

Notice of the 601st Meeting of Senate

to be held at 3:00 pm. on Thursday, February 27, 2014
in the Senate Chamber, N940 Ross Building.

AGENDA

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Note: Under this item, APPRC will facilitate consultations on the AAPR Program Information Form.

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Consent Agenda (ASCP Items) (online)

1. Changes to Requirements for MFA and PhD Programs in Visual Arts, Graduate Studies ([Appendix I](#))
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Harriet Lewis, Secretary

Minutes

of the meeting held at 3:00 pm on Thursday, January 23, 2014
in the Senate Chamber, N940 Ross Building.

R. Mykitiuk <i>Chair</i>	G. Comninel	C. Innes	G. Monette	M. Singer
M. Adriaen	B. Crow	D. Khayatt	J. Morrison	H. Skinner
M. Amegago	R. De Costa	J. Kozinski	A. Moufdi	R. Sohal
K. Anderson	P. Delaney	A. Kumarakrishnan	A. Mukherjee-Reed	L. Sossin
M. Annisette	S. Dimock	M. Larochelle	P. Ng	B. Spotton Visano
C. Archer	C. Ehrlich	S. Lawrence	J. Nguyen	N. Sturgeon
A. Asif	J. Elder	R. Lenton	J. O'Hagan	J. Steprans
P. Axelrod	R. Everett <i>Acting Secretary</i>	H. Lewis	R. Owston	N. Sturgeon
A. Belcastro	P. Giordan	D. Leyton-Brown	S. Paradis	A. Tarc
S. Benchimol	D. Golemi-Kotra	S. Ling	M. Phuong	G. Tourlakis
K. Bhathal	S. Grace	M. Lockshin	A. Pitt	S. Tufts
A. Bickford	R. Haché	W. Maas	B. Rahder	P. Walsh
M. Biehl	M. Hamadeh	S. MacDonald	P. Ryan	J. Warren
K. Bird	S. Harwalkar	A. MacLennan	I. Saleem	S. Weiss
G. Brewer	D. Hastie	G. Malfatti	L. Sanders	L. Wright
M. Budworth	C. Heron	M. Martel	A. Schrauwers	J. Yeomans
Y. Bukan	B. Heron	M. McCall	L. Sergio	M. Yousaf
D. Callison	R. Hornsey	K. Michasiw	M. Shoukri	Q. Zha
H. Campbell	M. Hosale	M. Milo	J. Silver	
D. Cappadocia	D. Hunt	A. Moakler	J. Simeon	

1. Chair's Remarks

The Chair, Professor Mykitiuk, greeted Senators on the occasion of the 600th meeting of Senate, congratulated President Shoukri on his being named to the Order of Canada, and expressed condolences on the passing of Professor Richard Jarrell. Commenting on the religious accommodation issue that has been on the minds of members of the community, the Chair noted that Senate Executive and APPRC conducted preliminary discussions of the matter. She urged thoughtful reflection on a complex and sensitive matter,

2. Minutes of the Meeting of December 12, 2013

It was moved, seconded and *carried* "that the minutes of the meeting December 12, 2013 be approved."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

There were no inquiries and communications.

5. President's Items

In his remarks, Dr Shoukri profiled the incoming Dean of Science, Professor Ray Jayawardhana, and thanked Dean Donald Hastie for providing outstanding leadership to the Faculty. The President updated Senate on a variety of provincial postsecondary initiatives, including the following:

- the development of Strategic Mandate Agreements
- the creation of an accessible data base for credit transfer (an area in which the University continues to be a recognized leader)
- the establishment of an online institute
- the implementation of plans, supported by MTCU funding, to diversify and expand French-language offerings at Glendon

- the University's position on the question of applying for funding for a satellite campus, and the factors that must be taken into account (especially York's presence in York Region, the priority assigned to collaboration with CAATs and close ties to Seneca, and funding)

The President addressed religious accommodation in the context of a secular institution that promotes equity, social justice and respect. He also stressed the importance of resolving issues internally. On this matter a Senator noted that media coverage referred exclusively to "university administrators" even though many scholars are available to comment from Feminist and other perspectives. The President responded that the University is normally asked to act quickly when journalists inquire about topical issues, but accepted that more could be done to enlist others in the community. More generally, and given the increasing number of blended and online courses, it is important that syllabi for online courses are clear about the nature of assignments so that students will know if attendance on campus is required.

Notes for the President's remarks on religious accommodation were posted with other Senate documentation at

<http://www.yorku.ca/secretariat/senate/agenda/2013-2014/20140123.pdf>

6. Committee Reports

6.1 Executive

6.1.1 Nominee for Election to the Tenure and Promotions Committee

It was moved, seconded and *carried* "**that nominations be closed.**" As a result, Professor Gareth Morgan of the Schulich School of Business was elected to the Appeals and Tenure and Promotions Committees.

6.1.2 Information Items

The Executive Committee advised Senate of its approval of Faculty Council nominees to serve on Senate Executive and Academic Policy, Planning and Research, reported on the status of motion (subsequently withdrawn) on aspects of the Academic and Administrative Program Review initiative, relayed its view that religious accommodation should be taken up in an informed, collegial way, and confirmed that Senators who had been absent for three consecutive meetings had been contacted.

6.2 Academic Standards, Curriculum and Pedagogy

6.2.1 Notice of Statutory Motion to Establish a Master of Business Analytics Degree, Graduate Studies

Academic Standards, Curriculum and Pedagogy Committee gave notice of its intention move a statutory motion to establish the degree of Master of Business Analytics.

6.2.2 Establishment of a Graduate Diploma in Comparative Literature, Graduate Program in Humanities, Graduate Studies

It was moved, seconded and *carried* "**that Senate approve the establishment of a Type 2 Graduate Diploma in Comparative Literature, housed in the graduate Humanities program, Faculty of Graduate Studies.**"

6.2.3 Establishment of a Graduate Diploma in World Literature, Graduate Program in English, Graduate Studies

It was moved, seconded and *carried* "**that Senate approve the establishment of a Type 2 Graduate Diploma in World Literature, housed in the Graduate Program in English, Graduate Studies.**"

6.2.4 Establishment of an Honours Minor BA Option in Computational Arts & Technology, Digital Media P Program, Fine Arts

It was moved, seconded and *carried* “**that Senate approve the establishment of an Honours Minor BA option in Computational Arts & Technology, housed in the Digital Media Program within the Faculty of Fine Arts.**”

6.2.5 Graduate Diploma in Health Services & Policy Research, York Institute for Health Research / Graduate Studies

It was moved, seconded and *carried* “**that Senate approve the closure of the Graduate Diploma in Health Services & Policy Research housed in the York Institute for Health Research.**”

6.2.6 Closure of the Graduate Diploma in Teaching of Acting, Theatre, Graduate Studies

It was moved, seconded and *carried* “**that Senate approve the closure of the Graduate Diploma in Teaching of Acting, Department of Theatre, Faculty of Fine Arts.**”

6.2.7 Closure Graduate Diploma in Teaching of Movement for Theatre, Theatre, Graduate Studies

It was moved, seconded and *carried* “**that Senate approve the closure of the Graduate Diploma in Teaching of Movement for Theatre, Theatre, Graduate Studies.**”

6.2.8 Closure of the Undergraduate Certificate in Biblical Studies, Humanities, Liberal Arts & Professional Studies

It was moved, seconded and *carried* “**that Senate approve the closure of the Certificate in Biblical Studies, housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies.**”

6.2.9 Policy on the Length of Completion of York-Seneca-Georgian BScN Program, Nursing, Health

It was moved, seconded and *carried* “**that Senate approve the Policy on the Length of Completion of the York-Seneca-Georgian Bachelor of Science in Nursing program as set out in Appendix G.**”

6.10 Consent Agenda Item Approvals

Senate *approved by consent* ASCP recommendation to

- add streams and change degree requirements for the Specialized Honours BA Program in Digital Media, Digital Media Program, Fine Arts and Department of Electrical Engineering and Computer Science, Lassonde
- change degree requirements and admission standards for MA Program in Critical Disability Studies, Graduate Studies
- change to the Time to Completion Option for Part-Time Students in MSc in Nursing, Graduate Studies Faculty of Graduate Studies

6.11 Information Items

Academic Standards, Curriculum and Pedagogy reported its approval of the following minor changes in curriculum, nomenclature and degree requirements

a) Faculty of Fine Arts

BFA program in Film (Screenwriting)

b) Faculty of Graduate Studies

Kinesiology and Health Sciences graduate program

c) Faculty of Liberal Arts & Professional Studies:

Business and Society
Certificate in Geographic Information Systems and Remote Sensing
Children's Studies
Classical Studies
Classics
English
Geography and Urban Studies
German Studies
History
Humanities
Religious Studies
South Asian Studies

d) Faculty of Science

Biology (Biomedical Stream)
Environmental Biology
Environmental Science
BA in Mathematics & Statistics; BSc in Applied Mathematics
Geography
General Science
Physics & Astronomy (Astronomy Stream)
Mathematics for Commerce (Operations Research Stream)

6.3 Academic Policy, Planning and Research

6.3.1 Academic and Administrative Program Review

Under the auspices of the Academic Policy, Planning and Research Committee, Provost Lenton reported on the Academic and Administrative Program Review initiative. Discussion touched on the following:

- the extent to which “essentiality” might represent a third dimension (along with quality and sustainability)
- support for those responsible for completing Program Information Forms
- the savings that may be achieved from the AAPR exercise (although no precise dollar figure has been attached to the initiative)
- the need to come to grips with the budget situation within the time frame set by the Board and concerns, also expressed at universities that have undertaken prioritization exercises, that the pace of the process may not permit the careful deliberations necessary

During her presentation, the Provost read a statement concerning Senate and AAPR which acknowledged Senate's role in academic policy and planning and the unique position of Senate to contribute to the discussion of academic issues, especially those that impact the University as a whole. In this light, and to ensure that the Program Information Form for the academic programs benefited from the direct input of Senate, the Provost committed to affording Senate the opportunity to discuss the Academic PIF before it is distributed to academic programs for the purpose of gathering information in the AAPR process. Senate consultations on the PIF will be facilitated by AAPRC.

6.3.2 Strategic Mandate Agreement

The Provost updated Senate on the University's SMA submission and the process over the coming months. The strengths and emerging opportunities had been identified by the Faculties and were grounded in the University

Academic Plan. APPRC members had also contributed to the submission. Senate was assured that there would be opportunities to discuss York's plan before an agreement with MTCU is finalized.

6.3.3 Other Information Items

Academic Policy, Planning and Research provided details on its upcoming round of meetings with the Deans, Principal and University Librarian

7. **Other Business**

There being no further business, Senate adjourned.

R. Mykitiuk, Chair _____

R. Everett, Acting Secretary _____



EXECUTIVE COMMITTEE

Report to Senate at its Meeting February 27, 2014

FOR INFORMATION

1. **Call for Expressions of Interest in Senate Committees and Other Senate Elected Positions**

The Committee has issued its annual call for expressions of interest in election to Senate committees and other Senate-elected positions. Full details, including membership criteria, can be found on a nominations Website accessed from the link below. An online form for suggesting the names of individuals is available from the site.

Candidates are sought for the following:

- Senate Nominee for Membership on Board of Governors (1)
- Academic Colleague to the Council of Ontario Universities (1)
- Academic Standards, Curriculum and Pedagogy (1 full-time faculty member)
- Academic Standards, Curriculum and Pedagogy 1 contract faculty member
- Awards (2)
- Appeals (4)
- Tenure and Promotions Appeals (3)
- Tenure and Promotions (4)

Senators are encouraged to nominate themselves or colleagues.

<http://www.yorku.ca/secretariat/senate/elections/2014/CallforNominations2014.pdf>

Note: Membership on other Senate committees is determined by a process of nomination by Faculty Councils.

2. **Chancellor Search**

The Board-Senate Committee that is leading the search for the next Chancellor has held its first meeting and begun its review of possible candidates. The Committee is grateful to all those, including a number of Senators, who have suggested names.

3. **Senate Attendance**

The Secretary confirmed that she has corresponded with Senators who have missed three consecutive meeting.

Roxanne Mykitiuk
Chair of Senate of Senate Executive

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate at its meeting of 27 February 2014

The Senate of
York University

FOR ACTION

(All initiatives effective FW'14, unless otherwise stated)

6.2.1 Establishment of a Master of Business Analytics Degree • Faculty of Graduate Studies [Statutory Motion]

At the Senate meeting of 23 January ASCP provided notice of its intention to propose the establishment of a new Master of Business Analytics Degree at the Senate meeting in February. Accordingly, ASCP recommends,

That Senate approve the establishment of the degree of Master of Business Analytics.

Rationale

In January 2011 Senate approved the establishment of an MSc program in *Operations Management and Information Systems* housed in the Schulich School of Business. Upon review by the now defunct OCGS, the name of the program was changed to *Business Analysis*. Senate approved that title change in June 2011 and the program was launched in FW 2012-13. A further tweak to the program name was confirmed by Senate in October 2012 to *Business Analytics* to more accurately reflect the intent of the program.

Recently the Ministry of Training, Colleges and Universities (MTCU) requested that the program change from a Master of Science (MSc) degree to a Master of Business Analytics degree to differentiate it from science and engineering based MSc programs in Ontario. To that end, it is recommended that the degree of Master of Business Analytics be established at York University.

Approvals: FGS Council 5 December 2013 • ASCP 8 January 2014
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6.2.2 Change in Degree Type of the Master of Business Analytics Program • Faculty of Graduate Studies

With Senate's approval of the establishment of the degree of Master of Business Analytics, the Committee on *Academic Standards, Curriculum and Pedagogy* recommends

That Senate approve **changing the degree type of the graduate program in Business Analytics from Master of Science (MSc) to Master of Business Analytics (MBAN), effective FW 2014-2015.**

Rationale

See 6.2.1 above.

Approvals: FGS Council 5 December 2013 • ASCP 8 January 2014
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I. MAJOR MODIFICATIONS

6.2.3 Establishment of an Honours Minor Program in Marketing for Non-Business Students • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the establishment of an Honours Minor Program in Marketing for Non-Business Students, housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.**

Rationale

In January 2013 Senate approved the closure of the *Certificate in Business Fundamentals* offered by the School of Administrative Studies on the basis that the Certificate did not support its objectives and students did not respond well to it. It was signaled at that time that the Faculty was developing a Minor degree option in Marketing that it expected would better serve students' needs and interests than the Certificate. That intention has come to fruition in the proposed *Honours Minor in Marketing for Non-Business Students*. As the proposal sets out (in **Appendix A**), the Minor is intended to provide students in social science and humanities major programs an opportunity to add a business-related option to their program of study, thereby broadening their academic record and, potentially, career options. It is distinct from the existing Business Minor (also offered by the School of Administrative Studies) in that it provides a specialized focus on Marketing, whereas the Business Minor offers students a broad and general introduction to business and requires 4U Advanced Functions as a prerequisite. The Minor will not be an option for students in the BAS, BBA, iBBA degree programs or the BA programs in Business Economics, and Financial & Business Economics.

The Marketing Minor is expected to be attractive to students as it includes a breadth of course offerings, experiential education and community service opportunities within the curriculum, and will offer evening and weekend course times. It will be open to students who have completed at least 30 credits in their major program and who have attained a minimum GPA of 5.0. The proposal forecasts strong but manageable enrolments. There are resources required to mount the new degree option – primarily nine additional sections of existing courses. Noting the value of the option to students, and its symmetry with both Faculty and University academic priorities, Vice-Dean Michasiw confirms that the additional expenditures are not burdensome and well warranted.

The Senate committee is pleased to recommend the approval of the Honours Minor in Marketing for Non-Business Students.

Approvals: LAPS Council 5 December 2013 • ASCP 22 January 2014
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6.2.4 Establishment of an Honours Minor BA Option in Medical Anthropology • Department of Anthropology • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the establishment of an Honours Minor BA option in in Medical Anthropology within the Department of Anthropology, Faculty of Liberal Arts & Professional Studies.**

Rationale

The full proposal is attached as **Appendix B**. Medical anthropology is a field in socio-cultural anthropology which provides an anthropological perspective on health and illness processes and the socio-cultural factors that shape the experience of illness, patterns of health and disease, and access to health care services. The Department of Anthropology at York has been a leader in Canada in the development of courses in medical anthropology, and has been offering a breadth of such courses for more than a decade. The proposed Minor program will provide students majoring in health related disciplines with critical perspectives on western biomedical knowledge and practices, and knowledge of diverse health challenges and healing systems around the world. It will also provide the skill set required by students aspiring to graduate degrees in Public Health including those who intend to work in the NGO sector.

This program would be unique in Canada yet fit within the broad range of health related programs at York University. Consultation indicates students are seeking a form of accreditation that will ease their

entry into graduate programs in anthropology as well as public health, nursing and medicine. The Canadian Anthropology Society is developing accreditation criteria for anthropologists consulting in applied fields such as medical anthropology, and York is working in collaboration with it to develop academic programs that will produce professional anthropologists able to meet these accreditation standards. It is expected to be an attractive option for students in the new Global Health program housed in the Faculty of Health.

The requirements for the proposed minor are aligned with the pan-university BA degree requirements. The program retains the core courses required of an ordinary anthropology minor combined with a parallel set of core medical anthropology courses. As all of the courses are existing ones which, coupled with a manageable enrolment of 25 students, means that the resource impact of the additional degree option is negligible.

The Minor in Medical Anthropology has the strong support of the Office of the Dean and the Vice-Provost Academic.

Approvals: LA&PS Council 6 February 2014 • ASCP 22 January 2014

6.2.5 Establishment of a Certificate of Proficiency in Modern Hebrew Language • Department of Language, Literature & Linguistics • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the establishment a Certificate of Proficiency in Modern Hebrew Language housed in the Department of Language, Literature & Linguistics, Faculty of Liberal Arts & Professional Studies.**

Rationale

As Vice-Dean Michasiw reports in his statement (included in the supporting documentation in **Appendix C**), the proposed *Certificate of Proficiency in Modern Hebrew Language* satisfies the Senate standards governing certificates, and supports the Faculty's strategic plan. The Certificate offers students an institutional recognition of the language competences they acquire in Hebrew courses. It would be distinct from the existing *Advanced Certificate in Hebrew and Jewish Studies*, which requires twice the number of course credits (36 vs 18) that are cross-disciplinary in nature and have thematic coherence in the area of Hebrew and Jewish Studies, as opposed to the *Certificate in Modern Hebrew Language* which focuses on language proficiency.

The Certificate is expected to be of interest to students in the Political Science, Religious Studies, History, and Communication Studies programs, and to students who wish to work in a Hebrew school or in a Jewish Community Centre, but do not wish to go through the formal teacher education program and become a Hebrew teacher. It will be available to students to pursue concurrently with their undergraduate degree program, or as a direct-entry certificate to students who hold an undergraduate degree.

Approvals: LAPS Council 5 December 2013 • ASCP 22 January 2014 • APPR 13 February 2014
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6.2.6 Addition of a Stream in Neuropsychology • Graduate Program in Psychology • Faculty of Graduate studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the addition of a speciality stream in Neuropsychology within the PhD program in Psychology, Faculty of Graduate Studies.**

Rationale

Being proposed is a clinical neuropsychology stream designed to provide specialty training for students in the PhD program in Psychology who wish to designate clinical neuropsychology as one of the fields of practice with the College of Psychologists. The stream consolidates existing resources from the Clinical

and Clinical Developmental areas in the graduate program into a clinical neuropsychology “stream”, includes a new core course and practicum and clinical education components. It was designed in consultation with the discipline’s regulatory bodies and meets the accreditation requirements of the Canadian Psychological Association and the American Psychological Association. The supporting documentation is attached as **Appendix D**.

Approvals: FGS Council 5 December 2013 • ASCP 22 January 2014

6.2.7 Change to the Name, Structure and Requirements of BA Programs in Social Science • Department of Social Science • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve:

- **A change in the name of the undergraduate program from Social Science to Interdisciplinary Social Science; and**
- **The revised program requirements as set out in Appendix E.**

Rationale

The comprehensive program restructuring is to address the reality that the current model has proven unmanageable and unsustainable in terms of ensuring coherent program learning objectives and in terms of ensuring the courses students need to graduate are made available year to year. As the proposal (Appendix E) sets out in more detail, the current BA program in Social Science was born of the Faculty of Arts and Atkinson merger wherein it adopted a broad and open degree structure. Its flexibility in allowing degree-credit equivalencies has led to the program housing a large cohort of students who are attempting to meet the requirements and standards of other LA&PS programs. Together with the Dean’s office, the Department wishes to introduce a more coherent programmatic focus and re-establish its academic integrity.

At the heart of the revisions is the elimination of the five specialized streams within the program to be replaced by a core set of required courses at the 2000 and 3000 level offered by the Social Science Department, and a slight increase in the number of major credits required from 42 to 48 for the Honours BA program and from 30 to 36 for the 90-credit BA program. The proposed new structure and requirements will maintain the interdisciplinary nature of the existing degree while pinning that interdisciplinarity to a rigorous grounding in critical theory and interdisciplinary research methods. The change in the name of the program to *Interdisciplinary Social Science* will distinguish the program from the Department name. The Senate Committee is satisfied that the revised requirements support the achievement of the student learning outcomes as articulated by the program.

The required consultation on the changes was undertaken, and there is support for the initiative among the related programs. Noting the necessity and the value of restructuring and re-visioning of the program, the Dean’s office has recorded its strong support for the changes. Grand-parenting arrangements will permit existing students in the program to continue with the current requirements, or where it makes sense, transfer into the new structure and requirements.

Closing the undergraduate program in Social and Political Thought (Item 6.2.9 below) is a companion initiative to the Social Science changes. Closing this program frees a small but significant number of full-time faculty to affiliate with the Social Science program. Further, the core theory curriculum offered by Social & Political Thought will remain intact and form part of the core requirements of the revised Social Science program. Collectively this helps provide the resources in support of the program revisions.

Approvals: LAPS Council 6 February 2014 • ASCP 5 February 2014
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6.2.8 Change to the Structure and Requirements of BA Programs in Business & Society • Department of Social Science • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the revised structure and requirements of the BA programs in Business & Society as follows:**

- **A reduction in the number of major credits for an Honours BA from 72 to 60, and for a 90-credit BA from 54 to 42;**
- **A reduction in the number of streams within the program from 12 to 6, with a minimum requirement of 12 credits in each stream for a 90-credit BA and 18 credits for an Honours BA**

Rationale

The reduction in the number of streams within the Business & Society program considerably improves its structure and focus and more closely aligns the requirements with the achievement of the program learning outcomes. In addition, the changes will result in a greater proportion of major courses taught by faculty within the program, which also enhances the programmatic focus. The fewer streams results in a reduction of the number of overall credits required. That change opens up the possibility for students in the program to pursue a minor in another discipline, which is not possible under the current requirements and has been an option requested by students.

The initiative to restructure the Business & Society program was encouraged by the Office of the Dean in LA&PS as a way to address its complex framework. The proposed streamlined structure and requirements are therefore strongly endorsed by the Faculty. Vice-Dean Michasiw's statement is included in the supporting documentation in **Appendix F**. Students currently enrolled in the program will be "grand-parented" through to the end of their current degree; there will not be a retiring of courses as a result of the proposed change.

Approvals: LAPS Council 6 February 2014 • ASCP 5 February 2014
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II. PROGRAM CLOSURES

6.2. 9 Closure of the BA Programs in Social & Political Thought • Department of Social Science • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the closure of the BA programs in Social & Political Thought, housed in the Department of Social Science, Faculty of Liberal Arts & Professional Studies.**

Rationale

The supporting documentation is attached as **Appendix G**. Declining enrolments in the Social and Political Thought program in recent years has culminated in the Department's decision to close the program. Currently there are just 17 majors registered. The courses currently offered by the program will continue in the Department of Social Science, and will also become the core theory curriculum in the revised requirements of the BA programs in Social Science (Item 6.2.7 above). The standard grand-parenting arrangement will apply to continuing students admitted to the Faculty of Liberal Arts and Professional Studies prior to Fall/Winter 2014-2015. Students will be permitted to continue in and graduate under the program structure and requirements in place when they initially registered.

The closure of the undergraduate program in no way affects the graduate program in Social & Political Thought, which continues to thrive. The Vice-Dean has expressed the Faculty's support for the closure.

Approvals: LAPS Council 6 February 2014 • ASCP 22 January 2014 • APPR 13 February 2014
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Academic Legislation

6.2.10 Change to the General Education Legislation • Faculty of Health

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **a change in the General Education legislation in the Faculty of Health, applicable to the BA, BSc and BHS programs housed in the Faculty, as set out in Appendix H.**

Rationale

The changes to the general education legislation within the Faculty of Health are being proposed to:

- Update the requirements to reflect the revised Faculty of Liberal Arts & Professional Studies general education legislation (approved by Senate last spring) being implementation in FW'14; and
- Permit the Faculty of Health to offer general education courses for students within the BA, BSc and Bachelor of Health Studies degree programs housed within Health.

The Faculty of Health offering in-house general education would be a new practice. Presently students housed in Health degree programs fulfill their social science and humanities general education requirements through curriculum offered by the Faculty of Liberal Arts & Professional Studies. Health's initiative to offer general education courses is a limited offering of two courses. One (IHST 1020 6.00 *Agents of Change in a Global World*) has been designed specifically for the new BA programs in Global Health and support the general education component of the program's learning outcomes (capped at 50 students). The second course (HLST 1900 6.00 *Uncovering the Body: Interdisciplinary Perspective*) is the result of collaboration with the Faculty of Environmental Studies, will be co-taught by instructors in both Faculties and will be open to students in both Faculties to count towards the social science or humanities general education credit requirements. Enrolments for it will be capped at 100 students.

As the Faculty which historically has provided the social science and humanities general education curriculum for students in the Faculty of Health, Liberal Arts & Professional Studies was consulted about the proposed changes to the Faculty of Health legislation. LA&PS supports Health offering general education courses on the proposed scale; Vice-Dean Michasiw's statement of support is included in the supporting documentation.

The pan-university General Education Working Group, whose mandate is to serve as a coordinating and advisory body to Senate on general education, will be convening in the near future to discuss the delivery of general education curriculum across the undergraduate Faculties.

Approvals: Health Council December 2013 • ASCP 5 February 2014
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CONSENT AGENDA

6.2.11 Changes to Requirements of the MFA and PhD Programs in Visual Arts • Graduate Program in Visual Arts • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the changes to degree requirements in the MFA and PhD programs in Visual Arts, within the Faculty of Graduate Studies, as set out in Appendix I.**

Rationale

The proposed changes to the MFA program stem from the 2012-13 Cyclical Program Review recommendations. The external reviewer recommended that the current degree requirements be kept, but two additional courses be added to support the program learning outcomes. The proposed requirement changes facilitate the addition of a methods course and the Contemporary Visual Arts Summer Institute. The number of required course credits remains at 18. The restructuring of the curriculum will see the courses completed by the end of term one of MFA second year, which has the advantage of freeing term two for development of the thesis artwork and paper.

The changes to the doctoral program are also in response to 2012-13 Cyclical Program Review recommendations to include a methods course for the graduate programs in Visual Arts. The incoming PhD students will share the methods course with MFA students, although with learning outcomes tailored to their level. For PhD students, there will be a focus on developing research questions, as well as social contexts for art practice that are situated within knowledge creation more broadly. The course credit total remains the same, at 21. In addition to the curriculum changes, a provision for course credit earned in the MFA to be applied to candidates admitted to the PhD is proposed. This will be reserved for exceptional candidates, likely those who already hold MAs which do not give them the qualification to enter the PhD program.

Approvals: FGS Council 5 December 2013 • ASCP 5 February 2014

6.2.12 Changes to Requirements of the Cross-Disciplinary Certificate in Anti-Racist Research & Practice Thought • Department of Social Science • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **changes to the degree requirements of the Cross-Disciplinary Certificate in Anti-Racist Research & Practice as set out in Appendix J.**

Rationale

A series of changes are proposed to the Certificate to update its requirements and strengthen students' interest in the program. The most substantive revision is the reduction in the number of required credits from 48 to 30, which is in keeping with the credit total required for most certificates offered at York. The other changes are minor updates to reflect changes in curriculum titles, numbers, cross-listings, etc. The Senate Committee is satisfied that the revised requirements aptly support the achievement of the learning outcomes as articulated by the Department of Equity Studies, in which the certificate is housed.

Approvals: LAPS Council 5 December 2013 • ASCP 22 January 2014

6.2.13 Changes to Requirements for the Bachelor of Engineering (BEng) Programs: Common First-Year Component • Lassonde School of Engineering

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the changes to the first-year requirements of the BEng degree, as set out in Appendix K, applicable to all BEng programs.**

Rationale

In view of the Canadian Engineering Accreditation Board's formal introduction of graduate attributes assessment in 2015, Lassonde is in the process of developing a common set of Program Learning Outcomes (LOs) for the BEng degree. Ultimately these will call for progressive development of each outcome during the program, starting in first year. Because the first year of the engineering programs has concentrated on math and science, the leveled development of LOs in engineering topics (knowledge base, design, analysis, tools) now requires an increased emphasis on engineering content in the first-year curriculum.

An increased engineering focus aligns well with the notion that student retention and satisfaction are also improved when math and science concepts are enriched with engineering examples and hands-on engineering applications in laboratories.

To address both needs, the proposed first year curriculum integrates two new engineering courses with revised science, math and computing courses designed to satisfy the content and context requirements in BEng programs.

Approvals: Lassonde Council 3 December 2013 • ASCP 22 January 2014

6.2.14 Change to Admission Requirements for the Master of Business Analytics Program • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the addition of Graduate Record Exam (GRE) scores as an admissions criterion for the Master of Business Analytics Program.**

Rationale

Augmenting the admissions criteria of the Master of Business Analytics program to include GRE scores will bring it in line with Schulich's other specialized Masters programs. Currently the program accepts only the GMAT (as does the MBA program), while the *Master of Finance* and the *Master of Accounting* accept either GMAT or GRE scores. The latter has been shown an effective admissions requirement for a specialized degree, making it sensible to harmonize this part of the admissions requirements with those degrees.

Approvals: FGS Council 5 December 2013 • ASCP 5 February 2014

FOR INFORMATION

III. MINOR CURRICULUM CHANGES

1. Minor Curriculum Items Approved by ASCP (effective FW 2014-15 unless otherwise stated)

Minor changes / editorial updates to degree requirements / program nomenclature were approved by the Committee for the following programs:

a) Faculty of Liberal Arts & Professional Studies:

- Administrative Studies
- African Studies
- Anthropology
- Creative Writing
- Creative Writing (Minor)
- English
- English and Professional Writing
- Gender and Women's Studies
- Health and Society
- Law and Society
- Professional Writing
- Sexuality Studies
- Urban Studies
- Work and Labour Studies
- Bachelor of Human Resource Management
- Bachelor of Public Administration
- Bachelor of Public Administration - Law, Justice and Public Policy Stream
- Bachelor of Social Work
- General Certificate in Law and Society
- General Certificate in Urban Studies
- Professional Certificate in Human Resource Management
- Professional Certificate in Marketing
- Professional Certificate in Public Administration and Law
- Professional Certificate in Public Policy Analysis
- New rubric for Language, Literature & Linguistics general education courses (DLLL)

b) Faculty of Graduate Studies

- New rubric for the Master of Business Analytics degree (MBAN)

c) Faculty of Health

BA and BSc programs in Global Health

d) Glendon

BA programs in French Studies

Honours Minor in Drama Studies

e) Lassonde School of Engineering

BEng program in Space Engineering

BEng program in Geomatics Engineering

BEng program in Civil Engineering

BEng program in Mechanical Engineering

BEng program in Computer Engineering

BEng program in Software Engineering

BEng program in Electrical Engineering

BSc program in Earth & Atmospheric Science (*90-credit and Specialized Honours Atmospheric Science stream*)

Certificate in GIS and Remote Sensing (offered by Lassonde)

Change in rubric for Computer Science and Engineering

Change in rubric for Earth and Space Science and Engineering

*Leslie Sanders
Chair, Academic Standards, Curriculum & Pedagogy*

Summary of the Proposal for a Marketing Minor for Non-Business Students at York January 30th 2014;

Goals

For **non-business students at York**, the Marketing Minor will complement knowledge gained from current programs with new knowledge in fundamentals of business administration, as well as in Marketing and add marketing knowledge and skills prized by employers to their academic portfolios. The primary target groups for the Minor are students in psychology, kinesiology, communication studies, sociology, political science and other social sciences programs at LA&PS with a major/minor option. Secondary target groups comprise students in Economics, Disaster and Emergency Management, IT, Computer Sciences, as well as students in Fine Arts. **For BAS students**, particularly those enrolled in the Marketing Honours Stream of the Bachelor in Administrative Studies (BAS), and Marketing Certificate students, the increased presence of non-BAS students from other academic programs will enhance the learning experience in the classroom and in group work. From a **University perspective**, the option of combining a degree in an adjacent field with a Marketing Minor should make LA&PS and York a more attractive place for study. From an **industry perspective**, the Marketing Minor will provide a new source of innovative entrepreneurs and employees with a unique knowledge and skill set that should be in higher demand.

On approval, the Marketing Minor is proposed to be offered for the first time in **Fall 2014**.

Consultations

Consultations have taken place with Dr. Peggy Ng (Director of SAS), Dr. Kim Michasiw (Vice-Dean, Faculty of Liberal Arts & Professional Studies), Dr. Adriano Solis (area coordinator of SAS Management Science), Dr. Mustafa Karakul (area coordinator of SAS Management Science until July 2013), Dr. You-Ta Chuang (proponent of the "Business Minor" proposal submitted in 2009), Dr. Hassan Qudrat-Ullah (coordinator of the SAS Business Minor till July 2013), Eva Bernacka (former SAS Academic Advisor), Vita Lobo (Administrative Assistant, SAS), Dr. Fran Wilkinson (Undergraduate Programme Director Psychology), Dr. Kevin Dowler (Chair, Department of Communication Studies), Dr. Kimberley White (Chair, Department of Social Science), Dr. Mark Peacock (Coordinator BUSO Programme), Dr. Vivian Olender (Curriculum Coordinator LA&PS), Dr. Markus Biehl (Associate Dean Academic, Schulich School of Business), and Dr. Mahmudul Anam (Chair Department of Economics). Specific consultations regarding changes in the prerequisites for AP/ADMS 4260 and their link to the Marketing Minor were undertaken with ECON (UPD Dr. Buckley), PSYC (UPD Dr. Wilkinson), KINE (UGPD Dr. Kelton), PPA (UPD Dr. Kimakova), POLS (UPD Dr. Breagha), the ADMS Management Science Department (multiple members) and SOCI (UPD Dr. Lam). After the start of the Marketing Minor, SAS Marketing area will be happy to consult with the Faculty of Fine Arts on opportunities to develop further elective options (e.g., on Digital Media, Design).

The Marketing Minor Proposal has been developed with full involvement of the all full-time SAS marketing faculty and is fully and unanimously approved by the Marketing area.

Student involvement comprised classroom surveys with second-year Psychology and Communication Studies students (n=370), a focus groups with student executives of the UPSA (York University Undergraduate Psychology Students' Association), consultations with CCSA (York's Communication Studies Students' Association) as well as 14 individual in-depth interviews with students of a wide range of programs at York.

Alignment with University, Faculty, and School missions and plans

The Marketing Minor is perfectly aligned with the goals of interdisciplinarity, academic quality and engaged learning environment, as well as accessibility and outreach which are goals central to all missions and plans at the three levels. The proposal gives a detailed overview of the way the Marketing Minor will contribute to specific University, Faculty, and School goals.

Comparison to similar programs in Canada

Offering non-business students various minors in the field of business (e.g., business/general management, accounting, finance, marketing,) is now fairly common among universities in Ontario. McMaster's DeGroote School of Business offers students of other faculties a Business Minor and what they call "Specialty Minors" in Finance, in Accounting, in Financial Management Services, and in Information Systems. Non-business students at Carleton can take a Business Minor or a Minor in Entrepreneurship at the Sprott School of Business, and there is a special Business Minor specifically for Engineers. At the University of Waterloo, a Minor in Management Studies and a Minor in Human Resource Management are available to non-business students. Pertinent to the current proposal, Ryerson University offers their non-business-Students Minors in Marketing, Business Essentials, Finance, Accounting, E-Business, Global Management, and Human Resources. At the University of Guelph, non-business students can take minors in Business Administration and in Marketing Management. Outside of Ontario, McGill University started, in 2010, to offer minors in Marketing, in Finance and in Management for Non-Management Students in general, as well as minors in Management targeted specifically towards students of Engineering, Science and Economics. Other Canadian universities identified to have Marketing Minors for non-business students in addition to minors in (General) Business or Management are the Universities of Lethbridge and Fraser Valley.

As compared to the Marketing Minors for Non-Business students listed above, the York Marketing Minor will be

- the one with the quantitatively highest number of credits;
- give students the by far largest number of choices of options for their electives;
- offer the highest flexibility regarding day and night classes;
- offer many Experiential Learning opportunities, and, with many of them, the opportunity to contribute to the community.

Please note that the topic of Social Media is covered as an important element of designing a marketing strategy and a major tool of strategy implementation in practically every single course, as well as the specialized elective of ADMS 4245, Digital Marketing (see course description for details).

Program requirements

To complete the program, students will have to complete 30 credits in the Minor, including

(i) eighteen compulsory credits:

- [AP/ADMS 1000 3.00](#) Introduction to Administrative Studies;
- [AP/ADMS 2200 3.00](#) Introductory Marketing;
- [AP/ADMS 3210 3.00](#) Consumer Behaviour;
- [AP/ADMS 3220 3.00](#) Applied Marketing Management;
- [AP/ADMS 4250 3.00](#) Marketing Strategy Development and Implementation
- [AP/ADMS 4260 3.00](#) Marketing Research I;

(ii) twelve additional credits chosen from:

- [AP/ADMS 4200 3.00](#) Personal Selling and Sales Force Management;
- [AP/ADMS 4210 3.00](#) International Marketing;
- [AP/ADMS 4211 3.00](#) Live Client Learning Marketing;
- [AP/ADMS 4215 3.00](#) Business to Business Marketing;
- [AP/ADMS 4225 3.00](#) Retailing Management;
- [AP/ADMS 4230 3.00](#) Marketing Channels;
- [AP/ADMS 4235 3.00](#) New Product Management;
- [AP/ADMS 4240 3.00](#) Advertising and Communications;

- [AP/ADMS 4245 3.00](#) Digital Marketing;
- [AP/ADMS 4255 3.00](#) Customer Relationship Management;
- [AP/ADMS 4265 3.00](#) Marketing Research II;
- [AP/ADMS 4275 3.00](#) Services Marketing;
- [AP/ADMS 4280 3.00](#) Social Marketing: Non-Profit Marketing and Corporate Social Responsibility;
- [AP/ADMS 4285 3.00](#) Brand Management;
- [AP/ADMS 4286 3.00](#) Advanced Brand Management;
- [AP/ADMS 4421 3.00](#) Qualitative Research.

In order to enroll in AP/ADMS 4260, a required course in the Marketing Minor, students must have completed an introductory course in Statistics.

Students in the following programs are ineligible to combine their studies with the Marketing Minor:

- the BBA program,
- the iBBA program,
- the BAS program, and
- the BA in Business Economics or Financial and Business Economics programs

To graduate with a minor in marketing, students must satisfy Honours degree and program requirements including a minimum 5.00 grade point average in the minor.

Admission Requirements

As for the Business Minor, students prior to entering the marketing minor must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 5.00 in their home program at York. Different from the Business Minor, the Marketing Minor does not require "to have completed one 4U mathematics MHF4U (Advanced Functions) or the equivalent". Instead, the completion of one 4U Math course prior to entering the marketing minor is recommended. The material covered in the Business Minor is overall strongly quantitative in nature, requiring advanced mathematical knowledge. This is not the case for the Marketing Minor. The phrase "one 4U Math recommended" is also used in the admission requirements of other programs at York, for example for the BA Health Studies program (including Health Management). However, AP/ADMS 4260 (Marketing Research I) requires **prior statistical knowledge** of an introductory statistical course. Together with this proposal, SAS Marketing area also propose a change in prerequisites for AP/ADMS 4260 to the following clause:

"Prerequisites: For students in the Honours BAS program, 72 credits including AP/ADMS 2200 3.0 and AP/ADMS 2320 3.0. For other BAS students, (a) a grade of C+ or better in AP/ADMS 2200 3.0 and (b) AP/ADMS 2320 3.0. For non-BAS students (a) a grade of C+ or better in AP/ADMS 2200 3.0 and (b) ADMS 2310 3.0, HH/KINE 2050 3.0, AP/ECON 2500 3.00, AP/POLS 3300 6.0, AP/PPAS 3300 6.0, HH/PSYC 2020 6.0, OR HH/PSYC 2021 3.0, OR such other courses as may be deemed acceptable in lieu of AP/ADMS 2310 3.0. Prerequisites for AP/ADMS 4260 do not imply general equivalency between courses listed."

These courses were, based on their course outlines, deemed to provide sufficient preparation for AP/ADMS 4260. As AP/ADMS 4260 (Marketing Research I) is a mandatory course of the Marketing Minor, the completion of one introductory statistical course from the list above or equivalent is also an indirect requirement for the completion of the Marketing Minor.

As stated above, the Certificate will not be available to students in the following programs:

- the BBA program,
- the iBBA program,
- the BAS program, and
- the BA in Business Economics or Financial and Business Economics programs

Differentiation from other programs at York

Marketing Minor and Business Minor: The SAS **Business Minor** offers students a **broad, general introduction to business**, with courses in accounting, finance, organizational behaviour, marketing, quantitative methods, economics etc. (see Table 3). The Business Minor hence broadens the academic knowledge acquired in the home program of the student.

	Business Minor
AP/ADMS 1000 3.00	Introduction to Administrative Studies*
AP/ECON 1000 3.00	Introduction to Microeconomics*
AP/ECON 1010 3.00	Introduction to Macroeconomics*
AP/ADMS 2200 3.00	Introductory Marketing*
AP/ADMS 2320 3.00	Quantitative Methods 1*
	Introduction to Organizational Behaviour*
AP/ADMS 2400 3.00	
AP/ADMS 2500 3.00	Introduction to Financial Accounting*
AP/ADMS 3530 3.00	Finance*
AP/ADMS 4900 3.00	Management Policy Part I*
three additional credits in ADMS at the 4000 level.	
* Required Course	

Table 1: Program Structure of the SAS Business Minor

A **Marketing Minor**, on the other hand, provides a **deep and specialized education** in the field of marketing that will allow students to further develop their knowledge from their major into a new and specialized career path. The Marketing Minor will offer employment opportunities in

- general Marketing positions, such as Marketing Management, Product or Brand Management, Sales Management, Marketing Communications Management, and
- in specialized roles in Marketing.

While for the general roles in Marketing, graduates with a Marketing Minor will be in competition with business graduates with a marketing specialization, the specific interdisciplinary combination of the Marketing Minor with their major program will make Marketing Minor graduates uniquely qualified for a wide array of specialized roles in Marketing. Depending on their major, career paths may include, for example, Market Research Analyst, Consumer Analyst, Media Buyer/Planner/Analyst, Account Executive (Advertising), Creative Director, Arts Director, Art Production Management (Advertising), Industrial Designer, Package Designer, Brand Identity Developer/Logo Designer, Layout Artists, Not-for-Profit Marketer (e.g. Arts Marketing, Church Marketing), Political Marketer, Retailing Specialist (Buyer or Manager), E-Commerce Manager (depending on their major with a focus on strategy and/or technology), Customer Service Manager, Business-to-Business Marketer, Service Professional, Relationship Marketing Specialist (depending on their major with a focus on strategy and/or technology), Social Media Specialist, or Search Engine Marketing Specialist (depending on their major with a focus on strategy and/or technology).

From the classroom surveys (see below), it can be estimated that the **total number of Non-Business York students strongly interested in pursuing a Minor at SAS is 2,100 students**. The surveys clearly show that there is a large demand for the Business Minor, but insufficient awareness of the program. Only 9% of PSYC students and 15% of COMN students know of its existence. Data also show that, while there are students who would choose between the Marketing Minor and the Business Minor, there is a sufficient amount of students *only* interested in the Business Minor or *only* interested in

the Marketing Minor once they know about the respective program and admission requirements. **The overall "market" is certainly large enough to sustain two (or more) SAS Minors.**

From an "advertising" point of view, offering a portfolio of Minors will create synergies in communication and word-of-mouth among York students. This will help build demand for both Minors on campus. The Marketing Minor Proposal asks for additional communication money (see below) explicitly meant to be used to advertise all programs (Business Minor, Marketing Minor, Certificates) SAS offers to Non-Business students at York.

Marketing Minor and Marketing Certificate: The Professional Certificate in Marketing has been successfully offered by SAS for many years. In its current form, the Marketing Certificate is very similar to the proposed Marketing Minor, with 30 credits and a list of courses specialized in Marketing. With the start of the Marketing Minor, the Marketing Certificate will thus have to be repositioned. In addition to this proposal for a Marketing Minor, the SAS Marketing Area will also submit a proposal to reposition the Marketing Certificate including:

- a reduction of the Certificate from 30 to 24 credits; and
- the elimination of AP/ADMS 4260 Marketing Research 1 from the list of required courses. This change also eliminates the indirect requirement for an introductory statistics course as a prerequisite for AP/ADMS 4260 Marketing Research 1.

The new SAS Marketing Certificate will prepare very well for a career in more qualitative marketing, in particular creative and artistic roles in marketing. Many career paths in marketing, for example in offline and online advertising creation, industrial and package design, or brand logo development do not require skills and knowledge in formal quantitative marketing research. It will also prepare very well for strategic marketing and sale management in small and medium-sized organizations.

The three programs will hence be **sufficiently distinct in their academic content and in the career paths** they foster.

Enrolment Projections

Based on the classroom surveys and experiences in the Marketing certificate, the total enrolment in the Marketing Minor is estimated as follows:

Estimate of the total number of York students with a declared Minor in Marketing

	2013/14	2014/15	2015/16	2016/17 (steady state)
Year 1 in the minor	31	54	82	82
Year 2 in the minor	0	27	46	70
Total	31	81	128	152

For methodological details, please see the proposal.

Resources

Resources needed to establish the Minor in Marketing program are modest. SAS has sufficient expertise and capacity by full-time and part-time faculty as well as committed secretarial and advising support for the program. No additional computing and other equipment will be required, nor will be any additional space. All courses are existing courses. There will be a modest increase of in total 9 new sections of the 23 courses which are either required courses or electives to the Marketing Minor, one of them for ADMS 1000.

Resources required for the program include:

- a program coordinator and
- communication resources for a start-up advertising campaign on campus.

It should be noted that the proposed new course of AP/ADMS 2310 3.0 will be created to serve students of Minor programs at SAS, including Marketing Minor students. As the course is proposed and will be hosted by the SAS Management Science area, is only indirectly part of the Marketing Minor (as

a prerequisite option for AP/ADMS 4260 3.0) and is intended to serve multiple programs, it is not listed here under resource requirements specific to the Marketing Minor.

The proposal asks for a start-up communication funding of \$9,200 in order to make the Business and the Marketing Minor known to its target audiences on campus and explain the differences between the two, as well as between the SAS minors on the one hand and the professional certificates.

Marketing area will require a replacement of retiring faculty members. Whether the additional sections required for the Marketing Minor are taught by FTF or PTF and whether the Marketing Minor hence requires an additional Marketing FTF, is a strategic decision to be made by the university on the desired percentage of FTF to PTF teaching.

Support Statements

Support statements received *[not all statements included in the Appendix to Senate]*:

- Professor Alice J. Pitt, Vice-Provost Academic;
- Professor Kim Michasiw, Vice-Dean, Faculty of Liberal Arts & Professional Studies, on behalf of Professor Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies
- Professor Suzanne MacDonald, Chair, Department of Psychology, Faculty of Health, York University
- Professor Frances Wilkinson, Undergraduate Programme Director, Department of Psychology, Faculty of Health, York University
- Professor Kevin Dowler, Chair, Department of Communication Studies, Faculty of Liberal Arts & Professional Studies, York University
- Craig Lund, President of the American Marketing Association, Toronto Chapter

Consultation statements:

- Professor Markus Biehl, Associate Dean Academic, Schulich School of Business
- York University Librarian
- University Registrar

Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: November 4, 2013

Subject: Approval of a New Minor Program in Marketing

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Marketing area of the School of Administrative Studies to establish a Marketing Minor program. The proposal seeks to provide a business-related option for LA&PS students with majors in the social sciences and the humanities, and to do so in a way that will allow those students who lack 4U Advanced Functions -- or, more generally, have arithmetical challenges -- access to a business-oriented program.

In its design the Marketing Minor continues the Faculty's project of "crossing the ampersand," that is, of encouraging the development of programs bridging the two realms that are separated graphically by the symbol in the midst of the Faculty's name. In contrast to the existing Business Minor, which offers its students an introduction to the many disciplines -- including quantitative ones -- that comprise Administrative Studies, the Marketing Minor will provide a basic introduction to business studies followed by a comparatively intense focus on the discipline of marketing. In concert with the proponents, I am fully persuaded of the potential appeal of this specialization to students in a wide variety of social science and humanities programs. Communications Studies, Professional Writing, Political Science, and Sociology are obvious candidates, as are a number of programs—Psychology, Health Studies, Kinesiology, Design—from other Faculties.

The program's proposed design has several features deserving of notice. That it is open only to students who have completed thirty credits with a 5.0 GPA means that students will have established themselves in post-secondary education, and in their first majors, before they undertake the further challenge of a Minor in a very different discipline. It is also hospitable to transfer students, who often enter York with a block grant of thirty credits. At the same time, this entry point makes it possible for students to



distribute the thirty credits required for the minor over three or more years of study. Also notable is the development of ADMS 2310 3.0, which is not a required course, as it may be substituted by a variety of already existing courses. ADMS 2310 3.0 takes up directly the challenge posed to many programs of the indifferent academic background with which many students arrive at university, and proposes to teach students the quantitative methods that they will need for and actually use in their further marketing courses. Students who do not find quantitative methods of any intrinsic or inherent interest can be motivated to learn what they will need and use if the applications to matters that are of interest are made clear, as they will be in this course. Students whose first majors include a required “stats” course will be exempted from this requirement, assuming that that course has been passed successfully. It appears to me that other disciplines might wish to consider the development of skills and methods courses that are nearly attuned to the requirements of their majors, and address what deficiencies might have been left by students’ experience in the secondary school system.

If I may say, the proponents’ enrolment projections appear modest but, as students wishing to enter the Marketing Minor will be applying after their admission to York, and applications will be vetted individually by the program, numbers are far more easily controlled than they are in direct entry programs. This is to say that numbers may be kept at a modest level, with an almost certain increase in quality, by admitting only an established number of new students in any given year based on GPA. Should demand much exceed that projected, the Faculty can decide whether or not the resources required for additional students are an appropriate investment.

Assuming that enrolments are kept to the proposed level, the resource demands of the proposed Minor are not negligible, but neither are they overwhelming. Nine (9) additional 3-credit sections will be sufficient to accommodate the additional students and, amid the 5- or 600 sections offered annually in the School of Administrative Studies, the increase will scarcely ripple the surface. In the Faculty’s view, the increased opportunity that the Minor will offer its students to acquire skills and credentials that have immediately apparent applications in the job market is well worth the limited investment of resources required.

In short, the proposal supports the Faculty’s goals of increased interdisciplinarity, diversification of access, and the fuller integration of its array of programs. The Marketing Minor will serve the Faculty’s on students and offers the possibility of serving students from other Faculty’s all of whom may wish to allay their own (and perhaps their parents’) concerns about graduating without credentials that are immediately palpable to the employment market they will be entering. I strongly support the initiative and trust that others will as well.

York University
Faculty of Liberal Arts and Professional Studies

Proposal for the Creation of an Honours Minor Program in Medical Anthropology in the Department of Anthropology

*Prepared by Albert Schrauwers
Chair, Undergraduate Program Director*

1. Introduction

The Department of Anthropology proposes to create a minor program in Medical Anthropology to commence in the F/W 2014-15 academic year.

Medical anthropology is a field in socio-cultural anthropology, and is one of the largest sections of the American Anthropology Association; similarly, it is one of the largest networks in the Canadian Anthropology Society. Medical Anthropology provides an anthropological perspective on health and illness processes and the socio-cultural factors that shape the experience of illness, patterns of health and disease, and access to health care services. Medical anthropology uniquely studies both cross-cultural and biomedical systems of healing. The AAA Society for Medical Anthropology section encompasses special interest groups focusing on HIV/AIDS, Alcohol & Addiction, Mental Health, Global Health, Food and Nutrition, Complementary and Alternative Medicine, Reproduction, and Disability.

Medical Anthropology falls within the applied anthropology field, and students with this specialization also go on to other professional programs such as medicine, nursing and public health where their research and critical thinking skills in the analysis and interpretation of biomedical knowledge is appreciated in the context of a rapid increase in cultural diversity of those entering the health care delivery system.

The Department of Anthropology has been a leader in Canada in the development of courses in medical anthropology. For more than a decade, the department has consistently offered courses covering anthropological perspectives on food, nutrition, reproduction, aboriginal health, international health, mental health and disability. We offer a breadth of courses few other departments in Canada can match. The need for a specific program in medical anthropology arose through intensive consultations between faculty, students, the Faculty of Health, other graduate professional programs and the Canadian Anthropology Society.

2. General Objectives of the Program

The objectives of the minor program in Medical Anthropology are to provide students majoring in health related disciplines with critical perspectives on western biomedical knowledge and practices and knowledge of diverse health challenges and healing systems around the world. The cross-cultural perspective offered will provide students in health related fields with complementary social science understandings of health and illness. The degree will thus complement the Faculty of Health's new "Global Health" program. It will provide the skill set required by students aspiring to graduate degrees in Public Health including those who intend to work in the NGO sector.

3. Need and Demand

There are no undergraduate degree programs in medical anthropology at any Canadian university. This program would be unique in Canada, yet fit within the broad range of health related programs at York University. Individually, each of the courses included in this degree program is popular; the courses are offered yearly, fill to capacity, and have high retention rates. By combining these courses into a program, we will be able to ensure that a core body of anthropological theory and practice is taught with pedagogic rigour. This pedagogic rigour will introduce a disciplinary depth of study to our previous attempts to provide a breadth of courses to a variety of other interdisciplinary programs.

Our medical anthropology courses are taken by a broad range of students coming from a number of departments, programs and faculties. Currently, there is no way to steer them through the core curriculum as there is no system of pre-requisites. This creates difficulties for the faculty members teaching these courses as non-anthropology students frequently lack discipline specific background knowledge and skills that must therefore be re-taught in each course. A minor in medical anthropology will tighten requirements in this high demand area so that an anthropological background can be assumed and Course Directors can emphasize instead the progressive and systematic development of knowledge of this speciality. Students will get more out of each course and experience a greater sense of overall purpose while pursuing their undergraduate degree.

Students are seeking a form of accreditation that will ease their entry into graduate programs in anthropology as well as public health, nursing and medicine. Approximately one third of our graduate applicants seek to specialize in medical anthropology. Graduate Admissions Officers in the Public Health program at University of Toronto informed us that multi-disciplinary programs fail to provide a unified skill set or body of knowledge that would allow their admissions officer to evaluate the appropriateness of these students' extensive and uncoordinated lists of electives. They view a disciplinary focused degree more favourably. A program in Medical Anthropology provides a tight curriculum with an integrated body of scholarship and set of research skills that will aid these students to gain admission to graduate programs.

The Canadian Anthropology Society has recently formed a Practicing Anthropologists network that is seeking to develop accreditation criteria for anthropologists consulting in applied fields such as medical anthropology. They have turned to York University to develop academic programs that will produce professional anthropologists able to meet these accreditation standards. As practicing anthropologists they will conduct research, prepare reports and make policy recommendations.

4. Program Content and Curriculum

The proposed minor program in Medical Anthropology is composed of existing courses that are consistently offered on a yearly basis, and when combined provide a pedagogic progression of knowledge from second through fourth year, although a student could easily complete the minor in two years. The minor retains the core courses required of an ordinary anthropology minor combined with a parallel set of core medical anthropology courses. To ensure that a consistent range of electives is available, we propose cross-listing courses taught by Medical Anthropologists in Social Sciences.

(Students have to complete 30 Credits in Anthropology and a total of 120 credits.)

The Honours Minor in Medical Anthropology must be **pursued jointly** with an Honours BA program in the Faculty of Liberal Arts & Professional Studies or any other Faculty. The Honours Minor in Medical Anthropology comprises of at least 30 credits including:

a) Required courses (21 credits)

ANTH2110 6.0 Core concepts in anthropology (offered yearly)

Critically introduces the history and major traditions of the discipline of Anthropology including fieldwork methods and ethnographic writing. This course further introduces the distinctive contributions of anthropology and provides students with a comprehensive introduction to the core concepts required for upper level anthropology courses. Major national traditions of anthropology are distinguished, while their shared emphasis on fieldwork and ethnography is underscored. Lastly, this course will introduce the distinctive and lasting contributions of the discipline.

ANTH2170 6.0 Sex, Gender & the Body: Cross cultural approaches to the Body (offered yearly)

This course critically examines popular explanations of what is considered natural (and what is not) about sex, gender, the body and the family. Through a cross-cultural approach, biological models of natural gender roles, as well as sexual and familial relations, are explored and questioned.

ANTH3330 6.0 Health & Illness in Cross-Cultural Perspective: A Introduction to Medical Anthropology (offered yearly)

"Health and illness are not merely biological states, but are conditions which are ultimately related to and constituted by the social nature of human life" (Lock & Gordon). Using critical and cross-cultural perspectives, we will examine the diverse ways in which individuals and societies understand, express, and manage illness and health. In doing so, we will see that medical anthropology offers a window into the relationship between our bodies and our social, cultural and political worlds.

Through this course you learn the central early and contemporary theories and methods of medical anthropology. This foundational underpinning will guide your critical study of health and illness, which will include topics such as: the diversity of medical beliefs and practices; the relationship between healers and patients; the national & international health arenas; the life cycle, gender and health; and the social implications of the new technologies of biomedicine.

ANTH4330 3.0 Critical Issues in Medical Anthropology (offered yearly)

Comparative perspectives on health, illness and medical systems are studied from the viewpoint of anthropology and related disciplines. Emphasis is placed on understanding the roles of the practitioner and patient in their social and cultural contexts and the importance of applied medical anthropology to the wider community.

b) Electives (9 credits) at the third or fourth year

Offered by Anthropology

ANTH3080 6.0 Modes of Enablement: A Cultural Perspective on Physical Disability (offered 2002-6, 2009-12, 2013-14)

Anthropological studies of disability examine disability in a context of a "localized and globalizing world" (Ingstad and Whyte (2009) looking at physical and intellectual disability

within a context of "personhood," an understanding developed in the comparative study of disability. For the anthropologist and other social observers, personhood emerges from a "social model of disability."

This course considers visible and invisible dimensions of disablement: where the boundary between visible and invisible is defined culturally and socially. We explore the borderline quality of disabilities or their liminality (Turner), the relationships between the able-bodied and disabled, a difference that is socially-defined or reflected in social exclusion, in gender relations and in stigma.

Within both Euro-American societies, and in the Third World, distinctive disability cultures, like that which has emerged among the deaf, and the blind, extend to numerous other disabled 'communities' frequently most easily observed in cyberspace where they overcome barriers of exclusion. In this context, disability minorities may share a "Disability Consciousness," which defines their identity in contrast with the able-bodied. Course topics include a history of the relationship between "disability" and "normality," gender and disability, media (literature, film and television), as well as advertising and photography and disability. An additional focus of the course is the relationship between the disabled, and their support persons, relationships with medical professionals and what Albrecht refers to as "the rehabilitation business."

Winter term introduces the concept of "virtual disability, and is publicly" or how disabled persons escape marginality and stigma through online disability cultures. Winter a comparative perspective and focus on Disability Culture with a specific focus on 'deaf culture' and 'blind culture'. This course often attracts students with the experience working with disabled consumers. Moreover, a number of students have continued an interest in disability through their choice of courses, summer work and careers.

ANTH3190 3.0 Nutritional Anthropology: Food and Eating in Cross-Cultural Perspective (offered 2005-7, 2009-11)

Nutritional anthropology, a subfield of medical anthropology, examines the relations between food, culture and biology. Food and eating -- although critical to human survival -- are both culturally constructed. We eat what we learn to categorize as food in culturally appropriate sequences and contexts. In this course, we examine the social and cultural basis of human food systems, beginning with the historical development of nutritional anthropology. The study of food and eating requires an understanding of the food system from multiple theoretical perspectives.

This year, we will focus attention on post-colonial theory and the political economy underlying the movement of food. We examine colonialism and food from a global perspective, and explore how colonialism and neocolonialism affect food availability, quality, and distribution. The course develops the concept of culinary colonialism and applies it to past and contemporary food practices. In addition to considerations of power and inequality, we examine commensality, the sharing of food, to understand how individuals and groups use their food resources for social, religious, and political ends.

The course concludes with a consideration of how and why food patterns are changing nationally and internationally, and how anthropology can be applied to improve food security for individuals and communities.

ANTH3200 3.0 The Anthropology of International Health (offered, 2004, 2011-12, 2013-14)

This course explores the field of international health from a critical anthropological perspective. We begin by tracing the emergence of international aid and development with attention to the cultural assumptions at play in the formation of problems and models by which to address them. We will then look at a range of serious health problems facing the developing world in greater depth, as well as the specific efforts of international experts and agencies to address

them. Specific health topics will include infectious diseases such as malaria and HIV/AIDS, maternal and infant mortality, hunger and malnutrition, the integration of traditional healing into formal health care systems, and anthropological engagement in the field.

ANTH3280 6.0 Mental Health & Social Stress (offered 2008-12)

This course is concerned with furthering the mutual interaction and utility of Medical Anthropology and modern Psychiatry, with regards to both our own multicultural society and the global community. The course particularly will focus on Psychiatry as a 'profession' or 'game of truth' – one intimately shaped by wider historical and socio-cultural factors, and will explore the nature, sources and validity of its 'knowledge' and practice, as well as its role in the wider arena of International Health as a truly Cultural Psychiatry. Canadian and other forms of Psychiatry, as well as their 'commodity-trade' and cultural sensitivity, will be examined. Up-to-date information on selected idioms of distress, disorders, public policies, and controversies also will be provided, as we head towards the DSM-V era.

ANTH3560 6.0 Anthropology of the Senses (new, offered 2011-13)

This course examines how humans make and understand the world through their senses, the history of the senses in Western and non-Western systems of thought and experience, and the contemporary meanings and uses of the senses in a range of socio-cultural contexts. Students explore the multidimensional nature of the senses through lectures, field-trips, experimentation and by working with practitioners in different disciplines.

ANTH4160 3.0 Anthropology and Indigenous People's Health (offered 2010-12, 2013-14)

From a medical anthropological perspective this course critically explores the historical and contemporary conditions of First Nations health, illness and healing, focusing primarily on the Canadian context and drawing from a variety of historical and contemporary places and issues. Students examine health inequities, policies and programs in historical, social, political and cultural context and in relation to the enduring effects of colonialism, including the social and embodied effects of a history of loss of indigenous land, culture, and political and economic autonomy.

The course begins with a brief overview of medical anthropology theory in relation to the study of indigenous health. Students then explore the history of disease in First Nations Canada as a reflection of the historical transformations of the relations between indigenous and colonizing nations, focusing on diseases such as smallpox, tuberculosis, diabetes and HIV/AIDS.

Through the course students learn about indigenous histories and practices of care and healing as well as the ways in which First Nations communities, organizations and leadership are developing innovations in health knowledge and practices.

The course concludes with an analysis of health research modalities. Relevant issues are drawn from a range of current sources in order to explore the contemporary connections between health, disease, politics, culture, and representation.

ANTH4430 6.0 The Anthropology of Reproduction, Personhood & Citizenship (offered 2010-11, 2013-14)

Human reproductive events and experiences are made meaningful through the complex interplay of biology, culture, and society. Powerful institutions within society such as biomedicine, law, and politics, also shape the way people imagine and manage their reproductive lives, as do global economic and development trends. This course draws on feminist perspectives on women's health and the body as well as theory and methods in medical anthropology to explore the complex relationships between reproduction, personhood, and citizenship through the study of contemporary and historical issues.

Topics will include: family planning and maternity care interventions in the name of colonialism and development; state and faith sanctioned uses of new reproductive and genetic technologies in realizing goals of nation, citizenship and family; pregnancy and motherhood as "skills of consumption" in North America; the globalization of the abortion debate through NGO funding policies; maternity care in contexts of poverty, violence, and migration; the implications of technology for parental and fetal personhood, and birthplace and citizenship issues worldwide. Students enrolling in this course should have some familiarity with health, reproduction or science studies through previous courses.

Medical anthropology courses offered by Social Sciences

SOSC3117 3.0 Politics of Addiction

This course examines the role that culture plays in a wide range of addictions. It draws on historical and ethnographic materials to investigate the ways in which changing social conditions and cultural assumptions have shaped specific addictions and their treatment.

In contrast to theories that see addiction as a uniform biochemical process, the course develops the idea that much of what matters about addictive substances and practices - their experiential effects, their impact on health and livelihood, even much of their "addictiveness" - arises from the particular social and cultural contexts in which they appear.

It begins historically, by examining the origins and shifting meanings of addiction in the modern West and by considering the social history of the major addictions in North America. This sets the stage for a series of comparative case studies of addictions in diverse cultural settings ranging from the Canadian north to the slums of New York and Mumbai. The course then turns to cultural developments in the field of addiction treatment, focusing especially on the Twelve Step movement and drug free therapeutic communities. It concludes by looking at the relatively recent rise of activity addictions (exercise, shopping, the internet) and the growing importance of addiction as a cultural idiom for general problems in living.

SOSC3118 3.0 Cultures of Addiction

Addictions often bring conflicts between those who enjoy or profit from them and those who deplore their effects. This course examines the forces behind these conflicts, their influence on public policies and some of their social consequences.

Public policies regarding addiction have been strangely inconsistent. Some unhealthy and potentially addictive behaviours (smoking tobacco, drinking alcohol) are tolerated and taxed, while others (using heroin, cocaine or marijuana) are criminalized, and still others, such as gambling, are promoted as a source of state revenue. These policies vary from place to place and have shifted over time. What accounts for their differences? What effects have they had? How and why do they change? In addressing these questions the course moves from an opening discussion of theoretical issues to a series of historical case studies in the public control of addictive substances, looking especially at alcohol, opiates and tobacco. Lessons drawn from these studies will then inform an analysis of current policy debates on such topics as harm reduction measures for heroin addicts, decriminalization of marijuana, state-sponsored VLT gambling, and court-mandated treatment for alcoholics. The course concludes by considering political dimensions and implications of the global trade in drugs.

SOSC 3168 3.0 Environmental Health

In this course we will examine environmental health from a social science perspective. Our focus will be the sources of conflicts between health professionals, lay people policy makers

and others over how environments cause diseases. We will pay particular attention to uncertain knowledge and how this creates problems for stakeholders both in defining the problem, setting policies, attributing blame, compensating victims, and addressing the issues.

Themes include the politics of pollution, the social construction of environmental problems, different perceptions of risk and science, problems of requiring definitive proof that a substance is hazardous, claims-making and citizen responses.

SOSC 3XXX 3.0 Social and Historical Perspectives on Biomedicine (for approval 2013-14)

This course is an examination of the changing relationship between biomedical research and technologies, medical practice, and social structures since 1800. Topics may include: risk and medical screening, public health, medical specialization, tropical medicine, immunology, microbiology, psychiatric illness, psychopharmacology, bacteriology, life sciences, and medical research.

4.3 Class Sizes

In Anthropology, all second year courses have maximum enrolments of 150 students. Third year courses have a maximum enrolment of 50 students. Fourth year courses have maximum enrolments of 25 students.

Admission to the Medical Anthropology honours minor program would be initially restricted to a maximum of 25 students per year, in their second year, ranked by GPA. Half of the required third year medical anthropology courses would be reserved for students in the program. The fourth year core course would be reserved for students in the program.

Should demand for the degree increase sufficiently, the third year core course will be wholly reserved for students in the program, and a second section of the 3 credit fourth year core course offered.

5. Program Structure, Learning Outcomes and Assessment

One of the primary purposes of this minor is to ensure that students taking upper level medical anthropology courses have taken the appropriate pre-requisites.

The minor consists of the core requirements of a regular anthropology minor at the second year (including ANTH 2170, a general introduction to the field of medical anthropology and the body) combined with a set of medical anthropology core courses at the third and fourth year. Elective courses allow students to apply the knowledge gained in core courses in specific problem areas, such as reproduction, international health, aboriginal health, psychiatry, etc.

See the attached document for “Program Learning Outcomes” and “Degree Level Expectations.”

6. Admission Requirements

Students in the minor program in Medical Anthropology will be expected to maintain a minimum average GPA of 6 or above in the minor. This should be a high demand competitive degree whose overall size will not increase; rather, admissions requirements should rise.

7. Resources

This minor will require no new resources. All of the required courses are offered on a yearly basis, normally with FT faculty, and on occasion by CLAs and contract faculty.

There are three Medical Anthropologists in FLA&PS: two in anthropology and one in HESO. Anthropology currently also has a CLA in medical anthropology. The current hiring priority for Anthropology is a medical anthropologist that will bring the total to five. Historically, the Department of Anthropology has had little difficulty offering a minimum of 18 credits of medical anthropology courses, despite FT faculty leaves. Additional cross-listed courses will broaden those choices.

Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Naomi Adelson	Anthropology	Medical Anthropology
Margaret MacDonald	Anthropology	Medical Anthropology
Christianne Stephens	Anthropology CLA	Medical Anthropology
Denielle Elliot	Social Science	Medical Anthropology

8. Enrolment Projections

The initial intake in the Minor Program in Medical Anthropology will be F/W 2014-15. Initial second year intake will be limited to fifteen students. In the subsequent year, we expect to raise that to twenty-five students. By F/W 2018-19, total medical anthropology program enrolments should equal 100.

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Medical Anthropology
Degree Type:	BA (e.g. BA; BAS; BDEM; BHRM; BPA; BSW; etc.)
Degree(s):	Honours Minor (30 credits) (e.g. Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.)
Department/School:	Anthropology
Submission Date:	

Instructions:

- On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.
- For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
- For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
1. Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. General knowledge of how to understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the field of social/cultural anthropology. 2. General comprehension of critical thinking, analytical skills and be able to apply their learning to solve problem 3. General knowledge and understanding of: key approaches, methods, theories of medical anthropology 	<ol style="list-style-type: none"> 1. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the field of social/cultural anthropology. 2. Demonstrate – in classroom discussions and in written assignments - a general comprehension of critical thinking, analytical skills and be able to apply their learning to solve problem 3. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the field of medical anthropology. 	<ol style="list-style-type: none"> 1. At the 2000 level, ANTH2110 Core concepts in Anthropology introduces the key concepts, methodologies, theoretical approaches and technologies that comprise the field of social/cultural anthropology. ANTH2170 Sex, Gender & the Body introduces the key concepts, methodologies, theoretical approaches and technologies that comprise the field of medical anthropology. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives introduces specialized knowledge in medical anthropology that builds on second year knowledge with a focus on more detailed critical exercises and case studies. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 3. At the 4000 level, ANTH4330 3.0 is a specialized seminar to examine advanced case study material. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
2. Knowledge of Methodologies	<ol style="list-style-type: none"> 1. Demonstrate an understanding of methods of inquiry in sociocultural anthropology. 2. Demonstrate an understanding of methods of inquiry in medical anthropology. 3. Evaluate the appropriateness of different theoretical approaches and research methodologies. 4. Learn to ask anthropological questions 5. Initiating, developing and carrying out a research project. 	<ol style="list-style-type: none"> 1. Demonstrate an understanding of methods of inquiry in sociocultural anthropology. 2. Demonstrate an understanding of methods of inquiry in medical anthropology. 3. Evaluate the appropriateness of different theoretical approaches and research methodologies. 4. Ask anthropological questions 5. Initiated, developed and carried out a research project. 	<ol style="list-style-type: none"> 1. At the 2000 level, ANTH2110 Core concepts in Anthropology introduces the methodologies of social/cultural anthropology. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. ANTH2170 Sex, Gender & the Body introduces the methodologies of medical anthropology. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives introduces specialized knowledge in medical anthropology, including an in-depth assessment of methods. Since These minors will not be taking ANTH3110 Acquiring Research Skills, this course will contain elements of that course with a medical anthropology focus. Assessment will include a research project in which the knowledge of appropriate theoretical approaches and methods will be assessed. 3. At the 4000 level, ANTH4330 3.0 is a specialized seminar to examine advanced case study material. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
3. Application of Knowledge	<ol style="list-style-type: none"> 1. Make use of scholarly articles and primary sources of information as data. 2. Effectively review, present, and interpret qualitative studies. 3. Use a basic range of appropriate techniques to obtain and analyse information. 	<ol style="list-style-type: none"> 1. Make use of scholarly articles and primary sources of information as data. 2. Effectively review, present, and interpret qualitative studies. 3. Use a basic range of appropriate techniques to obtain and analyse information. 	<ol style="list-style-type: none"> 1. At the 2000 level, ANTH2110 Core concepts in Anthropology and ANTH2170 Sex, Gender & the Body teach how to make use of scholarly articles and primary sources of information as data and the skills of reviewing, presenting and interpreting qualitative studies. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives teaches the more advanced skills of using a range of appropriate techniques to obtain and analyse data. The research project is the primary means of assessing skill level. 3. Elective courses in the program all reinforce the appropriate use of scholarly articles and primary sources of information as data and how to effectively review, present, and interpret qualitative studies. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. 4. At the 4000 level, ANTH4330 3.0 is a specialized seminar where all these program learning objectives are assessed at an advanced level. Assessments include a long (6-10 page) critical, analytical essay assignment and comprehensive exams.

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
4. Communication Skills	<ol style="list-style-type: none"> 1. Communicate accurately orally, and in writing. 2. Articulate medical anthropological arguments and analyse accurately and effectively, orally and in writing. 3. Synthesize and analyse information and arguments accurately and effectively, orally and in writing. 4. Synthesize and analyse information and arguments accurately and effectively, orally and in writing, to a range of audiences (academic and non-academic, governmental and non-governmental, etc). 	<ol style="list-style-type: none"> 1. Communicate accurately orally, and in writing. 2. Articulate medical anthropological arguments and analyse accurately and effectively, orally and in writing. 3. Synthesize and analyse information and arguments accurately and effectively, orally and in writing. 4. Synthesize and analyse information and arguments accurately and effectively, orally and in writing, to a range of audiences (academic and non-academic, governmental and non-governmental, etc). 	<ol style="list-style-type: none"> 1. At the 2000 level, ANTH2110 Core concepts in Anthropology and ANTH2170 Sex, Gender & the Body teach basic skills in communicating accurately orally and in writing. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives introduces specialized techniques in communicating accurately orally and in writing on medical anthropology subjects that builds on second year knowledge with a focus on more detailed critical exercises and case studies. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 3. At the 4000 level, ANTH4330 3.0 is a specialized seminar where all these program learning objectives are assessed at an advanced level. Students are also assessed for their ability to write for a range of audiences. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
5. Awareness of Limits of Knowledge	<ol style="list-style-type: none"> 1. Understand how knowledge is produced by social relations and culture. 2. By extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge. 3. Demonstrate an understanding of how knowledge and actions are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge. 	<ol style="list-style-type: none"> 1. Understand how knowledge is produced by social relations and culture. 2. By extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge. 3. Demonstrate an understanding of how knowledge and actions are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge. 	<p>The Anthropological core of this minor program (i.e. the anthropological aspect of all courses) is dedicated towards creating an understanding of how knowledge are produced by social relations and culture and hence understanding that our own knowledge is constructed and limited by social relations and culture. Students will demonstrate an understanding of how knowledge and actions are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge through:</p> <ol style="list-style-type: none"> 1. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. The Research Methods element of ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives highlights the manner in which the research process actively constructs knowledge. Students are evaluated for this methodological perspective in their research project.

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
6. Autonomy and Professional Capacity	<ol style="list-style-type: none"> 1. Learn and adhere to the principles of academic integrity. 2. Demonstrate transferable skills necessary for decision-making in complex contexts; in particular, further study, employment, community involvement. 3. Demonstrate an ability to learn independently. 	<ol style="list-style-type: none"> 1. Learn and adhere to the principles of academic integrity. 2. Demonstrate transferable skills necessary for decision-making in complex contexts; in particular, further study, employment, community involvement. 3. Demonstrate an ability to learn independently. 	<ol style="list-style-type: none"> 1. Students will all participate in the academic honesty tutorial. 2. At the 2000 level, ANTH2110 Core concepts in Anthropology and ANTH2170 Sex, Gender & the Body will be taught transferable skills in critical reading, writing and thinking necessary for decision-making in complex contexts.

			<p>These skills build upon the basics taught in their General Education courses. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.</p> <p>3. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives will, through its research project component, provide an opportunity for students to learn independently.</p>
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Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: October 3, 2013

Subject: Approval of a New Minor in Medical Anthropology

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Department of Anthropology to create a Minor program in Medical Anthropology.

The proponents make a compelling case for the need for and value of the program. A Minor in Medical Anthropology is in alignment with LA&PS's strategic plan, which seeks the greater development of Minors, and encourages the development of applied programs. The program also aligns well with the wide range of health initiatives within the Faculty and across York. It also foregrounds one of the Department's areas of significant research strength, and will lead its students toward both graduate work and work in such fields as public health. It is easy to see the Minor pairing well with any number of existing interdisciplinary degree programs in LA&PS (Gender & Women's Studies, Sexuality Studies, Criminology, International Development Studies) as well as disciplinary programs in the social sciences and the humanities. One can also see intriguing possibilities for pairing the Minor with degrees on the professional side; Public Policy and Social Work are obvious candidates, but I have hopes for the inventiveness of students in such fields as Human Resources Management and Marketing.

Though I am leery of any new curricular initiative that claims to have no implications for resources, this proposal's explicit model of limited enrolment, core courses that are already offered, a prerequisite structure, and an acutely limited number of courses on the elective list makes a persuasive case for limited resource impact, even if the program is as successful as it wishes to be. I am particularly heartened that the program is based in a disciplinary unit. In LA&PS, however underfunded units may judge themselves to be, they are always better resourced than are interdisciplinary



programs whether that resourcedness is measured by per Major or per FFTE. The Department of Anthropology has existing resources that may be reallocated in ways that such interdisciplinary programs as Law & Society, or Business & Society do not. In deriving from a disciplinary unit the proposed program in Medical Anthropology originates from a position (fiscal and institutional) of comparative strength, and thus is far less likely to experience the “ruin by success” that has afflicted interdisciplinary programs that lack a departmental context, institutionally speaking.

In my view, the Minor will strengthen Anthropology in providing both focus and forum for a major research strength, and by attracting new, high-achieving students, and not only students from LA&PS. It will aid those students by offering an option in the social sciences that leads in concerted fashion toward such applied programs as Public Health. It is hard to see reasons why the proposal should not be approved or why the program proposed will not be a success.

**OFFICE OF THE
VICE PROVOST
ACADEMIC**

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

Memo

To: Whom it may concern

From: Alice J Pitt, Vice-Provost Academic

Date: 12 December 2013

Re: Minor in Medical Anthropology

I have reviewed the proposed Minor in Medical Anthropology along with the letter of support provided by Vice Dean Michasiw.

This proposal represents an innovative response to external interest with the additional advantage of the possibility for an accreditation. The proponents and Vice Dean Michasiw are persuaded that existing resources are sufficient to mount the program.

I am pleased to support this proposal. It will be important to monitor demand for this highly specialized minor.



DEPARTMENT OF LANGUAGES, LITERATURES AND LINGUISTICS

Undergraduate Certificate Proposal Certificate of Proficiency in Modern Hebrew Language

1. Introduction

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

The Hebrew Section in the Department of Languages, Literatures and Linguistics (DLLL) is proposing a new ***Certificate of Proficiency in Modern Hebrew Language***. The Senate Guidelines define a Certificate of Proficiency as follows: An acknowledgement of proficiency (normally in a language) in a given area. The Certificate of Proficiency in Hebrew is indeed an acknowledgement of proficiency in Hebrew.

The Certificate will be administratively housed in DLLL, which at present offers Certificates of Language Proficiency in Chinese, German, Italian, Japanese, Modern Greek, Portuguese and Spanish. A certificate in Hebrew would complement these offerings.

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

The name Certificate of Proficiency in Modern Hebrew Language is consistent with the definition of this type of certificate in the Senate Guidelines (quoted above). Proficiency is the ability of an individual to speak or perform in an acquired language.

The name is common and widely used by language institutes and universities which offer such certificate to students who attain an advanced level of fluency in a language and able to use an acquired language effectively in various situations including academic and professional settings.

There are international benchmarks for evaluating proficiency, established by different institutions such as the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference for Languages (CEFR) and the Canadian Language Benchmarks (CLB).

2. General Objectives of the Undergraduate Certificate

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

The Certificate of Proficiency in Modern Hebrew Language offers an institutional recognition of the competences students acquire in the Hebrew courses they take as electives. It motivates students to pursue high quality academic education, and to attain advanced knowledge of Hebrew by completing the advanced level Hebrew courses. It also encourages and facilitates cross-cultural and international encounters, as well as greater engagement in the Hebrew Section in DLLL.

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

The establishment of the Certificate of Proficiency in Modern Hebrew Language is consistent with principle 23 in the Faculty's Strategic Planning: "Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community."

The establishment of the Certificate is also consistent with principle 19: Cross-cultural and international encounters are integral parts of high quality university education. Students with good knowledge of Hebrew would benefit from greater exposure to Hebrew-speaking communities, both domestic and international. Students' engagement with those communities will increase their cultural sensitivity and global consciousness, as well as strengthen the relationship between local and global Hebrew-speaking communities and the University.

The Certificate will enhance students' engagement in the Hebrew section by providing them a higher level of motivation to complete the advanced level courses. By completing at least two courses in Hebrew, students are more engaged in the Hebrew section and in DLLL. The Department becomes a point of contact between the university and each student, which leads to a better student experience.

The establishment of the Certificate of Proficiency contributes to the achievement of the university's academic objective—the pursuit of academic quality. It will also facilitate “experiential learning” of students, because students who can demonstrate language proficiency in Hebrew, certified by the University, will be better qualified for internship opportunities and for jobs that require knowledge of Hebrew.

The Certificate would enable students to achieve one of the University's goals for 2020: Students will be more engaged with the teaching and learning process and with each other, and our linkages with the broader community will have broadened and deepened.

It is hoped that the existence of a Certificate of Language Proficiency in Modern Hebrew will encourage students to enroll in Hebrew language courses.

A Certificate of Language Proficiency in Modern Hebrew Language is an indication (as for other languages in DLLL) of the attainment not only of subject competence but also of a high level of discipline, concentration, perseverance, and organization.

3. Need and Demand

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

DLLL currently offers similar approved Certificates of Proficiency in German, Japanese, Italian, Chinese, Modern Greek, Portuguese, and Spanish. These certificates are aimed only at York students who have taken at least two of our language courses. We do not allow applicants who are pursuing a degree in German, Italian, Portuguese, or Spanish within DLLL to apply for a certificate in the respective language, as the degree will already imply knowledge of the specific language, together with a familiarity of the literature and culture of the language area. The Chinese and Modern Greek sections do not offer degree programs; therefore, the Certificates in Chinese and Modern Greek Languages are open to any York student.

The Department of French Studies has such a certificate. The particulars of the Certificate of Proficiency in French are very different from those of this proposal, mainly because the Certificate of Proficiency in French is aimed at anyone, either from within or outside the university. This necessitates that one ascertain the knowledge of French of applicants through an elaborate set of examinations. The proposed certificate is open to students from within the University and students apply for it only after they have completed the required courses. In addition members of the community outside the university will be encouraged to enroll in the necessary courses to complete the proposed certificate.

York offers an Advanced Certificate in Hebrew and Jewish Studies. However, this certificate requires students to take 36 credits in courses that are cross-disciplinary in nature and have thematic coherence in the area of Hebrew and Jewish Studies. It is not a language proficiency certificate. The proposed proficiency certificate requires only 18 credits and focuses on language proficiency.

The proposed Certificate of Proficiency in Modern Hebrew Language, if approved, will be the first of its kind, not only in the GTA, but in Canada. According to our web search (as of August 2013), no other Canadian university offers a certificate of proficiency in Modern Hebrew.

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

In the past few years there has been an increasing number of students who enroll in one or more courses in a specific language either out of general interest or because such courses are relevant to their major program. It is our belief that the introduction of a Certificate of Language Proficiency in Hebrew will officially call attention on a transcript to such a cluster of language courses. In addition, the possibility of receiving a certificate may encourage some students to continue with their study of Hebrew language beyond the intermediate level.

The Certificate should be of particular interest to those students who do not major or minor in Jewish Studies or enrolled in the Jewish Teacher Education Program in the Faculty of Education, and have only room in their schedule of courses to take two or three courses in a language. These students are able to call attention on their transcript to the fact that they have attained a certain level of proficiency in Hebrew by obtaining this Certificate of Proficiency.

A Certificate of Language Proficiency in Modern Hebrew would be of interest to students in such areas of specialization as Political Science, Religious Studies, History, and Communication Studies. It would also be of interest to students in Schulich School of Business and Administrative Studies (particularly the iBBA programs), who seek employment within the Canadian multicultural society, be it in a national or international setting.

At a time when students are particularly pressured to offer specific skills to prospective employers, York University students may want to demonstrate their proficiency in a specific language by means of official certification. In the “global village” knowledge of foreign languages opens more doors and is more relevant in many jobs in the private and public sectors. York University in fact specifically endeavors to become more “international” through faculty and student exchanges and through a number of programs with an international scope.

Hebrew does not currently offer a degree program. Students who major in Jewish Studies take Hebrew courses as part of the requirements for their Jewish Studies major or minor. However, the proposed Certificate of Proficiency in Hebrew language will be granted to students who do not major or minor in Jewish Studies, but to students who completed the Hebrew language courses as electives. This certificate would be the only indication on the transcript that a certain level of concentration and proficiency in these areas has been achieved.

External need and demand for recipients of the certificate:

Hebrew language proficiency would be useful for students who wish to work in a Hebrew school or in a Jewish Community Centre, but do not wish to go through the formal teacher education program and become a Hebrew teacher. Knowledge of Hebrew can be useful and sometimes required in many positions in Hebrew schools or other Jewish institutions in the GTA and Canada.

Hebrew language is particularly appealing to the growing body of students from a wide range of disciplines who seek employment opportunity in the rising markets of the Middle East and Israel.

Some employers may be interested in the language skills of an applicant to a position, but may lack themselves the ability to ascertain the level of foreign language competence of a job candidate.

Given that Toronto is home to one of Canada's largest Jewish communities, we expect that this proposed certificate will weigh in prospective students decision to join York, since the certificate will be the first of its kind in the GTA. Also the Hebrew language courses required for the certificate are offered to members of the community outside of the university who meet the entrance requirements and every effort will be made to advertise the certificate in the appropriate community venues.

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

We anticipate implementation of the Certificate in the fall of 2014.

Since the inception of the Hebrew courses at York in 1968, enrolments in Hebrew have been strong. The establishment of the certificate will no doubt lead to a significant increase in enrolment. Students in Hebrew courses in F/W 2013-14 would be made aware of the existence of the Certificate of Proficiency in Hebrew language. It is expected that students would be attracted by the prospect of achieving a certificate of language proficiency to continue their study of Hebrew to the 3000- or 4000-level. We expect increasing numbers of students to apply for the certificate, as more students are made aware of the certificate. The Hebrew language courses required for the certificate are offered to all students as electives regardless of majors. Students do not have to be enrolled in the Jewish Studies major in order to take the courses. These courses are offered to members of the community outside of the university who meet the entrance requirements. This certificate is useful to teachers in the private school system, to people who want to improve their Hebrew language skills for personal use, for travel or for business. We are planning to inform prospective students in the community about the initiation of the new certificate, and we anticipate a warm response from the community at large.

Projected Student Enrolment in the Certificate's Core Courses					
	2014	2015	2016	2017	2018
AP/HEB 1000 6.00	30	30	30	30	30
AP/HEB 2000 6.00	20	25	25	30	30
AP/HEB 3000 6.00	20	25	25	30	30
AP/HEB 4000 6.00	20	25	25	30	30

4. Curriculum, Structure and Learning Outcomes

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

To apply for the Certificate, students must have successfully completed 18 credits in Hebrew language courses, at least 12 credits in courses offered in DLLL, as follows:

- 6 credits at the 1000-level (HEB 1000 6.0) – This course may be waived if a student places at a higher level of Hebrew through placement testing or an interview.
- 12 credits from the list below:
AP/HEB 2000 6.00 (This course may be waived if a student places at a higher level of Hebrew through placement testing or an interview.
AP/HEB 3000 6.00
AP/HEB 4000 6.00

If HEB 1000 6.0 is waived, the remaining 12 credits of the certificate can be earned by taking HEB 2000 and HEB 3000. If AP/HEB 2000 6.00 is waived, the remaining 12 credits can be earned by taking HEB 3000 and HEB 4000.

Students must receive a final grade of at least B+ in the higher level course.

A certificate of proficiency in Modern Hebrew Language accredits students who are able to communicate in Modern Hebrew with accuracy and fluency in order to participate fully and effectively in conversations on a variety of everyday topics in formal and informal settings. It certifies the linguistic competence necessary to efficiently handle any day-to-day situation in Hebrew. Students who are awarded this certificate can also manage most advanced points of grammar and style in writing, reading and speaking the language, and are able to demonstrate some knowledge of the cultural background of Israel. This is the equivalent of successfully completing the 3000-level language course offered in the Department of Languages, Literatures and Linguistics, with a grade of B+ or higher. In addition, students are required to complete a written examination and an oral interview with a grade of B+ or higher. The examination and the oral interview must be taken before the end of a student's last term.

Learning outcomes

Upon completion of the required courses for the Certificate students are expected to have achieved the following:

- Written communication skills in Hebrew (HEB 1000 6.0; HEB 2000 6.0; HEB 3000 6.0; HEB 4000 6.0)
- Communicative competence and performance in advanced Hebrew (HEB 3000 6.0; HEB 4000 6.0)
- Advanced knowledge of the structure and use of the Hebrew language (HEB 3000 6.0; HEB 4000 6.0)
- In-depth understanding and knowledge of the relevant fields and the disciplines involved in Hebrew language studies (HEB 3000 6.0; HEB 4000 6.0)
- Knowledge about how to use technology enhanced learning in Hebrew (HEB 1000 6.0; HEB 2000 6.0; HEB 3000 6.0; HEB 4000 6.0)
- Awareness of the need of further learning in actual communication, reading, writing and listening comprehension (HEB 1000 6.0; HEB 2000 6.0; HEB 3000 6.0; HEB 4000 6.0)
- Ability to develop language skills further, as an autonomous language learner (HEB 2000 6.0; HEB 3000 6.0; HEB 4000 6.0)
- Familiarity with and understanding of the culture of Israel (HEB 1000 6.0; HEB 2000 6.0; HEB 3000 6.0; HEB 4000 6.0)
- Awareness of the need of further elaboration on the values and concepts central to
- Israeli and Jewish culture and language HEB 2000 6.0; HEB 3000 6.0; HEB 4000 6.0)

- Possession of intellectual curiosity, openness to new ideas, methods and ways of thinking(HEB 1000 6.0; HEB 2000 6.0; HEB 3000 6.0; HEB 4000 6.0)
- Ability to acquire and assess new knowledge through independent studies (HEB 3000 6.0; HEB 4000 6.0)

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

Students will be evaluated for the certificate through class work, tests and exams at the 2000, 3000 and 4000 levels. Only students who successfully complete these courses with a grade of B+ or higher, can apply for the Certificate.

In addition, students will take a written examination and meet with a faculty member for an oral interview to ensure that they have fully met the certificate's expected learning outcomes.

The examination and oral interview will test the following competences to make sure the candidates to this Certificate have acquired them:

- Writing a 1000-word composition about pragmatic subject matters, such as applications and letters
- Scoring 75% or more in a grammar test reviewing the most advanced rules taught in HEB 3000 or HEB 4000
- Fully understanding the content of spoken Hebrew in media such as a news bulletin, or a movie scene, and ability to give an oral and a written account of the content
- Reading a contemporary pragmatic text of at least 800 words, such as editorials in press
- Sustaining a 10-minute conversation about everyday life
- Making a 10-minute oral commentary on a literary text

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

Course Descriptions

AP/HEB 1000 6.00 Elementary Modern Hebrew - offered every year.

A course in beginning Hebrew, teaching elementary speaking and writing skills, emphasizing oral production and comprehension. Note: This course is not open to anyone who has studied Hebrew before, either formally or informally. Course credit exclusions: None.

AP/HEB 2000 6.00 Intermediate Modern Hebrew – offered every year

Review and consolidation of grammar topics to achieve a balance in the students' competence in written and oral skills. Further development in speaking, reading and writing. Course material deals with everyday situations, Jewish history, culture and aspects of life in Israel.

Prerequisite: AP/HEB 1000 6.00 or equivalent; not normally open to students with more than seven years of elementary school level Hebrew or equivalent. Course credit exclusions: None.

AP/HEB 3000 6.00 Advanced Modern Hebrew – offered every year

A course in Modern Hebrew, emphasizing the study of contemporary Israeli language as seen in a wide variety of writings (education, business, military and religious literature, as well as newspaper and periodicals). This course includes practice in writing and composition.

Prerequisite: AP/HEB 2000 6.00 or equivalent. Not normally open to students with three or more years of high school level Hebrew or to native speakers. Course credit exclusions: None.

AP/HEB 4000 6.00 Advanced Modern Hebrew, Level II – offered every other year

An intensive course designed to acquaint students with advanced aspects of Hebrew grammar, to improve their reading skills and their ability to express themselves fluently in conversation and in written form. Not open to native speakers who have completed Grade 9 in Israel.

Prerequisite: AP/HEB 3000 6.00 or equivalent. Course credit exclusions: None.

All these courses are existing courses. No new courses are required for the purpose of the proposed certificate.

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

The certificate's courses are already offered as electives and are taught in the various formats of language teaching in the classroom and in the lab, including: magisterial lectures, class presentations, group exercises, screening of audio-visual material. All these modes of delivery have already proven their efficiency in teaching the Hebrew courses and will continue to be beneficial for students who enroll in the proposed certificate.

5. Admission Requirements

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

York University students may earn a Certificate of Proficiency in Hebrew concurrent with fulfillment of the requirements for a bachelor's degree. The courses for the certificate are completed as electives. Students apply for the certificate only after they have completed the required courses.

This certificate is also open to students who are not enrolled in a bachelor's degree and are admissible to York according to Faculty and University policies. This certificate is not, however, open to students who already hold a degree in Jewish studies and have completed the Hebrew courses required for the Certificate as part of their Jewish Studies degree.

The certificate is open to any student from within the University regardless of majors or minors.

To apply for the certificate students must have completed successfully 18 credits in Hebrew language.

6 credits at the 1000-level (HEB 1000 6.0)

12 credits from the list below:

AP/HEB 2000 6.00

AP/HEB 3000 6.00

AP/HEB 4000 6.00

with a final grade of at least B+ in the higher level course.

The 6 credits at the 1000 or 2000-level may be waived if a student places at a higher level of Hebrew through placement testing or an interview.

Students who enter York with knowledge of Hebrew at the 3000-level, will have to complete the 4000-level as well in order to apply for the Certificate. Students, who start at the 2000-level, will have to complete the 3000-level in order to apply for the Certificate.

Students who successfully complete these courses with a grade of B+ or higher, and take the written examination and the oral interview, will meet the certificate's expected learning outcomes. All courses that are required for the certificate prepare the students and provide them with the necessary information and skills to achieve these learning outcomes.

Departmental regulations state that students must achieve a minimum grade of C in language courses to be allowed to enroll in the next higher language course. Exceptions may be made only in the case of students who can prove that they have achieved the required knowledge of Hebrew through some other means, such as further courses taken (by letter of permission) at other approved institutions applicable at York by transfer credit, or an extended stay in a country where Hebrew is spoken.

According to the Senate Guidelines, the minimum standards are as follows: there would normally be a comprehensive examination in addition to course requirements (normally 12 credits). In order to receive the certificate candidates must present a cumulative GPA of 4.0 or greater in the courses taken to satisfy certificate requirements although language certificates normally have higher requirements.

Students must also submit an application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively.

6. Resources

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

The Certificate of Proficiency in Hebrew Language is housed in DLLL where all required courses are offered. This Certificate will be administered solely by DLLL, where the other language certificates are housed. No consultation or cooperative arrangements with other programs were necessary.

Professor Ahouva Shulman, the coordinator of the Hebrew section, will be responsible for the advising of interested students and the planning and administration of the examination of required tests, in conjunction with the Director of Undergraduate Programs (Languages and Literatures).

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

Students who enroll in the courses listed above participate in classes and activities in the Multimedia Language Centre.

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

No additional office, laboratory or research space is required for students engaged in the Certificate of Proficiency in Hebrew Language. All courses required for the certificate are existing course.

7. Support Statements

The following letters of support are attached:

- Vice-Dean, LA&PS
- Vice-Provost Academic

Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: September 23, 2013

Subject: Approval of New Certificate in Proficiency in Modern Hebrew
Language

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Hebrew section in the Department of Languages Literatures, and Linguistics for the establishment of a new certificate in Proficiency in Modern Hebrew Language. The proposal is in accord with Senate regulations concerning certificates of proficiency, and shows admirable flexibility in its adjustments of requirements to the pre-existing capacities of the individual student. The proposal is entirely in harmony with the Faculty's strategic commitment to "Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community." The proposal also allows for further affirmation by LA&PS of its continuing commitment to the teaching of modern languages.

While the proponents of the certificate are more sanguine than I about the potential for the certificate markedly to increase enrolment, the courses that make up the certificate (HEB 1000, 2000, 3000, and 4000) are offered in most years by full-time faculty to quite small groups. Should the promise of certification attract additional students, they can certainly be accommodated without straining current resources. Should there be sudden demand that cannot be accommodated by the roster of courses currently on offer, some portion of that demand will have to be unmet, at least in the near term.

With that minor caveat, I very much support the initiative and wish it every success.



**OFFICE OF THE
VICE PROVOST
ACADEMIC**

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

Memo

To: Whom it may concern

From: Alice J Pitt, Vice-Provost Academic

Date: November 19, 2013

Re: New Certificate in Proficiency in Modern Hebrew Language

I have reviewed the proposal for a New Certificate in Proficiency in Modern Hebrew Language along with the Vice Dean's support letter.

The certificate does not require any new resources, and all courses required for the certificate are existing courses.

I support this initiative.



Change to Program/Graduate Diploma Academic Requirements

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: Psychology Clinical/Clinical Developmental Areas

2. Effective Session of Proposed Change(s): Fall 2014

3. Proposed Change(s) and Rationale

(Adult) Clinical / Clinical Developmental areas to add a specialty Stream in Neuropsychology within the PhD Program in Psychology

RATIONALE

The Clinical and Clinical Developmental areas of Psychology have recently voted to approve the creation of a clinical neuropsychology stream designed to provide specialty training for students wishing to indicate clinical neuropsychology as one of the fields of practice with the College of Psychologists.

This step was taken because the clinical neuropsychologists in the two clinical areas had identified several problems that we felt could be addressed through the creation of a clinical neuropsychology stream. These problems were:

- No organized curriculum, stream or “roadmap” to specialty competence
- No course in neuroanatomy and cognitive rehabilitation relevant to clinicians
- Students seek additional education and training outside clinical program
- Uncertainty for students with specialty interest
- Relative unavailability of programs across Canada as identified by CPA
- Increasing competition in future with Ryerson and UT Scarborough
- Lack of profile and recognition for York clinical program re neuropsychology

To address these problems the clinical neuropsychology stream:

- Consolidates available resources from Clinical and Clinical Developmental into a clinical neuropsychology “stream”
- Occurred after consultation with relevant regulatory bodies (e.g. College of Psychologists of Ontario)
- Based on literature from relevant specialty bodies (e.g. National Academy of Neuropsychology)
- Developed clinically-relevant neuroanatomy and cognitive rehabilitation course
- Prescribed practicum, internship and competency content
- Preserved existing clinical education
- Minimized impact on existing clinical program
- Minimized additional course/practicum requirements
- Started with “basic” essential stream and will build as needs are identified and opportunities become available

Further details concerning the neuropsychology stream are presented in the Appendix.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>AREAS OF SPECIALIZATION</p> <p>Clinical Psychology</p> <p>The Clinical Psychology area is accredited by the Canadian Psychological Association and the American Psychological Association. Its program of study follows the scientist-practitioner model that is the predominant model in North American clinical psychology, and emphasizes both the development of research skills/ independent scholarship and clinical skills. The program is designed for students who wish to combine psychological theory, research and practice in preparation for university teaching and research and/or for clinical practice and research in settings such as clinic, hospital and social service agencies. In order to meet the program's accreditation requirements, each student must take a one-year (1800 hours) internship at an accredited internship setting as part of the PhD requirements. This may require the student taking the internship in a location other than Toronto. Clinical Psychology offers a variety of psychological assessment and treatment modalities. Particular strengths in research and scholarship are in the fields of psychotherapy, neuropsychology, health psychology and clinical research methodology.</p> <p><i>Note:</i> The addresses of the Canadian Psychological Association and the American Psychological Association Committees on Accreditation are:</p> <p>Dr. Melissa Tieseen Registrar, Accreditation Panel Canadian Psychological Association 141 Laurier Avenue West, Suite 702 Ottawa, Ontario, K1P 5H3 (888) 472-0657, extension 328 accreditation@cap.ca ; http://www.cpa.ca</p> <p>Susan F. Zlotlow, PhD, Director</p>	<p>AREAS OF SPECIALIZATION</p> <p>Clinical Psychology</p> <p>The Clinical Psychology area is accredited by the Canadian Psychological Association and the American Psychological Association. Its program of study follows the scientist-practitioner model that is the predominant model in North American clinical psychology, and emphasizes both the development of research skills/ independent scholarship and clinical skills. The program is designed for students who wish to combine psychological theory, research and practice in preparation for university teaching and research and/or for clinical practice and research in settings such as clinic, hospital and social service agencies. In order to meet the program's accreditation requirements, each student must take a one-year (1800 hours) internship at an accredited internship setting as part of the PhD requirements. This may require the student taking the internship in a location other than Toronto. Clinical Psychology offers a variety of psychological assessment and treatment modalities. Particular strengths in research and scholarship are in the fields of psychotherapy, neuropsychology, health psychology and clinical research methodology.</p> <p>Students wishing to designate clinical neuropsychology as a field or practice when seeking registration should take the core clinical courses and an additional set of core neuropsychology-related courses. (Clinical Neuroanatomy PSYC 6325.30, Human Neurorehabilitation PSYC 6320 3.0, Cognitive Neurorehabilitation PSYC 6330.3, Principles of Neuropsychological Assessment PSYC 6450 3.0)</p> <p><i>Note:</i> The addresses of the Canadian Psychological Association and the American Psychological Association Committees on Accreditation are:</p> <p>Dr. Melissa Tieseen Registrar, Accreditation Panel Canadian Psychological Association 141 Laurier Avenue West, Suite 702 Ottawa, Ontario, K1P 5H3</p>

Program Consultation and Accreditation
American Psychological Association
750 First Street, NE

Washington, District of Columbia, 2002-424
United States

(202) 336-5979

apaaccred@apa.org; <http://apa.org/ed/accreditation>

Internship information may be found at
Association of Psychology
Postdoctoral and Internship Centres (APPIC)
www.appic.org

Canadian Council of Professional Psychology Programs
(CCPPP)

www.ccppp.ca

Prior to completion of the area's PhD, students are
required to demonstrate:

1. Competence with a reasonable sample of
cognitive, personality, behavioural,
neuropsychological and psychometric techniques of
assessment which are oriented to the refinement of
intervention strategies.
2. Competence with a reasonable sample of
cognitive, behavioural, experiential and
psychodynamic systems of psychotherapy.
3. Competence in research into clinically relevant
problems.

In addition to course requirements, this area relies
heavily on an apprenticeship system in which each
student works closely with her or his supervisor and
a variety of psychologists practicing in a wide range
of internship settings for an interactive
enhancement of both the academic and practical
aspects of the student's educational experience.

For more information about the area, contact the Clinical
Director, Dr. Joel Goldberg.

(888) 472-0657, extension 328
accreditation@cap.ca ; <http://www.cpa.ca>

Susan F. Zlotlow, PhD, Director
Program Consultation and Accreditation
American Psychological Association

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neuropsychological and psychometric techniques
of assessment which are oriented to the
refinement of intervention strategies.
2. Competence with a reasonable sample of
cognitive, behavioural, experiential and
psychodynamic systems of psychotherapy.
3. Competence in research into clinically relevant
problems.

In addition to course requirements, this area
relies heavily on an apprenticeship system in
which each student works closely with her or his
supervisor and a variety of psychologists
practicing in a wide range of internship settings
for an interactive enhancement of both the
academic and practical aspects of the student's
educational experience.

For more information about the area, contact the
Clinical Director, Dr. Joel Goldberg.

AREAS OF SPECIALIZATION

Clinical-Developmental

The Clinical-Developmental Area is open to students at the MA and PhD levels who are interested in research and professional work in child, adolescent, and family practice. ~~The area provides training in clinical psychology and its doctoral level program is accredited by the Canadian Psychological~~

For the addresses of the Canadian Psychological Association, see the above Clinical area section.

AREAS OF SPECIALIZATION

Clinical-Developmental

The Clinical-Developmental (CD) Psychology Program is accredited by the Canadian Psychological Association. The CD Program subscribes to a Scientist-Practitioner philosophy and emphasizes a developmental approach to clinical practice. The CD Area is open to students at the MA and PhD levels who are interested in **combining psychological theory and clinical training** in research and professional work in child, adolescent, and family practice. **Students wishing to designate clinical neuropsychology as a field of practice when seeking clinical registration are required to take core courses and an additional set of core neuropsychology-related courses. (Clinical Neuroanatomy PSYC 6325.30, Human Neurorehabilitation PSYC 6320 3.0, Cognitive Neurorehabilitation PSYC 6330.3, Applied Paediatric Neuropsychology PSYC 6945 3.0)**

Prior to completion of a PhD, CD area students are required to demonstrate:

- 1. Competence in conducting research, including:**
 - expertise in conceptualization and critical evaluation regarding research issues
 - expertise in various research and evaluation methodologies suitable for typical and atypical populations in various settings (clinical , community, and academic)
 - expertise in dissemination of research to diverse audiences
- 2 Clinical competence according to accreditation and registration standards, including:**
 - competence in assessment/evaluation of various child and adolescent disorders and disabilities
 - competence in diagnostic formulation and communicating diagnoses to children, adolescents, and their families
 - competence in various methods of evidence-based intervention
 - beginning competence in supervision of more junior trainees.
- 3. Competence in ethical and professional issues related to the practice of psychology,**

	<p>including the demonstration of :</p> <ul style="list-style-type: none"> • a professional identity as a psychologist and scientist-practitioner • high standards of ethical and professional behaviour • good self-awareness, self-evaluation, and knowledge of strengths and limits • awareness of the impact of individual, cultural, and other forms of diversity • citizenship regarding contributing to the profession <p>For the addresses of the Canadian Psychological Association, see the above Clinical area section.</p> <p>For more information about the area, contact the Area Coordinator, Dr. Maggie Toplak.</p>

Outline for Specialty Stream Training in Clinical Neuropsychology
(Adult) Clinical / Clinical Developmental Area

Definition of a clinical neuropsychologist (National Academy of Neuropsychologists)

A clinical neuropsychologist is a professional within the field of psychology with special expertise in the applied science of brain-behavior relationships. Clinical neuropsychologists use this knowledge in the assessment, diagnosis, treatment, and/or rehabilitation of patients across the lifespan with neurological, medical, neurodevelopmental and psychiatric conditions, as well as other cognitive and learning disorders. The clinical neuropsychologist uses psychological, neurological, cognitive, behavioral, and physiological principles, techniques and tests to evaluate patients' neurocognitive, behavioral, and emotional strengths and weaknesses and their relationship to normal and abnormal central nervous system functioning. The clinical neuropsychologist uses this information and information provided by other medical/healthcare providers to identify and diagnose neurobehavioral disorders, and plan and implement intervention strategies. The specialty of clinical neuropsychology is recognized by the American Psychological Association and the Canadian Psychological Association. Clinical neuropsychologists are independent practitioners (healthcare providers) of clinical neuropsychology and psychology.

Clinical neuropsychology stream

The **adult neuropsych stream** adds 0.5 full course equivalents to the current clinical program on the assumption that the existing 1.0 elective requirement is subsumed under the new course requirements. A third practicum focused on neuropsychological assessment may be required if the second practicum provides no specialty

The **CD neuropsych stream** will not add any additional course requirements. The 1.5 full course electives will be fulfilled by the proposed neuropsychology training courses outlined below.

(Adult) Clinical area	Clinical Developmental area
Core Neuropsychology courses:	
Psyc 6325 .03 Clinical Neuroanatomy	Psyc 6325 .03 Clinical Neuroanatomy
Psyc6320.03 Human Neuropsychology: History and syndromes (life span)	Psyc6320.03 Human Neuropsychology: History and syndromes (life span)
Psyc6450.03 Clinical Neuropsychology (assessment focused, life span)	Psyc6945.03 Applied Pediatric Neuropsychology (assessment focused, developmental focus)
Curriculum (recommended timing for above courses)	
M.A. I - no change M.A. II - no change	M.A. I - no change M.A. II - no change
Ph.D.I	Ph.D.I
Psyc 6440.06 Psychodiagnostics	6930 6.0 Intervention Strategies with Children
Psyc 6325 .03 Clinical Neuroanatomy	Psyc 6325 .03 Clinical Neuroanatomy
<i>Psyc6320.03 Human neuropsychology: History and syndromes</i>	Practicum I (clinical assessment focus)

<p>Psyc6445.06P Advanced intervention</p> <p>Minor area paper proposal</p> <p>Clinical practicum II (clinical neuropsychology focus)</p>	<p><i>Psyc6945.03 Applied Pediatric Neuropsychology (assessment focused, developmental focus)</i></p>
<p>Ph.D. II</p> <p><i>Psyc6130/6140.06 Univariate/Multivariate statistics (moved from Ph.D.I)</i></p> <p>Psyc6020/6030.03 Historical and theoretical foundations</p> <p><i>Psyc6450.03 Clinical neuropsychology</i></p> <p>Psyc6490.03 Ethical issues</p> <p>Practicum II with neuropsychological assessment and/or Practicum III</p> <p>Minor area paper</p> <p>Dissertation proposal</p>	<p>Ph.D. II</p> <p>Practicum II (intervention focus)</p> <p><i>Psyc6945.03 Applied Pediatric Neuropsychology</i></p> <p>Minor area paper</p> <p>Dissertation proposal</p>
<p>Ph.D. III/IV</p> <p>Psyc 6330 .03 Clinical Neurorehabilitation (under development)</p> <p>Clinical competency exam (assessment case must be neuropsychological)</p> <p>Dissertation (related to clinical neuropsychology/neuroscience)</p> <p><i>Clinical practicum III (clinical neuropsychology)</i></p> <p>Internship (rotation or concentration in clinical neuropsychology)</p>	<p>Ph.D. III/IV</p> <p>6140 6.0 (F/W) Multivariate Analysis</p> <p>Practicum II (neuropsychological assessment focus)</p> <p>Psyc6320.03 Human Neuropsychology: History and syndromes (life span)</p> <p>Psyc6490.03 Ethical issues</p> <p>Psyc6020/6030.03 Historical and theoretical foundations</p> <p>Dissertation (related to clinical neuropsychology/neuroscience)</p>

CORE KNOWLEDGE: NEUROSCIENCES & HUMAN NEUROPSYCHOLOGY

CORE AREA (CPA)	COURSE	DESCRIPTION
Basic neurosciences (1 core course)	PSY 8345 3.0 (F, S1) *supplemented with graduate seminars (see appended syllabus)	Clinical Neuroanatomy. Functional neuroanatomy is currently taught by Dr. Maz Fallah. This course covers nervous-system anatomy and function using the Afifi & Bergman (2005) text. This text is well-suited to the needs of the clinical neuropsychology students because it provides foundational knowledge in functional neuroanatomy of brain structures (e.g., basal ganglia) and clinical correlates (e.g., parkinsonism) associated with damage to brain structures. Seminars will provide additional, more in-depth coverage of syndrome-based neuropathology and cerebral injury than is currently offered at the undergraduate level, which is required of students wishing to declare competency in neuropsychology with the College of Psychologists.
	<u>ELECTIVES:</u> 6257 3.0(F) host KINES xl with KAHS 6155/BIOL 5146	Fundamentals of Neuroscience I: Structures, Synapses
	6253 3.0(W) xl with KINES 6156/BIOL 5147	Fundamentals of Neurosciences II: Circuits, Systems and Behaviours
Behavioural neurosciences -physiological psychology and pharmacology	PSY 6905 3.0 (CD area core course)	Biological and Cognitive Bases of Development
	<u>ELECTIVES</u> PSY 6270 6.0	Physiological Psychology. A seminar dealing with fundamental issues in biological bases of behaviour.
	PSY 6215 3.0	Topics in Cognitive Neuroscience: Methods of NeuroImaging: PET & fMRI. This course examines the methodological details of fMRI and PET research including (i) the basic physics and biology of generating images; (ii) design of studies with participants across the lifespan; and (iii) analysis of data.
	6278 3.0(W) (host KAHS - xl 6153/BIOL 5141)	Brain and Behaviours: Cognitive Systems

Basic Human Neuropsychology	PSY 6320 3.0	Human Neuropsychology: History and Syndromes. This course provides a foundation in the basic topics and theoretical underpinnings of human neuropsychology through a historical overview of the clinical-pathological method. Extensive readings include classic papers spanning the earliest descriptions of various brain disorders to current reviews of major neuropsychology syndromes.
	<u>ELECTIVES</u> PSY 6770 3.0	Developmental Neuropsychology. The development of various processing modalities and functional systems of the brain are studied in their psychological significance. Development with age is discussed and related to cognitive-developmental states. Possible brain determinants of cognitive style, sex and skills are examined.
Principles of Rehabilitation	PSY 6590B 3.0	Clinical Skills III: Rehabilitation Psychology. This section concentrates on developing assessment and behaviour change skills in the rehabilitation of the physically, emotionally and intellectually handicapped. Students review the literature in vocational and rehabilitation psychology and undertake the testing and assessment of rehabilitation clients at a rehabilitation centre. Some time is also spent on recreation and life-skill counselling.

CLINICAL TRAINING AREAS

ASSESSMENT	PSY 6430 6.0 Core C	Assessment in Psychology. This course covers psychometric foundations and applied aspects of psychological assessment. Tests commonly used in clinical practice are examined at a theoretical and practical level with special emphasis on procedures of test score interpretation, profile analysis and report writing.	C
	PSY 6440 6.0 Core C	Psychodiagnostics. This course covers the psychometric information required to conduct competent psychodiagnoses. Projective, neuropsychological and other tests are examined theoretically and practically, with special emphasis on their integration in DSM IV categorization. Report writing and verbal presentations of results are studied.	C
	PSY 6450 3.0 Core C	Clinical Neuropsychology. This course addresses a number of topics in the practice of clinical neuropsychology. Data derived from various sources including clinical interviews, neurological histories, as well as data from various neuropsychological measures, is interpreted and integrated within the framework of individual case studies. Specific topics include evaluation of head injury, dementia, amnesias, and approaches to rehabilitation and intervention.	C
	PSY 6910 3.0 Core CD	Psychoeducational Assessment of Children and Adolescents. This course trains students in the administration, scoring and interpretation of some commonly used psychological tests. Students are also introduced to basic skills in conducting developmental interviews and disseminating assessment information.	CD
	PSY 6920 3.0 Core CD	Clinical and Diagnostic Assessment of Children and Adolescents. This course considers the use of interviews, observations and psychological testing in the behavioural assessment of children and their families with a variety of presenting clinical issues. Report writing and clinical formulations are areas of focus.	CD
	PSY 6915 3.0 Core CD	Diagnostic Interviewing of Children, Adolescents and Families. This course focuses on a crucial assessment procedure, the diagnostic interview. Types of interviews, skills required, use of interview data for hypothesis generation and testing, diagnosis, integration of interview data with other clinical information, and treatment planning are reviewed.	CD
	PSY 6945 3.0 Core CD	Applied Pediatric Neuropsychology. This course will be modified from previous years. Its new focus will be on the practice of clinical developmental neuropsychological assessment. The assessment of memory, attention, executive functions, and language will be covered. The course will also include rehabilitation techniques for a variety of brain-based disorders.	CD

CLINICAL PRACTICA

ASSESSMENT / INTERVENTION	PSY 6430P 6.0 REQ	Clinical Practicum I. This course introduces the student to the experience of conducting assessments and interventions. The training is mediated through a combination of demonstration, role-playing, and supervision of a limited caseload, with each aspect being integrated with relevant literature.	C
	PSY 6440P 6.0: REQ	Clinical Practicum II. In this course, students are given practical training in psychodiagnosis and in advanced approaches to psychological intervention. The training is mediated through demonstration, role playing, and supervised management of a small number of clinical cases.	C
	PSY 6460P 6.0 Recommended	Clinical Practicum III. This practicum provides extra clinical training that the student and the Director of Clinical Training deem necessary for the student to meet training requirements, such as assuring that the student has sufficient training in both assessment and intervention skills. This practicum may be taken only after the PhD III academic year and provided that the student has completed all coursework, and either the minor area paper or an approved PhD dissertation proposal.	C
	PSY 6910P 6.0: REQ	Introduction to the Psychological Assessment of Children Practicum. This course provides students with 330 hours of practicum training in psychological assessment. Placement in an applied setting is arranged. Regular class meetings with the course instructor provide monitoring of student progress.	CD
	PSY 6930P 6.0 REQ	Intervention Strategies with Children Practicum. This course provides students with 330 hours of practicum training in intervention strategies with children, families and youth. Placement in an approved clinical setting is arranged. Regular class meetings with the course instructor provide monitoring of student progress.	CD
	PSY 69X0P 6.0 Recommended	Clinical Practicum III. This practicum provides extra clinical training to meet training requirements in the area of clinical neuropsychology (or if the first practicum was in clinical neuropsychology, this practicum will provide breadth in clinical psychology)	CD

Proposal Brief:
Major Modifications to the Social Science Undergraduate Degree Program

A. Description of the Proposed Changes and Rationale

The Department of Social Sciences proposes the changes to the degree structure and requirements of the undergraduate Social Science degree program set out in below. It proposes that the changes be effective 2014-15.

Summary of changes:

- Change the name of the program from Social Science (SOSC) to Interdisciplinary Social Science (ISS – name change and new rubric pending) in order to distinguish the degree program from the Department name.
- Change the number of within-major credits required for the Hon. BA from 42 to 48 to accommodate new 2000-level course requirements and reflect Department standards.
- Change the number of within major credits required for the 90-credit BA from 30 to 36 to accommodate new 2000-level course requirements.
- In order to provide structure to the degree, include a series of required courses (18 credits toward the major)
 - AP/SOSC/ISS 1000 9.0 *Introduction to Social Science*.
 - a new six-credit 2000-level course required for all ISS majors – AP/SOSC/ISS 2000 6.0 *Interdisciplinary Approaches to Social Inquiry* *(course proposal under review).
 - a new six-credit 4000-level capstone course required for Honours majors – AP/SOSC/ISS 4000 6.0 *Topics in Social Science Research*.
- Eliminate “stream” structure and stream requirements for Hon. BA.
- Replace the “streams” with a comprehensive list of **core** courses at the 2000 and 3000 level offered within the Department of Social Science to fulfill degree requirements. (See Appendix A)
- Include a “core course” requirement of 24 credits for Honours Majors, at least 12 of which must be at the 3000-level, and at least 6 of which must be selected from an approved list of theory courses.
- Include a “core course” requirement of 18 credits for Hon. Double Majors (42 credits in major) and students taking ISS in a Major/Minor program, where ISS is the Major component. At least 12 of these must be at the 3000-level, and at least 6 must be selected from an approved list of theory courses.
- Include a “core course” requirement of 18 credits for Bachelors students, 12 of which must be at the 3000-level. **NOTE:** BA (90 credit) students are exempted from the theory requirement.
- Add a list of 4000-level course options offered within the Department of Social Science to meet degree requirements for Hon. BA. (See Appendix A)

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Rationale:

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In 2009, the Faculty of Arts and Atkinson Faculty of Liberal and Professional Studies merged to create the Faculty of Liberal Arts & Professional Studies (LA&PS). As part of the merger, it was determined that the Faculty of LA&PS would include both a Department of Social Science and a Department of Equity Studies. As a corollary to that agreement, it was agreed that the two units would share the administration of the degree program in Social Science, which had, before the merger, been housed in Atkinson.

Dual administration proved, in many ways, more challenging than productive. Hence, in 2011, the Faculty of LA&PS proposed that the Social Science degree be moved entirely into the Department of Social Science. Discussions around the transfer of home unit were untaken on the condition that, once the program was firmly housed in Social Science, its degree structure would be closely examined. The current degree structure was created in the context of the Atkinson School of Social Science in order to highlight and maximize the strengths of that School. In its new context, however, that structure appears arbitrary and disconnected. Moreover, the new context opened the program to a new, perhaps unanticipated constituency of students: those who had registered initially in Honours-only interdisciplinary programs housed within the Department of Social Science who had found themselves unable to maintain Honours standing. While such students had found their way into Social Science before the merger, at that time the move required not just a change of major but also a Faculty transfer, thus was comparatively infrequent. In the merged Faculty, Social Science could and did become the default setting for Academic decisions obliging students to depart such large interdisciplinary programs as Criminology and Law & Society. The open degree structure, together with a general agreement that the program would be generous in its allowing of degree-credit equivalencies, allowed students exited from Law & Society and Criminology to in effect shadow their original programs, knowing that Social Science would be there as a safety net.

Without doubting the need for some sort of academic safety net, the Department of Social Science and the Faculty's Dean's Office concluded that a more restrictive structure, and a more coherent academic vision, would allow the degree program a level of academic integrity that it may have had before the merger, but that had eroded in the changed environment of LA&PS. The current proposal marks an attempt to maintain the interdisciplinary nature of the existing degree while pinning that interdisciplinarity to a rigorous grounding in critical theory and interdisciplinary research methods as those are held in common across the range of programs offered in Social Science.

Current Structure:

As the degree stands now, there are five specialized streams of study in the 120-credit Social Science Honours program:

- i) Social Theory
- ii) Economy and Society
- iii) Equity and Social Policy
- iv) Equity and Culture
- v) Health, Work and Society: Canadian and Global Perspectives

All Students must enroll in AP/SOSC 1000 9.00 or AP/HREQ 1040 6.00 (cross-listed to: AP/SOSC 1040 6.00) and chose six credits from AP/HREQ 3890 6.00 or AP/HREQ 4500 6.00 (cross-listed to: AP/SOCI 4500 6.00). Other requirements include 18 credits

chosen from one of the above listed five curriculum streams (at least 12 credits will be at the 3000 level or above, at least six of which must be at 4000 level); and 12 additional credits from any SOSC, HREQ or MIST course including at least six credits outside of the student's chosen stream (some individual courses may be subject to availability or reserved for majors in other programs). Also required are at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000-level and at least 12 credits in the major must be at the 4000-level.

This model has proven unmanageable and unsustainable in terms of ensuring coherent program learning objectives and in terms of ensuring the courses students need to graduate are made available year to year. In particular, 4000 level course options required for Hon BA students have not been well-maintained. This circumstance has been exacerbated by the growth of some interdisciplinary programs that might, at one time, have contributed space for Social Science students but are now in the circumstance of having to reserve practically all their 4000-level spaces for the use of their own majors.

B. An Outline of Proposed Changes to Requirements and the Associate Learning Outcomes Including How the Proposed Requirements will Support the Achievement of Program Learning Objectives:

See Appendix B

The proposed changes to the Social Science degree program are intended to ensure curricular stability and cohesion within the program as well as to foster student identification with peers and faculty within their chosen major(s). The proposed changes are also intended to capitalize on the strengths and resources of the larger Department of Social Science; to create meaningful flexibility for students within the ISS program; and to promote the academic integrity of a distinctive Interdisciplinary Social Science degree program at York.

The specific learning objectives in setting out the above program changes are:

1. To ensure curricular stability and cohesion within the ISS program. In order to provide ISS students with a clear set of core curricular and degree requirements that can be maintained within the Department of Social Science we propose to eliminate the current multiple "stream" structure and stream requirement for Hon. BA majors and establish a more coherent and logical progression through the core program requirements (with required courses at the 1000, 2000 and 4000 levels, as well as a theory requirement for Hon. BA majors). This will enable students, as they progress through the program, to build on the theoretical training and critical skills developed at each year level. The new ISS degree structure will require the following:

- a. All incoming ISS majors will be required to complete a 1000 level foundational course: AP/SOSC/ISS 1000 9.0 *Introduction to Social Science*. **Note:** AP/SOSC/ISS 1000 9.0 or equivalent will be a pre/co-requisite for the new required 2000-level course in ISS. A common foundational course offered in the Department of Social Science will ensure that all ISS students are introduced to relevant features of interdisciplinary social science and familiarized with key concepts, theories and approaches. As well students will begin to develop the critical reading, writing and analytical skills necessary to succeed in the ISS program. One foundational course

will be required for all ISS students, but will also be open to any student wishing to take the course as part of their General Education requirements. Our aim is to, in significant measure, continue to offer the flexibility of the existing program when it comes to the 1000-level requirement. In particular, the program will be committed to ensuring a flexible substitutability of other nine-credit SOSC courses for those students who may transfer into the program at a later stage. However, due to the program's strong reliance on the critical skills component of nine-credit foundations courses, six-credit SOSC courses will normally not be permitted as substitutions.

- b. Building on the foundational skills developed in the required 9-credit 1000-level SOSC course (or equivalent), all ISS students will be required to complete a new six-credit 2000-level course – AP/SOSC/ISS 2000 6.0 *Interdisciplinary Approaches to Social Inquiry*. **Note:** *pre/co-requisite AP/SOSC 1000 9.0 (or equivalent)*. This 2000 level required course will be reserved for ISS majors and may not be substituted with another course. The course is designed to survey different critical research approaches used in the interdisciplinary social sciences (for example: ethnography, historical/archival, survey, participant observation, policy analysis, critical discourse analysis, systems theory, critical geographies). Students will study research papers and proposals on a range of topics and have an opportunity hear faculty from different interdisciplinary programs in the Department of Social Science discuss their own research. The objective is to allow students to evaluate the broad range of research undertaken within the interdisciplinary social sciences and the possible methodologies that can be utilized. As students progress through the program they will be better able to develop research projects of their own with a common practical knowledge of interdisciplinary approaches and methods for critical social inquiry. *AP/SOSC/ISS 2000 6.0 Interdisciplinary Approaches to Social Inquiry will be a pre-requisite for the 4000-level capstone requirement for all Hon. BA majors.*
- c. Rather than having students work from a diffuse list of courses offered across various Departments (as it is now) we have proposed a comprehensive core list of 2000 and 3000-level interdisciplinary courses offered within the Department of Social Science (See *Appendix A*). In doing so, we make very good use of existing resources within and across all SOSC interdisciplinary programs to the degree possible. Maintaining the core list within the Department of Social Science will also ensure ample space is regularly designated for ISS students – an increasingly difficult challenge in the current structure of the program.
Majors pursuing a 120-credit Hon. BA (48 credits in major) or a 90-credit BA (36 credits in major) will be required to select a minimum of 24 credits from the approved core list, where at least 12 of the 24 must be at the 3000-level and at least six credits selected from an approved list of theory courses. Students pursuing an Hon. Double Major (42 credits in major) or Major/Minor where the major is in ISS (42 credits in major) will be required to select a minimum of 18 credits from the approved core list, where at least 12 of the 24 must be at the 3000-level and at least six credits selected from an approved list of theory courses. Majors pursuing a 90-credit BA (36 credits in major) will be required to select a minimum of 24 credits from the approved core list, where at least 12 of the 24 must be at the 3000-level. Majors pursuing a 90-credit BA are exempt from the Theory requirement.
- d. Finally, we propose a series of six-credit 4000-level Honours ISS capstone seminar courses in order to fulfill the six-credit capstone requirement for Hon. Majors including one new course: AP/SOSC/ISS 4000 6.0 *Topics in Social Science*

Research. In completing the capstone requirement, Hon. BA students will have an opportunity to broaden and deepen the theoretical/analytical skills developed at the earlier stages of the ISS program. (**Note:** *students must have completed both the 1000-level and 2000-level required courses prior to enrolling in the capstone course.* Students pursuing an Hon. BA (Major, Double Major, and Major/Minor, where the Major is ISS) will also be required to take an additional six credits at the 4000 level, selected from a longer list of courses offered within the Department of Social Science (students pursuing a 90-credit BA are not required to enroll in a 4000-level capstone course). One very significant challenge with the current stream structure has been finding adequate space in 4000-level courses. Most 4000-level courses currently identified in the various streams either do not have dedicated spaces reserved, or are not regularly offered. To better manage the program curriculum and ensure students graduate in a timely fashion, the Program will work with the rest of the Department to ensure that sufficient spaces are CAS-ed for ISS students in this array of courses. (See *Appendix A*)

2. Foster student identification with peers and faculty within their major program. While it makes sense for the Department of Social Science to offer a Social Science degree program, there is often confusion between the Department and the Program. We are thus concurrently presenting a proposal to change the name of the degree program to the *Interdisciplinary Social Science (ISS)* program in order to distinguish the degree program from the Department name, and to reflect the spirit and character of the revised Program.

The intention in creating a required core curriculum for all ISS majors, with required courses at the 1000, 2000 and 4000 levels, is to strengthen student affiliations with the program, with faculty teaching in the program, and with the Department of SOSC. A new streamlined core curriculum also allows us to capitalize on existing strengths and resources within the Department of Social Science.

3. Create Flexibility and structure for students in the future ISS program. Although the intention of the current “stream” structure is to allow students to organize constellations of courses around a particular theme or subject of interest, the degree overall has very little coherence. Within the structure of the proposed streamlined Interdisciplinary Social Science degree requirements, students will be advised and encouraged to take courses from a range of topics and themes offered across the many programs in the Department of Social Science. Students will also be encouraged to combine the ISS degree with other disciplinary or interdisciplinary programs offered at York.

C. An Overview of the Consultation Undertaken with Relevant Academic Units and an Assessment of the Impact of the Major Modifications on Other Programs:

Consultation within the Department of Social Science:

The most significant impact of the proposed changes to the current Social Science Degree Program will be felt by the undergraduate program in Social and Political Thought, housed in the Department of Social Science. It is by design that the current SPT program will become redundant once the proposed changes to the ISS degree are in effect. Following extensive consultation and careful consideration, the SPT program has submitted a separate Proposal Brief as Section 6.2 the Protocol for Program Closure. The proposed ISS program structure fully integrates and builds upon the core

theory curriculum of the SPT program, thus ensuring both the spirit and intellectual tradition of social and political thought in the Department of Social Science will continue and thrive.

The first drafts of the Proposal Brief and Core course lists were circulated to all Social Science Program Coordinators in August and September 2012, with an original plan to submit the proposal for approval in the fall of 2012. However, in light of emerging consultations with SPT, we decided to delay the submission of the proposal until fall 2013 in order to have the time to carefully work out the structure and intellectual focus of the proposed ISS program drawing on the rich resources of the SPT program.

Meetings with the Chair of Social Science, the UPD and all full time members of the SPT undergraduate program took place on November 12, 2012; June 27, 2013 and Sep 12, 2013. Discussions focused on how to best integrate the core theory curriculum from SPT into the proposed ISS program. Plans were also made to concurrently close the small undergraduate SPT program.

Consultation with all undergraduate programs in the Department of Social Science on the current proposal has been undertaken. A summary of e-mail correspondence, and supporting evidence of consultation is attached in *Appendix C*.

Consultation is underway with SOCI, POLS and DES as these are units whose enrolments may drop with the elimination of the current stream structure of the SOSC degree.

D. A Summary of Resource Implications and How They are Being Addressed:

The proposed changes to the Social Science degree program will require no immediate expenditure of significant resources, but rather will make use of existing courses and teaching resources within the Department of Social Science. Concurrent to the submission of this proposal we have submitted a proposal to close the existing undergraduate program in Social and Political Thought, in which approximately 17 student majors are enrolled. With the closure of the SPT program, five faculty members currently affiliated with SPT will be redeployed to the (future) ISS program to ensure strength in the teaching of the program's core theory curriculum, and to help tide the ISS program over until additional full time resources are in place.

The new program requirements fit within the Faculty's existing framework for Honours and Ordinary degrees as well as General Education requirements. Implementation will require no policy changes and will build on existing curriculum in the Department of Social Science.

The proposed changes include the addition of two new six-credit courses to be offered in each academic year. While the Program can manage with existing resources during the first year of implementation (2014-15), realistically speaking, no program with 800 or more majors can survive without dedicated faculty. Though the redeployed faculty associated hitherto with SPTH will help, especially with the theory core, several appointments will be required over the next three years, as an increasing number of students come under the new regulations. At very least, the program will require one new tenure-track appointment in the professorial stream, a multi-year CLA, and an

alternate-stream appointment.

E. The Application of any Other Relevant Criteria Outlined in Section 3.3 to the Proposed Changes:

N/A

F. A summary of how Students Currently Enrolled in the Program will be Accommodated:

Both Faculty and Departmental advisors will have to incorporate the degree changes into their advising practices. Particular care and consideration will need to be taken in advising students transferring into the new ISS program from other programs / departments with generous consideration for how existing credits might count toward the ISS degree.

The standard grandparenting arrangement will apply for continuing students – students admitted to the Faculty of Liberal Arts and Professional Studies prior to Fall/Winter 2014-2015, at which the new program requirements become effective, will be permitted to continue in and graduate under the current stream structure and program requirements. Student in existing streams who might wish to transfer to the new program structure will be encouraged to pursue appropriate degree transfers or combinations to maintain as much continuity as possible. For instance, a student in one of the current Equity streams may wish to pursue an ISS degree in conjunction with one of the degree programs in the Department of Equity Studies, such as a double major in ISS/HREQ. However, in all likelihood (looking to PPAS as an example of another program that eliminated a series of “streams”), most students currently following a stream of the Social Science degree program will continue as they are.

G. Side-by-side Comparison of the Existing and Proposed Program Requirements as They Will Appear in the Undergraduate Calendar:

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Please **denote additions in bold, blue, underlining, and strikethrough for deletions.**

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Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Example: Delete this text.</p> <p>Social Science</p> <p>Department of Social Science</p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major.</p> <p>Note: students taking Honours social science must declare a stream upon entry to the program.</p> <p>Honours BA: 120 Credits</p> <p>There are at present five streams in the 120-credit Honours program. The requirements appear below.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.</p> <p>Major credits: 42 credits including:</p> <ul style="list-style-type: none"> • AP/SOSC 1000 9.00 or AP/HREQ 1040 6.00 (cross-listed to: AP/SOSC 1040 6.00); • six credits chosen from AP/HREQ 3890 6.00 or AP/HREQ 4500 6.00 (cross-listed to: AP/SOCI 4500 6.00); • 18 credits chosen from one of five curriculum streams below (at least 12 credits will be at the 3000 level or above, at least six of which 	<p>Example: <u>Add</u> this text.</p> <p><u>Interdisciplinary Social Science</u></p> <p>Department of Social Science</p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major.</p> <p>Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: <u>21</u> credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.</p> <p>Major credits: <u>48</u> credits including:</p> <ul style="list-style-type: none"> • AP/SOSC 1000 9.00 (<u>note: only 6 credits count toward the major</u>); • <u>AP/SOSC/ISS 2000 6.0 (pre/co-requisite SOSC 1000 9.0 or equivalent);</u> • <u>24 credits chosen from the CORE list: where at least 12 of the 24 are at the 3000-level or above; and where at least 6 of the 24 must be selected from an approved list</u>

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<p>must be at 4000 level);</p> <ul style="list-style-type: none"> 12 additional credits from any SOSC, HREQ or MIST course including at least six credits outside of the student's chosen stream (some individual courses may be subject to availability or reserved for majors in other programs). <p>Note: at least 12 credits in the major must be at the 4000 level.</p> <p>Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)</p> <p>Honours Double Major BA</p> <p>The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p>Note: in a double major program, a course may count only once toward major credit.</p> <p>Note: students pursuing a double major are restricted from combining a major in the following programs and streams:</p> <ul style="list-style-type: none"> Social and Political Thought with Social Theory; Human Rights and Equity Studies with Equity and Social Policy; Multicultural and Indigenous Studies with Equity and Culture; Labour Studies with Health, Work and Society: Canadian and Global Perspectives; Health & Society with Health, Work and Society: Canadian and Global Perspectives. 	<ul style="list-style-type: none"> <u>of Theory courses;</u> <u>AP/SOSC/ISS 4000 6.0 or AP/SOSC 4511 6.0 (pre-requisite ISS 2000 6.0 or equivalent);</u> <u>Six additional credits in the major at the 4000-level.</u> <p>Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)</p> <p>Honours Double Major BA</p> <p>The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p>Note: in a double major program, a course may count only once toward major credit.</p> <p><u>Major credits: 42 credits including:</u></p> <ul style="list-style-type: none"> AP/SOSC/ISS 1000 9.00 <u>(note: only 6 credits count toward the major);</u> <u>AP/SOSC/ISS 2000 6.0 (pre/co-requisite SOSC 1000 9.0 or equivalent);</u> <u>18 credits chosen from the CORE list: where at least 12 of the 18 are at the 3000-level or above; and where at least 6 of the 18 must be selected from an approved list of Theory courses;</u> <u>AP/SOSC/ISS 4000 6.0 or AP/SOSC 4511 6.0 (pre-requisite ISS 2000 6.0 or equivalent);</u> <u>Six additional credits in the major at the</u>
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<p>Honours Major/Minor BA</p> <p>The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p>Note: in a major/minor program, a course may count only once toward major credit or minor credit.</p> <p>Note: students pursuing a major/minor are restricted from combining a minor in the following programs and streams: Social and Political Thought with Social Theory; Human Rights and Equity Studies with Equity and Social Policy; Multicultural and Indigenous Studies with Equity and Culture; Work and Labour Studies with Health, Work, and Society; Canadian and Global Perspectives; Health & Society with Health, Work, and Society; Canadian and Global Perspectives.</p> <p>BA: 90 Credits</p> <p>Note: the 90 credit BA program does not include a stream option.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must</p>	<p><u>4000-level.</u></p> <p>Honours Major/Minor BA <u>(where the Major is Interdisciplinary Social Science)</u></p> <p>The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p>Note: in a major/minor program, a course may count only once toward major credit or minor credit.</p> <p><u>Major credits: 42 credits including:</u></p> <ul style="list-style-type: none"> • AP/SOSC/ISS 1000 9.00 <u>(note: only 6 credits count toward the major);</u> • <u>AP/SOSC/ISS 2000 6.0 (pre/co-requisite SOSC 1000 9.0 or equivalent);</u> • <u>18 credits chosen from the CORE list: where at least 12 of the 18 are at the 3000-level or above; and where at least 6 of the 18 must be selected from an approved list of Theory courses;</u> • <u>AP/SOSC/ISS 4000 6.0 or AP/SOSC 4511 6.0 (pre-requisite SOSC/ISS 2XXX 6.0 or equivalent);</u> • <u>Six additional credits in the major at the 4000-level.</u> <p>BA: 90 Credits</p> <p>Note: the 90 credit BA program does not include a <u>Theory or 4000-level Capstone requirement</u>.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p>
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successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

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

Major credits: 30 credits including:

- AP/SOSC 1000 9.00 or AP/HREQ 1040 6.00 (cross-listed to: AP/SOSC 1040 6.00);
- six credits from each of two of the five streams (12 credits total);
- 12 additional credits from any SOSC, HREQ or MIST course (some individual courses may be subject to availability or reserved for majors in other programs).

Note: at least 12 credits in the major must be at the 3000 level or above.

Upper-level credits: at least 18 credits at the 3000 or 4000 level.

Credits outside the major: at least 18 credits.

Streams

Social Theory

The courses in this stream explore the fundamental themes of classical and contemporary critical social theory. Among the areas covered are state-society relations, justice, community, democracy, culture and community. The courses also provide an analysis of modern forms of social, economic and political power.

AP/HREQ 4500 6.00 (cross-listed to: AP/SOCI 4500 6.00)

AP/HREQ 4770 6.00

AP/POLS 4045 3.00

AP/POLS 4065 3.00

AP/SOSC 1012 9.00

AP/SOSC 1140 9.00

AP/SOSC 2560 6.00

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

General education: 21 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: 36 credits including:

- AP/SOSC 1000 9.00 ([note: only 6 credits count toward the major](#));
- [AP/SOSC/ISS 2000 6.0 \(pre/co-requisite SOSC 1000 9.0 or equivalent\)](#);
- [24 credits chosen from the CORE list, where at least 12 of the 24 at the 3000-level or above](#);

Upper-level credits: at least 18 credits at the 3000 or 4000 level.

Credits outside the major: at least 18 credits.

CORE List

[AP/SOSC 2101 3.0](#)

[AP/SOSC 2102 3.0](#)

[AP/SOSC 2150 9.0](#)

[AP/SOSC 2210 9.0](#)

[AP/SOSC 2330 9.0](#)

[AP/SOSC 2340 9.0](#)

[AP/SOSC 2435 6.0](#)

[AP/SOSC 2460 9.0](#)

[AP/SOSC 2480 9.0](#)

[AP/SOSC 2560 6.0](#)

[AP/SOSC 2570 9.0](#)

[AP/SOSC 2571 9.0](#)

[AP/SOSC 2652 6.0](#)

[AP/SOSC 2730 6.0](#)

[AP/SOSC 2800 6.0](#)

[AP/SOSC 3041 6.0](#)

[AP/SOSC 3046 6.0](#)

[AP/SOSC 3240 3.0](#)

<p> AP/SOSC 2570 9.00 AP/SOSC 2571 9.00 AP/SOSC 3511 6.00 AP/SOSC 3512 6.00 AP/SOSC 4511 6.00 AP/SOCI 4615 6.00 </p> <p>Note: Social and Political Thought double majors are excluded from this stream.</p> <p>Economy and Society</p> <p>This stream focuses on the intersection of economic analysis with social theory and philosophy. Of central importance are the issues related to the moral foundations and ethical critique of modern economic relations in capitalist societies. We also look at the limits of—and alternatives to—key economic institutions like the modern business firm.</p> <p> AP/HREQ 3125 6.00 (cross-listed to: AP/POLS 3125 6.00) AP/MIST 3745 6.00 AP/SOSC 1340 6.00 AP/SOSC 1341 9.00 AP/SOSC 1520 9.00 AP/SOSC 2330 9.00 AP/SOSC 2340 9.00 AP/SOSC 3040 6.00 AP/SOSC 3552 6.00 AP/SOSC 3916 6.00 AP/SOSC 4044 6.00 </p> <p>Equity and Social Policy</p> <p>In this stream, students are engaged in the study of equity, human rights and social justice issues. It includes discussion of policy, programs and practices in such areas as government and the economy. These issues are examined historically in Canadian and international contexts.</p> <p> AP/HREQ 2010 6.00 AP/HREQ 3010 6.00 (cross-listed to: AP/POLS 3255 6.00, AP/SOCI 3010 6.00) AP/HREQ 3125 6.00 (cross-listed to: AP/POLS 3125 6.00) AP/HREQ 3140 3.00 (cross-listed to: AP/POLS 3195 3.00, AP/PPAS 3140 3.00) AP/HREQ 3480 6.00 (cross-listed to: AP/SOCI 3480 </p>	<p> AP/SOSC 3241 3.0 AP/SOSC 3360 6.0 AP/SOSC 3410 6.0 AP/SOSC 3481 6.0 AP/SOSC 3511 6.0 AP/SOSC 3512 6.0 AP/SOSC 3514 6.0 AP/SOSC 3515 6.0 AP/SOSC 3543 6.0 AP/SOSC 3652 3.0 AP/SOSC 3745 3.0 AP/SOSC 3746 3.0 AP/SOSC 3760 3.0 AP/SOSC 3770 3.0 AP/SOSC 3815 3.0 AP/SOSC 3920 6.0 AP/SOSC 3970 6.0 AP/SOSC 3980 3.0 AP/SOSC 3981 3.0 </p> <p><u>Theory List (Hon. BA only)</u></p> <p> AP/SOSC 2560 6.0 AP/SOSC 2570 9.0 AP/SOSC 2571 9.0 AP/SOSC 3511 6.0 AP/SOSC 3512 6.0 AP/SOSC 3514 6.0 AP/SOSC 3515 6.0 </p> <p><u>Honours Capstone Courses</u></p> <p> AP/SOSC/ISS 4000 6.0 (new) AP/SOSC/SPTH 4511 6.0 </p> <p><u>Additional 4000-level Courses</u></p> <p> AP/SOSC 4043 6.0 AP/SOSC 4044 6.0 AP/SOSC 4045 6.0 AP/SOSC 4141 6.0 AP/SOSC 4113 3.0 AP/SSOC 4250 6.0 AP/SOSC 4357 6.0 AP/SOSC 4370 6.0 AP/SOSC 4435 6.0 AP/SOSC 4436 6.0 AP/SOSC 4450 3.0 AP/SOSC 4452 3.0 AP/SOSC 4510 6.0 </p>
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<p>6.00) AP/HREQ 3720 6.00 AP/HREQ 3761 3.00 (cross-listed to: AP/POLS 3170 3.00, AP/PPAS 3761 3.00) AP/HREQ 3830 6.00 AP/HREQ 3850 6.00 (cross-listed to: AP/SOCI 3850 6.00) AP/HREQ 3890 6.00 AP/HREQ 3891 3.00 (cross-listed to: AP/SOCI 3890 3.00, AP/GL/WMST 3890 3.00) AP/HREQ 3964 3.00 AP/HREQ 4165 3.00 (cross-listed to: AP/POLS 4165 3.00) AP/HREQ 4181 3.00 (cross-listed to: AP/POLS 4181 3.00) AP/HREQ 4240 6.00 AP/HREQ 4500 6.00 (cross-listed to: AP/SOCI 4500 6.00)</p> <p>Note: Human Rights and Equity Studies double majors are excluded from this stream.</p> <p>Equity and Culture</p> <p>In this stream, students are engaged in the study of equity and social justice as they affect different cultures. Issues of gender, war and peace, migration and refugees, and citizenship are examined critically.</p> <p>AP/HREQ 3890 6.00 AP/MIST 2350 6.00 AP/MIST 3260 6.00 (cross-listed to: AP/POLS 3260 6.00) AP/MIST 3350 6.00 AP/MIST 3562 6.00 AP/MIST 3604 6.00 AP/MIST 3610 6.00 AP/MIST 3620 6.00 (cross-listed to: AP/POLS 3565 6.00,) AP/MIST 3624 6.00</p> <p>AP/MIST 3645 6.00 AP/MIST 4050 6.00 AP/MIST 4081 6.00 AP/MIST 4760 6.00 (cross-listed to: AP/POLS 4240 6.00)</p> <p>Note: Multicultural and Indigenous Studies double majors are excluded from this stream.</p>	<p><u>AP/SOSC 4735 6.0</u></p>
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Health, Work and Society: Canadian and Global Perspectives

In this stream, students have the opportunity to study the social determinants of work and health as well as the social impact of policies and institutions related to work and health. We look at how problems in both of these areas have shaped many of the social challenges and policies of the Canadian state. The interrelationships between social change, increased globalization as well as the emergence of human rights and social equity concerns in relation to health and work are also a major focus.

AP/HREQ 3830 6.00

AP/HREQ 4240 6.00

AP/MIST 3562 6.00

AP/SOSC 1510 9.00

AP/SOSC 2101 3.00

AP/SOSC 2102 3.00

AP/SOSC 2110 6.00

AP/SOSC 2150 9.00

AP/SOSC 2210 6.00

AP/SOSC 3101 3.00

AP/SOSC 3103 3.00

AP/SOSC 3113 6.00

AP/SOSC 3130 6.00 (cross-listed to: AP/GL/WMST 3510 6.00, GL/WKST 3610 6.00)

AP/SOSC 3169 3.00

AP/SOSC 3241 3.00

AP/SOSC 3921 6.00

AP/SOSC 3980 3.00

AP/SOSC 3981 3.00

AP/SOSC 3993 3.00

AP/SOSC 4140 6.00

AP/SOSC 4141 6.00

AP/SOSC 4250 6.00

Note: Work and Labour Studies and Health & Society double majors are excluded from this stream.

APPENDIX A:

1. Required Courses

(Hon BA and BA)

- AP/SOSC 1000 9.0 Introduction to Social Science
 - AP/SOSC 2000 6.0 Interdisciplinary Approaches to Social Inquiry (NEW for 2014-15)

(Hon BA only)

- AP/SOSC 4000 6.0 (NEW) Topics in Social Science Research or
- AP/SOSC 4511 6.0 Advanced Seminar in Social and Political Thought

2. Core List in SOSC (pre-requisites may apply in some courses)

AP/SOSC 2101 3.0 Political Economy of Health
AP/SOSC 2102 3.0 Health Systems in a Global Society
AP/SOSC 2150 6.0 Health in Crisis
AP/SOSC 2210 6.0 Labour Relations in Canada: An Introduction
AP/SOSC 2211 6.0 Workplace Diversity (NEW for 2014-15)
AP/SOSC 2330 6.0 Economics of Law Policy and Organization
AP/SOSC 2340 6.0 Intermediate Business and Society
AP/SOSC 2435 6.0 Introduction to South Asian Studies
AP/SOSC 2460 6.0 Contemporary Latin America
AP/SOSC 2480 6.0 Introduction to African Studies
AP/SOSC 2560 6.0 Ideology and Everyday Life
AP/SOSC 2570 6.0 Human Nature and Political Thought
AP/SOSC 2571 6.0 Introduction to Social and Political Thought
AP/SOSC 2652 6.0 Criminal Justice System
AP/SOSC 2800 6.0 Development: Comparative and Historical
AP/SOSC 3040 6.0 Corporate Social Responsibility
AP/SOSC 3041 6.0 The Social Economy and Alternative Development
AP/SOSC 3240 3.0 Labour and Globalization I (North America)
AP/SOSC 3241 3.0 Labour and Globalization II (Comp Perspectives)
AP/SOSC 3360 6.0 Charter of Rights and Freedoms
AP/SOSC 3410 6.0 Political Economy of Latin America
AP/SOSC 3480 6.0 Culture, Democracy and Development in Africa
AP/SOSC 3481 6.0 African Diaspora
AP/SOSC 3511 6.0 Radical Ideas and Ideologies in the Modern West
AP/SOSC 3512 6.0 Postcolonial Theory
AP/SOSC 3514 6.0 Western Theories of the 'Other'
AP/SOSC 3515 6.0 Social and Political Thought: East and West
AP/SOSC 3543 6.0 Gender and Development
AP/SOSC 3652 3.0 Ethnographies of Crime and Policing
AP/SOSC 3745 3.0 City Building: Current Issues
AP/SOSC 3746 3.0 Cities as Neighbourhoods and Communities

AP/SOSC 3760 3.0 Toronto: Urban Growth and Community
 AP/SOSC 3770 3.0 Housing Policy
 AP/SOSC 3815 3.0 Jobs, Unemployment and Canadian Labour Markets
 AP/SOSC 3920 6.0 Disability and Society
 AP/SOSC 3970 6.0 India: Culture and Society
 AP/SOSC 3980 3.0 Workers' Organizations
 AP/SOSC 3981 3.0 Diversity Issues at the Workplace = now a 2nd year course,
 AP/SOSC 2211 6.0

3. Theory List in SOSC (pre-requisites may apply in some courses)

AP/SOSC 2560 6.0 Ideology and Everyday Life
 AP/SOSC 2570 6.0 Perspectives on Human Nature in Political Thought
 AP/SOSC 2571 6.0 Introduction to Modern Social and Political Thought
 AP/SOSC 3511 6.0 Radical Ideas and Ideologies in the Modern West
 AP/SOSC 3512 6.0 Postcolonial Theory
 AP/SOSC 3514 6.0 Western Theories of the 'Other'
 AP/SOSC 3515 6.0 Social and Political Thought: East and West

4. Honours Capstone Courses (pre-requisites may apply in some courses)

AP/SOSC 4000 6.0 (NEW) Topics in Social Science Research
 AP/SOSC 4511 6.0 Advanced Seminar in Social and Political Thought

5. Additional 4000-Level Course Options in SOSC (pre-requisites may apply in some courses)

AP/SOSC 4043 6.0 Corporate Governance and Business Law
 AP/SOSC 4044 6.0 Ethics and Economics
 AP/SOSC 4045 6.0 Business Communications and Society
 AP/SOSC 4113 3.0 Knowledges and Practices in Health
 AP/SOSC 4141 6.0 Women and Health
 AP/SOSC 4143 6.0 Disability and Cultural Representation
 AP/SSOC 4250 6.0 Special Topics in Labour Studies
 AP/SOSC 4357 6.0 Explorations in Sociolegal History
 AP/SOSC 4370 6.0 State of the Art in Law and Society
 AP/SOSC 4450 3.0 Aspects of Modern Latin American and Caribbean Studies
 AP/SOSC 4452 3.0 State and Civil Society in Latin America
 AP/SOSC 4435 6.0 Advanced Topics in South Asian Studies
 AP/SOSC 4436 6.0 India and Globalization
 AP/SOSC 4510 6.0 African Popular Culture
 AP/SOSC 4735 6.0 Seminar in Urban Theory

APPENDIX B

Degree-Level Expectations for Social Science Program

Program:	Social Science
Degree Type:	BA
Degree(s):	Bachelor (90 credits) and Honours (120 credits) <i>(e.g. Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.)</i>
Department/School:	Department of Social Science
Submission Date:	

1. Honours BA (120 Credits)

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
1. Depth and Breadth of Knowledge	<p>W'qp" eqo r ngvqp" qh' vj g" UQUE J qpqwtu" DC" Rtqi tco . "uwf gpw" y km' dg" cdng" vq" f go qpwtcvg" vj g" hqmqy lpi "f gr vj "cpf "dtgcf vj "qh'npqy ngf i g"lpenw lpi < "</p> <p>3+" etklecn' cy ctgpguu" qh' ng{ " uqelcn' cpf " r qrkkecn' eqpegr w'cpf "vj gqtkgu"</p> <p>4+"c"uqrf "wpf gtucpf lpi "qh'vj g"etklecn'lpvgtugevqp" qh' f kuelr npct{ " cpf " lpvgtf kuelr npct{ " hgrf u" lp" vj g" Uqelcn'Uelgpegu"</p> <p>5+"cp"cdkxv{ "vq"gxncwcvg"etklecn'tgugctej "cr r tqcej gu" wugf "lp"vj g"lpvgtf kuelr npct{ "Uqelcn'Uelgpegu"</p> <p>6+"gpj cpegf "etklecn'uniku"lp"y tkkpi "cpf "vj g"i tcur lpi " qh'eqo r ngz "kf gcu"</p> <p>7+" cdkxv{ " vq" f gxgnr " kpf gr gpf gpv" tgugetej " kf gcu" i tqwpf gf " lp" etklecn' vj gqt{ " cpf " lpvgtf kuelr npct{ " tgugctej "o gjv qf u0""</p>	<p>D{ "eqo r ngvqp"qh' vj g"rtqi tco . "uwf gpw" y km' dg" cdng" vq" wpf gtucpf "eqo r ngz" uqelcn' cpf " r qrkkecn' kf gcu" cu" ctvewrcvf " lp" vj g" hqmqy lpi " r tqi tco " ngxgn< "</p> <p>3222" Ngxgn< Dcule" i tcur " qh' lpvgtf kuelr npct{ " r gtur gevkgu" dcule" npqy ngf i g" cpf " ugpgu" qh' vj gqtgvecn' kuwgu" uvej " cu" vj g" f kulpvkg" ej ctcevtkuleu" qh' o qf gtp" uqelgv{ " cpf " vj g" go gti gpeg" qh' uqelcn' vj gqt{ " cpekgpv" vq" gctn{ " o qf gtp="lpetgcu" qti cpl cvkqpcn' uniku" cpf " vko g" o cpci go gpv= f gxgnr "c"ugpgu"qh' r ctvklr cvkqp"lp"cp" cecf go le" ugvlpi " lpenw lpi " tcur gev" hqt " f kxgtug" r gtur gevkgu" f gxgnr "dculeu" qh' ghgevg" etklecn' tgcflpi "cpf "cpcn{ uku0"</p> <p>4222" Ngxgn< Cdkxv{ " vq" kf gpvkh{ " cpf " cpcn{ g" eqpegr w" cpf " cti wo gpw" lp" ugo lpct" ugvlpi u= f kuegtp" cpf " lpvgt r tgv" eqpegr w= f kulpki wkvj " vj gqtgvecn' o qf gnu= tgeqi pl g" lo r qtvcepg" qh' cpf " f gxgnr "lpvgt gu"lp"lpvgtf kuelr npct{ "cr r tqcej gu"vq" uqelcn' uelgpeg"tgugctej =ngctp"vj g"dcule" hqto u"qh' etklecn' vj kpnki . " lpenw lpi " vj g" etklecn' cdkxv{ " vq" eqo o wplecvg" cti wo gpw" lp" uwekpev" guuc{ " cpf " y tkkpi "hqt o cu0"</p> <p>5222"Ngxgn< Vq" gzt rqt g" hwt vj gt "cmi"qh' vj g" cdqvg= dgi klpkpi u"qh'dtqcf gt . "f ggr gt "cpf "o qt g"lpvgi tcvgf " f guetkr vqpu" cpf " cpcn{ ugu= vq" hwt vj gt " f kulpki wkvj " cpf " tgrcvg lpvgtf kuelr npct{ "o cvgtken=eqpegr vqp"qh' kuwgu"lp" f khtgt gpvlpvgtf kuelr npct{ " hgrf u0"</p> <p>"6222" ngxgn< Vq" f gxgnr " ecr cekv{ " hqt" ghgevg" lpvgtf kuelr npct{ " tgugctej " cpf " gpi ci go gpv" lp" r vdrle0 f kueqwtug=gpj cpeg" r gtur gevkgu"cu"etklecn' vj kpnktu= vq"uwf { "eqo r gvlpki " f kueqwtugu"lp"uqelcn' uelgpeg"tgugctej " cpf " uqelcn' cpf " r qrkkecn' vj qvi j v "npqy ngf i g" etklecn'cpcn{ uku. "qtki kpcrv{ 40"</p>	<p>Vj g" tgs wkt go gpw" uwr r qtv" vj g" r tqi tco " ngctpkpi " qdlgevkgu" d{ " r tqxkf lpi " c" i tcf wcn' lpetgo gpv" qh' f gr vj "cpf "dtgcf vj "qh'npqy ngf i g"ltqo "htuv{ gct"vq" hqwt vj < "</p> <p>Kp"vj g"3222"ngxgn' Hqwpf cvkqpu"enuu"UQUE"3222" ; 0. "uwf gpw" ctg" gzt rqt g" vq" c" y kf g" tcpi g" qh' etklecn' " vj gqtgvecn' vqr leu" vj cv" ctg" lpvgtf kuelr npct{ "cpf "lpht o cvkg"lp"tgur gev"vq"ng{ " eqpegr u0' Xctkqwu" o gjv qf u" uwr r qtvkpi " ngctpkpi " qdlgevkgu" lpenw g< r tceveg" lp" r ctvklr cvkqp" lp" ngewtgu" cpf " wvqtkcn= ngctpkpi " vj tqvi j " gzco kpcvqpu. " y tkkpi " cuuki po gpw. " cpf " eqwtug" gzgtelugu= go r m{ lpi " vko gnpkgui" y kj " tcur gev" vq" f gcf kpgu0"</p> <p>Kp" vj g" pgv " 4222" ngxgn' tgs wkt gf " eqwtug. " 0Kpvgtf kuelr npct{ " Cr r tqcej gu"vq"Uqelcn' Kps wkt { :0" uwf gpw" y km' dg" gzt rqt g" vq" f khtgt gpv" etklecn' tgugctej "cr r tqcej gu" wugf " lp" vj g" lpvgtf kuelr npct{ " uqelcn' uelgpegu" "hqt" gzco r ng< gjv pqi tcr j { . " j kuptkcnktej kxcn"uwtxg{ . "r ctvklr cpv"qdugtxcvqp. " r qke{ "cpcn{ uku. "etklecn' f kueqwtug" cpcn{ uku. "u{ ugo u" vj gqt{ . "etklecn' i gqi tcr j kgu0 Uwf gpw" y km' uwf { " tgugctej "r cr gt u"cpf "r tqr qucu"qp" c"tcpi g"qh'vqr leu" cpf "j cxg"cp"qr r qtwvpl{ "j gct "hcewn{ "ltqo " f khtgt gpv" lpvgtf kuelr npct{ " hgrf u" f kuewuu"vj gkt "qy p"tgugctej 0' Vj g"qdlgevkgu"ku"vq"cmqy "uwf gpw"vq"gxncwcvg"vj g" dtqcf " tcpi g" qh' tgugctej " wpf gtvcngp" y kj lp" vj g" lpvgtf kuelr npct{ " uqelcn' uelgpegu" cpf " vj g" r quikdng" o gjv qf qri lgu" vj cv" ecp" dg" wkt gf 0 O gjv qf u" uwr r qtvkpi " ngctpkpi " qdlgevkgu" cmq" lpenw g" eqpf vevkpi "dcule" uej qrtcn{ "tgugctej " cpf " ngctpkpi " r tqr gt "ghgt gpelki 0' "</p> <p>J qpqwtu"uwf gpw"ctg"tgs wkt gf " vq" vcmg"46"etgf ksu" ltqo "c"htuv"qh'cr r tqxgf "UQUE"eqwtugu. "34"qh'y j lej " o wuv"dg"cv"vj g"5222"ngxgn'cpf "cv"ngcu"ukz "etgf ksu"</p>

			<p>ugrgevgf "ltqo "cp"cr r tqxgf "rkuv"qh"Vj gqt {"eqwtugu"O gyj qf u" uwej " cu" gzco kpcvqpu" cpf " y tskpi " cuuki po gpw" hqewu" qp" cf xcpegf" npqy rgi g" qh" ugrgevgf "vgz u"cpf "etkklcni"tugctej "uniku" "</p> <p>Kp"6222"ngxgn"uwf gpw"ctg"tgs wktgf "vq"veng"cu"ukz " etgf k"cr r tqxgf "ecr uvqpg"eqwtug"uwej "cu"6733"80" y j lej "clo u"vq"cf xcpegf"etkklcni"v kpnkpi "hqt"cu"ugplqt" ngxgn"O gyj qf u"kpemf g"tugctej "r tqr qucu" "hqtto cn" guuc {u" cpf " gpi ci gf " ugo kpct " r tugpvcvqpu" cpf " eruu"r ctvlekr cvkqpu"</p>
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2. Knowledge of Methodologies	<p>Wt qp"eqo r rgtvqp"qh"vj g"UQUE"O clqt"DC"Rtqi tco ." uwf gpw" y kni" dg" cdrg" vq" f go qpwtcvg" o gyj qf u" qh" etkklcni"lps wk {"dqy "s wcrkcvxg"cpf "s wcpvkvxg"dg" < "</p> <p>3+"cr r n{ lpi "etkklcni"vj kpnkpi "uniku"vq"eqo r rgtz"kf gcu" 4+"r tqdrgo "uqnxg" d{ "o gcpu" qh"uqelcn" cpf " r qrkklcni" kf gcu"ckf gf "d{ "j kxqtkecn"cpn{uku" "</p> <p>5+" eqputwv" eqo o gpvtkgu" qp" f khtgtpv" kpvgtf kuekr npct {"o gyj qf u"qh"cpn{uku" "</p> <p>6+" crki p" ghgcvxg" tugctej " cr r tqcej gu" vq" tugctej " s wgvkqpu"</p>	<p>D{ "eqo r rgtvqp"qh"vj g" r tqi tco ." uwf gpw" y kni" dg" cdrg" vq" wpf gtucpf "eqo r rgtz" uqelcn" cpf " r qrkklcni" kf gcu"cpf "y kni"ngctp"vj g"dculeu"qh"kpvtgf kuekr npct {" tugctej " o gyj qf qmgi kgu" cu" ctvewrvgf " kp" vj g" hqmqy kpi "r tqi tco "ngxgn" "</p> <p>3222" Ngxgn" C" f gxnqr gf " npqy rgi g" qh" eqtg" o gyj qf qmgi lcn" eqpegr wu" cpf " vj gqgtvlecn" o qf gnu" wpf gtucpf kpi "vj g"xcnvq"qh"cu"j kxqtkecn"npqy rgi g" cpf " etkklcni" cpcn{uku" c" tgeqi plkqp" qh" ng{" kpvtgf kuekr npct {" o gyj qf u" go r m{ gf " kp" uqelcn" uelgpeg" tugctej "dculeu" qh"ceewtcvg"tgcf kpi "cpf " cpcn{uku" f gxnqr kpi "kpvtguv"kp"cp"kpvtgf kuekr npct {" uqelcn"uelgpegu" "</p> <p>4222"Ngxgn"Vq"dgi kp"vj g"o gyj qf "qh"erug"cpn{uku" cpf "kpvtgtgcvqp"qh"kpvtgf kuekr npct {"tugctej "cpf " etkklcni"vgz u"vq"tgcf ."vj kpn{cpf "f kuewuu"etkklcni" < " kpvtgf kuekr npct {" o cvgtkni "kpemf kpi " kpvtgf wvq" vq" vj g" eqpegr wcn" vj g" uqelcn" cpf " r qrkklcni" vj g" vgz wcn"vj g" f kuekr npct {" + "</p> <p>5222"Ngxgn" Hwtvj gt " f gxnqr gf "cdklkkgu" vq" tgrcvg" j kxqtkecn"vj gqgtvlecn"o cvgtkni"kp"qtf gt"vq"utwewtg" c" etkklcni" tghgzxg" r gtur gevkg" qp" uqelcn" npqy rgi g"cpf "lo r cevqp"eqpvg o r qtct {"kuwgu"kp"cu" ttpi g"qh"kpvtgf kuekr npct {" hgrf u" "</p>	<p>Vj g" tgs wktgo gpw" uwr r qtv" vj g" r tqi tco " rgtcpkpi " qweqo gu" d{ " r tqxkf kpi " c" i tcf wcn" kpetgo gpv" qh" npqy rgi g" qh" o gyj qf qmgi kgu" ltqo " hkuv" {gct" vq" hqwtvj 0" "</p> <p>Vj g"3222" ngxgn"eqwtug"cpf "o gyj qf u"cu" f guetkdgf " cdqvg"j gr "ukwcvg"cu"xtkgv "qh"o gyj qf u"qh"lps wk {" cu"cp"kpvtgf wvq"p" "</p> <p>Vj g"4222"ngxgn"eqwtugu"cpf "o gyj qf u"cu" f guetkdgf " cdqvg"gzco kpg"cpf "eqpvtcu"o gyj qf u"uwej "cu"erug" etkklcni" cpcn{uku" qh" kpvtgf kuekr npct {" uej qrtuj kr " cpf " r t2eku" y tskpi " cu" uwf gpw" f gxnqr " etkklcni" cy ctgpguu" "</p> <p>Vj g"5222"ngxgn"eqwtugu" hqewu"qp"o gyj qf u"cu"vj g {" r gtvc"vq"etkklcni"uniku"qh"kpvtgf kuekr npct {" "uqelcn" uelgpegu" vj tqwi j " y tskpi " hqtto cn" etkklcni" cpf " kpvtgf kuekr npct {" guuc {u" "</p> <p>Vj g" 6222" ngxgn"eqwtug"cu"cu" Ecr uvqpg" gpj cpegu" kpf gr gpf gpv" etkklcni" vj kpnkpi " i gpgtcvqpi " ltqo " kpf gr gpf gpv" cpf " qtki kpcn" tugctej " d{ " o gcpu" qh" o gyj qf u" f guetkdgf "cdqvg"o</p>

		6222"Ngxgn" Vq" kpf gr gpf gpw" "tgugctej "c" etklecn' kuwg=" tgeqi pkkqp" qh' eqo r rgzkkgu" qh' kuwgu" cpf " tgr gev' hqt" qj gt" uwf gpwø' xlgv u=" vcnkpi " cpf " fghgpf " cp" kphqto gf" r qukkqp" kp" ugo kpct" cpf " qr gplpi " gzej cpi g" hqt" tgr gevhwf f kuewukqp" cpf " f gdcvgø	
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3. Application of Knowledge	<p>Wt qp" eqo r rgvqp" qh' vj g" UQUE" J qpqtu" DC" Rtqi tco ."uwf gpw'y kn'dg"cdng"vq" f go qpwtcvg<"</p> <p>3+" c" etklecm{ " gxcnwcvg" cr r tgekvqp" qh' c" uqwpf " cti wo gpv' y j lej " cuuku" vj g" htco lpi " qh' uqelcn' cpf " r qrklecni' tqdngo uø"</p> <p>4+" cr r rlecqvqp" qh' npqy rgi g" y j lej " kpxqkngu" vj g" wpf gtucpf lpi " qh' cdutcev' vj ggt { " cu' k' eqppgeu" vq" eqpetgv" r tcevecn' uqelcn' cpf " r qrklecni' ukwcvkpuø"</p> <p>5+"cdkklv{ "vq" y gki j " f khtgtpv' kpgtf kuek nkpt { "tgugctej " cr r tqcej gu" vq" cf f tguu' eqpvgo r qtct { "uqelcn' kuwguø"</p>	<p>D{ "eqo r rgvqp" qh' vj g" r tqi tco ." uwf gpw' y kn' dg" cdng" vq" wpf gtucpf " eqo r rgz" uqelcn' cpf " r qrklecni' kf gcu" cu" ctvevrcvgf " kp" vj g" hqmqy lpi " r tqi tco " ngxgn<"</p> <p>3222"Ngxgn" C" f gxnqr gf " npqy rgi g" qh' y tkkpi " cp" cti wo gpwcvxg" guuc{ " d{ " uko wrcvki " xctkqu" vj ggtgvecn' r qukkqp" cpf " gxcnwcvi " vj qug" xku/ </ xku" eqo r gvki " htco gy qtmu' qh' npqy rgi g" ø"</p> <p>4222" Ngxgn" C" f gxnqr gf " hco kktkv{ " y kj " eqtg" kpgtf kuek nkpt { " cr r tqcej gu" vq" uqelcn' kps vkt { = " r ctvekvqp" kp" uo cni' tqwr " cpf " rgewtg" ugkvu u" vq" xgv" eqo r gvki " kf gcu" cpf " cr r n{ " vj g" npqy rgi g" vq" eqpvgo r qtct { " cpf " j kuqtlecn' keteu ucpoguø"</p> <p>5222" Ngxgn" c" i tqwpf gf " wpf gtucpf lpi " qh' ng{ " kuwgu" kp" f khtgtpv' hgnf " qh' kpgtf kuek nkpt { " uqelcn' uelpegu= kpetgcugf " hnwf kv{ " qh' vj ggtgvecn' cpf " o gvj qf qmqi lecn' htco gy qtmu= vq" rgecvg" ur gekhe" kpgtguvu" kp" tgrvqp" vq" vj g" dtqcf gt " hgnf " qh' uqelcn' uelpegu" cpf " eqpegr vkpu" qh' uqelcn' cpf " r qrklecni' npqy rgi g= vq" etklecm{ " cpf " ghgevxgn{ " gpi ci g" ewtgpv' cf xcpegf " kpgtf kuek nkpt { " uqelcn' uelpegu" uej qrtuj k" "</p> <p>6222" Ngxgn" uwrgtkqt" cpcn{ uku" qh' eqo r gvki " f kueqwtugu" kp" uqelcn' uelpegu= " npqy rgi g" etklecn' cpi uku" qtki kpcnk{ = " hqto wrcvqp" qh' npi gt" etklecn' guuc{ u= cr r rlecqvqp" qh' o gvj qf qmqi lecn' cpf " vj ggtgvecn' npqy rgi g"</p>	<p>Vj g" tgs vkt go gpw" uwrgtkqt vj g" r tqi tco " rgtcpkpi " qweqo gu" d{ " r tqxkf lpi " c" i tcf wcn' kpetgo gpv' qh' cr r rlecqvqp" qh' npqy rgi g" htqo " hkuv{ gct " vq" hqwtvj ø" "</p> <p>Vj g" 3222" ngxgn' eqwtug" cpf " o gvj qf u" cu" f guetkdgf " cdqvg" j gnr " vj g" uwf gpv' cr r tgekvqp" etklecn' vj ggtkgu" cu" vj g{ " cr r n{ " vq" c' y kf g' teci g" qh' vqr leuø"</p> <p>" Vj g" 4222" ngxgn' eqwtugu" cpf " o gvj qf u" hcekvkv" vj g" hqewu" qp" ng{ " kpgtf kuek nkpt { " cr r tqcej gu" vq" uqelcn' kps vkt { " cu" vj g{ " ctg" f kuewugf " kp" uo cni' i tqwr " ukwcvkpu" y j gtg' kf gcu" ctg" eqpvguvf ø"</p> <p>Vj g" 5222" ngxgn' eqwtugu" guvdrkuj " c" ugewtg" i tqwpf lpi " hqt " enqugt " etklecn' cpcn{ uku" qh' vqr leu" y kj " cf xcpegf " uqelcn' uelpegu" tgugctej " cpf " vj ggtgvecn' vgzvø"</p> <p>Vj g" 6222" ngxgn' qhngp" kpxqkngu" npi gt. " o qtg" eqo r rgz" y tkwgp" cuuki po gpw' y j gtg" uwf gpw" ecp" gzt cpf " cpf " gxcnwcvg" vj gkt " qy p" qtki kpcn' kf gcu" xku/ </ xku" xctkqu" o gvj qf qmqi lgu" cpf " uej qmqi" qh' vj qwi j v' vj wu" cr r n{ lpi " npqy rgi g" vj tqwi j " eqo r ctuqp" cpf " eqpvtcu' qh' ng{ " vj kpngtu" cpf " cuuqelcvf " kf gcuø"</p>

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<p>4. Communication Skills</p>	<p>Wt qp" eqo r rēvqp" qh" vj g" UQUE" J qpqwtu" DC" Rtqi tco ." uwf gpw" y kni' dg" cdrg" vq" f go qpwtcvg" cf xcepgf "eqo o wplecvkg'uniku"vj tqwi j <"</p> <p>3+Hqto wvkvpi "c"eqi gpv'cti wo gpv'qh'vj gk"qy p"</p> <p>4+dgkpi "cdrg"vq'y tkg'hqt"cy kf g'tcpi g'qh'cwf kgpegu" dqvj "cecf go le"cpf "rc{"</p> <p>5+ f gxgnr " c" etklecn' g{g" vq" kf gpvkh{ kpi " cpf" f kuewuukpi "uqekcn'cpf "r qrklecni'r cwgtpu'qh'qti cpk gf" npqy rgi g"</p>	<p>D{ "eqo r rēvqp" qh" vj g" r tqi tco ." uwf gpw" y kni' dg" cdrg" vq" wpf gtucpf "eqo r rēz" uqekcn' cpf " r qrklecni' kf gcu" cu" ctvkwcvg" kp" vj g" hqny kpi " r tqi tco " rēxgn<"</p> <p>3222"Ngxgn'Dcule"ugpug"qh'y j cv'ku"lpxqrxgf "kp" j qf kpi " c" npqy rgi gedrg" cti wo gpv' cpf " qh" gzt guukpi "k'kp"qtcn'cpf "y tkgp" hqto = "k'etgcu" qti cpk cvkpcn' npqy rgi g= "k'etgcu" ugpu" qh" r ctvkr cvkpp"kp"cp'cecf go le"eqo o wplk{"</p> <p>4222"Ngxgn' Cdkk{" "vq" eqo r qug" o qtg" eqo r rēz" gzc o kpcvqp"cpuy gtu"cpf "y tkkpi "cuiki po gpw"kp" rki j v'qh'eqpegr wcn'cpf "o gvj qf qm' lecni'npqy rgi g" y kj "o qtg" hqewu"qp"vj go gu'cpf "eqv'gpw="hqt o cn' s wcn'kgu" qh" vj g" cdqyg" g{0' vj guku" uvcgo gpv" cti wo gpv"rcpi wci g."ekcvqp="eqo r rēv" rktct {"cpf" qprkpg" tgugetej " cuiki po gpw" cpf " wpf gtucpf " vj g" xcng"qh'etklecn'f kucpeg"</p> <p>5222" Ngxgn' Cdkk{" "vq" eqo o wplecvg" eqo r rēz" kf gcu"kp"cp" ghgcvkg" o cpgt=" o ckpcvcp" c" f ggr gt" cr r tgekvqp" qh" kvgtf kuer rkpt {" hqto u" cpf " r tcevgu="hwt vj gt "tgeqi pklqp"qh'xcng"d {" o gcpu'qh' vj ggtg'ecni' cpf " o gvj qf qm' lecni' cy ctgpgu=" eqo r rēv'pi "hpi gt "guuc{u'cpf "lqwtpcn'cuiki po gpw=" Rgthqto cpeg" kp" ercuu" r tgu'pvcvqpul'f kuewuukpu." cpf "uo cni' tqw "f kuewuukpu"v' r tqf weg'tgr qt w"</p> <p>"6222"Ngxgn' Cdkk{" "vq" y tkg" c" eqi gpv."nwkf "cpf" f ghgpkdrg" rkpg" qh" cti wo gpv'vqp=" vq" hwt vj gt" ewnkcvg" kvgtguru" kp" kvgtf kuer rkpt {" uqekcn' uelgpeg" tgugetej ." kpenw kpi " f gxgnr kpi " dcn'pegf " cpf " tgn'xcpv' etkls wg=" r tgr ctvqp" hqt" i tcf wcvg" y qtni' kp" cp" kvgtf kuer rkpt {" hgrf " vj tqwi j " kpf gr gpv' tgugetej " qp" cuiki po gpw=" gzwgpf gf" guuc{u' o c {"kpenw g'gzco kpcvqp u0</p>	<p>Vj g" tgs wkt go gpw" uwr r qt v' vj g" r tqi tco " rēctkpi " qweqo gu" d {" r tqxkf kpi " c" i tcf wcn' kpetgo gpv' qh' eqo o wplecvqp'uniku" hqto " hku' { gct "v' hqwt vj 0"</p> <p>Vj g"3222" rēxgn'eqwtug" cpf " o gvj qf u"cu" f guetkdgf " cdqyg" ukwcvg" vj g" dcule" kf gcu" qh" tgcnu u" qh' npqy rgi g." cp" k o r qtvcv' hcvqt" hqt "eqo r ctvkg" vj qwi j v'cu'c' dcuk'qh'eqo o wplecvqp'uniku0</p> <p>Vj g" 4222" rēxgn'eqwtugu" cpf " o gvj qf u" gpeqwtci g" uwf gpw" vq" gzt cpf " cpf " tghkpg" vj gk" qy p" kf gcu" vj tqwi j " mpi gt" y tkkpi " cuiki po gpw" cpf " f kuewuukpu"kp" rcti gt "eruu tqgo "ukwcvqp'u"cu" y gni' cu" uo cnrg" wwtkcn' i tqw u." vj gtd {" gpj cpekpi " eqo o wplecvqp'uniku"qh'kvgtcvkpp0</p> <p>Vj g"5222" rēxgn'eqwtugu" cpf " o gvj qf u"qh'vgp" cnqy " uwf gpw" vq" hqewu"qp" c" r ctvkwct " hgrf " qt "vqr le" y j kg" r gthqto kpi " kp" eruu" r tgu'pvcvqp" cpf " gpi ci kpi " kp" i tqw " r tqlgewu" vj gtd {" r tqxkf kpi " c" hqtwo " hqt" cf xcepgf " eqo o wplecvqp" uniku" dqvj " qtcn'cpf "y tkgp0</p> <p>"Vj g"6222" rēxgn'eqwtugu" cpf " o gvj qf u" r tgr ctg" vj g" uwf gpv' hqt "kpf gr gpv'etklecn' vj kpnkpi ." tgcf kpi ." cpf " y tkkpi " cu" uwf gpw" mqn' vq" gpvt " vj g" y qtni' hqteg" y kj " vj g" cdkkkgu" vq" hqto wcvg" utqpi " cti wo gpw'cpf "gzt rkpv' vj go "vq" y kf gt "cwf kgpegu0</p>

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
5. Awareness of Limits of Knowledge	<p>Wf qp" eqo r ngvqp" qh' yj g" UQUE" J qpqtu" DC" Rtqi tco . "uwf gpw'y knldg"cdng"q'f go qpwtcvg<"</p> <p>3+"c"uwr gtkt"wpf gtucpf lpi "qh'yj g'iko ku"vq"y gk"qy p" npqy rgi g"</p> <p>4+" cp" cy ctgpguu" qh' o wnr ng" lpytr tgvkqpu" qh' eqo r ngz"uqekcn'kuuugu"</p> <p>5+" tgeqi pl g" yj g" pgeguu" hqt" hwtj gt" cecf go le" lpxguki cvkqpu"cpf"tgugtej</p>	<p>D{ "eqo r ngvqp" qh' yj g" r tqi tco . "uwf gpw'y kn' dg" cdng"q'wpf gtucpf "eqo r ngz"uqekcn'kuuugu"cpf "kf gcu" cu'ctvewvvgf "lp"yj g'hqny lpi "r tqi tco "ngxgn<"</p> <p>3222"Ngxgn"Ewnkcvkqp"qh'ugrh/vpf gtucpf lpi)'cu'c" eqpvpwvq"cpf "qpi qlpi "r tceveg"cpf "cu'qdlgev'qh' tghrgevqp" hqt" uuvcpgf " etklecn' uwf { = " i gpgtcn' ceerko cvk cvkqp"cpf "ceewwtcvkqp" y kj "tgur gev"vq" yj g'eqpvgukpi "qh'kf gcu'y kj lp"cecf go le"rkg0"</p> <p>4222" Ngxgn' Hwtj gt" lpxguki cvkqp" qh' -ugrh/ vpf gtucpf lpi 0' yj tqwi j "cf xcpvgf "etwecni'cpcn' uku" y j kg" tgeqi pl lpi " ujl kpi " rcpf uecr gu" qh' lpygtf kuekr rcpct { "cr r tqcej gu"cpf "cr r rkecvkpu0"</p> <p>5222" Ngxgn' Uqwpf " i teur lpi " qh' ur gekhe" eqpvgor qtct { " gxgpw" lp" tgrvqp" vq" dtqcf gt" j kuqtlecn'cpf "ewwtcn'kuuugu"cpf "eqpvz u="cdkks { " vq" f kugtp"ej cpi g"lp"uqekcn'cpf "r qiklecn'rcpf uecr gu" yj cv'chgevj qvi j v'cpf "r tceveg"cdkks { "vq" gxcnvcg" yj g"rko kcvkpu"qh'f kuekr rcpct { "cpf "lpygtf kuekr rcpct { " tgugtej "o gyj qf u"</p> <p>6222"Ngxgn'Uwr gtkt"etklecn'cpcn' uku"qh'yj ggt { "cpf " r tceveg"qp"nqecn"pcvqpcn"cpf "i nqdcn'r rnvqto u=" cdkks { " vq" gzvgpf " cecf go le" cpcn' uku" dg { qpf " yj g" ercuutqgo 0</p>	<p>Vj g" tgs vkt go gpw' uwr r qtv' yj g" r tqi tco " ngctplpi " qweqo gu" d { " r tqxkf lpi " c" i tcf wcn' lpetgo gpv' qh' cy ctgpguu"qh'iko ku'qh'hpqy rgi i g'itqo "hkuv' { gct"vq" hqwtj 0"</p> <p>Vj g" 3222" ngxgn' eqwtug" cpf " o gyj qf u" f guetldgf " cdqvg" r tqxkf g" qwrkpgu"qh'yj ggtgvecn'uej qqu"cpf " eco r u'y j kg"gzr qukpi "uwf gpw"vq"s vguvqplpi "yj g" ueqr g."yj g'cf xcpvci gu'cpf "f kuf xcpvci gu'qh'gej 0"</p> <p>"Vj g" 4222" ngxgn' eqwtugu" cpf " o gyj qf u" gpj cpeg" etklecn' yj qvi j v' y j kg" gpeqwtci lpi " uwf gpw" vq" s vguvqp" yj g" xcrkf k { " cpf " rko ku" qh' yj gk" qy p" npqy rgi i g0"</p> <p>Vj g"5222"ngxgn'eqwtugu"cpf "o gyj qf u"j gr "uwf gpw" dgeqo g'eqo hqtcdng"y kj "yj gk"qy p"yj ggtgvecn'cpf " o gyj qf qm i lecn'hqto wrcvqpu"y j kg"pcxli cvkpi "c" c" tcpi g"qh'hgrf u"cpf "vqr leu" yj wu"wpf gtueqtlpi "yj g" rko ku"vq"qpgo"qy p"npqy rgi i g0"</p> <p>"Vj g" 6222" ngxgn' eqwtugu" cpf " o gyj qf u" gzt qug" uwf gpw"vq"eqo r ctvkg"cr r tqcej gu"d { "eqpvtcvkpi " tgcno u" qh' npqy rgi i g" lp" i nqdcn' eqpvz v' yj gtd { " qr gplpi "yj g'r quukdkks"u" hqt" gzt rqt lpi "yj g"kf gc"qh' rko ku" qh' npqy rgi i g" cu" cp" cf xcpvci g" hqt" gpeqwtci lpi "hwtj gt"lpxguki cvkqpu0</p>

a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
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<p>6. Autonomy and Professional Capacity</p>	<p>W'qp" eqo r'ngvqp" qh' vj g" UQUE" J qpqwtu" DC" Rtqi tco ." uwf gpw" y kni' dg" cdrg" vq" f go qpwtcvg" cwqpqo { "cpf" r tqhgukqpcn'ecr cekv{ "vj tqwi j <"</p> <p>3+"vj g'ces wukvqp"qh'tcpuhgtcdrg"etkilecni'uniku"</p> <p>4+" vj g" wpf gtucpf lpi " qh' ugrh'o cpci go gpv' cu" cp" lo r qtvcpv' hcevt" lp" tgugetej lpi " cpf" y tkkpi " cdqwu' uqekni'kuwgu"</p> <p>5+"f gxgnr o gpv'qh'r gtuqpcn'kpvgngewcn'i tqy vj "vkgf" vq'dqvj "cecf go le'cpf "uqekni'tgur qpukdkv{"</p> <p>"</p>	<p>D{ "eqo r'ngvqp"qh' vj g" r tqi tco ." uwf gpw" y kni' dg" cdrg" vq" wpf gtucpf "eqo r ngz" uqekni' cpf " r qrkilecni' kf gcu" cu" ctvewrcvgf " lp" vj g" hqmqy lpi " r tqi tco " ngxgn<"</p> <p>3222" Ngxgn< Fgxgnr lpi " uniku" qh' r gtuqpcn' tgur qpukdkv{ "cpf" r tceveg" cv' f gekvqp" o cnkpi " lp" vj g" eqpygzv'qh'hqto wrcvpi "kf gcu"cpf "cr r n{ lpi "vq" uqekni'ekewo ucpegu0'</p> <p>"</p> <p>""4222" Ngxgn< Hwtvj gt" f gxgnr o gpv' qh' kpvt/ r gtuqpcn' uniku" qh' eqo o wplecvqp" cpf " vko g/ o cpci go gpv' qh' o qtg" eqo r ngz" cpf " uqr j kulecvgf " cuuki po gpw0'</p> <p>"</p> <p>""5222" Ngxgn< Cf xcpegf " r tceveg" cv' y qtnkpi " ghgcvkxgn{ "y kj "qvj gtu"lp"uo cni' i tqwr "cpf "vgco " ukwcvkpu" vq" f kuewu" cpf " gxcnvcg" etkilecni' uqekni' kuwgu"</p> <p>"</p> <p>""6222" Ngxgn< Uwr gtlqt" npqy rfi g" qh' kpvt/ r gtuqpcn'eqo o wplecvqp"qh'kf gcu"cpf "vqr leu'dqvj " y kj lp" cpf " dg{ qpf " vj g" hgrf u" qh' uqekni' uelpege=i tqy vj "y kj "tgur gev'vq"cecf go le'tgur qpukdkv{"cpf " uqekni' kpvgi tkv{ " dqvj " lpukf g" cpf " qwuuf g" vj g" r tqi tco =f go qpwtcvqp"qh'cpcn{ vlcni'cpf "r tqdrgo " uqrxlpi " cdkskxgu" tgs wktgf " vq" r wtuwg" i tcf wcvg" uwf lgu."qt"vq"hlpf "go r n{ o gpv'lp"hgfr u"uwej "cu" lqwtprkuo ." gf wecvqp." r wdrle" ugtxleg" cpf " qvj gt" r tqhgukqpu" lp" chhkrvcgf " f gr ctvo gpw" cpf " qvj gt" tgrvcgf "f kuekr rkpgu"</p> <p>"</p> <p>"</p> <p>"</p> <p>"</p> <p>"</p> <p>"</p> <p>"</p> <p>"</p>	<p>Vj g" tgs wktgo gpw" uwr r qtv' vj g" r tqi tco " ngctplpi " qweqo gu" d{ " r tqxkf lpi " c" i tcf wcn' kpetgo gpv' qh' cy ctgpguu'qh'cwqpqo { "cpf" r tqhgukqpcn'ecr cekv{ " htqo "htuv{" gct"vq"hwv vj 0"</p> <p>"</p> <p>Vj g"3222"ngxgn'eqwtug"cpf "o gvj qf u'cu'f guetkdgf " cdqvg'gucdnkuj "c'i tqwvf "hqt"ghgcvkxg'f gekvqp" o cnkpi "lp" c'cpi g'qh'eqpygzv'u0'</p> <p>"</p> <p>Vj g"4222"ngxgn'eqwtugu"cpf "o gvj qf u'hwv j gt" gzt rqtg"cpf "uqrf kh{ "vj g'uwf gpw0'f gxgnr o gpv'qh' eqo r ngz"vclgevtlgu'qh'etkilecni'vj qwi j v'cp'cpcn{ uku0"</p> <p>"</p> <p>Vj g"5222"ngxgn'eqwtugu"cpf "o gvj qf u'r tqxkf g" xgpwgu'uwej "cu'encuu'r tgugpvcvqpu"cpf "uo cni' i tqwr " y qtnij cv'gpv'wuu'tgur qpukdkv{ "vq"vj g'uwf gpv'hqt" cpcn{ lpi "kpetgcukpi n{ "ko r qtvcpv'vqr leu'qh'uqekni' cpf "r qrkilecni'gngxcpeg"</p> <p>"</p> <p>Vj g"6222"ngxgn'eqwtugu"cpf "o gvj qf u'i kxg'o wej " nggy c{ "hqt'uwf gpw"vq'eqpwtwv'vj gkt"qy p'xkgy u" cpf "etkilecni'htco gy qtmu'd{ "y j lej "vj g{ "ecp" vcpukvqp'htqo "vj g'cecf go le"eqo o wplv{ "vq"uqekv{ " cu'rti g."vj gtgd{ "wkrk lpi "etkilecni'uniku"lp" c'y kf gt" eqpygzv'cu'y gni'cu'ugr h'o cpci lpi "vko g'cpf " etgcvkxg lkpvgngewcn'gpf gcxqwtu0</p>
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2. Bachelor (90 Credits)

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<p>Wf qp" eqo r ngvqp" qh" yj g" UQUE DC" Rtqi tco " *, 2" etgf kv." uwf gpw" y kni dg" cdng" vq" f go qpwtcvg" yj g" hqnyy lpi "fgr yj "cpf "dtgcf yj "qh'npqy ngf i g'kpenw lpi < "</p> <p>3+" etklecn' cy ctgpguu" qh" ng{ " uqelcn' cpf " r qnklecni' eqpegr w'cpf " yj gqtkgu"</p> <p>4+"c"uqkf "wpf gtucpf lpi "qh'yj g"etklecn'lpvgtugevqpu" qh' f kuelr npct { " cpf " lpvgtf kuelr npct { " hgnf u" lp" yj g" Uqelcn'Uelgpegu"</p> <p>5+"cp"cdkxv{ "vq"xcnxcvg"etklecn'tgugctej "cr r tqcej gu" wugf "lp" yj g'lpvgtf kuelr npct { "Uqelcn'Uelgpegu"</p> <p>6+"gpj cpegf "etklecn'uniku"lp"y tklpi "cpf " yj g" i tcur lpi " qh'eqo r ngz "kf gcu"</p> <p>"</p>	<p>D{ "eqo r ngvqp" qh" yj g" r tqi tco . " uwf gpw" y kni dg" cdng" vq" wpf gtucpf "eqo r ngz" uqelcn' cpf " r qnklecni' kf gcu" cu" ctvewrcvgf " lp" yj g" hqnyy lpi " r tqi tco " ngxgn<</p> <p>"</p> <p>3222" Ngxgn< Dcule" i tcur" qh" lpvgtf kuelr npct { " r gtur gevkg=" dcule" npqy ngf i g" cpf " ugug" qh" yj gqtkvlecni' kuwgu" uwej " cu" yj g" f kulpvexg" ej ctcevtkuleu" qh" o qf gtp" uqelgv{ . " cpf " yj g" go gti gpeg" qh' uqelcn' yj gqtk{ . " cpekpvp" vq" gctn{ " o qf gtp=" kpetgcugf " qti cpk cvkqpcni' uniku" cpf " vko g" o cpci go gpv="f gxgnr "c"ugug"qh' r ctvlekr cvkqp"lp"cp" cecf go le" ugwlp" lp" kpenw lpi " tcur gev" hqt " f kxgtug" r gtur gevkg=" f gxgnr "dculeu" qh' ghgevkg" etklecn' tgcflpi "cpf "cpni{ uku0</p> <p>"</p> <p>4222" Ngxgn< Cdkxv{ " vq" kf gpvkh{ " cpf " cpni{ g" eqpegr w" cpf " cti wo gpw" lp" ugo kpct " ugwlp u=" f kuegtp" cpf " lpvgt r gv" eqpegr w=" f kulpki wkuj " yj gqtkvlecni' o qf gnu=" tgeqi pl{ g" lo r qtvpeg" qh' cpf " f gxgnr "lpvgt gu"lp"lpvgtf kuelr npct { "cr r tqcej gu"vq" uqelcn' uelgpeg"tgugctej "ngctp" yj g"dcule" hqto u"qh' etklecn' yj kulpki . " kpenw lpi " yj g" etklecn' cdkxv{ " vq" eqo o wplecvg" cti wo gpw" lp" uweelpev" guuc{ " cpf " y tklpi " hqto cu0</p> <p>"</p> <p>5222" Ngxgn< Vq" gzt r qt g" hwt yj gt " cni' qh" yj g" cdqvg=" dgi kppkpi u"qh'dtqcf gt. "f ggr gt "cpf "o qt g"lpvgi tcvgf " f guetkr vqpu" cpf " cpni{ ugu=" vq" hwt yj gt " f kulpki wkuj " cpf " tgrvg lpvgtf kuelr npct { "o cvgtlcn="eqpegr vqp"qh' kuwgu"lp" f khtgtpvlpvgtf kuelr npct { " hgnf u0</p> <p>"</p> <p>""</p>	<p>Vj g" tgs vkt go gpw" uwr r qtv" yj g" r tqi tco " ngctplpi " qdlgevkgu" d{ " r tqxkf lpi " c" i tcf wcn' kpetgo gpv' qh' fgr yj "cpf "dtgcf yj "qh'npqy ngf i g" hqto " hkuv{ { gct "vq" hqwt yj <</p> <p>"</p> <p>Kp" yj g" 3222" ngxgn' Hqwpf cvkqpu" ercu" UQUE " 3222" ; 0. " uwf gpw" ctg" gzt r qugf " vq" c" y kf g" tcpi g" qh' etklecn{ " yj gqtkvlecni' vqr leu" yj cv' ctg" lpvgtf kuelr npct { "cpf " lphqto cvkxg"lp"tgur gev'vq"ng{ " eqpegr w0' Xctkqwu" o gy qf u" uwr r qtvkpi " ngctplpi " qdlgevkgu" kpenw g< r tceveg" lp" r ctvlekr cvkqp" lp" ngewtgu" cpf " wwtlcn=" ngctplpi " yj tqwi j " gzco kpcvqpu. " y tklpi " cuuki po gpw. " cpf " eqwtug" gzt gekgu=" go r nq{ lpi " vko gnpkgui" y kj " tcur gev' vq" f gcf kpgu0</p> <p>"</p> <p>Kp" yj g" pgv " 4222" ngxgn' tgs vkt gf " eqwtug. " 0Kpvgf kuelr npct { " Cr r tqcej gu"vq"Uqelcn' Kps vkt { . 0" uwf gpw" y kni dg" gzt r qugf " vq" f khtgtpv" etklecn' tgugctej "cr r tqcej gu" wugf " lp" yj g" lpvgtf kuelr npct { " uqelcn' uelgpegu" *hqt " gzco r ng< gy pqi tcr j { . " j kntklecnktej kcn"uwtxg{ . " r ctvlekr cpv'qdugtxcvqp. " r qre{ "cpni{ uku. "etklecn'f kueqwtug"cpni{ uku. "u{ ugo u" yj gqtk{ . "etklecn' i gqi tcr j lgu0 Uwf gpw" y kni uwf { " tgugctej "r r gt u"cpf " r tqr qucn'qp" c"tcpi g"qh'vqr leu" cpf " j cxg"cp"qr r qt wplk{ " j gct "hcewn{ " hqto " f khtgtpv' lpvgtf kuelr npct { " hgnf u' f kuewu" yj gk " qy p" tgugctej 0' Vj g" qdlgevkgu" ku" vq" cni' yj " uwf gpw" vq" gxcnxcvg" yj g" dtqcf " tcpi g" qh' tgugctej " wpf gtvcngp" y kj lp" yj g" lpvgtf kuelr npct { " uqelcn' uelgpegu" cpf " yj g" r quukdng" o gy qf qru lgu" yj cv' ecp" dg" wknk gf 0 O gy qf u" uwr r qtvkpi " ngctplpi " qdlgevkgu" cni' kpenw g" eqpf wvlp" dcule" uej qrcni{ "tgugctej " cpf " ngctplpi " r tqr gt " tghgtgpekp i 0</p> <p>"</p> <p>Dcej gnt " uwf gpw" ctg" tgs vkt gf " vq" vcn" 46" etgf ku" hqto " c" Eqtg" rkuv' qh' cr r tqxgf " UQUE " eqwtugu. " 34" qh' y j lej " o wuv' dg" cv' yj g" 5222" ngxgn' qt " cdqvg00 gy qf u" uwej " cu" gzco kpcvqpu" cpf " y tklpi " cuuki po gpw" hqewu" qp" cf xcpegf " npqy ngf i g" qh' ugngevgf " vgz w' cpf " etklecn' tgugctej " uniku0</p>

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2. Knowledge of Methodologies	<p>Wt qp" eqo r ngvqp" qh" yj g" UQUE" DC" Rtqi tco " *, 2" etgf kv: "uwf gpw"y kn'dg"cdng"vq" f go qpwtcvg"o gjv qf u" qh"etklectn' lps wkt { "dqj "s wvkcvcxg" cpf "s wcpvkcvcxg" d{<"</p> <p>"</p> <p>3+"cr r n{ lpi "etklectn'yj lpnkpi "unkm"vq"eqo r ngz"kf gcu" 4+"rtqdrgo "uqnxg" d{ "o gcpu"qh'uqelcn' cpf " r qrklectn' kf gcu'ckf gf "d{ 'j kvqtlectn'cpcn{ uku""</p> <p>5+" eqpwtwev" eqo o gpvctkgu" qp" f khtgtpv' lpgvtf kuekr nkpct { "o gjv qf u"qh'cpcn{ uku" "</p>	<p>D{ "eqo r ngvqp" qh" yj g" r tqi tco ." uwf gpw"y kn' dg" cdng" vq" wpf gtucpf " eqo r ngz" uqelcn' cpf " r qrklectn' kf gcu'cpf "y kn'ngctp"vj g"dculeu"qh'lpvgtf kuekr nkpct { " tgugetej " o gjv qf qmji lgu" cu" ctvewrvgf " kp" yj g" hqmqy lpi 'r tqi tco 'ngxgn<"</p> <p>"</p> <p>3222" Ngxgn< C" f gxgnqr gf " npqy ngf i g" qh" eqtg" o gjv qf qmji lectn' eqpegr wu" cpf " yj gqtglectn' o qf gnu=" wpf gtucpf lpi " yj g"xcnwg"qh'c"j kvqtlectn'npqy ngf i g" cpf " etklectn' cpcn{ uku=" c" tgeqi plkqp" qh" ng{ " lpgvtf kuekr nkpct { " o gjv qf u" go r m{ gf " kp" uqelcn' uelgpeg" tgugetej =" dculeu" qh' ceewtcvg" tgcflpi " cpf " cpcn{ uku="f gxgnqr lpi "lpvgtguv'lp"cp"lpvgtf kuekr nkpct { " uqelcn'uelgpegu" "</p> <p>4222"Ngxgn<Vq"dgi kp"vj g"o gjv qf "qh'emug" cpcn{ uku" cpf "lpvgt r tgvvqp"qh'lpvgtf kuekr nkpct { "tgugetej "cpf " etklectn'vgz wu="vq" tgcfl. "yj lpn'cpf "f kuewu"etklectn'< lpgvtf kuekr nkpct { " o cvgtlcn' *kpenf lpi " lpgvtf wevqp" vq" yj g" eqpegr wcn" yj g" uqelcn' cpf " r qrklectn" yj g" vgz wcn"yj g" f kuekr nkpct { +"</p> <p>"</p> <p>5222"Ngxgn< Hwtvj gt " f gxgnqr gf "cdkklgu" vq" tgrvq" j kvqtlectnly gqtglectn'o cvgtlcn'lp"qtf gt"vq"ut wewtg" c" etklectn" tghngzkg" r gtur gevkg" qp" uqelcn' npqy ngf i g"cpf "lo r cevqp"eqpgo r qtct { "kuwgu'lp" c" tcpi g"qh'lpvgtf kuekr nkpct { 'hgrf u" ""</p>	<p>Vj g" tgs wktgo gpw" uwv r qtv" yj g" r tqi tco " ngctplpi " qweqo gu" d{ " r tqxkf lpi " c" i tcf wcn' lpetgo gpv' qh' npqy ngf i g" qh" o gjv qf qmji lgu" htqo " htuw' { gct" vq" hqwtvj 0"</p> <p>"</p> <p>Vj g"3222"ngxgn'eqwtugu"cpf "o gjv qf u"cu" f guetldgf " cdqxxg"j gr "ukwvcg" c"xctkgv' qh'o gjv qf u"qh' lps wkt { " cu'cp'lpvtf wevqp0'</p> <p>"</p> <p>Vj g"4222"ngxgn'eqwtugu"cpf "o gjv qf u"cu" f guetldgf " cdqxxg"gzco kpg"cpf "eqpvtcu'v'o gjv qf u"wej "cu'emug" etklectn' cpcn{ uku" qh' lpgvtf kuekr nkpct { " uej qrtuj kr " cpf " r t2eku" y tklpi " cu" uwf gpw" f gxgnqr " etklectn' cy ctgpguu0'</p> <p>"</p> <p>Vj g"5222"ngxgn'eqwtugu" hqewu"qp"o gjv qf u"cu" yj g{ " r gtvklp"vq" etklectn'unkm"qh'lpvgtf kuekr nkpct { " uqelcn' uelgpegu" yj tqwi j " y tklpi " hqto cn" etklectn" cpf " lpgvtf kuekr nkpct { "guuc{ u0'</p>

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3. Application of Knowledge	<p>Wt qp" eqo r r g v k p qh" y j g" UQUE" DC" Rtqi tco " *, 2" etgf kx: "uwf gpw"y kn'dg'cdng"q" f go qpwtcvg<</p> <p>"</p> <p>3+" c" etklecm{ " gxcnvcxg" cr r tgekvqp" qh" c" uqwpf " cti wo gpv" y j lej " cuuku" y j g" htco lpi " qh" uqelcn' cpf " r qrklecni' tqdngo u0'</p> <p>"</p> <p>4+" cr r rlec vqp" qh" npqy rfi g" y j lej " lpxqnxgu" y j g" wpf gtucpf lpi " qh" cdutcev" y j ggt { " cu" k' eqppgeu" vq" eqpetgv" r tcevecn' uqelcn' cpf " r qrklecni' ukwcvkpu0</p> <p>"</p> <p>5+"cdkx{ "v" y gki j " f khtg p v' l p v t f k u e k r n p c t { " t g u g c t e j " cr r tqcej gu" vq" c f f t g u u' e q p v g o r q t c t { " u q e l c n' k u u w g u 0'</p>	<p>D{ " eqo r r g v k p qh" y j g" r t q i t c o . " u w f g p w " y k n ' d g " c d n g " v q " w p f g t u c p f " e q o r r g z " u q e l c n' c p f " r q r k l e c n' k f g c u " c u " c t v e w r v g f " l p " y j g" h q m q y l p i " r t q i t c o " r g x g n <</p> <p>"</p> <p>3222" Ngxgn< C" f g x g n r g f " n p q y r f i g " q h ' y t k l p i " c p " c t i w o g p v c x g " g u u c { " d { " u k o w r v l p i " x c t k q w u " y j g g t g v e c n' r q u k l q p u " c p f " g x c n v c l p i " y j q u g " x k u < / x k u " e q o r g v l p i " h t c o g y q t m u " q h ' n p q y r f i g 0'</p> <p>"</p> <p>4222" Ngxgn< C" f g x g n r g f " h c o k l c t k { " y k j " e q t g " l p v t f k u e k r n p c t { " c r r t q c e j g u " v q " u q e l c n' l p s v k t { = " r c t v e k r c v k p " l p " u o c m i t q w r " c p f " r g e w t g " u g v l p i u " v q " x g v " e q o r g v l p i " k f g c u " c p f " c r r n { " y j g " n p q y r f i g " v q " e q p v g o r q t c t { " c p f " j k u q t l e c n' e k t e w o u c p e g u 0'</p> <p>"</p> <p>5222" Ngxgn< c" i t q w p f g f " w p f g t u c p f l p i " q h " n g { " k u u w g u " l p " f k h t g p v ' h g n f " q h " l p v t f k u e k r n p c t { " u q e l c n' u e l g p e g u = " l p e t g c u g f " h w k f k { " q h " y j g g t g v e c n' c p f " o g y q f q n i l e c n' h t c o g y q t m u = " v q " m e c v g " u r g e k h e " l p v t g u u " l p " t g n v k p " v q " y j g " d t q c f g t " h g n f " q h " u q e l c n' u e l g p e g " c p f " e q p e g r v k p u " q h " u q e l c n' c p f " r q r k l e c n' n p q y r f i g = " v q " e t k l e c m { " c p f " g h t g e v x g n { " g p i c i g " e w t t g p v " c f x c p e g f " l p v t f k u e k r n p c t { " u q e l c n' u e l g p e g " u e j q r c t u j k r "</p> <p>"</p>	<p>Vj g" tgs vktgo gpw" uw r q t v" y j g" r t q i t c o " n g c t l p i " q w e q o g u " d { " r t q x k f l p i " c " i t c f w c n' l p e t g o g p v " q h " c r r r l e c v k p " q h ' n p q y r f i g " h t q o " h t u v " { g c t " v q " h q w t y j 0' "</p> <p>"</p> <p>Vj g" 3222" r g x g n ' e q w t u g u " c p f " o g y q f u " c u " f g u e t k d g f " c d q x g " j g r " y j g " u w f g p v " c r r t g e k v g " e t k l e c n' y j g q t l g u " c u " y j g { " c r r n { " v q " c " y k f g ' t c p i g " q h " v r l e u 0'</p> <p>"</p> <p>" Vj g" 4222" r g x g n ' e q w t u g u " c p f " o g y q f u " h c e k r k c v g " y j g " h q e w u " q p " n g { " l p v t f k u e k r n p c t { " c r r t q c e j g u " v q " u q e l c n' l p s v k t { " c u " y j g { " c t g " f k u e w u u g f " l p " u o c m i " i t q w r " u k w c v k p u " y j g t g " k f g c u " c t g " e q p v g u g f 0' "</p> <p>"</p> <p>Vj g" 5222" r g x g n ' e q w t u g u " g u v c d r k u j " c " u g e w t g " i t q w p f l p i " h q t " e n q u g t " e t k l e c n' c p c n { u k u " q h " v r l e u " y k j " c f x c p e g f " u q e l c n' u e l g p e g " t g u g c t e j " c p f " y j g g t g v e c n' v g z u 0' "</p>

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4. Communication Skills	<p>Wt qp"eqo r ngvqp"qh' yj g"UQUE"DC"Rtqi tco "*, 2" etgf kv:" uwf gpw" y kni' dg" cdng" vq" f go qpwtcvg" cf xcpegf "eqo o wplecvkg'uniku'y tqwi j <"</p> <p>3+Hqto wvvpki "c"eqi gpv'cti wo gpv'qh'vj gk"qy p"</p> <p>4+"dglpi "cdng"vq'y tkg'hqt"cy kf g'tcpi g"qh'cwf kpegu" dqj "cecf go le"cpf "rc{"</p> <p>5+" f gxgnr "c" etklecn' g{g" vq" kf gpvkh{pi " cpf" f kuewulpi "uqeknc'cpf "r qrkkecn'r cwgtpu'qh'qti cpk gf" npqy rgi g"</p>	<p>D{"eqo r ngvqp"qh' yj g"r tqi tco ."uwf gpw"y kni' dg" cdng" vq" wpf gtucpf "eqo r ngz" uqeknc' cpf "r qrkkecn' kf gcu" cu" ctvkwcvgf " kp" yj g" hqmy pi " r tqi tco " ngxgn<"</p> <p>3222"Ngxgn<Dcule"ugpug"qh' y j cv'ku"lpxqrxgf "kp" j qrf pi " c" npqy rgi gedng" cti wo gpv" cpf " qh" gzt guulpi "k'kp"qtnc'cpf "y tkwgp"hqto ="kpetgcugf" qti cpk cvkpcn' npqy rgi g=" kpetgcugf" ugpu" qh" r ctvkr cvkqp"kp"cp"cecf go le"eqo o wplk{"</p> <p>4222"Ngxgn<Cdkrk{" vq" eqo r qug" o qtg" eqo r ngz" gzco kpcvqp"cpuy gtu"cpf "y tkkpi "cuuki po gpw"kp" rki j v'qh'eqpegr wcn'cpf "o gj qf qmji lecn'npqy rgi g" y kj "o qtg"hgewu"qp"vj go gu'cpf "eqpvgpw="hqt o cn' s wcnkkgu" qh' yj g" cdqyg" g{0' yj guku" ucvgo gpv" cti wo gpv"rcpi wci g."ekcvkp="eqo r ngv"rkdct{"cpf" qpikpg"tgugetej "cuuki po gpw"cpf "wpf gtucpf "yj g" xcng"qh'etklecn'f kucpeg"</p> <p>5222"Ngxgn<Cdkrk{" vq" eqo o wplecvg" eqo r ngz" kf gcu"kp"cp"ghgevxg"o cpggt="o ckpcvp" c"f ggr gt" cr r tgekvqp" qh' kpgtf kuekr rkpt{" hqt o u" cpf " r tceveg="hwt yj g'tgeqi pkvqp'qh'xcng"d{" o gcpu'qh' yj ggtgvecn' cpf " o gj qf qmji lecn' cy ctgpgu=" eqo r ngvpi "hpi gt"guuc{u"cpf "lqwtpcn'cuuki po gpw=" Rgthqto cpeg" kp" ercuu" r tguvgvkvqpulf kuewukpu." cpf "uo cni tqw" f kuewukpu"vq'r tqf weg'tgr qt w"</p>	<p>Vj g" tgs vkt go gpw" uwr r qt v' yj g" r tqi tco " ngctkpi " qweqo gu" d{" r tqxkf pi " c" i tcf wcn' kpetgo gpv' qh' eqo o wplecvqp'uniku'ht qo "htuv{gct"vq'hqwtvj 0"</p> <p>Vj g"3222"ngxgn'eqwtugu"cpf "o gj qf u"cu" f guetkdgf " cdqyg" ukwcvg" yj g" dcule" kf gcu" qh' tgcnu u" qh' npqy rgi g."cp" lo r qtcvp' hcevt "hqt"eqo r ctcvkg" yj qwi j v'cu'c'dcuku'qh'eqo o wplecvqp'uniku'0"</p> <p>Vj g"4222"ngxgn'eqwtugu"cpf "o gj qf u" gpeqwtci g" uwf gpw" vq" gzt cpf " cpf " tghkpg" yj gk" qy p" kf gcu" yj tqwi j " mpi gt" y tkkpi " cuuki po gpw" cpf " f kuewukpu"kp"rti gt"ercuutqgo "ukwcvkpu"cu"y gni' cu" uo cngt" wwqtkcn' i tqw u." yj gtd{" gpj cpekpi " eqo o wplecvqp'uniku'qh'kpvgtcevkvp0"</p> <p>Vj g"5222"ngxgn'eqwtugu"cpf "o gj qf u"qhvgp"cmqy " uwf gpw" vq" hgewu"qp" c" r ctvkwct " hkrf " qt" vqr le" y j krg" r gthqto kpi " kp" ercuu" r tguvgvkvqp" cpf " gpi ci pi " kp" i tqw " r tqlgewu" yj gtd{" r tqxkf pi " c" hqtwo " hqt" cf xcpegf " eqo o wplecvqp" uniku" dqj " qtcn'cpf "y tkwgp0"</p>

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
5. Awareness of Limits of Knowledge	<p>Wf qp" eqo r ngvqp" qh" vj g" UQUE" DC" Rtqi tco " *, 2" etgf kv: "uwf gpw"y kn'dg"cdng"vq" f go qpustcvg<"</p> <p>3+"c"uwr gtkt"wpf gtucpf lpi "qh"vj g"rko ku"vq"vj gk"qy p" npqy rgi g"</p> <p>4+" cp" cy ctgpguu" qh" o wnr ng" lpgvtr tgvkqpu" qh" eqo r ngz"uqekcn'kuuwgu"</p>	<p>D{ "eqo r ngvqp" qh" vj g" r tqi tco . " uwf gpw" y kn' dg" cdng" vq" wpf gtucpf "eqo r ngz" uqekcn'kuuwgu" cpf "kf gcu" cu'ctvewvvgf "lp" vj g" hmqy lpi " r tqi tco " r xgn<"</p> <p>3222" Ngxgn" Ewmxvkvqp" qh" ugrh/ wpf gtucpf lpi)'cu'c" eqpvkpwu" cpf "qpi qkpi " r tceveg" cpf "cu'qdlgev" qh" tghgvekvqp" hqt" uwvckpgf " etklecn' uwf { = " i gpgtci' ceerko cvk' cvkqp" cpf "ceewwvkvqp" y kj " tguv gev" vq" vj g" eqpvkupi "qh'kf gcu' y kj lp' cecf go le' hkg0"</p> <p>4222" Ngxgn" Hwtvj gt" kpxguki cvkqp" qh" -ugrh/ wpf gtucpf lpi 0' vj tqwi j " cf xpegf " etvekn' cpcn' uku" y j kg" tgeqi pl' lpi " uj ktkpi " rcpf uecr gu" qh" lpgvtr kuer rkpt { " cr r tqcej gu' cpf " cr r rkecvkpu0"</p> <p>5222" Ngxgn" Uqwpf " i teur lpi " qh" ur gekhe" eqpvgo r qtct { " gxgpw" lp" tgvkvqp" vq" dtqcf gt" j kuqtkecn' cpf " ewwvcrn' kuuwgu" cpf " eqpvz wu= cdkkx { " vq" f kuegt p' ej cpi g" lp" uqekcn' cpf " r qrkkecn' rcpf uecr gu" vj cv' chge v' vj qwi j v' cpf " r tceveg u= cdkkx { " vq" gxcnvcg" vj g" rko kcvkpu" qh' f kuer rkpt { " cpf " lpgvtr kuer rkpt { " tgugetej " o gvj qf u"</p>	<p>Vj g" tgs vktgo gpw" uwr r qtv" vj g" r tqi tco " ngctplpi " qweqo gu" d { " r tqxkf lpi " c" i tcf wcn' kpetgo gpv' qh" cy ctgpguu" qh' rko ku' qh' npqy rgi i g" hqo " hkuv" { gct " vq" hqwtvj 0"</p> <p>Vj g" 3222" r xgn' eqwtugu" cpf " o gvj qf u" f guetkdgf " cdq xg" r tqxkf g" qwvkvqp" qh' vj ggtgvekn' uej qqnu" cpf " eco r u" y j kg" g z r qukpi " uwf gpw" vq" s wgvkplpi " vj g" ueqr g. " vj g" cf xcpvci gu' cpf " f kuf xcpvci gu' qh' gcej 0"</p> <p>" Vj g" 4222" r xgn' eqwtugu" cpf " o gvj qf u" gpj cpeg" etklecn' vj qwi j v' y j kg" gpeqwtci lpi " uwf gpw" vq" s wgvkqp" vj g" xcrkf kx { " cpf " rko ku" qh" vj gk" qy p" npqy rgi i g0"</p> <p>Vj g" 5222" r xgn' eqwtugu" cpf " o gvj qf u" j gn' uwf gpw" dgeqo g' eqo hqtcdng" y kj " vj gk" qy p" vj ggtgvekn' cpf " o gvj qf qm' lecn' hqto wvkvqp" y j kg" pcvk' cvkpi " c" c" tcpi g" qh' hgrf u" cpf " vqr leu. " vj wu" wpf gtueqtkpi " vj g" rko ku" vq" qpgu" qy p" npqy rgi i g0"</p> <p>"</p>

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
6. Autonomy and Professional Capacity	<p>Wf qp" eqo r ngvqp" qh" vj g" UQUE" DC" Rtqi tco " *, 2" etgf kv: " uwf gpw" y kn' dg" cdng" vq" f go qpustcvg" cwqppqo { " cpf " r tqhguvkvpcn' ecr cekx { " vj tqwi j <"</p> <p>3+" vj g" ces wkvkvqp" qh' v' cpvgtcdng' etklecn' unkm"</p> <p>4+" vj g" wpf gtucpf lpi " qh' ugrh/ o cpci go gpv' cu" cp" ko r qtvcpv' hcevt" lp" tgugetej lpi " cpf " y tkkpi " cdqw' uqekcn' kuuwgu"</p> <p>5+" f gxgnr o gpv' qh' r gtupcn' lpgvngewcn' i tqy vj " vkgf "</p>	<p>D{ "eqo r ngvqp" qh" vj g" r tqi tco . " uwf gpw" y kn' dg" cdng" vq" wpf gtucpf " eqo r ngz" uqekcn' cpf " r qrkkecn' kf gcu" cu' ctvewvvgf " lp" vj g" hmqy lpi " r tqi tco " r xgn<"</p> <p>3222" Ngxgn" Fgxgnr lpi " unkm" qh' r gtupcn' tguvkvkvkv { " cpf " r tceveg" cv' f gekukqp" o cnkpi " lp" vj g" eqpvz v' qh' hqto wvkvpi " kf gcu" cpf " cr r n' lpi " vq" uqekcn' kteu ucpegu0"</p>	<p>Vj g" tgs vktgo gpw" uwr r qtv" vj g" r tqi tco " ngctplpi " qweqo gu" d { " r tqxkf lpi " c" i tcf wcn' kpetgo gpv' qh" cy ctgpguu" qh' cwqppqo { " cpf " r tqhguvkvpcn' ecr cekx { " hqo " hkuv" { gct " vq" hqwtvj 0"</p> <p>"</p> <p>Vj g" 3222" r xgn' eqwtugu" cpf " o gvj qf u" cu' f guetkdgf " cdq xg" guvcdkx { " c' i tqwpf " hqt" ghgvekvxg' f gekukqp" o cnkpi " lp" c' tcpi g' qh' eqpvz wu0"</p> <p>"</p>

	<p>vq'dqj "cecf go le"cpf "uqekn't gur qpukdkrk{ "</p> <p>"</p>	<p>"</p> <p>""4222" Ngxgn" Hwtj gt" f g x g n r o g p v' qh' k p v g t / r g t u q p c n' u n k m u' qh' e q o o w p l e c v k q p" c p f " v k o g / o c p c i g o g p v' qh' o q t g" e q o r n g z" c p f " u q r j k u l e c v g f " c u u k i p o g p u o' "</p> <p>""5222" Ngxgn" C f x c p e g f" r t c e v l e g" c v' y q t n l p i " g h h g e v k x g n' " y k j " q y g t u" l p" u o c m i' i t q w r" c p f " v g c o " u l w c v k q p u' v q" f k u e w u u" c p f " g x c n v c v g" e t k k l e c n' u q e k c n' k u u w g u o' M p q y n g f i g" qh' k p v g t / r g t u q p c n' e q o o w p l e c v k q p" q h' k f g c u' c p f " v q r l e u' d q j' y k j l p" c p f " d g { q p f " y j' g' h g r f u' q h' u q e k c n' u e k g p e g o' "</p>	<p>Vj g"4222" r g x g n l e q w t u g u' c p f " o g y q f u' h w t j g t " g z r n t g' c p f " u q r k f l h { ' y j' g' u w f g p w o f' g x g n r o g p v' q h' e q o r n g z' v t c l g e v q t l g u' q h' e t k k l e c n' y q w i j v' c p' c p c n' u k u o' "</p> <p>"</p> <p>Vj g"5222" r g x g n l e q w t u g u' c p f " o g y q f u' r t q x k f g" x g p w g u' u w e j " c u' e n c u u' r t g u g p v c v k q p u' c p f " u o c m i' i t q w r " y q t m l y c v' g p v w u u' t g u r q p u k d k r k { ' v q' y j' g' u w f g p v' h q t " c p c n' l p i' l p e t g c u l p i n' l o r q t v c p v' q r l e u' q h' u q e k c n' c p f " r q r k l e c n' t g n g x c p e g "</p>
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APPENDIX C

1. Summary of Electronic Consultation Undertaken

Date	Unit/Program	Outcome	Follow-up
Sept 9, 2013 Consultation request sent by email	SOSC/AFST	Approved <i>Comments:</i> Include AP/SOSC 3480 to the Core list.	Added
	SOSC/BUSO	Approved <i>Comments:</i> 1) AP/SOSC 2340 9.0 Foundations of Business and Society should be AP/SOSC 2340 6.0 Intermediate Business and Society (not a gen. ed. course any more). Furthermore, SOSC 2340 now has a prerequisite of SOSC 1340. 2) AP/SOSC 3046 6.0 Corporate Social Responsibility - the course number is SOSC 3040 6.0. 3) You refer to AP/SOSC 1210 9.0 Understanding Social Theory in both documents, but the currently listed course has the number SOSC 1012 9.0 - is this deliberate? 4) last suggestion is that you express an intention to have ESL sections for the lower- level compulsory	Corrected course code/title and indicated pre-requisite Corrected Corrected Added to Section B.1.a of Proposal Brief

		courses.	
	SOSC/CRIM	Approved in principle	N/A
	SOSC/HESO	Approved <i>Comments:</i> Possibly add SOSC 4143 Disability and Culture to 4000 level options.	Awaiting discussion within program
	SOSC/IDST	Approval Pending	
	SOSC/LACS	Approved in principle	N/A
	SOSC/LASO	Approved <i>Comments:</i> Wording on pg 2: “nearly examined.”	Changed to “closely examined”
	SOSC/SAST	Approved in principle	N/A
	SOSC/SPTH	Approved	N/A
	SOSC/URST	Approved <i>Comments:</i> The Core list of courses includes SOSC 2730 6.0 (Culture of Cities). Effective	SOSC 2730 6.0 has been removed from the Core list.

		Sept. 2014 it will be SOSC 1732 6.0.	
	SOSC/WKSL	Approved <i>Comments:</i> 1) Should probably drop SOSC 4357 6.0 (LASO) as it is not likely to be offered once P. Craven retires. 2) SOSC 2210 will become 6.0 next year. 3) It would be good to add the new WKLS 2000-level 6.0 course on workplace diversity (proposal currently submitted)	Will consult with LASO. Updated (approval pending) Added (approval pending)
Sept 18, 2013 Consultation request sent by email	DES	Approved in Principal	N/A
	POLS	Approved in Principal	N/A
T gur qpug't gegkxgf Lcpwct{ "45 ltqo "WRF	SOCI	Approved	N/A

At this point, having provided external units three opportunities to state their views on the proposal in writing, resulting in only one response from SOCI, it is reasonable to understand silence from DES and POLS as consent.

Kimberly White,
Chair, Social Science Department
23 January 2014

Memorandum

To: To Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: December 9, 2013

Subject:

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Department of Social Science for the transformation of its current degree programs in Social Science into programs in Interdisciplinary Social Science. The proposal is timely—a severe critic might suggest overdue—and, although it does not fully address all of the vexed issues surrounding the current degree, it does all that is in its scope, and is entirely worthy of support.

The current degree program in Social Science has an extended and complex history. Rooted in the former Atkinson Faculty of Liberal & Professional Studies's School of Social Science, the degree had no parallel in the former Faculty of Arts. When the two Faculties merged to form LA&PS, the degree migrated and was, initially, co-sponsored by the Department of Social Science and the newly formed Department of Equity Studies (DES). Primary administrative responsibility was, however, domiciled in DES, which produced sundry confusions among students who, not unreasonably, believed that a degree in Social Science ought to be housed in a department of Social Science.

Administrative confusions aside, the degree program itself, with its five streams and its lack of required or even common courses, was a testament to the mode of curriculum building that bound together long, extended lists of heterogeneous existing courses--roughly grouped by topic--and called it a degree with limited resource implications. More pertinently, the lack of required courses and easy substitutability across the streams allowed the program to become something for which it was not initially intended: a degree-preserving safety net for those students who were unable to achieve the honours standing necessary to remain in the "honours-only" programs housed in Social Science (and in other Departments and Schools). A combination of students seeking degree refuge and



other students authentically interested in one or other of the program's streams, produced a program that has currently almost 900 majors without a single full-time faculty member dedicated to it.

Given this circumstance, a revision to the degree is absolutely necessary. The current proposal's curriculum offers its students a well-rounded introduction to the multiple subdisciplines in the social sciences. It grounds that introduction in a set of required courses in social theory (SOSC 1000; the new SOSC 20XX: Interdisciplinary Approaches to Social Inquiry; and a 4000-level capstone course for Honours Majors). It provides a core list of contributing courses, but allows also for the individual student's interests and investments. The core list involves all of the Department's degree programs, but emphasizes particularly the methodological, and is weighted slightly toward the Department's less frequented areas.

In addition, the proposal is linked to the closure of the Department's undergraduate program in Social and Political Thought—a program with few majors, but popular courses. Closing SPT frees a small but significant number of full-time faculty to attach themselves to the new program, which will help, among other things, to solve the current problem of finding a coordinator for a program lacking dedicated faculty. It will also provide a core of faculty around which the program may build itself.

LA&PS is entirely aware that new courses will need to be mounted and appropriately resourced. The 2000-level core course and the 4000-level capstone courses are new but, for the most part, they will accommodate students who are already in other courses, meaning that the total spaces required will change little, though some additional course directorships will be required. At the same time, it is not unreasonable to believe that close to 900 current majors—a number that will be reduced in future as the program sheds at least some of its safety net function—do not generate sufficient revenue as to justify the expenditure of resources on improving their educational experience.

Those encountering this proposal from outside the Department and the Faculty should be aware that the introduction of the ISS and the concomitant closure of SPT at the undergraduate levels, are the first steps toward a full and coherent reorganization of the offering of social science in LA&PS. Thus, if questions appear to have been asked, but left unanswered, the reader is to be congratulated on her or his acuity. But any process requires first steps, and in this case these are they. I strongly support the proposal and trust that others will as well.

Proposal: to restructure the Business & Society undergraduate curriculum by reducing the number of “streams” from twelve to six.

Description of proposed changes: Each major in Business & Society (BUSO) currently chooses two of twelve streams in each of which s/he must take 18 credits (regular B.A.) or 24 credits (honours). In the winter of 2010, Dean Martin Singer and Associate Dean Kim Michasiw met with faculty members in Business & Society and strongly recommended that the number of streams be reduced to about half a dozen. The rationale for the reduction was:

- 1) Twelve streams make the BUSO curriculum unnecessarily complex.
- 2) Most of the courses currently taught in the streams are offered by units outside the Department of Social Science. This means that few BUSO students are taught in the streams by BUSO faculty, a situation which needs to be rectified. Students not only often face difficulty enrolling in required courses or options in the streams, but they are taught by instructors whose expertise lies primarily outside the field of Business & Society. With a predicted increase in the number of BUSO faculty in the coming years, the programme will be in a position to offer far more of its courses with its own faculty members teaching. This will give BUSO students a far more focused curriculum and a better understanding of what the programme aims to achieve. It will also give Business & Society students the chance to take courses with those who likewise major in the programme; this will reduce the feeling of “anonymity” noted by many students in the programme.

The proposal foresees not only a reduction in the number of streams but also a reduction in the number of credits required to complete a BUSO major. Currently, 72 credits are required for an honours B.A. and 54 for a regular B.A. This is a very high credit requirement by York’s standards, and it is hereby proposed that the number of credits required be reduced to 60 (honours B.A.) and 42 (regular B.A.). This will be achieved by reducing the number of credits required in each stream by 6. Henceforth, we propose, a BUSO student who pursues a regular B.A. will require 12 credits in each stream (6 at the lower level, 6 at the 3000-level); a student who pursues an honours B.A. will require 18 credits in each stream (6 at the lower level, 6 at the 3000-level and 6 at the 4000-level). The reduction in degree credits required will give BUSO majors the option to pursue a BUSO major with a minor subject, something which students have demanded over many years.

Resource implications: whilst a reduction in the number of streams and required credits will reduce the number of courses (required and optional) in the BUSO curriculum greatly, the new stream structure will mean that BUSO faculty will assume responsibility for teaching a higher proportion of courses in the degree. Dean Singer has given us to believe that the number of full-time faculty in the programme would increase to nine by about 2020, and this increase will cover the teaching needs of the new stream structure.

Students currently enrolled in the programme will be “grand-parented” through to the end of their current degree without difficulty: stream requirements offered by other units are taught on a continual basis; those offered by the programme itself will also be offered under the proposed stream structure (there will, that is, be no retiring of courses as a result of the proposed change).

“NEW” (PROPOSED) STREAMS

N.B.: “→” means compulsory

STREAM 1. THE SOCIAL ECONOMY

→ AP/SOSC 1341 9.0 Intro. to the Social Economy
(6 credits to count in the stream, 3 in the student’s electives)

→ AP/SOSC 3041 6.0 The Social Economy and Alternative Development

FOR THE HONOURS B.A.

→ AP/SOSC 4046 6.0 Social Economy – Practicum

STREAM 2. LAW & GOVERNANCE

→ AP/SOSC 2330 9.0 Economics of Law, Policy & Organization
(6 credits to count in the stream, 3 in the student’s electives)

→ AP/SOSC 3040 6.0 Corporate Social Responsibility

FOR THE HONOURS B.A.

→ AP/SOSC 4043 6.0 Corporate Governance & Business Law

STREAM 3. BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY

→ Six credits chosen from:

AP/SOSC 2571 9.00 Introduction to Modern Social and Political Thought
(6 credits to count in the stream, 3 in the student’s electives)

AP/PHIL 2070 3.0 Introduction to Ethics

AP/PHIL 2060 3.0 Social and Political Philosophy

AP/PHIL 2075 3.0 Introduction to Applied Ethics

AP/PHIL 3020 3.0 Ethics

AP/PHIL 3110 3.0 Political Philosophy

AP/PHIL 3510 3.0 Feminist Approaches to Ethics and Politics

→ AP/SOSC 3040 6.0 Corporate Social Responsibility

FOR THE HONOURS B.A.

→ Six credits chosen from:

AP/SOSC 4044 6.0 Ethics and Economics

AP/SOSC 4043 6.0 Corporate Governance & Business Law

STREAM 4. THE GLOBAL ECONOMY

→ Six credits chosen from:

AP/POLS 2940 6.00 Introduction to International Politics

AP/POLS 2950 6.00 States and Societies in the Global Context: Introduction to Comparative Politics

→ Six credits chosen from:

AP/GEOG 3130 3.0 The Global Economy

AP/POLS 3200 3.00 Global Conflict and Security I

AP/POLS 3210 3.00 Global Conflict and Security II

AP/POLS 3240 3.00 Multilateralism I: The United Nations, Regional Organizations and International Law

AP/POLS 3250 3.00 Multilateralism II: The Political Economy of International Organizations

AP/POLS 3255 6.00 Human Rights and Global Economy

AP/ANTH 3220 6.00 Greed, Globalization and the Gift: The Culture of Capitalism

AP/SOSC 3240 3.0 Labour and Globalization I

AP/SOSC 3241 3.0 Labour and Globalization II

AP/ECON 3150 3.00 International Trade

AP/ECON 3199 3.00 Approaches to Global Economics (writing)

AP/ECON 3550 3.00 Economic Growth and Development

AP/ECON 3560 3.00 Economic Policy in Developing Countries

FOR THE HONOURS B.A.

→ AP/SOSC 4047 6.00 The Business of Neoliberal Globalisation

STREAM 5. THE ENVIRONMENT

→ Six credits chosen from:

ES/ENVS 2100 6.00 Foundations in Environment and Culture

ES/ENVS 2400 6.00 Foundations of Environmental Management

→ Six credits chosen from:

ES/ENVS 3000 3.00 Environmental Ethics and Epistemology

ES/ENVS 3120 3.00 Environmental History

ES/ENVS 3130 3.00 Energy and the Environment in Canada

ES/ENVS 3151 3.00 Environmental Politics and Advocacy

ES/ENVS 3160 3.00 Race/Racism and Environmental Justice

ES/ENVS 3170 3.00 Indigenous Environmental Thought

ES/ENVS 3226 3.00 Sustainable Urbanism: Environmental Planning and Design

ES/ENVS 3227 3.00 Urban Planning and Practice in the Global South

ES/ENVS 3320 3.00 Sex, Gender, Nature: Ecofeminist Perspectives

ES/ENVS 3340 3.00 Global Environmental Politics

ES/ENVS 3410 3.00 Environmental Policy I

ES/ENVS 3420 3.00 Environmental Law
ES/ENVS 3430 3.00 Environmental Assessment
ES/ENVS 3440 3.00 Resource Management
ES/ENVS 3505 3.00 Business and Sustainability: Issues and Strategies
ES/ENVS 3510 3.00 Environmental Economics
ES/ENVS 3800R 3.00 Development in a Globalized World

FOR THE HONOURS B.A.

→ Six credits chosen from:

ES/ENVS 4011 3.00 Food, Land and Culture
ES/ENVS 4100 3.00 Environmental Literatures
ES/ENVS 4120 3.00 Natural History
ES/ENVS 4140 3.00 Environmental Thought
ES/ENVS 4161 3.00 Social Movements, Activism and Social Change
ES/ENVS 4210 3.00 Global Populations: Critical Environmental Perspectives
ES/ENVS 4215 3.00 Globalization and Indigenous Peoples
ES/ENVS 4320 3.00 Gender & Development
ES/ENVS 4410 3.00 Environmental Policy II
ES/ENVS 4421 3.00 Environmental Law & Justice: Stories and Struggles
ES/ENVS 4510 3.00 Ecological Economics

STREAM 6. THE FIRM AND ORGANIZATION

→ AP/SOSC 2210 9.0 Labour Relations in Canada
(6 credits to count in the stream, 3 in the student's electives)

→ Six credits chosen from:

AP/SOSC 3980 3.0 Worker Organizations
AP/SOCI 3600 3.0 The Sociology of Work and Industry
AP/SOCI 3615 3.0 The Sociology of Occupations and Professions
AP/ECON 3200 3.0 Industrial Organization
AP/GL/W MST 3510 6.0 Women and Work: Production and Reproduction
AP/ADMS 3120 3.0 Gender Issues in Management
AP/ADMS 3450 3.0 Employment Equity and Diversity
AP/ECON 3709 3.0 Economics of Gender
AP/SOSC 3981 3.0 Diversity Issues at the Workplace

FOR THE HONOURS B.A.

AP/SOSC 4043 6.00 Corporate Governance Governance & Business Law

Mark Peacock
(Revised 26/1/2014)

Proposed Calendar Copy Changes

Existing Calendar Copy (Change From):

Business and Society

Department of Social Science

For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major.

Honours BA: 120 Credits

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

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

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

Major credits: students must complete **72** credits, as follows:

- program core: 18 credits including:
 - AP/ECON 1000 3.00;
 - AP/ECON 1010 3.00;
 - AP/SOSC 1340 9.00;
 - AP/SOSC 2340 6.00;
- AP/SOSC 4040 6.00;
- 18 credits from each of two of the streams;
- 12 additional credits at the 4000 level including at least six credits at the 4000 level in each of the two streams.

Note: with permission of the program coordinator, students can replace AP/SOSC 4040 6.00 with **AP/SOSC 4041 6.00 (cross-listed to: ES/ENVS 4041 6.00), AP/SOSC 4042 6.00, AP/SOSC 4043 6.00, or**

Proposed Calendar Copy (Change To):

Business and Society

Department of Social Science

For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major.

Honours BA: 120 Credits

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

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

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

Major credits: students must complete **60** credits, as follows:

- program core: 24 credits including:
 - AP/ECON 1000 3.00;
 - AP/ECON 1010 3.00;
 - AP/SOSC 1340 9.00;
 - AP/SOSC 2340 6.00;
 - AP/SOSC 4040 6.00.
- 18 credits from each of two of the streams, including at least six credits at the 4000 level in each of the two streams.

Note: with permission of the program coordinator, students can replace AP/SOSC 4040 6.00 with AP/SOSC 4042 6.00, AP/SOSC 4043 6.00, AP/SOSC 4044 6.00, **AP/SOSC 4045 6.00, or**

AP/SOSC 4044 6.00.

Note: with permission of the program coordinator, ESL students may replace AP/SOSC 1340 9.00 with AP/SOSC 1349 9.00.

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

Credits outside the major: at least 18 credits.

BA: 90 Credits

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

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

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

Major credits: students must complete 54 credits, as follows:

- program core: 18 credits including:
 - AP/ECON 1000 3.00;
 - AP/ECON 1010 3.00;
 - AP/SOSC 1340 9.00;
 - AP/SOSC 2340 6.00;
- 18 credits from each of the two streams including at least six credits at the 3000 level in each of the two streams.

Note: with permission of the program coordinator, ESL students may replace AP/SOSC 1340 9.00 with AP/SOSC 1349 9.00.

Upper-level credits: at least 18 credits at the 3000 or 4000 level.

Credits outside the major: at least 18 credits.

AP/SOSC 4047 6.00.

Note: ESL students may replace AP/SOSC 1340 9.00 with AP/SOSC 1349 9.00.

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

Credits outside the major: at least 18 credits.

BA: 90 Credits

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

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

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

Major credits: students must complete [42](#) credits, as follows:

- program core: 18 credits including:
 - AP/ECON 1000 3.00;
 - AP/ECON 1010 3.00;
 - AP/SOSC 1340 9.00;
 - AP/SOSC 2340 6.00;
- [12](#) credits from each of the two streams including at least six credits at the 3000 level in each of the two streams.

Note: with permission of the program coordinator, ESL students may replace AP/SOSC 1340 9.00 with AP/SOSC 1349 9.00.

Upper-level credits: at least 18 credits at the 3000 or 4000 level.

Credits outside the major: at least 18 credits.

Statistics Requirement

All business and society majors must **complete at least three credits in an approved statistics course.** ~~Students normally complete the approved statistics course as part of their stream requirement. However, not all of the streams require or include as a course option an approved statistics course. Students who combine two streams which do not include an approved statistics course must complete at least three credits in an approved statistics course in addition to their stream requirements.~~

Note: ~~statistics courses are offered in many of the streams and many of these courses have course credit exclusions. Check course descriptions carefully for course exclusions to avoid duplicating course work.~~

Approved courses: SC/MATH 1532 3.00 is the recommended statistics course for BUSO majors ~~who do not have a different statistics requirement in one of their streams.~~

Other approved statistics courses are:

- AP/ECON 2500 3.00;
- AP/SC/GEOG 2420 3.00;
- AP/POLS 3300 6.00 (cross-listed to: AP/PPAS 3300 6.00, AP/SOCI 3030 6.00);
- AP/SOCI 3030 6.00;
- HH/KINE 2050 3.00;
- HH/PSYC 2020 6.00;
- HH/PSYC 2021 3.00;
- SC/BIOL 2060 3.00;
- SC/BIOL 3090 3.00
- SC/MATH 1131 3.00;
- SC/MATH 1532 3.00;
- SC/MATH 2560 3.00.

Business and Society Streams

Students must choose **any two of the streams listed below.**

Business Ethics and Corporate Social Responsibility

- ~~AP/PHIL 2070 3.00;~~
- ~~six credits chosen from: AP/POLS 2900 6.00 (cross-listed to: AP/PPAS 2900 6.00); AP/SOSC 2571 9.00, AP/SOSC 2570 9.00;~~
- ~~AP/SOSC 3040 6.00;~~
- ~~three credits chosen from: AP/PHIL 2075~~

Statistics Requirement

All business and society majors must complete three credits in an approved statistics course.

Approved courses: SC/MATH 1532 3.00 is the recommended statistics course for BUSO majors.

Other approved statistics courses are:

- AP/ECON 2500 3.00;
- AP/SC/GEOG 2420 3.00;
- AP/POLS 3300 6.00 (cross-listed to: AP/PPAS 3300 6.00, AP/SOCI 3030 6.00);
- AP/SOCI 3030 6.00;
- HH/KINE 2050 3.00;
- HH/PSYC 2020 6.00;
- HH/PSYC 2021 3.00;
- SC/BIOL 2060 3.00;
- SC/BIOL 3090 3.00
- SC/MATH 1131 3.00;
- SC/MATH 1532 3.00;
- SC/MATH 2560 3.00.

Business and Society Streams

Students must choose two of the following streams.

Business Ethics and Corporate Social Responsibility

- six credits chosen from: AP/SOSC 2571 9.00, AP/PHIL 2070 3.00, AP/PHIL 2060 3.00, AP/PHIL 2075 3.00, AP/PHIL 3020 3.00, AP/PHIL 3110 3.00, or AP/PHIL 3510 3.00;
- AP/SOSC 3040 6.00;

For the Honours program:

- Six credits chosen from: AP/SOSC 4043 6.00 or AP/SOSC 4044 6.00.

3.00, AP/PHIL 3020 3.00, AP/PHIL 3050
3.00, AP/PHIL 3776 3.00, ES/ENVS 3000
3.00.

For the Honours program: students must include at least six credits chosen from:

- AP/SOSC 4043 6.00, AP/SOSC 4044 6.00.

The Environment

- ~~ES/ENVS 1000 6.00;~~
- ES/ENVS 2100 6.00 or ES/ENVS 2400 6.00;
- six credits chosen from: ES/ENVS 3120 3.00, ES/ENVS 3130 3.00, ES/ENVS 3410 3.00, ES/ENVS 3420 3.00, ES/ENVS 3430 3.00, ES/ENVS 3440 3.00, ES/ENVS 3510 3.00, ~~AP/GEOG 3050 3.00.~~

For the Honours program: students must include at least six credits chosen from:

- ~~AP/GEOG 4050 3.00, AP/GEOG 4160 3.00, AP/SOSC 4041 6.00 (cross-listed to: ES/ENVS 4041 6.00), AP/SOSC 4042 6.00, ES/ENVS 4120 3.00, ES/ENVS 4140 3.00, ES/ENVS 4410 3.00, ES/ENVS 4430 3.00, ES/ENVS 4442 3.00 or ES/ENVS 4510 3.00.~~

The Firm

Note: prerequisites for courses must be met. Check course descriptions carefully for prerequisite requirements.

Students must choose from either Option A or Option B listed below.

Option A - Microeconomic Analysis

- ~~AP/ECON 1530 3.00 (cross-listed to: SC/MATH 1530 3.00);~~
- ~~AP/ECON 1540 3.00 (cross-listed to: SC/MATH 1540 3.00);~~
- ~~AP/ECON 2500 3.00;~~
- ~~AP/ECON 3210 3.00 or AP/ECON 3500 3.00;~~
- six credits, including at least three credits at the 3000 level, chosen from: AP/ECON 2300 3.00, AP/ECON 2350 3.00, AP/ECON 3200 3.00, AP/ECON 3411 3.00, AP/ECON 3350 3.00.

For the Honours program: students must include at

The Environment

- ES/ENVS 2100 6.00 or ES/ENVS 2400 6.00;
- six credits chosen from: ES/ENVS 3000 3.00, ES/ENVS 3120 3.00, ES/ENVS 3130 3.00, ES/ENVS 3151 3.00, ES/ENVS 3160 3.00, ES/ENVS 3170 3.00, ES/ENVS 3226 3.00, ES/ENVS 3227 3.00, ES/ENVS 3320 3.00, ES/ENVS 3340 3.00, ES/ENVS 3410 3.00, ES/ENVS 3420 3.00, ES/ENVS 3430 3.00, ES/ENVS 3440 3.00, ES/ENVS 3505 3.00, ES/ENVS 3510 3.00, or ES/ENVS 3800R 3.00;

For the Honours program:

- six credits chosen from: ES/ENVS 4011 3.00, ES/ENVS 4100 3.00, ES/ENVS 4120 3.00, ES/ENVS 4140 3.00, ES/ENVS 4161 3.00, ES/ENVS 4210 3.00, ES/ENVS 4215 3.00, ES/ENVS 4320 3.00, ES/ENVS 4410 3.00, ES/ENVS 4421 3.00, ES/ENVS 4510 3.00.

The Firm and Organization

- AP/SOSC 2210 9.00;
- six credits chosen from: AP/SOSC 3980 3.00, AP/SOCI 3600 3.00, AP/SOCI 3615 3.00, AP/ECON 3200 3.00, AP/GL/WGST 3510 6.00, AP/ADMS 3120 3.00, AP/ADMS 3450 3.00, AP/ECON 3709 3.00, AP/SOSC 3981 3.00;

For the Honours program:

- AP/SOSC 4043 6.00

The Global Economy

least six credits chosen from:

- AP/ECON 4130 3.00, AP/ECON 4210 3.00, AP/ECON 4220 3.00, AP/ECON 4350 3.00.

Note: students may not combine The Firm (Option A – Microeconomic Analysis) with The Macroeconomy (Option A – Macroeconomic Analysis).

Option B – Organizational Analysis

- AP/ADMS 1000 3.00;
- AP/SOSC 2330 9.00;
- AP/ECON 3210 3.00;
- six credits chosen from: AP/ECON 3200 3.00, AP/ECON 3240 3.00, AP/ECON 3249 3.00, AP/SOCI 3480 6.00 (cross-listed to: AP/HREQ 3480 6.00), HH/PSYC 3570 3.00, AP/SOCI 3490 6.00, AP/ADMS 3300 3.00.

For the Honours program: students must include at least six credits chosen from:

- AP/ECON 4130 3.00, AP/ECON 4350 3.00, AP/SOSC 4041 6.00 (cross-listed to: ES/ENVS 4041 6.00), AP/SOSC 4210 6.00, AP/ADMS 4010 3.00.

Note: if AP/ECON 2500 3.00 and/or AP/ECON 3210 3.00 are taken as part of The Macroeconomy, they must be replaced in The Firm (Option B – Organizational Analysis) with courses chosen from the listed course options at the 2000 or 3000 level.

The Global Economy

- AP/POLS 2940 6.00 or AP/POLS 2950 6.00;
- AP/ECON 3150 3.00;
- AP/ECON 3550 3.00;
- six credits chosen from: AP/ANTH 3220 6.00, AP/ECON 3190 3.00, AP/HREQ 3010 6.00 (cross-listed to: AP/POLS 3255 6.00, AP/SOCI 3010 6.00), AP/ECON 3560 3.00 (cross-listed to: AP/PPAS 3560 3.00), AP/GEOG 3130 3.00, AP/POLS 3270 3.00 (cross-listed to: AP/REI 3270 3.00), AP/POLS 3275 3.00 (cross-listed to: AP/REI 3275 3.00), AP/POLS 3560 6.00, AP/POLS 3415 6.00.

For the Honours program: students must include at least six credits chosen from:

- AP/ECON 4129 3.00, AP/ECON 4190 3.00,

- AP/POLS 2940 6.00 or AP/POLS 2950 6.00;
- six credits chosen from: [AP/GEOG 3130 3.00](#), [AP/POLS 3200 3.00](#), [AP/POLS 3210 3.00](#), [AP/POLS 3240 3.00](#), [AP/POLS 3250 3.00](#), [AP/POLS 3255 6.00](#), AP/ANTH 3220 6.00, [AP/SOSC 3240 3.00](#), [AP/SOSC 3241 3.00](#), [AP/ECON 3150 3.00](#), [AP/ECON 3199 3.00](#), [AP/ECON 3550 3.00](#), AP/ECON 3560 3.00 (cross-listed to: AP/PPAS 3560 3.00), [AP/ECON 3569 3.00 \(cross-listed to AP/PPAS 3569 3.00\)](#);

For the Honours program:

- AP/SOSC 4047 6.00.

Law and Governance

- AP/SOSC 2330 9.00;
- AP/SOSC 3040 6.00;

For the Honours program:

- AP/SOSC 4043 6.00.

The Social Economy

- AP/SOSC 1341 9.00;
- AP/SOSC 3041 6.00;

For the Honours program:

- AP/SOSC 4046 6.00.

AP/ECON 4200 3.00, AP/GEOG 4220 3.00,
 AP/GEOG 4395 3.00, AP/POLS 4117 3.00,
 AP/POLS 4285 3.00, AP/POLS 4291 3.00,
 AP/POLS 4295 3.00, AP/POLS 4430 6.00
 (cross-listed to: AP/REI 4060 6.00),
 AP/SOSC 4041 6.00 (cross-listed to:
 ES/ENVS 4041 6.00), AP/SOCI 4450 6.00,
 AP/SOSC 4047 6.00, AP/ECON 4190 3.00,
 AP/POLS 4403 3.00.

Labour

- AP/SOSC 2210 9.00;
- 12 credits chosen from: AP/ECON 3240 3.00,
 AP/ECON 3249 3.00, AP/ECON 3620 3.00,
 AP/GEOG 3800 3.00, SC/MATH 2560 3.00,
 AP/SOSC 3210 6.00 (cross-listed to:
 AP/HIST 3531 6.00), AP/SOSC 3240 3.00,
 AP/SOSC 3241 6.00, AP/SOSC 3380 6.00,
 AP/SOSC 3980 3.00, AP/SOSC 3981 3.00,
 AP/SOSC 3993 3.00, AP/GLWMST 3510
 6.00.

For the Honours program: students must include at least six credits chosen from:

- AP/SOSC 4041 6.00 (cross-listed to:
 ES/ENVS 4041 6.00), AP/SOSC 4210 6.00,
 AP/SOSC 4240 6.00, AP/SOSC 4250 6.00.

Law and Governance

- AP/PHIL 2050 6.00 or AP/SOSC 2350 6.00;
- AP/SOSC 2330 9.00;
- six credits chosen from: AP/ECON 4309 3.00,
 AP/POLS 3165 6.00 (cross-listed to:
 AP/SOSC 3165 6.00), AP/SOSC 3040 6.00,
 AP/SOSC 3380 6.00.

For the Honours program:

- AP/SOSC 4043 6.00.

The Macroeconomy

Note: prerequisites for courses must be met. Check course descriptions carefully for prerequisite requirements.

Students must choose from either Option A or Option B listed below.

Option A – Macroeconomic Analysis

- AP/ECON 1530 3.00 (cross-listed to: SC/MATH 1530 3.00);
- AP/ECON 1540 3.00 (cross-listed to: SC/MATH 1540 3.00);
- AP/ECON 2500 3.00;
- AP/ECON 3210 3.00;
- six credits, including at least three credits at the 3000 level, chosen from: AP/ECON 2400 3.00, AP/ECON 2450 3.00, AP/ECON 3430 3.00, AP/ECON 3150 3.00, AP/ECON 3200 3.00.

For the Honours program: students must include at least six credits chosen from:

- AP/ECON 4070 3.00, AP/ECON 4080 3.00, AP/ECON 4129 3.00, AP/ECON 4190 3.00, AP/ECON 4200 3.00.

Note: students may not combine The Macroeconomy (Option A – Macroeconomic Analysis) with The Firm (Option A – Microeconomic Analysis).

Note: if AP/ECON 2500 3.00 and/or AP/ECON 3210 3.00 are taken as part of The Firm, they must be replaced in The Macroeconomy (Option A – Macroeconomic Analysis) with courses chosen from the listed course options at the 2000 or 3000 level.

Option B – Public Policy Analysis

- AP/SOSC 2330 9.00;
- AP/POLS 3190 6.00 (cross-listed to: AP/PPAS 3190 6.00);
- six credits chosen from: AP/ECON 3430 3.00, AP/ECON 3150 3.00, AP/ECON 3200 3.00, AP/ECON 3469 3.00 (cross-listed to: AP/PPAS 3480 3.00), AP/HREQ 3125 6.00 (cross-listed to: AP/POLS 3125 6.00), AP/GL/POLS 3135 3.00 (cross-listed to: AP/PPAS 3135 3.00), AP/GL/POLS 3136 3.00 (cross-listed to: AP/PPAS 3136 3.00), AP/POLS 3145 3.00.

For the Honours program: students must include at least six credits chosen from:

- AP/ECON 4070 3.00, AP/ECON 4080 3.00, AP/ECON 4129 3.00, AP/ECON 4190 3.00, AP/ECON 4200 3.00, AP/ECON 4350 3.00, AP/POLS 4115 6.00 (cross-listed to: AP/PPAS 4115 6.00), AP/GL/POLS 4300

6.00 (cross-listed to: AP/PPAS 4300 6.00);

Note: if [AP/ECON 2500 3.00](#) and [AP/ECON 3210 3.00](#) are taken as part of The Firm (Option A – Microeconomic Analysis), they must be replaced in The Macroeconomy (Option B – Public Policy Analysis) with [AP/POLS 2910 6.00](#) (cross-listed to: [AP/PPAS 2910 6.00](#)).

The Media and Communication

- AP/COMN 1000 6.00;
- AP/COMN 2200 6.00 or AP/COMN 2700 6.00;
- six credits chosen from: AP/COMN 3111 3.00, AP/COMN 3112 3.00, AP/COMN 3213 3.00, AP/COMN 3250 3.00, AP/COMN 3251 3.00, AP/COMN 3252 3.00, AP/COMN 3510 3.00, AP/COMN 3511 3.00, AP/COMN 3700 3.00, AP/COMN 3701 3.00.

For the Honours program: students must include at least six credits chosen from:

- AP/ADMS 4295 6.00, AP/POLS 4180 6.00, AP/SOSC 4045 6.00, AP/COMN 4115 6.00, AP/COMN 4201 6.00, AP/COMN 4202 6.00, AP/COMN 4203 6.00, AP/COMN 4214 6.00,

Professions, Occupations and Social Change

- AP/SOCI 1010 6.00 or AP/HUMA 1790 6.00;
- AP/SOCI 3600 3.00;
- AP/SOCI 3615 3.00;
- six credits chosen from: SC/MATH 2560 3.00, AP/SOCI 3490 6.00, AP/COMN 3111 3.00, AP/COMN 3112 3.00, AP/SOSC 3981 3.00, AP/SOSC 3993 3.00, AP/ADMS 3120 3.00.

For the Honours program: students must include at least six credits chosen from:

- AP/PHIL 4150 3.00, AP/PHIL 4160 3.00, AP/SOCI 4620 6.00, AP/SOSC 4042 6.00, AP/COMN 4115 6.00.

The Social Economy

- AP/SOSC 1341 9.00;
- six credits chosen from the following: AP/GEOG 2105 6.00, AP/GEOG 3050 3.00, AP/GEOG 3130 3.00, AP/GEOG 3800 3.00, AP/GEOG 3770 3.00 (cross-listed to: AP/SOSC 3770 3.00), AP/SOSC 3240 3.00,

AP/SOSC 3241 3.00, ES/ENVS 3510 3.00,
ES/ENVS 4510 3.00;

- AP/SOSC 3041 6.00.

For the Honours program: students must include at least six credits chosen from:

- AP/SOSC 4046 6.00.

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Business & Society
Degree Type:	BA (e.g. BA; BAS; BDEM; BHRM; BPA; BSW; etc.)
Degree(s):	Regular (90 credits, Hons. (120 credits) (e.g. Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.)
Department/School:	Dept. of Social Science
Submission Date:	22.1.2013

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
1. Depth and Breadth of Knowledge	<p>REGULAR B.A.</p> <ol style="list-style-type: none"> 1. Familiarity with key concepts and issues in core and stream courses. 2. Mastery of the syllabus' main theoretical approaches, e.g., traditions in moral philosophy (Kantianism, utilitarianism, virtue ethics); traditions in political economy (Marxism, institutionalism, Keynesianism, feminism, environmentalism). 3. Ability to analyse business and economic affairs in their social contexts, particularly with regard to their contingency, social consequences and mutability. 4. Familiarity with disciplinary-based knowledge pertaining to business and the global economy. 5. Ability to read, comprehend and critically analyse texts from traditions listed under 2, and to discuss (verbally and textually) such material with student peers and instructors. <p>HONOURS B.A.</p> <p>For the Honours B.A., the following is required:</p> <ol style="list-style-type: none"> 6. Ability to conduct independent research on a given topic, including finding academic literature, comparing views and approaches of different authors and formulating justified judgements about the merits and demerits thereof. 	<p>For all entries in column b) in this document, the learning objectives are that each student meet the expectations enumerated in column a).</p>	<p>REGULAR B.A.</p> <p>Points 1. and 2. under “degree-level expectation” (column a)) are assured in all courses, and the “familiarity” mentioned is cumulative, i.e. topics, issues, concepts, etc. are introduced in lower-level core courses (SOSC 1340, SOSC 2340) and built upon, further elucidated and brought into critical view in subsequent courses (e.g. SOSC 4040). The expectation listed under point 2. is also assured through assignments in SOSC 2340, some of which focus on normative analysis and ethical issues.</p> <p>Points 3. and 4. under “degree-level expectation” (column a)): the social contexts of business and economic affairs is studied in the students' two “stream” courses, each of which looks at business and its relationship to, and impact on and influence by an aspect of society. In core courses (e.g., SOSC 1340 and SOSC 2340) a focus, in assignments and course readings, on the historical development of business, and on alternatives to mainstream business and market economics assures that students are aware of the contingency and mutability of current business and economic practices.</p> <p>Point 5. under “degree-level expectation” (column a)) is assured in all courses based on tutorial and/or seminar work in which the evaluation of students is based on in-class discussion, presentation and essays. This applies to all courses offered by the programme. Reading material and assignments in SOSC 1340, 1341, 2330, 2340 all demand that students engage critically with the corporate world and to</p>

			<p>express their opinions verbally and scriptually.</p> <p>Point 6. under “degree-level expectation” (column a)) is assured primarily in 4000-level courses, of which majors in the programme will take between one and three offered by the programme (SOSC 4040, SOSC 4043, SOSC 4044, SOSC 4045, SOSC 4046, SOSC 4047). In each of these, a “research essay” is the major assignment in which students pursue a topic of their choice and are responsible for finding academic literature, formulating a question and comparing two or more views on the topic.</p>
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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
2. Knowledge of Methodologies	1. Mastery of social scientific analysis of contemporary problems in economics and business and their social impact. 2. Mastery of ethical analysis and an ability to argue for and against values through the provision of normative justification. Understanding of historical research and the development of the contemporary economic system. 3. Appreciation of alternatives to mainstream economic and business practices. 4. Ability to undertake and understand statistical analysis of contemporary phenomena. 5. Ability to analyse legal and regulatory frameworks with respect to their efficacy in maintaining social cohesion, avoiding social disparities of wealth and power.		1. Core courses (SOSC 1340 and 2340) which introduce theoretical currents in social science which are relevant to Business & Society, e.g., political economy, international economic relations, critical theory, Marxism, environmentalism, feminism, anarchism, etc. A knowledge of these traditions is demanded in assignments, e.g. the essay assignment in SOSC 1340 in which students must compare theoretical perspectives regarding a particular issue. Social scientific analysis is deepened in the stream courses, some of which have a disciplinary flavor, e.g., global economy; firm, management and organization; law and governance. 2. Core and stream courses (SOSC 2340, 3040, 4044. The material and assignments for SOSC 2340 encourage students to distinguish “positive” from “normative” analysis. This is further developed in the two subsequent courses mentioned. The historical material (and therefore methodologies) is primarily introduced in SOSC 1340 and SOSC 2340 which contain lengthy section on the development of capitalism and the private

			<p>corporation.</p> <p>3. SOSC 1340, 1341, 3041, 4040, 4043, 4044, 4046. A key and oft-repeated part of the Business & Society curriculum is to make alternatives to mainstream business and economic practices known to students. Of the various manifestations of this strand in the curriculum, I mentioned but SOSC 1341, 3041, 4046 all of which are offered to students in the social economy stream and which familiarize students with alternatives. SOSC 4046 is a practicum in which students work in a non-profit organization as part of the course.</p> <p>4. MATH 1532 is a statistics course developed for students of Business & Society. It ensures that they are able to understand descriptive statistics as they are presented in many social scientific texts.</p> <p>5. SOSC 2330 and 4043, both of which are part of the law & governance stream focus on issues of regulation, law and their social implications,</p>
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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
3. Application of Knowledge	1. Ability to apply normative/ethical theory to issues of contemporary relevance. 2. Ability to descry policy alternatives and prescriptions for overcoming problems in the economic system. 3. Ability to use theoretical frameworks to evaluate alternative approaches critically. 4. Ability to formulate a research topic to be pursued in written work, including finding relevant academic literature thereon.		1. SOSC 2340 which has a two stage research assignment involving positive, normative and strategic analysis. 2. All courses offered by Business & Society are, in one way or another, policy orientated; in each, students are asked to consider the policy framework of business and its implications for society. 3. All core and stream courses. Students are encouraged reflexively to articulate the theoretical perspective they are (often implicitly) taking (and those which they are rejecting) when voicing their opinions 4. Most courses offered by Business &

			Society involve a research paper of some kind, the standards for which vary with instructor and course level.
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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
4. Communication Skills	1. Ability to present perspicuously ideas from original sources and to convey these to fellow students. 2. Ability to write critically on subjects of contemporary relevance and to produce coherent and persuasive arguments in favour of a position one holds. 3. Ability verbally and literally to distinguish genres of academic discourse, e.g., summarizing, description, analysis, critique, and to present these to a listener/reader as separate (if complementary) genres. 4. Mastery of visual aids in presentations, e.g. Powerpoint.		1. All courses with presentations (i.e., all seminars and some tutorial-based courses). 2. All courses (all of which contain essay-based assignments). 3. All courses (all of which contain essay-based assignments which require of students that they summarise, analyse and criticise arguments they encounter in texts). 4. All course with presentations (i.e., all seminars and some tutorial-based courses).

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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
5. Awareness of Limits of Knowledge	1. Appreciation of the fallibility, mutability and contingency of all knowledge claims. 2. Ability to recognise and appreciate non-mainstream forms of knowledge and experience which do not correspond to one's own views. 3. Appreciation of the historically contingent nature of knowledge claims including one's own. 4. Awareness of boundaries and blindspots in knowledge produced as a "disciplinary" artefact. 5. Awareness of the complexity of the world and therefore of knowledge about it, a complexity which cannot be grasped from within disciplinary boundaries.		Points 1. and 2. under "degree level expectations" are assured in all courses (that is, all those offered by the programme and many of those offered outside it) which present students with competing viewpoints on given topics. In class and assignments, students are urged to distinguish perspectives and to recognize the strengths and limits of each. Point 3. under "degree level expectations" is assured in all courses which offer historical material (e.g. SOSC 1340, 2340, 4040, 4044) and those which give expression to voices often excluded from mainstream discourse

			<p>(SOSC 1341, SOSC 3040, SOSC 3041).</p> <p>Point 5. is assured when students, despite being exposed to various disciplinary and interdisciplinary perspectives, ascertain that nobody seems to agree on the issues discussed in the degree, whence follows that things might be so complex that our understanding thereof is but pitiful.</p>
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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
6. Autonomy and Professional Capacity	1. Ability to question, analyse complex problems, write reports. 2. Awareness of the duties of citizenship and the development of a critical attitude to the world around one. 3. Acquisition of intellectual skills applicable to a wide range of post-graduate courses. 4. Appreciation of the academic virtues of honesty, clarity, mutual criticism. 5. Time management and organizational skills (mastering stages of assignment preparation and completion within a given time period) 6. Note-taking skills. 7. Engaging in academic debate in a fair and		1. All courses. 2. All courses, especially SOSC 1340, 2340, 2330, 3040, 3041, 4040. 3. All courses, cumulatively until the 4000-level, after which students are ready for post-graduate work. 4. Academic honesty tutorials and course components (all courses). 5. All courses. 6. All courses (also workshops offered by the Writing Centre). 7. All tutorial- and seminar-based courses which offer supervised, structured opportunities for debate.

	<p>open way.</p> <p>8. Working independently as well as in groups.</p> <p>9. Familiarising oneself with the world of work as an intern/placement and applying one's knowledge to the professional world.</p>		<p>8. Independent work: all courses for which there are written assignments; group work: all discussion-based tutorials and seminars in which students may work together on presentations.</p> <p>9. Myriad opportunities for students both within and without the university, in Canada and abroad. Of note for our students are (i) the paid internship programme offered by York's Careers Centre, and (ii) the course SOSC 4046 Social economy – practicum, for students in the social economy stream who are placed into a social economy organisation for part of this full-year course.</p>
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Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: October 29, 2013

Subject: Approval of Business & Society Program's Reduction of Program's Streams.

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Business & Society Program in the Department of Social Science for revisions to the program's standards and curriculum. The proposal seeks to reduce the program's number of streams from twelve to six, and to restructure the remaining streams.

It has long been a commonplace in LA&PS, and its predecessor Faculty of Arts, that the Business and Society program's design was a kind of acme or zenith of the rococo curricular structures that were all the rage in the 1990s. I recognize that there were determinants other than the aesthetic delights of complexity underwriting to program's design. Among these were the desire to serve differing student constituencies, the drive to diffuse the program's many students over as wide a range of courses as possible, and the hope that it was in fact possible to create new programs from existing courses with limited impact of scarce resources. Whether or not these intents and aims were achieved, the curricular design made BUSO far more dependent than has proved sustainable on courses offered by other programs within Social Science, and by other units that are now within LA&PS. BUSO's success as a program exacerbated the demands placed by its students on other units, especially in a time of dwindling resources, course cuts, and a funding regime that under-rated, if it did not wholly ignore, "service" courses, and service places in major courses.



Although the current model for the allocation of resources takes greater account of “service” teaching, LA&PS has been actively encouraging its large interdisciplinary programs to teach a higher percentage of their own students, especially in the upper years. The proposed revisions to BUSO are a tonic sign of this assumption of responsibility.

Multiple streams of dizzying complexity also present a challenge to student and advisory comprehension. Complaints about advising among students are very like drawings of breath among the living, but it must be said only true adepts of the mathematical sublime can rise from a contemplation of BUSO’s existing curricular structures without a sense intellectual limitation. The elimination of six streams and the streamlining of the remaining are boons to students and advisors alike, and will contribute to the Faculty’s strategic plan to increase the quality and accuracy of advising.

Thus, the proposed curricular changes have the Dean’s Office’s unhesitating support.

**OFFICE OF THE
VICE PROVOST
ACADEMIC**

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

Memo

To: Whom it may concern

From: Alice J Pitt, Vice-Provost Academic

Date: January 13, 2014

Re: **Approval of Business and Society Program's Reduction of
Program's Streams**

I have reviewed the proposal to reduce the program's number of streams from twelve to six, and to restructure the remaining streams, along with the Vice Dean's letter.

I support this initiative.



Program Closure – Undergraduate Social and Political Thought Program, Department of Social Science

Proposal Brief

a) Rationale for the closure including alignment with academic plans.

Over the last several years, a general pattern of decreasing enrolment has emerged, symptomatic of other small programs across the Faculty of Liberal Arts and Professional Studies. With the support of the Department of Social Science, program members have decided to formally close the small undergraduate program (approximately 17 students enrolled) in Social and Political Thought. In recognition of the importance placed on critical social and political theories in the Department of Social Science, and in order to continue the strong traditions and innovations cultivated in Social and Political Thought cultivated over the last 35 years, the core theory curriculum currently offered by SPT will remain intact and become the theoretical heart of the proposed Interdisciplinary Social Science Degree Program (ISS), currently the Social Science Degree Program (SOSC) (proposals for major program changes and title change in progress).

b) Impact on other units that may utilize courses in their programs including inter-Faculty and inter-institutional agreements.

As the courses currently offered by Social and Political Thought will remain intact as part of the core theory curriculum in the future ISS program, there will be no impact on other programs or units.

c) Impact of closure on students currently enrolled in the program including an outline of the provisions for students to complete their programs, timelines, and availability to transfer credits to other programs.

The standard grandparenting arrangement will apply to continuing students admitted to the Faculty of Liberal Arts and Professional Studies prior to Fall/Winter 2014-2015. Students will be permitted to continue in and graduate under the program structure and program requirements as it was when they initially enrolled. Once the proposed changes to the SOSC/ISS degree program requirements are in effect (Fall 2014) students who might wish to transfer to the new program structure will be encouraged to pursue appropriate degree transfers or combinations thereof and to maintain as much continuity as possible.

d) Impact on faculty members

Social and Political Thought faculty will continue to teach their current courses in the proposed ISS program.

e) General implications for the quality and diversity of academic programming

The infusion of Social and Political Thought's quality, experience, depth and breadth into the proposed reorientation and objectives of the Interdisciplinary Social Science Degree Program will provide much needed structure and theoretical rigor.

Internal Memorandum

To: To Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: December 10, 2013

Subject: Closure of the Undergraduate Degree program in Social and Political Thought, Department of Social Science.

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Department of Social Science for the closure of the undergraduate degree program in Social and Political Thought. Though assailed slightly by nostalgia, I very much endorse the proposal.

Social and Political Thought, in its undergraduate avatar, is a very small program—currently 17 majors—whose attached faculty offer key introductory and upper-level course in social theory. These courses will provide the core for the newly revised degree program in Interdisciplinary Social Science (ISS). Thus the two proposals are intimately linked. The courses that were central to SPT will continue to be offered, but will contribute to a different degree. In addition the full-time faculty attached to SPT will align with the new ISS, providing that program with faculty resources it sorely needs (to fill the Coordinator position, if nothing else).

As a side note, I should observe that the closure of the undergraduate program in no way affects the thriving graduate program in Social and Political Thought, with which it was never aligned.

The launching of the program in ISS is an important initiative for LA&PS, and the closure of SPT is a necessary precondition to that launch. I trust that closure will enjoy wide support.



**OFFICE OF THE
VICE PROVOST
ACADEMIC**

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

Memo

To: Whom it may concern

From: Alice J Pitt, Vice-Provost Academic

Date: 12 December 2013

Re: Closure of the Undergraduate Degree Program in Social and Political
Thought

I have reviewed the proposal for closure of Undergraduate Degree Program in Social and Political Thought along with the letter provided by Vice Dean Michasiw.

Decreasing enrolments in the program along with changes to Social Science's degree offerings provide a sound rationale for this decision, and it has my support.



Report of the Faculty of Health Council December 2013

1. **Proposal to Revise the General Education Requirements for the Bachelor of Health Studies (BHS) and Bachelor of Arts (BA) in the Faculty of Health**
2. **Proposal to revise the General Education Requirements for the Bachelor of Science (BSc) in the Faculty of Health**

The Faculty of Health Council recommends acceptance of the following proposals for the changes to the General Education requirements for the Bachelor of Health Studies, Bachelor of Arts, and the Bachelor of Science degrees.

1. **Proposal to Revise the General Education Requirements for the Bachelor of Health Studies and Bachelor of Arts in the Faculty of Health**

Background/Rationale

June 27th, 2013 Senate approved changes proposed by the Faculty of Liberal Arts and Professional Studies (LA&PS) to their general education requirements. Those changes included that all general education courses will be now only offered at the 1000 level; all approved General Education courses may count for General Education credit; some may count for major credit; none may count as both.

The main reasons for the proposed changes to our BA/BSc/BHS degrees are as follows:

- 1) Former 9 credit and/or 2000 level HUMA or SOSC general education courses will no longer be offered as such and therefore it would be helpful to our students to remove them as satisfying the general education requirement.
- 2) More courses will be offered within the Faculty of Liberal Arts & Professional Studies in the humanities area and social sciences area as general education courses not just those designated as HUMA or SOSC courses. In addition, although modes of reasoning courses (designated as MODE) are currently offered as general education courses, our understanding is that in the future they will no longer be designated as MODE, our understanding is that instead they will be designated as either humanities or social sciences area courses depending on the topic covered. Therefore, it is important to change the Faculty of Health general education requirements to clarify to students as to the variety of courses they can take (including modes of reasoning courses) to meet the humanities and social science general education requirements.
- 3) The Faculties of Environmental Studies and Fine Arts have created and offer their own general education course(s) for their own students so the precedent has been set that a Faculty can offer their own general education course assuming it satisfies the breadth, interdisciplinarity, critical thinking and communication skills we value being taught in the general education courses.

Subsequent to the changes to the LA&PS general education legislation last year, the Faculty of Health formed a general education workgroup comprised of membership from each of the academic units in Health. The outcome of that workgroup was to put forward two courses offered by the Faculty of Health as general education courses for Health students. These courses may not necessarily be grouped in the humanities, social sciences, or natural sciences but we consider them to fit in the 'other' category that currently includes general education courses in modes of reasoning, fine arts, and environmental studies. The workgroup consulted with the Office of the Dean in the Faculty of Liberal Arts & Professional Studies on the initiative to develop and offer the two general education courses within the Faculty of Health. LA&PS supports the Faculty of Health's proposed changes. Vice-Dean Kim Michaisw has provided a statement on behalf of the Faculty to that effect.

Keeping in mind that the development of breadth of knowledge, critical analytical and communication skills, facilitated by inter- or multi-disciplinary approaches to scholarship, play a critical role in informing the design and delivery of general education courses, the Faculty of Health has decided on two courses that have been subsequently approved by the individual academic units and at our Faculty council in the Fall of 2013 as General Education courses for Health students. These courses are **IHST 1020 6.00 Agents of Change in a Global World** and **HLST 1900 6.00 Uncovering the Body: Interdisciplinary Perspective**. Please see Appendix A for how these courses map onto the general education principles. In IHST 1020 6.00 students examine the concept of health through multiple philosophical and disciplinary lenses. Applying complexity theory, students analyze effective change processes and the attributes of those who lead them. This course is taught in the blended format by one full time faculty member (Dr. Lesley Beagrie) and is capped at 50 students. This course has been designed for the students accepted into the Global Health degree and those students will

be encouraged to take it as satisfying 6 credits of their General Education requirements. Depending on the number of students enrolled in the Global Health degree program, some seats may be available for students from the other four programs in the Faculty of Health as well. But as the Global Health program grows it is unlikely that students other than the Global Health students will take this course as a general education credit. Currently there is no intention to scale this course up to higher enrolments or more sections to serve additional students.

HLST 1900 6.00 was created collaboratively with other Faculties, it is currently co-taught by faculty members from Faculties of Health and Environmental Studies and students from both Faculties are eligible to enrol. The course was designed as a cross-faculty course (ES, Health, Education, and Fine Arts) and models the unique features of York University's curriculum: interdisciplinary, arts-based inquiry, community-engaged, inter-professional, social justice-oriented, and enhancing student experience through experiential learning. Topics include theories of embodiment, the interrelationships between human and environmental health, representations of the body in art and the body as a site of learning and acting. The enrolments in this course are capped at 100 students. There is no intention to scale this up or create multiple sections of the course. The Faculty of Environmental Studies, which co-teaches this course, supports its offering as a general education course for Health studentsE

Note that even though we have created two general education courses for the Faculty of Health students we do not have the capacity/resources to create additional general education courses or hire additional contract faculty to add on sections for these two courses at this point in time. Thus, there should be negligible impact on enrolments in LAPS general education courses by Health students.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits in humanities (HUMA) at the 1000 or 2000 level; • six credits in social science (SOSC) at the 1000 or 2000 level or modes of reasoning (MODR) at the 1000 level; • six credits in natural science (NATS) at the 1000 or 2000 level. <p>It is strongly recommended that students complete the general education requirements above within their first 54 credits. Students may take nine credits of either HUMA or SOSC, six credits of which would count toward the corresponding general education area of study and the additional three credits would count toward electives. Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.</p> <p>Note: general education requirements are satisfied by taking natural science courses offered by the Faculty of Science and <u>approved</u> humanities, modes of reasoning and social science courses offered by the Faculty of Liberal Arts and Professional Studies. For further information please visit http://www.yorku.ca/health/current_students/GeneralEducation.html.</p>	<p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities <u>categories approved by the faculty of liberal arts & professional studies</u> • six credits at the 1000 level in approved Faculty of Health general education or social science <u>categories approved by the faculty of liberal arts & professional studies</u> • six credits <u>at the 1000 level in natural science (NATS)</u> offered by the Faculty of Science <p>Note 1: It is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an <u>approved Faculty of Health general education course</u>).</p> <p>Note 2: It is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.</p> <p>Note 4: General education requirements are satisfied by taking natural science courses, <u>approved</u> humanities or social science <u>categories courses and Faculty of Health general education courses</u>. For further information please visit http://health.info.yorku.ca/current-student-information/general-education-requirements/.</p>

2. Proposal for the Bachelor of Science in the Faculty of Health

Background/Rationale

The background/rationale for this change is identical as written for item 1.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits in humanities (HUMA) at the 1000 or 2000 level; • six credits in social science (SOSC) at the 1000 or 2000 level or modes of reasoning (MODR) at the 1000 level; • six credits in modes of reasoning (MODR) at the 1000 level. <p>It is strongly recommended that students complete the general education requirements above within their first 54 credits. Students may take nine credits of either HUMA or SOSC, six credits of which would count toward the corresponding general education area of study and the additional three credits would count toward electives. Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.</p> <p>Note: general education requirements are satisfied by <u>approved</u> humanities, modes of reasoning and social science courses offered by the Faculty of Liberal Arts and Professional Studies. For further information please visit http://www.yorku.ca/health/current_students/GeneralEducation.html.</p>	<p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • six credits <u>at the 1000 level in approved Faculty of Health general education or</u> humanities <u>categories approved by the Faculty of Liberal Arts & Professional Studies</u> • six credits <u>at the 1000 level in approved Faculty of Health general education or</u> social science <u>categories approved by the Faculty of Liberal Arts & Professional Studies</u> • six credits <u>at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts & Professional Studies</u> <p>Note 1: It is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: It is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: Students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfill general education may count toward electives.</p> <p>Note 4: General education requirements are satisfied by taking <u>approved humanities or social science categories courses and faculty of health general education courses.</u> For further information please visit http://health.info.yorku.ca/current-student-information/general-education-requirements/.</p>

APPENDIX A

HH/IHST 1020 6.00 Agents of Change in a Global World

Course Description: In this foundational course students examine the concepts of health and global health through multiple philosophical and disciplinary lenses. Applying complexity theory, students analyze effective change processes and the attributes of those lead them. Students reflect on the question “Can one person make a difference?” as they construct a scholarly portrait of themselves as agents of change for health.

Curricular Structure:

- Three curricular pillars: Global Health, Agents of Change, and Self as Learner
- Blended course delivery.
- Experiential learning.

General Education Objectives:

General Education Objectives	Learning Outcomes	Learning Activities	Learning Evidences
Breadth	<p>Express an understanding of Health as a complex phenomenon that is defined, experienced and understood through many philosophical, theoretical and disciplinary lenses.</p> <p>Critically reflects on social innovation as a process and on the qualities and abilities of those who lead change.</p>	<p>Engages in reading about health from various philosophical, theoretical and disciplinary perspectives and through local and global lenses. (See reading list)</p> <p>Explores the process of social innovation informed by complexity theory. Examines qualities of social innovators through case studies.</p>	<p>5% Can one person make a difference? Take a position. (Reflective knowing)</p> <p>15% Mini Paper: Challenging Conventional Ways of Thinking About Health (5 pages, double spaced using APA)</p>
Interdisciplinarity	<p>Utilize analytical, creative and integrative ways of knowing to challenge conventional ways of thinking about Health.</p> <p>Explain the central concepts of complexity science and discuss how the theory can inform the development of self as agent of change for health.</p> <p>Integrates knowledge from a variety of fields and disciplines.</p>	<p>Selects a global health issue, approaching it by challenging conventional ways of thinking and integrating multiple perspectives. Applies creativity to formation of a presentation.</p> <p>Explores complexity science and how it informs understanding of global issues and self as emerging agent of change.</p>	<p>15 % Aesthetic Expression of Global Health Issue: Collaborative Learning Team Presentation (demonstrating analytical, creative and integrative ways of knowing and organized, effective presentation skills).</p>
<p>Critical Skills:</p> <p>Critical Reflection</p> <p>Critical Reading</p> <p>Critical Writing</p> <p>Creative expression of scholarship.</p> <p>Oral and written</p>	<p>Apply an understanding of alternative health futures to formulate a desired future for the health of all people.</p> <p>Articulate personal values and attributes as they relate to being and becoming an</p>	<p>Formulates a guide to action based on global health issue.</p> <p>Engages in reflective and analytical activities</p>	<p>10% Learner Portfolio/Passport to Success (record, with evidence, specific academic skill development activities required for this course ie. Collaborative group</p>

<p>skills. Group skills. Praxis (ability to integrate, reflect on and synthesize theory & practical experience)</p>	<p>agent of change for health in the global context.</p> <p>Demonstrate an ability to effectively engage in an intentional, collaborative learning community.</p> <p>Apply scholarly competencies to research and write a formal essay, and to present one's thinking to others using aesthetic forms such as digital media, drama, music, dance, poetry.</p> <p>Establishes a personal student success plan for the continuous learning and development.</p>	<p>to understand personal values, ways of knowing and being and compares/contrasts those with the attributes of "Agents of Change for Health".</p> <p>Engages in activities designed to develop an appreciation of intellectual and aesthetic expressions of scholarship.</p> <p>Participates in a series of learning skills development activities throughout the course.</p>	<p>charter, CDS workshops, library workshops, consultation at Learning Commons, Writing Centre, participation in College academic session, participation in SCLD)</p> <p>25% Scholarly Essay (10 pages, double spaced, APA)</p> <p>20% Completion of Guide to Action</p> <p>10% Learner Portfolio/Passport to Success (record, with evidence, specific academic skill development activities required for this course)</p>
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Using The Body as the organizing theme, this cross-faculty course (ES, Health, Education, and Fine Arts) models the unique features of York University's curriculum: interdisciplinary, arts-based inquiry, community-engaged, inter-professional, social justice-oriented, and enhancing student experience through experiential learning. Topics may include theories of embodiment, the interrelationships between human and environmental health, representations of the body in art and the body as a site of learning and acting. Crosslisted to: ES/ENVS 1900 6.00

CRITERION	HOW IS IT ACHIEVED
BREADTH	
Is the course broad in its subject-matter	The course is broad in its subject matter and includes interdisciplinary knowledge related to philosophy of the body, critical disability, bio-politics, bioethics; sexualities, racialized & gendered embodiments, bodies in place and space, eco-somatics, and the body as a site of resistance and social struggle.
Is the course broad in its approaches	The course is broad in its approaches to learning and is inclusive of experiential learning. In addition to weekly seminars we will have monthly plenaries. These sessions may involve a variety of experiential educational initiatives including films, field trips, guest speakers. In addition these times will be used to develop the expected academic skills which allow students the support needed for assignments and more generally to succeed in the academy
INTERDISCIPLINARITY	
It is a multidisciplinary course or is it interdisciplinary in its approach	This interdisciplinary course encourages students to question historical, biomedical, ecological, philosophical, cross-cultural, and aesthetic representations of the body. Drawing on theories of embodiment from environmental studies, health studies, art theory, philosophy, and educational theory, this course poses the questions: What is a body? What do our bodies know? How do we conceive of our bodies as part of the <i>natural</i> world? How are they constituted through and mediated by our social worlds? How and under what conditions can bodies become a site of learning, resistance, or compliance?

CRITICAL SKILLS		
communication of the analytical skills orally	Skill	how are you achieving it (only those that apply)
	CRITICAL THINKING	assignments [3-4], spaced through the semester, that culminate in at least two formal and two informal oral presentations of 5 minutes; informal oral presentations offer opportunities to give and receive peer feedback on drafts of presentation materials and skills. the first formal presentation allows for feedback that will support revision for the second formal presentation. as such these involve the application of reflection, judgment, and argument Students, working in pairs/learning groups, are assigned the task of leading the class through a reflective activity using the assigned materials.
	CRITICAL READING	Students, working individually, in pairs/learning groups review the inclusions/exclusions in written texts – exploring positionality, intersections, equity; this can be done at the beginning of a class
	CRITICAL WRITING	Discussion of student writings in terms of their growing capacity to explicitly engage in difficult and uncertain areas. Students will have opportunities to present drafts of their writing and to receive informal and formal feedback.

	SPEAKING/LISTENING SKILLS	<ul style="list-style-type: none"> •learning groups prepare a warm-up for the class •Use of appropriate technologies and techniques to present information to an audience (tutorials); •active listening •effectively communicate their understandings to their course peers and course director/tutorial leader
	METHODOLOGY	understand diverse methodological approaches to research in the area of <i>body</i> ranging from arts-informed to more post-positivist understandings recognizing that each methodology allows different understandings/knowledge to emerge
	INTERPRETATION	reading and critiquing primary and secondary texts; ability to articulate and support position on a text
	RESEARCH	capacity to define the characteristics and limitations of research ability to articulate library education services tutorials

communication of the analytical skills <u>in writing</u>	Skill	how are you achieving it (only those that apply)
	CRITICAL THINKING	Assignments [3-4], spaced through the semester, which allow for drafts to be written and revisions to occur. Both informal or peer and formal or course director/tutorial leader feedback will support revisions.
	CRITICAL READING	Students, working in pairs/learning groups, are assigned the task of leading the class through a reflective activity using the assigned materials.
	CRITICAL WRITING	Frequent assignments in writing totaling 25-30 pages of clear, revised prose, including at least one researched essay
	SPEAKING/LISTENING SKILLS	written reflexive responses to course materials
	METHODOLOGY	submission of written work that critiques methodologies of course articles and texts.
	INTERPRETATION	critical evaluation of texts used in assignments
	RESEARCH	work with librarians re use of and finding of scholarly resources completion of a research assignment that is parsed into component parts

Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: January 20, 2014

Subject: Approval of Changes to the General Education Requirements for the Bachelor of Health Studies, the Bachelor of Arts, the Bachelor of Science Global Health, the Bachelor of Arts Honours, and the Bachelor of Science Honours in the Faculty of Health.

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposals regarding changes to General Education requirements for the Bachelor of Health Studies, the Bachelor of Arts, the Bachelor of Science Global Health, the Bachelor of Arts Honours, and the Bachelor of Science Honours in the Faculty of Health.

These changes have been undertaken largely to bring the General Education requirements of programs in the Faculty of Health into alignment with the revisions undertaken recently in LA&PS, which is by far York's largest provider of General Education in Humanities and Social Sciences. Many of the proposed changes are matters of house-keeping—eliminating reference to 2000-level General Education courses, for instance, as such courses are ceasing to exist—but there is one matter of substance.

This is the introduction by Health of two home-grown GenEd courses: IHST 1020 6.00: Agents of Change in a Global World and HLST 1900 6.00. The former of these is designed specifically for students in the Health Faculty's new Global Health program. One might wonder, in passing, about tying a specific GenEd to a program, especially a course that is designed to be small in a program that is likely not to be similarly sized. Will students who enrol in the GenEd



perceive themselves to have an advantage in the program over those who do not? Will demand soon outstrip supply? But these are matters with which the Faculty and the Program should grapple when the time comes. HLST 1900 6.00 has been designed and will be offered among a consortium of Faculties and appears firmly within York's traditional commitments in General Education to breadth and interdisciplinarity.

LA&PS strongly supports the enterprise. Consultations with Health have been frequent and collegial. Though there are fiscal advantages to keeping a Faculty's students at home to do General Education—and fiscal disadvantages to historical providers of such courses—the proposed scale will have next-to-no-impact on established providers, and the new offerings further diversify General Education across York, a development it would be churlish to decry.

One parenthetical correction, though. It is, of course, a fool's errand to forecast far into the oncoming mists of time, but, contrary to the note in the first paragraph of the proposal's rationale, it is very much the intention of LA&PS to continue to offer Modes of Reasoning courses as a portion of the Faculty's General Education program for that part of the future that is foreseeable.

ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of February 27, 2014

COMMITTEE OF THE WHOLE DISCUSSION

1. **AAPR Program Information Form Consultation / Notice of Procedural Motion to Move into Committee of the Whole**

The Chair of APPRC will put the following motion at the outset of this item:

that Senate move into Committee of the Whole for the purpose of discussing the Program Information Form.

The Committee reviewed the Program Information Form developed by the Academic Sub-Committee of the AAPR Steering Committee at its meeting of February 13. It also reviewed the draft Research Program Data Table, a companion document that will be used to capture aggregate research data.

APPRC's members of the Academic Sub-Committee reported that the process of developing the draft PIF was collegial and productive. Professor Axelrod and Professor Agathangelou also commended the members elected by Senate – Professor Sarah Parson and Professor Leslie Sanders – for their important contributions. A key goal of Academic Sub-Committee was to craft a form that was more inclusive and attuned to York's distinctiveness. The draft PIF has the following attributes:

- a longer preamble (which APPRC members suggested could go farther in explaining the purpose and use of the form)
- streamlined questions which have eliminated some of the repetition of earlier iterations and which in some cases have been combined to better reconcile aspects such as revenues and expenses attributed to programs
- an open-ended concluding question that will provide authors with greater scope and afford the Academic Task Force with additional information that may be germane to their scoring

The Committee made a number of final recommendations in advance of the posting of the document. With regard to the supplemental Research Program Data Table, APPRC urged the Provost to ensure that programs have an opportunity to correct or expand data sets provided by Faculties.

With regard to Senate consultations on February 27, discussion in Committee of the Whole will maximize opportunities for Senators to contribute to this important final stage of consultations. At the January meeting of Senate the Provost read the following statement concerning the discussion at Senate:

Senate plays an essential role in academic policy and planning, and Senators are in a unique position to contribute to the discussion of academic issues, especially those that impact the University as a whole. With the specific challenges facing the University, Senate is actively engaged in the Academic and Administrative Program Review particularly as it applies to academic programs. To ensure that the Program Information Form for the academic programs benefits from the direct input of Senate, I am committing to affording Senate the opportunity to discuss the Academic PIF before it is distributed to academic programs for the purpose of gathering information in the AAPR process. Accordingly, and after consulting the Chair of Senate's Academic Policy, Planning and Research Committee, I will submit the Program

Information Form to Senate (through the customary route of APPRC) in February. The PIF will be posted as soon as possible after the Academic Sub-Committee has completed its work in order that Senators have time to prepare their comments and questions in advance of the Senate meeting.

The PIF was posted following the APPRC meeting in order that Senators have sufficient time to prepare their comments and questions prior to the Senate meeting. All members of the community are invited to submit comments directly online.

OTHER INFORMATION ITEMS

1. Report of the Sub-Committee on Organized Research Units

The Sub-Committee on Organized Research Units has filed its most recent report.

Documentation is attached as Appendix A.

2. Inmet Chair in Global Mining Management

APPRC has concurred with the Provost's recommendation to establish the Inmet Chair in Global Mining Management. The Chair is supported by term funding from the Inmet Mining Corporation. The first incumbent, an Executive-in-Residence, has been named. The Chair is subject to formal approval by the Board of Governors on a recommendation from its Academic Resources Committee.

Documentation is attached as Appendix B.

3. York Research Chairs Program

APPRC has concurred with a recommendation to establish a York Research Chairs, the details of which are provided in the Program Guidelines. Additional background information was provided by the Vice-President Research and Innovation. It details the consultations that have taken place over the past year. In the autumn APPRC signaled that disposition of the proposal would be one its priorities for this year.

Senate discussed the YRC program in November 2012 and February 2013, and reviewed two drafts of the proposal. The program has been adjusted to take into account of issues raised in those Senate discussions and during wider subsequent consultations (which included all Faculty Councils).

There is no explicit reference to program-based chairs and professorships in the existing Senate-Board of Governors Policy on Endowed Chairs and Professorships. However, in its report to Senate of January 2013 APPRC advised that "in response to questions raised by Senators, APPRC confirms that the York Research Chairs initiative described by Vice-President Haché at Senate in November **requires approval according to the Board of Governors-Senate Policy on Endowed Chairs and Professorships and its associated Procedures.**" That is, APPRC was asked to concur with a recommendation to establish the Chairs, after which the Board will be asked to formally approve the Chairs on advice from its Academic Resources Committee. It was also agreed in 2013 that a proposal could come from the Vice-President Research and Innovation.¹

APPRC will monitor and report to Senate on this program on an annual basis.

Documentation is attached as Appendix C.

¹ Amendments to the Policy have also been prioritized. The Policy needs modernization to bring terminology up to date, comprehend a full range of chairs and professorships with regard to funding, ensure that processes are consistent with current practices, and make procedures for appointment and renewal more transparent.

4. Process for Nominating Members of the Royal Society of Canada's College of New Scholars, Artists and Scientists

APPRC reported in January that it had reviewed the terms of reference of the Major Awards Advisory Committee established by the Vice-President Research and Innovation to assist in the process of designating individuals for prestigious external awards. In a confidential report, Vice-President Haché described the process by which MAAC had considered nominees for the Royal Society of Canada's College of New Scholars, Artists and Scientists. The VPRI will assist in the strengthening of the dossiers supporting those who have advanced to the nomination stage this year, and provide advice to others on how their files can be enhanced in future.

5. Research in the Federal Budget 2014

Vice-President Haché briefed the Committee on research elements in the February 10 federal budget. In the context of an austerity budget in which many envelopes were eliminated, frozen or reduced, additional funding has been set aside for continuing and new University research programs. This will create opportunities for York researchers across-the-board, since there will be increases [untied] for the Tri-Councils and resources allocated to more defined initiatives. The Federation for the Humanities and Social Sciences has issued a summary which can be accessed from this link:

http://www.ideas-idees.ca/sites/default/files/budget_2014_-_highlights_e.pdf

6. Strategic Mandate Agreement Update

The Committee was advised by the Provost that Senators will have an opportunity to provide comments on the University's Strategic Mandate Agreement at meetings in February and March.

Paul Axelrod, Chair

Academic Policy, Planning & Research Committee Sub-Committee on Organized Research Units

February 2014 Report to the Full Committee

The Sub-Committee met on January 30 and transacted certain business from November to January, and submits the following report to APPRC. As always, the Sub-Committee welcomes comments and questions from members of the full Committee.

1. Charter Applications 2014: Status Report

A total of 13 ORU charter applications are in process. Of these, 6 are from existing Institutional ORUs (CITY, Centre for Jewish Studies, Institute for Research and Innovation in Sustainability, Institute for Research in Learning Technologies, Harriet Tubman Centre for Research on the Global Migrations of Africa, York Institute for Health Research). Five applications have been received from existing Faculty-based ORUs (Centre for Research on Language Contact, LaMarsh Centre for Child and Youth Research, Muscle Health Research Centre, Nathanson Centre on Transnational Human Rights, Crime and Security, and the York Centre for Public Policy and Law). There are 2 proposals for wholly new Faculty-based ORUs (Innovation in Computing at Lassonde and YU-CARE). The Sub-Committee is pleased to report that all applicants have adhered to established timelines and that the review and that the approval process is tracking toward timely completion.

The Sub-Committee will review applications in a series of meetings during the April – May period. Recommendations will be forwarded to APPRC in a single batch in May.

Continuing members may recall that the Sub-Committee developed a standard form for transmitting recommendations as an aid to APPRC's decision making. A copy of the transmittal form is attached as Appendix A (p. 1).

2. Meetings with External Reviewers

As is customary, APPRC members and the Secretary of the Sub-Committee have met with external reviewers at the outset of their visits to campus. These encounters are intended to provide reviewers with additional context and responses to specific queries about process. They also help the Sub-Committee track the development of proposals (two completed appraisals have already been received by the Sub-Committee). Sub-Committee members continue to find value in this form of participation in the process, and are informed that reviewers are appreciative of the opportunity to engage with members of APPRC.

3 Endorsement of VPRI Decision re: No External Review of Two Applications

Applications have been made to establish two new Faculty-based ORUs - YU-CARE in the Faculty of Health, and Innovation in Computing at Lassonde in the Lassonde School of Engineering). The procedures associated with the Senate Policy on ORUs grant discretion to the VPRI to determine if it is necessary to commission arm's length external reviews for new applicants (existing ORUs *must* undergo an external review at the time of application). The Deans of Health and Lassonde have expressed their view that external reviews would add value, and a previous version of the application for Innovation in Computing at Lassonde was the subject of an external review in 2013. For these reasons the VPRI has determined that external reviews need not be undertaken. The Sub-Committee endorsed this decision.

4. Status of York Centre for Public Policy and Law and Centre for Research on Mass Spectrometry

The Sub-Committee has agreed with two recommendations concerning the extended use of the term “centre” by two existing ORUs that are not proceeding with applications for a new charter at this time. In the case of YCPPL, the charter lapses this June. It is anticipated that a re-application will be prepared following an internal review. On this basis, YCPPL will continue to be styled as a centre until June 2015 (with an option for another year). Likewise the charter for CRMS lapses in four months. Members had been developing a re-chartering application but were delayed and signaled that they would miss the due date for charter submissions. A renewed effort to complete a charter is expected to come to fruition later this year. In the meantime, the name will continue to be in use.

Note: These extensions are not without precedent. Last year LaMarsh and the York Centre for International and Security Studies were allowed to retain the word centre in their names beyond the lapse of their charters. Names may be unchanged for a specified period following the expiration of a charter. However, these units are not recognized as ORUs under the Senate policy and do not receive the collective agreement benefits associated with formal charters.

5. External Reviewer Questionnaire

In the autumn Associate Vice-President Philipps worked with others to develop a standard questionnaire with input from the Council of Research Directors Working Group and has been distributed with reviewer packages. The Sub-Committee has also commented on the template, its suggestions will be incorporated into the next review cycle. Reports completed in this round of applications may also identify refinements. Use of a standard questionnaire has several advantages. It helps focus on key questions and provides ORUs with reliable, consistent feedback. Reviewers have expressed their gratitude since the forms guide their consultations and assist in the preparation of reports. A copy of the questionnaire is attached as Appendix B (p. 2).

6. Response to Inquiry re Listing of Members on ORU Applications

In November, the Secretary received a communication from members of the Centre for Research on Language Contact expressing concern that application forms ask for a listing of active full-time faculty members. Emeritus and contract faculty are included in membership rosters as part of the application, but the emphasis falls on those members committee to playing an active part in an ORU over the lifespan of a charter. After working with the Sub-Committee on the text of a communication, Associate Vice-President Philipps has now responded to colleagues in CRLC. A copy of the correspondence is attached as Appendix C (p. 8).

As indicated in the memorandum, ORUs determine their own membership criteria. The Sub-Committee has encouraged Vice-President Haché and Associate Vice-President Phillips to work with the Council of Research Directors to ensure that these rules are appropriate and clear, and that they do not discount or deter the contributions made by members who do not hold pre-retirement tenure-stream appointments.

Anna M. Agathangelou, Chair

Template for the Conveyance of Chartering Recommendations

Proposal	Name of ORU
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning ---
ORU Category	Faculty-based / Institutional Renewed Charter / First Charter
Sub-Committee Approval	Sub-Committee recommendation finalized on ----
Decision	There was / was not dissent among Sub-Committee members.
Documentation	Terms and Expectations Agreement Application Decanal Letter(s) of Support Reviewer comments / membership confirmations available on request

Integrity of Process

Was the application considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency?

Who commented on the proposal (eg, reviewers, SPORT)?

Have all relevant parties, including applicants and sponsors, agreed to the terms and expectations set out in the documentation?

Is there duplication of the mandate of the proposed ORU with that of an existing or recommended ORU?

Sub-Committee Rationale

Is the Sub-Committee satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy?

Relationship to the Academic Plans

How does the proposal relate to University and Faculty(ies) plans?

Rationale of the Vice-President Research and Innovation

What is the basis of the VPRI's recommendation?



OFFICE OF THE
VICE-PRESIDENT,
RESEARCH &
INNOVATION

5th FLOOR
KANEFF TOWER
4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 650-8207
F 416 650-8197
vpri@yorku.ca
www.yorku.ca/research

External Review of Organized Research Unit (ORU) Charter Application

External Reviewer Questionnaire

Thank you for agreeing to participate in the external review of a Research Centre or Institute at York University. Your expertise and insight are highly valued. The review team is requested to submit a single report which as far as possible answers each of the following questions. We are seeking concise reports under 15 pages where feasible. This questionnaire should be read in conjunction with the Senate Policy on ORUs and its associated guidelines, a copy of which has been provided to you with the charter application. Your final report, and any questions about the process, should be addressed to Lia Cavaliere of the Office of the Vice-President Research & Innovation (lia@yorku.ca, or 416-736-2100 ext. 33782).

1. *Progress since last external review.* To what extent has the Centre/Institute taken appropriate steps to address recommendations from its last external review, as well as any VPRI or Faculty feedback on its last two annual reports? Please identify any areas where the Centre/Institute needs to take further action to address peer recommendations or institutional feedback on its progress.
2. *Success in meeting Senate expectations for ORUs.* How well has the Centre/Institute succeeded since its last review in meeting the expectations set out the Senate Policy on ORUs (s.2.2) and associated Guidelines (s.1)? For each of the following expectations, please score the Centre/Institute's achievements out of 5 (with 5 being the highest score). Please feel free to add qualitative or explanatory comments or to refer to specific information that has influenced your assessment. You may provide additional commentary outside the table if more space is needed.



Senate Policy Expectation	1 little success	2	3	4	5 great success
Foster a vibrant program of collaborative, interdisciplinary research					
Comments:					
Provide community to support individual researchers					
Comments:					

Senate Policy Expectation	1 little success	2	3	4	5 great success
Bring together a critical mass of scholars					
Comments:					
Attain at least national leadership and international recognition in research field					
Comments:					

Senate Policy Expectation	1 little success	2	3	4	5 great success
Develop external relationships and engage in knowledge transfer/knowledge mobilization/community engagement activities					
Comments:					
Build the external reputation and raise the external profile of York research and researchers					
Comments:					

Any additional comments on how the Centre/Institute has (or has not) met Senate Policy expectations since its last review:

3. *Quality of proposal for new charter.* To what extent does the proposal for the next 5 years meet the standard of high academic quality, with realistic and clearly defined goals and aspirations to achieve the expectations set out in the Senate Policy and guidelines?
4. *Adequacy of deliverables and evaluation metrics.* Would you recommend any changes to the deliverables and evaluation metrics that the applicants have proposed for the next 5 years?
5. *Value added.* To what extent does the proposal justify the necessity of a Centre/Institute to enhance individual/departmental/Faculty based structures in realizing research goals in this field?
6. *Strategic alignment.* To what extent have the applicants demonstrated the proposal's alignment with emergent new directions in their field of research? Is the proposal well positioned in relation to external research funding and other opportunities that are likely to emerge over the next five years?

January 30, 2014

Dear Professors Benson, Connell, Cohen, Fraser, Greaves, Mougeon and Wheeler:

Re: ORU Membership Definitions

The ORU Subcommittee of APPRC has shared with Robert Haché and I your letter of November 5, 2013 raising questions about the distinction between “full” and “other” members in the VPRI Charter Application Template. The Subcommittee has requested that we respond to you, and we thank you for your patience in awaiting this reply. It seemed important to consider your points carefully and to reflect on them in discussion with the Subcommittee as well as the Working Group of the Council of Research Directors.

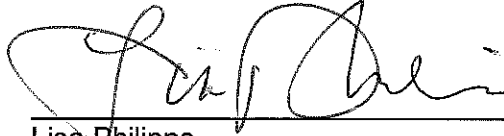
I first want to clarify and state unequivocally that there is no desire in the VPRI Office to limit membership or active participation in an ORU by any faculty member (or for that matter any student, staff or external member). Subject to the ORU’s own membership rules, any faculty member (including senior scholars or emeritus, contract or adjunct faculty) is welcome to join as a full member, to receive the privileges of membership, and to have his or her contributions to the ORU documented in the ORU’s Annual Report. We could not agree more that ORUs should “capitalize fully on the contributions of ALL active and productive researchers affiliated with York and not just on those of full-time YUFA members”. This is why the VPRI’s Annual Report Template for ORUs solicits detailed information on the activities and contributions of all faculty members who are active in the ORU, regardless of their employment status. We note that past Annual Reports of the ORU are included in the package of materials provided to external reviewers. This is because all faculty contributions are relevant and must be counted in completing the retrospective review of the ORU’s past term. Many ORUs also choose to report activities and contributions of student and other members in their annual reports, and these are also counted and considered in reviewing the ORU’s progress.

The consideration of proposals for a new 5-year term raises slightly different issues. We believe that part of VPRI’s responsibility to Senate in reviewing charter applications is to assess the level of commitment by full-time, tenure stream faculty members to be actively involved in the ORU going forward. You put it well in your letter, regarding the need for a “stable core” of active researchers. For the purposes of the rechartering exercise this is defined as full-time faculty members only. Note however that the template also requests applicants to list “other members”, which would include any non-full-time faculty. Though we do not require as much information to be provided about the nature and degree of intended involvement by “other members”, their inclusion in the charter application is fully considered and most certainly adds weight to the case for a charter. We recognize that senior scholars in particular may bring a wealth of experience, research funding, networks, and the ability to mentor more junior colleagues. To the extent that non-full-time faculty are involved in past, present or proposed future projects and initiatives, details of their involvement can be provided in parts 10 and 11 of the charter application.



We hope the above responds to your concerns. We know that a great deal of effort was invested in preparing the charter application for CRLC and we look forward to meeting with the external reviewers on February 24.

Best regards,

A handwritten signature in black ink, appearing to read 'Lisa Philipps', written over a horizontal line.

Lisa Philipps
Associate Vice-President Research
Office of the Vice-President Research & Innovation
Professor, Osgoode Hall Law School

cc. A. Aganthangelou (Chair, ORU Subcommittee)
 S. Embleton (YUFA Chief Steward)
 B. Everett (Secretary, ORU Subcommittee)
 R. Haché (Vice-President Research & Innovation)
 A. Stauffer (President, ARFL)




**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: Paul Axelrod, Chair, APPRC

From: Rhonda Lenton, Vice-President Academic & Provost 

Date: January 20, 2014

Subject: Chair in the Schulich School of Business

I am writing to seek the concurrence of APPRC for the establishment of a term-funded (2012-2016) Chair in the Schulich School of Business, in accordance with university policy in this area. Although this is not a permanent endowed Chair, I am requesting APPRC's support for its establishment in accordance with the Senate-Board Policy.

The Schulich School will recognize a generous gift from the Inmet Mining Corporation with the establishment of this Chair, known as the Inmet Chair in Global Mining Management. The proposed Chair will support Schulich's strengths as a leading international business school and contribute to the School's research and programming, as well as to the development of the mining industry in Canada and beyond. The Chair relates to research interests of faculty colleagues in Schulich and is in a growing area of academic interest; and in 2013 Schulich announced a graduate specialization in the area.

The York University Policy on Endowed Chairs and Professorships indicates that in such situations as this, where the proposed Chair/Professorship is consistent with an existing Senate-approved teaching program and where the other terms and conditions set out in the policy are met, the Vice-President Academic & Provost may ask for the concurrence of APPRC so that the Board of Governors might consider the proposal. By this memorandum, I confirm that the proposed Chair satisfies the expectations of the University policy, and unless APPRC has questions regarding it, I ask that this matter be placed on the agenda of the Board of Governors for consideration at its next meeting.

Cc: Dean D. Horvath

APPRC Meeting

Robert Haché, Vice-President Research & Innovation
January 23, 2014

YRC Consultation

➤ Fall 2012

- Original YRC proposal announced
- Discussion at APPRC and Senate
- Feedback received through spring 2013

➤ Fall 2013

- Updated proposal circulated
- 11 Faculty Council visits
- Individual comments forwarded and Community Chat
- Comments received from Osgoode Hall Faculty Association
- November 20th Open Forum
- Dean's Dec 3rd

➤ Jan 2014- JCOAA meeting



Updated York Research Chairs Proposal

- To develop an internal research chairs program that mirrors the Canada Research Chairs program to promote and recognize research excellence across the institution
- Proposed YRCs
 - Two Tiers I, II (Senior, Junior)
 - Supports
 - Minor Research Grant (\$20-25K)
 - 50% Teaching release to 1.0 minimum load (no longer a stipend)
 - Awarded competitively based on criteria of excellence in research and scholarship, and contributions to research leadership (no longer Faculty based allocation)
 - 20 Chairs to be rolled out over 5 years



What We've Heard

- Feedback positive -program is seen to build research intensity
- Support for removing the stipend from the proposal
- Accepted CRC Selection Committee to recommend YRCs to President
- Emphasized commitment to equity
- Raised issue of Tier I YRCs being at the level of Professor

What We've Heard

- Further inputs needed to select between candidates in diverse fields
- Strongly supportive as addressing transparency issue
- Support for using a modified CRC template for YRC nominations
- Suggestion of adding internal peer review step found favor as addressing the diversity of candidate and transparency issues



An Additional Step to Enhance Transparency

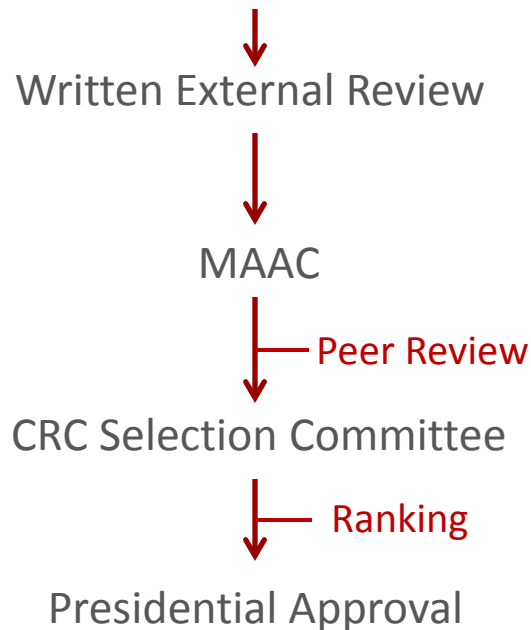
- Addition of an internal peer review panel to advise the CRC Selection Committee
 - A Major Awards Advisory Committee (“MAAC”) is being developed to provide advice on Major Award nominations where institutional nomination “slots” are limited (e.g. Royal Society, SSHRC major awards, etc.)
 - MAAC to be comprised of senior scholars from around the institution, nominated through Faculty processes.
 - MAAC to provide internal peer review advice to the CRC Selection Committee with respect to YRC nominations
 - Peer review to be shared with the nominees.



YRC Nomination Process

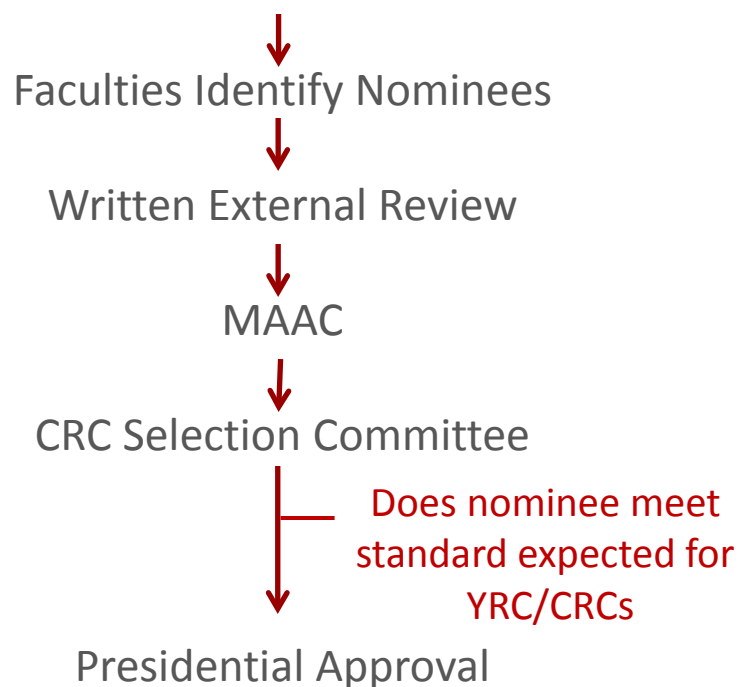
Centrally Subsidized Chair

Faculties Identify Nominees



Additional Faculty-Specific Chairs

Provostial Approval of Development of Chairs



York Research Chairs Program

Guidelines

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

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

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

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

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

York Research Chairs will be awarded competitively based on criteria of excellence in research and scholarship, and contributions to research leadership. They are expected to broadly to support research in all areas and disciplines, with the role of Chairs expected to be addressed in Unit, Faculty and Institutional research plans.

York Research Chairs would be available at two levels analogous to CRC chairs. Tier I York Research Chairs are open to established research leaders at the rank of Full Professor¹. Tier II York Research Chairs are aimed at emerging research leaders within 15 years of their first academic

¹ Candidates at the rank of Associate Professor at the time of nomination must successfully apply for promotion at the earliest opportunity following their nomination.

appointment and at the rank of Assistant or Associate Professor. Both will have 5-year terms that are renewable in the context of open competition based on peer review and the continuing availability of resources. Expectations for YRC candidature are set to meet or exceed those for CRC candidates and nominations will utilize CRC templates modified to suit the internal nature of the program.

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

While the primary intent for YRCs is to recognize and enable internal research excellence, as an outward-looking institution seeking to grow its international reputation for research, external candidates (i.e., as an enhanced provision in the case of a planned tenure stream hire) will not be excluded from consideration².

Investment and Distribution of York Research Chairs

The York Research Chairs program will provide explicit time-limited strategic investments in building research capacity amongst existing Faculty complement in areas of research excellence and opportunity. The program will ramp up over a five year period to a total of 20³ chairs. It may also be possible for Faculties to develop additional chairs, based on the availability of funding and subject to approval by the Provost.

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

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

Solicitation and Review and of York Research Chairs

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

² External candidates refers in this context to new recruits hired in accordance with all of the University's procedures and practices for the hiring of faculty members

³ A total of 20 centrally subsidized chairs will initially be available in the program. The normal expectation is that 2 Tier I and 2 Tier II YRCs will be available in open competition annually.

Nominations will be submitted according to the CRC application template, with modifications to suit internal requirements. It is highlighted that Faculties must be realistic in their expectations and only nominate their highest performing scholars⁴. They should also be cognizant of the number of YRCs available in a given cycle in determining their nominations. Where Faculties make more than one nomination in a category (Tier I or Tier II), they will be asked to rank their nominees and provide a rationale for their ranking. For all nominations, Faculties will be asked to explain how the nominee meets the expected recognition and profile for York YRCs.

The Major Awards Advisory Committee (MAAC) supported through the VPRI will receive the YRC nominations from the Faculties and will offer Institutional-level internal peer review on YRC nomination files. Feedback and advice will be provided to inform the recommendations of the CRC Selection Committee. The CRC Selection Committee will undertake a ranking of the nominations and make a recommendation on the nominees for YRCs for approval by the President. Feedback, explaining the basis for recommendations will be provided to all nominees and their Faculties.

Expectations for York Research Chairs

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

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

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

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

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

⁴ While it is natural to expect that at least some of York's maturing Tier II Canada Research Chairs will meet the criteria for YRCs, it is stressed that Faculties should nominate their top performing candidates regardless of previous research chair benefits they may have received at York and that maturing CRCs should neither be advantaged nor disadvantaged in the nomination process.

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

Expectations for Faculties and Units

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

Guidelines for Additional York Research Chair supports⁵

For the duration that recipients hold the position, Tier I York Research Chair holders will be provided with a minor research grant of \$25,000 annually to be employed in support of their research program and research leadership activities.

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

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

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

Linkage to Advancement Opportunities

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

Renewal and Career Planning

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

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

Academic Colleague to COU

Paul Axelrod

Presentation to Senate
February 27, 2014

COU Advocacy Initiatives



COU annual provincial pre-budget submission which includes the following recommendations:

- *Financial Sustainability*: avoid further cuts or policy decisions that add costs to institutions
- *Research*: reinstate the Ontario Research Fund-Research Excellence program; match infrastructure dollars through the Ontario Research Fund-Research Infrastructure program; maintain funding for the Early Researcher Awards
- *Enhancing Teaching and Learning*: maintain current per-student funding for Teacher Education programs; invest in new buildings and deferred maintenance to improve campus infrastructure
- *International Students*: eliminate the International Student Recovery program, or at least cap the recovery at the 2013-14 level; allow a portion of funding already allocated to graduate expansion to be used for operating grants to attract top international PhD students
- *Removing Barriers to Innovation*: work with universities to streamline and reduce the reporting burden on institutions

Strategic Mandate Agreements



Major impact likely to be on graduate allocation; impact on undergraduate allocation unclear

Metrics matter to Ministry – motivated by imminent election – a large public relations component to exercise

Expected that SMA's will be the framework for new Multi-year Agreements

New Centre of Excellence for colleges and universities

Five Strategic Projects

- models for funding shared online courses
- assessment in online environment
- quality standards
- faculty supports
- feasibility of developing a portal. Working with credit transfer initiative

Tuition Grants



Students in their final year of a five-year co-op program and students attending private career colleges and other private postsecondary institutions that are eligible for financial aid through OSAP will now be eligible for the **30% Ontario Tuition Grant**

International



Federal government announced new International Education Strategy that seeks to double the number of international students studying in Canada (to 450,000) by the year 2022. Strategy will target Brazil, China, India, Mexico, North Africa, the Middle East and Vietnam to improve links to and partnerships with international PSE institutions.

Over two years, \$13M will be invested in Mitacs, a national not-for-profit organization that helps Canadian university students obtain placements in academic institutions overseas.

Reconciliation of this strategy with Ontario's international recovery fee and lack of support for international students?

Teacher Education Funding and Proposed Restructuring



Two-year BEd program proceeding in 2015, combined with reduction of number of entering students.

Notwithstanding COU opposition, Minister Duguid has confirmed that the government will proceed with the reduction of BIU for teacher education by 1/3 in 2015-16

Research Matters



In addition to continuing the successful public event series, COU's Research Matters is launching a number of public outreach initiatives, including a “virtual scavenger hunt”

Participants respond to 21 video clues, over the course of four weeks, on research from each of Ontario's 21 universities. Also “Curiosity Shop,” and “Pop-up Research Park”



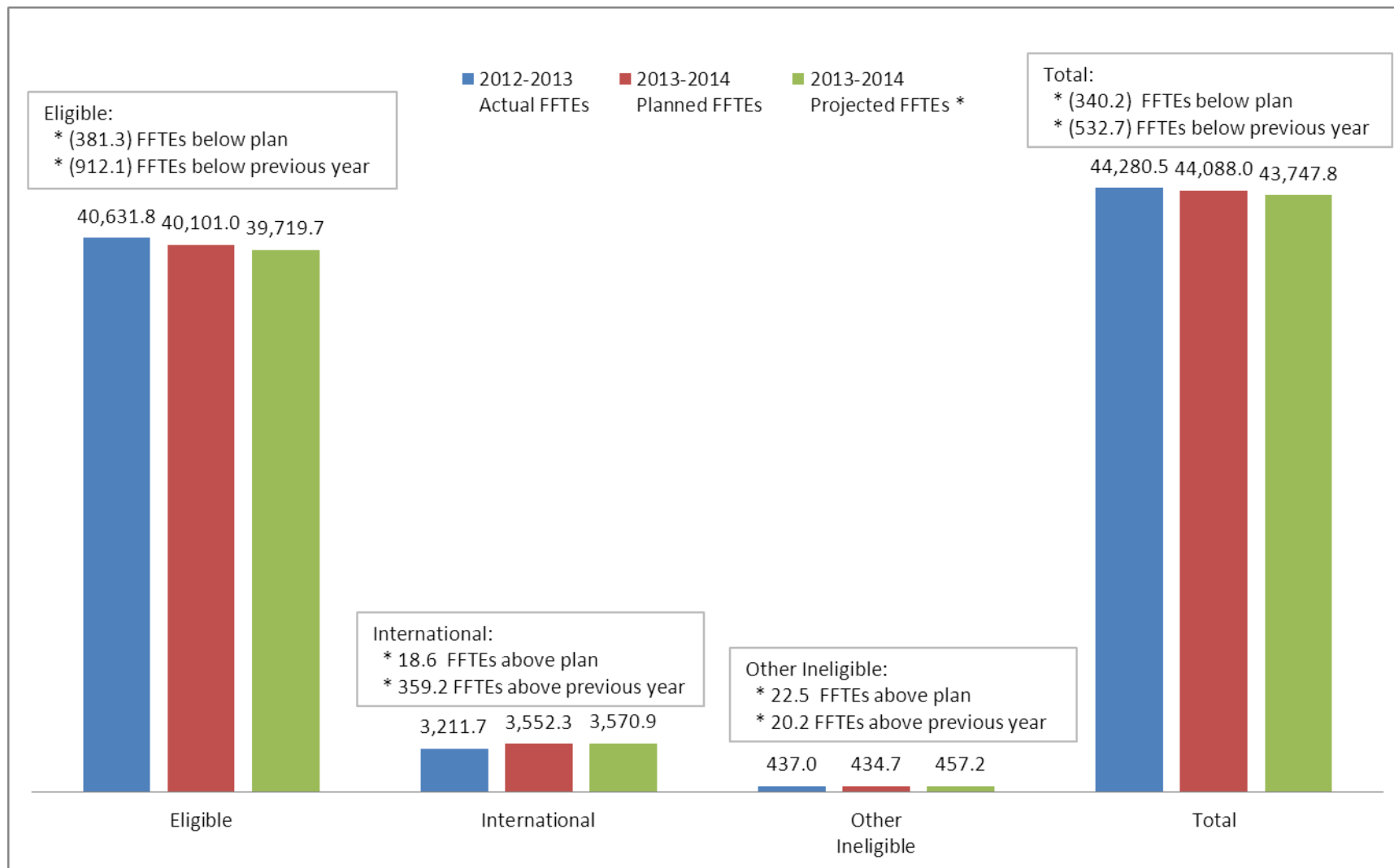
Senate Remarks on behalf of President

February 27th, 2014

Enrolment 2013-14 Year End - Domestic and International

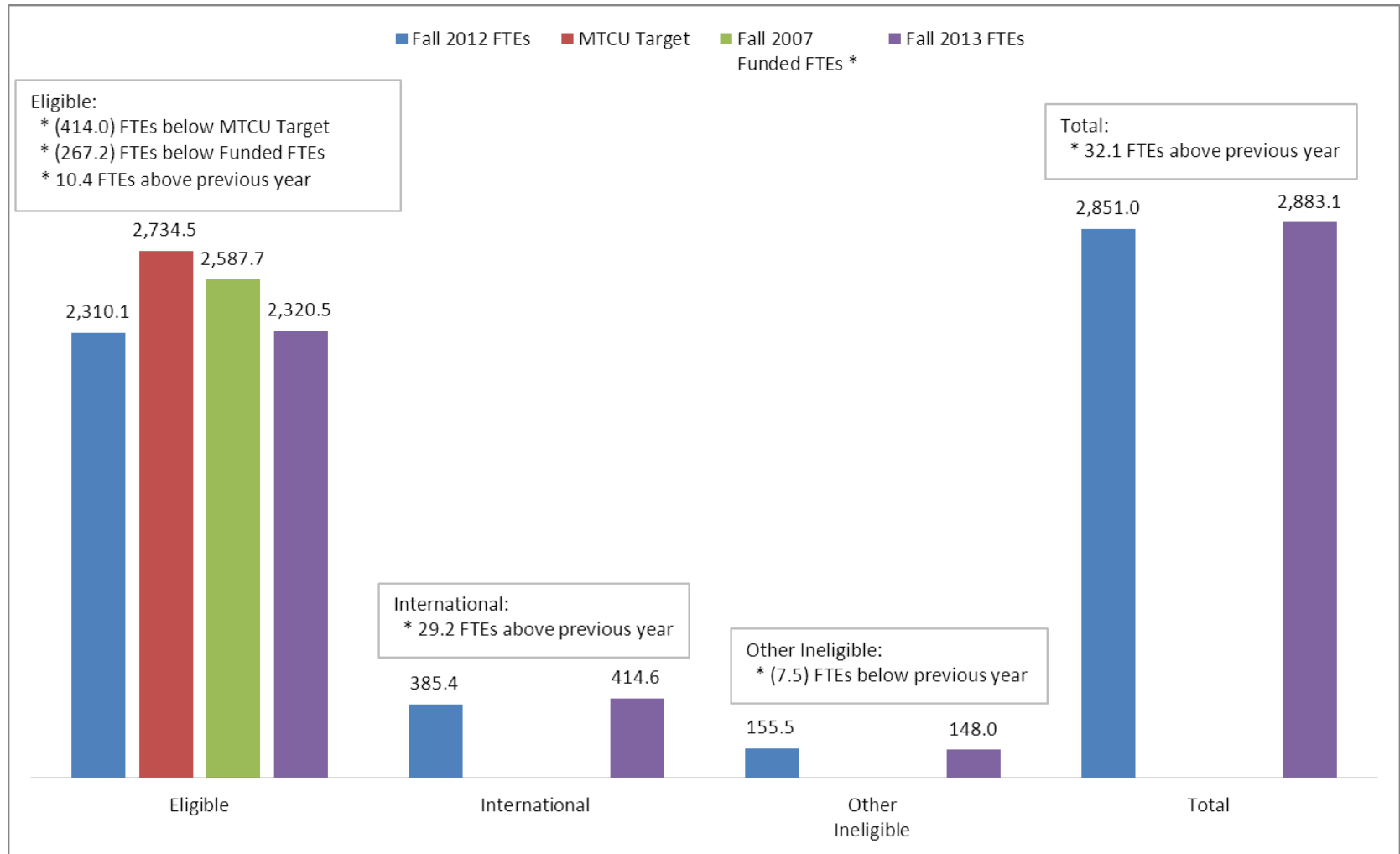
- Eligible undergraduate enrolment for 2013-14 is currently projected to be 381 FFTEs or 1.0% below target
(912 FFTEs below previous year)
- International undergraduate enrolment for 2013-14 is currently projected to be over target by 19 FFTEs or 0.5% above target (359 FFTEs above previous year)
- Eligible Masters enrolment for Fall 2013 was up 10 FTEs from fall 2012
- Eligible Doctoral enrolment for Fall 2013 was down 65 FTEs from fall 2012

2013-2014 Undergraduate Enrolment (FFTEs)



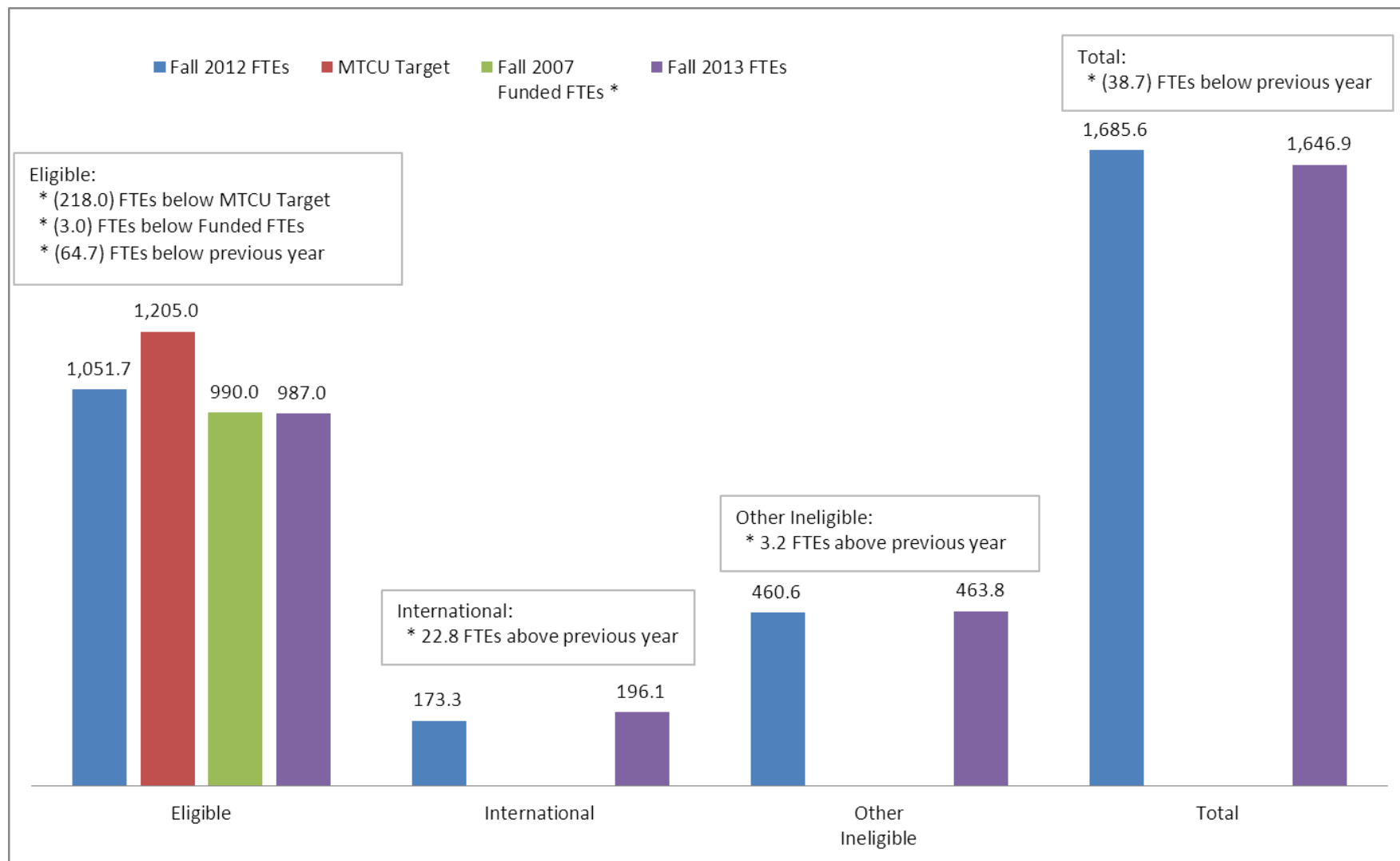
* Projected 2013-2014 Undergraduate FFTEs are as of February 10, 2014

Fall 2013 Master FTEs



* Fall 2007 funded FTEs are the FTEs upon which the University has been funded.

Fall 2013 Doctoral FTEs



* Fall 2007 funded FTEs are the FTEs upon which the University has been funded.

MTCU Update on Technology Enhanced Learning

MTCU Ontario Online

University Sector
RFP for Course
Proposals

College Sector
RFP for Course
Proposals

Centre of Excellence
Steering Committee

Glendon College Review

Provincial government committed to expanding range of PSE French programming in central and southwestern Ontario.

Three initiatives underway:

Review of York's capacity to serve French-language community more fully at Glendon (student services, student recruitment, space availability, and adequacy of funding).

Dec. 2013: Board approved in principle a motion to seek partial designation for York under *French Language Services Act* to formally confirm our status. Final terms subject to approval by Board.

Proposal submitted to MTCU for funding to expand program offerings at Glendon (subject to approval by Senate).

York Region Campus: Capacity Expansion Policy Framework

MTCU issued Policy Framework on Capacity Expansion in December.

Government issuing a formal Call for Proposals for universities wishing to expand either by establishing new campuses or expanding an existing campus to accommodate more students.

York considering how to respond to Call for Proposals given:	Our location at centre of largest area of population growth in province.
	Our strategic priorities : Advancement of our York Region strategy in terms of curricular programs, research partnerships and community engagement/outreach.
	Funding : Availability of very significant government funding creates opportunity for York to regain market share.

New York campus would have to contribute to quality and reputation of University as a whole, and would need to be financially self-sustaining.

National Survey of Student Engagement (NSSE)

❑ What is it?

A survey for 1st and 4th year undergraduates (except law and education) that assesses quality of undergraduate education via student engagement. Ontario universities participate on a 3-year cycle. Over 700 universities from across North America will participate this year.

❑ Why important?

- Measures student engagement
- Improves student academic success
- Indicates what York does well
- Identifies areas for improvement
- Provides data to measure success of initiatives
- Benchmarks against other institutions in NSSE
- Enhances institutional reputation

National Survey of Student Engagement (NSSE)

❑ Response rate challenge

Ontario in 2011:

32% first year; 35% senior year

York in 2011:

16% first year; 18% senior year

York goal for 2014:

35% overall

❑ Why so low?

- No community involvement
- No expression of value
- No promotion
- No incentives

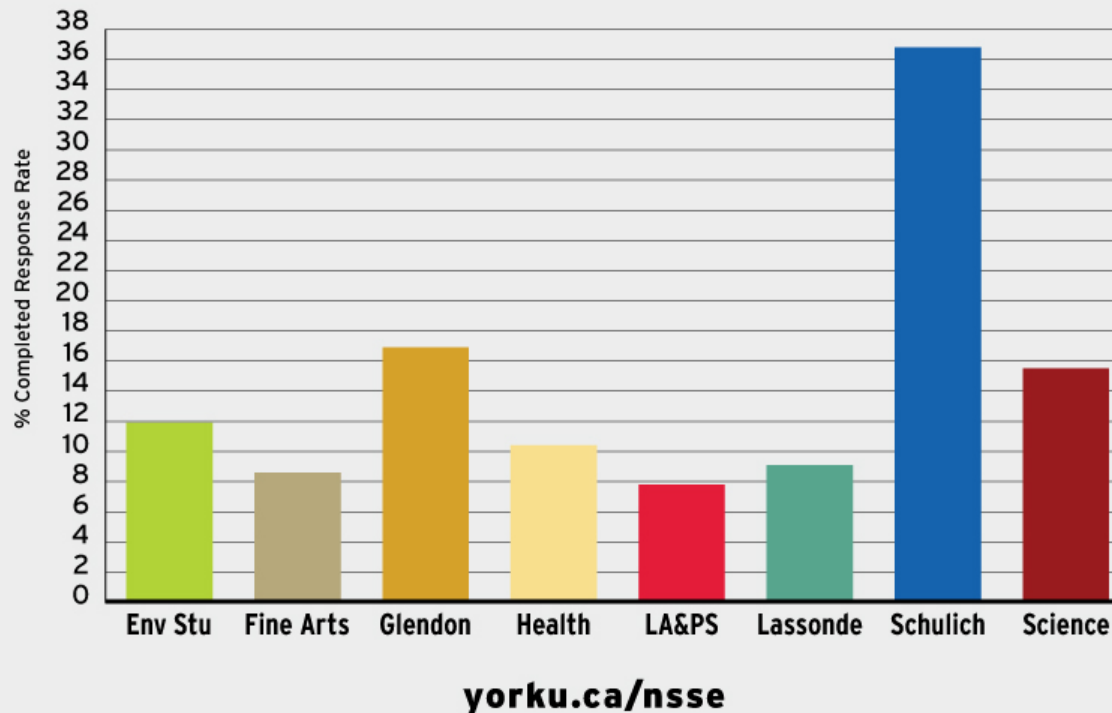
❑ 2014 response

- **25 NSSE Champions:** from every Faculty, many administrative units and YFS
- **“Proof Points”:** how students benefited from NSSE results in the past
- **Promotional campaign:** (print, web, social media, video, face-to-face)
- **Incentives:** free latte at Starbucks/Tim Hortons for every student who completes
- **Prizes:** 5 x \$500 tuition waivers, \$25 YU-card top-ups, \$25 Bookstore coupons
- **NSSE Champion Cup:** awarded to the Faculty with the highest response rate

National Survey for Student Engagement (NSSE)

NSSE Champion Cup Standings

Schulich is still in the lead; can your Faculty catch up?



Spring Convocation 2014 Honorary Degree Recipients



John Bankes
Maude Barlow
Rita Colwell
Edmund Wade Davis
Graham Fraser
The Honourable Mayann Francis
Vim Kochhar
Pierre Lassonde
Bernard Lucht
Ratan Tata
Thomas Traves

Economic Action Plan 2014

- ❑ Federal government's new Budget Plan features numerous provisions in support of exploration and innovation, teaching and needs of students and graduates.
- ❑ Budget initiatives of particular interest to the York University community include:
 - \$1.5 billion for Canada First Research Excellence Fund, which will enable us to attract and retain top research and innovation talent and maintain high levels of research excellence
 - \$46 million for granting councils, including more assistance for indirect costs as an ongoing component in the councils' base budgets
 - \$14 billion for Building Canada Fund
 - \$8 million in postdoctoral industrial R&D fellowships through MITACS for industrial research and training of postdoctoral fellows
 - \$40 million for Canada Accelerator and Incubator Program
 - \$222 million for Physics research at TRIUMF
 - \$10 million over two years for Social Innovation through research at colleges/polytechnics.
- ❑ We are reviewing detailed provisions and will work with government on rollout of these new and enhanced programs.

Research Impact Kiosk Event on Parliament Hill

- ❑ On February 24th, York co-hosted with Senator Kelvin Ogilvie a Kiosk (poster session) event in the centre block of Parliament Hill featuring socially engaged research being performed across the ResearchImpact knowledge mobilization network that York Leads.
 - 7 collaborative projects from around the country were featured at the event including a project from York on bullying led by Dr. Debra Pepler.
 - Faculty, students and community partners were in attendance for each project
 - The event provided an opportunity for politicians to learn about the importance of community engaged research and to appreciate the importance of the social innovations that are be generated through this work
 - Partners for the Event included SSHRC and the Canadian Federation for the Humanities and Social Sciences
- (On February 26th, Dr. Doug Cumming from Schulich and his research on venture capital financing was featured in a Research Matters Pop Up Event at Queen's Park
 - Part of the Why Research Matters series promoted by Council of Ontario Universities)

Strategic Mandate Agreement (SMA)

York's proposal submitted by deadline of December 20, 2013.

Our proposed SMA describes the University's areas of distinctive strength, and sets out priorities over the next five years, subject to the availability of government funding.

Special Advisor, Judith Wright, has been appointed by MTCU to discuss our proposal.

Feedback from MTCU: Liked our framing of current strengths and emerging opportunities. Suggestions focussed on: better highlighting leadership in credit transfer, strengthening research and innovation section, and adding our institutional metrics.

Agreements to be finalized by March 31, 2014.
