable Entrance Scholarship-Renewals	663	604	(59)	-9%
		Service Bursary Program	49	68	19	39%
		Undergrad Bursary Program	10,341	10,027	(314)	-3%
		Subtotal	13,235	12,897	(338)	-3%
Government Funded		First Generation Bursary	87	99	12	14%
		Government Funded Programs	263	434	171	65%
		OSAP Disability Bursary	433	535	102	24%
		OSAP Ontario Special Bursary	9	10	1	11%
		Ontario International Education Opportunity Scholarship	127	125	(2)	-2%
		Queen Elizabeth II Aiming for Top Scholarship	384	315	(69)	-18%
		Queen Elizabeth II Aiming for Top Scholarship Renewal	337	321	(16)	-5%
		WAY Program Bursary*	17	16	(1)	-6%
		Subtotal	1,657	1,855	198	12%
Private Donations		Endowments and Annual Donations	3,137	3,930	793	25%
Grand Total			22,571	23,527	956	4%

Prepared by Student Financial Services based on Table A from the Fact Book

Note - Some students may have received more than one award.

* Westview Alumni @ York (WAY) <http://edu.yorku.ca/research/projects/westview.html>