

Notice of the 603rd Meeting of Senate

to be held at 3:00 pm. on Thursday, April 24, 2014
in the Senate Chamber, N940 Ross Building.

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Harriet Lewis, Secretary

Minutes

of the meeting held at 3:00 pm on Thursday, March 27, 2014
in the Senate Chamber, N940 Ross Building.

A. Asif <i>Acting Chair</i>	S. Dimock	M. Hosale	M. Martel	A. Patel	J. Steprans
M. Adriaen	K. Dowler	D. Hunt	M. McCall	A. Pitt	A. Tarc
M. Amegago	S. Ehrlich	S. Husein	K. McRoberts	B. Rahder	M. Thomas
S. Ariyaratnam	J. Elder	C. Innes	K. Michasiw	A. Richins	G. Tourlakis
M. Aubin	R. Frugieue	R. Irving	G. Mianda	K. Robson	S. Tufts
P. Axelrod	P. Giordan	D. Khayatt	M. Milo	K. Rogers	G. Vanstone
A. Belcastro	D. Golemi-Kotra	A. Kumarakrishnan	A. Moakler	P. Ryan	P. Walsh
M. Biehl	S. Grace	R. Lee	J. Morrison	I Saleem	J. Warren
K. Bird	T. Gulliver	R. Lenton	A. Mukherjee-Reed	L. Sanders	S. Weiss
G. Brewer	R. Haché	H. Lewis <i>Secretary</i>	R. Myers	A. Schrauwers	K. White
H. Campbell	M. Hamadeh	D. Leyton-Brown	P. Ng	L. Sergio	M. Wiktorowicz
D. Cappadocia	S. Harwalker	S. Ling	J. O'Hagan	M. Shoukri	L. Wright
G. Comninel	D. Hastie	K. Little	R. Owston	J. Silver	H. Wu
B. Crow	C. Heron	M. Lockshin	S. Pagiatakis	H. Skinner	J. Yeomans
P. Delaney	B. Heron	S. MacDonald	S. Paradis	L. Sossin	Q. Zha
M. Derayeh	R. Hornsey	A. MacLennan	S. Parsons	B. Spotton Visano	

1. Chair's Remarks

The Acting Chair conveyed regrets from the Chair, introduced the Acting Vice-Chair, Professor Spotton Visano, and wished student Senators and all York students the best of luck on their assignments and examinations as the Winter Term ended.

2. Minutes of the Meeting of February 27, 2014

It was moved, seconded and *carried* "that the minutes of the meeting February 27, 2014 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

President Shoukri joined in the well wishes to students and commented on the following matters:

- a successful and spirit-filled Red and White Day, and his pleasure at participating in student activities when he traded places with Emanuel Ebrahim as President for a Day
- the principles, parameters and processes guiding consideration of an additional campus in York Region (about which Senate will be provided with frequent updates)
- the University's accelerated application for second stage pension relief as a result of improvements in funding owing to agreements with employee groups and positive return on investments in 2013
- efforts to ensure that participation rates in the NSSE survey reach the University's targets

With regard to an additional campus in York Region, and in response to questions, Dr Shoukri assured Senate that any new programs associated with campus expansion would be subject to the necessary approvals. Partnership with Seneca is a good starting point given a history of positive relations and successful programs, but talks are exploratory at this stage. Six Faculties has expressed interest in programs at a new campus and

Senators were encouraged to discuss opportunities in collegial settings. Other universities may harbor ambitions of their own in York, so it was important for York to assert its intentions to remain the Region's university. Dr Shoukri confirmed that a campus must not be a drain on resources and has to be compatible with York's mission, plans and values.

6. Committee Reports

6.1 Executive

6.1.1 Information Items

Senate Executive reported on the following matters:

- nominations and expressions of interest in service on Senate committees and other positions elected by Senate
- an informal meeting of members of the Senate and Board Executive Committees scheduled for April 22
- review of Glendon Faculty Council rules and procedures
- progress made by the Chancellor Search Committee
- the Secretary's correspondence with Senators who have missed three consecutive meetings.

ASCP reported that a standard process for occurrences when classes are postponed multiple times on the same day of week is being developed and noted its approval of the following minor changes in degree requirements originating with Faculties:

- Faculty of Liberal Arts & Professional Studies (BA programs in Criminology)
- Faculty of Graduate Studies (Master of Environmental Studies and MSc and PhD programs in Chemistry)
- Faculty of Health (BScN programs)

6.2 Academic Standards, Curriculum and Pedagogy

6.2.1 Establishment of a New Stream in the Accelerated Honours BA Program in Translation, School of Translation, Glendon

It was moved, seconded and *carried* **“that Senate approve the establishment of a Spanish-English stream within the Accelerated BA program in Translation, School of Translation, Glendon.”**

6.2.2 Changes to Structure, Requirements and Admission Criteria, International MBA (IMBA), Schulich School of Business, Faculty of Graduate Studies

It was moved, seconded and *carried* **“that Senate approve changes to the structure, requirements and admission criteria for the International MBA (IMBA) program housed in the Schulich School of Business, Faculty of Graduate Studies, as set out in Appendix B.”**

6.2.3 Changes to Requirements BA Programs in Information Technology, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

At the request of a Senator this item was taken off the consent agenda. The Chair of ASCP read a statement confirming that ITEC had undertaken to ensure by means of features on the course enrolment system that the new course ITEC2600 3.00 would be open only to ITEC majors to avoid competition with existing similar courses already offered by Lassonde.

It was moved and seconded” **that Senate approve changes to the requirements of the BA programs in**

Information Technology as set out in Appendix C.”

It was observed that the rendering of the 3000- and 4000-level requirements was confusing. The number of credits needed for Specialized Honours and Honours degrees also appeared to be anomalously high. It was reported that programs offered by the School tend to require a additional courses in major fields. The Chair, citing a recent Secretariat-sponsored event on degree complexities, assured Senate that ASCP will undertake a serious review of the general issues raised by the proposal.

On a vote, the motion *carried*.

6.2.4 Information Items

ASCP reported that a standard process for occurrences when classes are postponed multiple times on the same day of week is being developed and noted its approval of minor changes in degree requirements originating with Faculties for these programs:

- Faculty of Liberal Arts & Professional Studies (BA programs in Criminology)
- Faculty of Graduate Studies (Master of Environmental Studies and MSc and PhD programs in Chemistry)
- Faculty of Health (BScN programs)

6.3 Academic Policy, Planning and Research

6.3.1 Strategic Mandate Agreement

Documentation in the form of the most recent iteration of the Strategic Mandate Agreement was distributed and *noted*. The Chair of APPRC reported that the Committee had reviewed the document in the morning and was concerned by the relatively low allocation of graduate places (which would be above current enrolments but short of desired targets). He stressed that the document was not York's alone, and that the evolution of the agreement was shaped by MTCU. Highly compressed timelines and strict conditions made for an unusual process. Gaps identified in a posting to the Senate listserv prior to the meeting can be attributed to the managerial approach taken by the provincial government.

Provost Lenton outlined the main elements of the agreement and the process whereby internal input was sought from the Deans / Principal and APPRC. A final agreement awaits further discussions between MTCU and the University's interlocutor. Some of the points made in the posting referenced by the Chair will be incorporated into the next draft, and hopefully accepted by the government. The ten current strengths and five emerging priorities identified in the document (which were based on the *University Academic Plan* and a canvass of Faculties) may inhibit program development, and the ministry has added notes on Engineering and Fine Arts disciplines that appear to signal an unwillingness to permit growth elsewhere in these domains. Some of the original program areas specified by York were rejected, as were a few of the metrics the University proposed.

Senators posed questions and offered suggestions, and among the points that arose during the discussion were the following:

- the Humanities and Social Sciences are listed separately after originally being combined
- the draft agreement emphasizes York's research impact and the size of the active researcher cohort
- graduate enrolment targets mean that growth is possible but also must be met, and other universities with large graduate student populations have also been restrained
- Digital Arts appear among current strengths and emerging priorities given the expectation of new interdisciplinary programs (the UAP also labels areas in this fashion)
- there is no "good distribution" of enrolments, but Engineering and Health are well poised to help reach targets at the graduate level (the Provost asked for other suggestions)

- graduate enrolment targets do not include international students, who are not eligible, and some growth is possible in this cohort
- LA&PS disciplines are not found in the emerging priorities because an already-comprehensive suite of programs in the Faculty constitutes a platform for future innovations
- the government has asked York to improve its participation rate for NSSE, and it is important to use these data and qualitative findings to enhance the student experience
- the use of “headcounts” rather than FTEs in the agreement is an unusual way of rendering enrolments
- the University’s commitment to social justice appeared to be downplayed, and this will be revisited before the next draft is submitted
- the Quality Council is understood to stand apart from the agreement, and is not a gatekeeper on behalf of MTCU

The Provost invited Senators to forward additional comments or suggestions to staff in her office.

6.3.2 Other Information Items

Academic Policy, Planning and Research advised that its annual discussions with the Deans, Principal and University Librarian are wrapping up and will result in a report to Senate in April or May.

6.4 Awards

Senators joined the Awards Committee in congratulating recipients of the 2014 President’s University-Wide Teaching Awards:

- Full-Time Senior Faculty: Norma Sue Fisher-Stitt, Dance, Fine Arts
- Full-Time Faculty: Tamara Kelly, Biology, Science
- Contract & Adjunct Faculty: Isha DeCoito, Education
- Teaching Assistants: Yael C.B. Machtinger, Social Science, Liberal Arts and Professional Studies and Rehanna Siew-Sarju, Sociology, Liberal Arts and Professional Studies

7. Other Business

There being no further business, Senate *adjourned*.

A. Asif, Acting Chair _____

H. Lewis, Secretary _____

EXECUTIVE COMMITTEE

Report to Senate at its Meeting April 24, 2014

FOR ACTION

1. Nominees for Election to a Senate Committee

Senate Executive recommends the following candidates for nomination as members of a Senate committee (non-designated seats) for three-year terms to begin immediately and ending June 30, 2017. These candidates are being recommended now in order that there is a full complement of members of the T&P Appeals Committee.

Nominations are also accepted from the floor of the Senate if nominees have consented and are available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion "that nominations be closed" as moved by the Vice-Chair of Senate.

Tenure and Promotions Appeals (2 of 2 Current Vacancies)

(Meets at the call of the Chair)

Livy Visano, Professor, Equity Studies, Liberal Arts & Professional Studies
Marcela Porporato, Associate Professor, Administrative Studies, LA&PS

FOR INFORMATION

1. Addition to the Pool of Prospective Honorary Degree Recipients

In a confidential report, the Sub-Committee on Honorary Degrees and Ceremonials recommended the addition of one individual to the pool of prospective recipients of honorary degrees. Senate Executive concurred with the recommendation.

2. Senate and Board of Governors Executive Committees Gathering

Members of the Executive Committees of Senate and the Board are holding a dinner gathering on April 22. The topic chosen is how the University is responding to provincial initiatives such as the Strategic Mandate Agreement and the opportunity for another campus. These social gatherings are designed to promote positive interaction and informal discussion on matters of mutual interest, and they do not result in formal outcomes. The Chair will comment at the Senate meeting.

3. Senate Attendance

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

Roxanne Mykitiuk, Chair of Senate Executive



ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of April 24, 2014

FOR ACTION

1. **Renaming the Faculty of Fine Arts to the School of the Arts, Media, Performance and Design**

Academic Policy, Planning and Research recommends

that Senate approve the renaming of the Faculty of Fine Arts to School of the Arts, Media, Performance and Design.

Rationale

A change in the name of a Faculty is a significant step, and Dean Brixey makes a compelling case on behalf of the collegium for the establishment and projection of a new identity for Fine Arts, one that emerged in a broad consultative and academic planning context. The new name is at once more inclusive and contemporary, and it better reflects current activities and future aspirations. The term "School" aligns with nomenclature used by other prestigious Faculties while reinforcing a distinctive breadth of offerings. It is also consistent with guidance given in two Senate documents: Academic Unit Nomenclature: Characteristics and Guidelines and Guidelines for the Development and Approval of Schools Within the University, both promulgated by the Academic Policy and Planning Committee of Senate.

Senators should be aware that the transformation will not affect the nature of the School, which will continue to be a Faculty headed by a Dean. Three of York's Faculties bear the designation of "School" – Lassonde, Osgoode and Schulich. The School of the Arts, Media, Performance, and Design would be the fourth. The last time a change of name was approved by Senate was October 2013, when the Faculty of Science and Engineering became the Faculty of Science.

Consultations about the new name included students and external partners. The change was strongly supported by the Faculty Council and the Provost, and the Committee joins them in recommending Senate approval.

Approved by Faculty Council on December 18, 2014.

Preliminary discussion by APPRC on March 27, 2014

Approved by APPRC on April 10, 2014

Documentation is attached as Appendix A.

2. Endorsement of the University's Engagement in a Process Leading to a Bid for a New Campus in York Region

Academic Policy, Planning and Research recommends

that Senate endorse the University's engagement in a process leading to a bid for a new campus in York Region under the Major Capacity Expansion Policy Framework.

Rationale

The goal of accommodating GTA students, and developing opportunities and partnerships outside the boundaries of the city of Toronto, has been articulated in numerous planning documents of the past and is a growing reality. To an increasing extent, York Region has been the focus of the University's intensifying outreach efforts. In the words of the current *University Academic Plan*, by virtue of the University's location "at the heart of a rapidly growing and developing region and our outreach to external communities, York is uniquely positioned to capitalize upon and respond to the trends and opportunities associated with GTA growth." The UAP cited developments such as the York Region Innovation Centre in Markham and the Faculty of Health's establishment of a York Health Academic Network with external partners from York Region.

The possibility of establishing an additional campus has also been addressed. For example, one of the questions posed at the annual planning forum of 2008 asked "If we are to grow, can the Keele campus handle the growth or should we consider a third campus?" *Vision 2020*, which was endorsed by Senate and the Board of Governors in 1992, offered this prescient but appropriately guarded perspective:

While in principle, we could shift some students from the existing two campuses to a third, it is much more likely that enrolments at a third campus would have to be generated largely by the addition to the provincial system of new places, and to York of an increased share of those places. Such a development would be designed specifically to accommodate growing demand within the GTA, and would represent a major commitment by government.

With the issuance of a Major Capacity Expansion Policy Framework by the Ministry of Training, Colleges and Universities in December 2013, there is now an explicit public policy linkage between demographic growth and that "major commitment by government." Funding will be available for the creation of new campuses for existing universities. As a result, and in keeping with internally-defined goals, the University is entering into exploratory discussions with municipalities in York Region about an additional campus.

Land and property matters are assigned to the Board of Governors by the *York Act*, and this motion is essentially hortative in nature. What, then, does it mean for Senate to endorse the University's engagement in the process? It would be a timely, positive signal of interest in the *possibility* of a campus that helps achieve academic planning objectives without draining resources. It does not imply approval of the academic programs and other activities on such a campus, for these can only be implemented with the explicit authorization of Senate or the Board in accordance with applicable policies and procedures. APPRC agrees that Senate should have a voice at this and other stages of the process, and that the University Academic Plan, Faculty objectives, and other academic plans must provide the grounding for the initiative.

APPRC discussed this recommendation at a special meeting of April 17. Although the ultimate shape of program offerings is imprecise, the Committee understands that six Faculties have

expressed interest in expanding to York Region and have constituted an academic planning committee for the purpose of considering possibilities. Partnership with Seneca also provides a platform for innovation. The Committee looked at numerous facets of a new campus, including enrolment demand, the possibility of competitors entering the bidding process (which is not the prime motivation but a significant one), the principles and parameters that will inform negotiation and the evaluation of proposals, how AAPR and SHARP may impact on academic resource dimensions, the role that private and broader public sector actors may play, how an additional campus might impact on our market share of applications, and the potential of another campus to relieve stress on the physical plant at Keele.

This is a critical moment in the evolution of the University. Together with Strategic Mandate Agreements and enrichment of funding for French-language postsecondary education, the Major Capacity Expansion Policy Framework is one of many provincial government initiatives that have surfaced simultaneously. Our academic planning sophistication has proven advantageous, and there may be few opportunities in the near future to take advantage of a capital funding program. Even so, it is important to emphasize the principles articulated by Provost Lenton in her correspondence with the Committee:

- a new campus must support York University's mission and academic plan; and
- it must be fully funded by government and external partners

On the basis of these principles, and on the understanding that endorsement applies to engagement in the process, APPRC urges Senate to approve the motion.

Knowing that Senators would appreciate additional details, APPRC has advised the Provost to elaborate on matters of process and provide as much information as possible about how Faculties assess this opportunity.

Documentation is attached as Appendix B.

Approved by APPRC at its meeting of April 17, 2014.

Major Capacity Expansion Policy Framework accessible from
<http://www.tcu.gov.on.ca/pepg/publications/MajorPolicyFramework.pdf>

Major Capacity Expansion Policy Framework Guidelines accessible from
http://www.tcu.gov.on.ca/pepg/publications/vision/MCE_Guideline.pdf

FOR INFORMATION

1. Strategic Mandate Agreement

Academic Policy, Planning and Research received an updated version of the Strategic Mandate Agreement at its meeting of April 10. The next stage in the process leading to a final agreement is review by special committee within MTCU. The final version should be available this month.

2. APPRC and Academic and Administrative Program Review: Updated Summary

The overview of APPRC's involvement in the APPR process has been updated to reflect recent meetings and actions taken by individuals on behalf of the Committee.

Documentation is attached as Appendix C.

3. Meetings with the Deans, Principal and University Librarian

Discussions with the Deans, Principal and University Librarian have now concluded. A report will be provided to Senate in May. It is hoped that the written submissions and in-person discussions will lead to concrete actions. One of APPRC's priorities for the years is graduate studies and Dean Crow met with the Committee on April 10 to explore issues related to FGS.

4. York Research Chairs Implementation

Vice-President Haché briefed the Committee on the roll out of the York Research Chairs approved by APPRC and the Board of Governors this Winter.

Documentation is attached as Appendix D.

5. Organized Research Unit Chartering Recommendations

The Sub-Committee on Organized Research Units advises that recommendations for the chartering of ORUs are in the final stages and are expected to reach the Committee and Senate in May.

6. Vice-Chair and Chair for 2014-2015

The Committee is pleased to report that Professor Rebecca Pillai Riddell of the Faculty of Health has agreed to serve as the Vice-Chair for the remainder of the Senate year and become the Chair of APPRC on July 1.

Paul Axelrod, Chair

The Faculty of Fine Arts

NAME CHANGE BRIEF

After substantive discussion, debate and consensus building – and with a wide-range of input and support from stakeholders groups on campus and the community including, Faculty, Chairs, Deans, Arts Student Associations, President, Provost, select Board of Governors members, donors and alumni, The Faculty of Fine Arts voted unanimously at Faculty Council on Wednesday the 18th of December, 2013 to change the name of the Faculty to;

School of the Arts, Media, Performance and Design (AMPD)

Strategic Rationale and Support for Name Change:

1. Dean Shawn Brixey listed renaming the Faculty of Fine Arts as a strategic priority in his inaugural Faculty Council presentation, and that the Faculty must accomplish this within six-months.
2. Decades of discussion around name change have previously failed because they were unable bring faculty into consensus and strategic alignment.
 - a. Original drivers for name change were primarily academic, aesthetic, philosophical and political.
 - b. However, name change has now become a strategic and time-critical priority.
 - c. Name change for the Faculty is a central piece in a multi-pronged approach to;
 - i. Arrest the narrative of decline of the FFA and massive multi-year enrolment losses,
 - ii. Ignite and capture the imagination of university bound students with a bold and inspiring new vision,
 - iii. Establish a powerful, highly-visible, brand at York (i.e. align the with similar professional schools such as Schulich, Osgoode, Lassonde), that reinforce the narrative of a prestigious, modern, innovative and interdisciplinary arts school synergistically embedded in a world-class research university,
 - iv. Build dynamic and credible opportunities for advancement and fundraising, including a naming gift for the Faculty,
 - v. Reinvent and reposition our brand as thought leaders in the invention and study of arts and culture on campus, across the nation and the world.
3. Why is this important now?
 - a. Sustainability: Traditionally described as the "jewel in the crown of York University", all indications suggest that this prestigious identity has little traction outside of the University. The Faculty is experiencing an accelerating decline in enrolment. With the 2014-15 admissions data taken into account, we will be approximately 100 majors below 2011 levels. While there is a sector-wide decline in fine and applied arts applications, anecdotal data shows that our market share losses in several key program areas are commensurately matched by increases at Ryerson and OCAD University. There is a clear increase in competition from the college system with aggressive campaigns related to more narrowly focused but substantively similar programs. In addition, we see clear evidence of encroachment on our terrain with an increase in general university and college marketing that leverages "creativity" as a transferable skill
 - b. On a landscape of tougher competition and a smaller pool, we continue to decline not only in numbers but also in choice rankings. We have dropped below 1st or 2nd choice among 101 applicants in 8 of 11 programs for 2014-15 as part of a steady decline over 5 years. Once students are here, they generally stay. We have one of the highest retention rates on campus but we are failing to capture the attention of university bound students as a compelling option for "fine arts" education but more generally, as preparation for an economy that is driven by creativity.
 - c. The financial case for action cannot be overstated. The loss of enrolment income is quickly transforming a manageable structural deficit into a multimillion-dollar debt. For several years, we have prudently absorbed successive budget cuts with restraint, realignment and sophisticated academic resource planning but at the current rate, income loss will overtake those efforts crippling our capacity to recover. This financial reality severely limits our ability to remain vibrant or even viable.

4. The FFA name is antiquated and projects an aura of a 19th Century "Beaux Arts" arts practice.
 - a. Research highlights that while the FFA has modest brand recognition, there is no underlying brand loyalty or value in the current name as too many other Canadian institutions bear identical or variations of the same name.
 - b. The "Fine Arts" aspect of the name is unnecessarily opaque and no longer accurately reflects the scope, scale, nature of interdisciplinary research, or cultural engagement activities that the Faculty pursue, as well as how these combine to uniquely define the arts at York.
5. The FFA name no longer connects with a new generation of university bound students for whom arts careers are now seen as creative cultural hybrids and agents of change, with interdisciplinary training and expertise that span a wide range of artistic, scholarly and technical research and practice approaches.
 - a. For example, FFA Recruitment spends approximately 30% of up-front time with each potential recruit defining what a "Faculty" is, and another 20% why "Fine Arts" at York is more than just visual art.
 - b. This requirement exhausts more than 50% of available time with each initial interaction focusing on issues that don't fundamentally address why students should choose York, nor directly contribute to increasing enrolment at York.
 - c. In the highly specialized context of "the Arts", the term "School" is considered superior and generally considered synonymous with a unique personalized experience focusing on individualized student learning, support and success. While the term "Faculty" is perceived negatively because the term seems to place the emphasis on the faculty members and their research, not on the student and their learning.
6. The shift from "Fine Arts" in the name to "the Arts" is also important as;
 - a. The term "the Arts" is now culturally synonymous with our research, exhibition and performance portfolio and is no confused with earlier academic constellations of "The Arts",
 - b. The term "the Arts" is also considered more inclusive of our actual portfolio than "Fine Arts", and our new name allows us to more directly compete with other Canadian institutions whose name is similar, but also allows us to capitalize on the breadth and depth in media, performance and design programs.
7. The inclusion of "media and performance" modernizes and widens the perceptual lens on the Faculty, providing more effective institutional and governmental differentiation in a 21st Century arts educational environment and marketplace that is saturated with arts institutions that use a similar name to our previous name, but are in reality nothing like we are in terms of rigor, or comprehensiveness.
 - a. The new name creates a significant marketing and perceptual advantage by reinforcing our comprehensiveness, and positions other competing arts institutions as smaller, derivative and less comprehensive descendants of the wider ancestral root of York's more inclusive research practice.
8. The name change follows standard naming conventions of governmental funding agencies for our areas of research in the arts (e.g. The Canada Council for the Arts).
9. The name change more accurately and transparently represents our areas of research, practice and engagement (i.e. the arts, media, performance and, design)
10. The name change moves us into normative alignment with institutional naming conventions and nomenclature (e.g. School of the Arts) in North America and abroad.
11. The name changes further differentiates us from Liberal Arts by the designation of a "School" rather than a "Faculty" and equally important, with the selections of arts research, practice, and performance modifiers (i.e. media, performance, and design)
12. The term "Media" is consistently present across the context of our historical arts research, practice, performance and teaching areas.
 - a. Unit name changes within the new school are also underway, with The Department of Film preparing to rename itself the Department of Cinema and Media Arts.
 - b. The term "Media" is further refined and clarified by use of "the arts, performance and design" as unambiguous arts-centered modifiers.
13. The use of the term "Media" is agnostic apart from its context and modifiers, and can be simultaneously embedded in numerous enterprises across research campuses without conflict including, school names, discipline specific names, departmental names, and program names (e.g. media science, media engineering, media art, mixed-media, wet-media, dry-media, digital media, cinematic media, media studies, media performance, media design, mobile media, virtual media, mass-media, electronic media, recording media, broadcast media, news media, etc.).
14. The acronym AMPD provides a phonetically legible word equivalent (abbreviation for - amplified), is remarkably different, and its four-letter length is less than our close Canadian competitors, OCADU, NSCADU, ECUAD, NBCCB, SITAL, etc.



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Memorandum

To: Paul Axelrod, Chair, Senate APPRC
From: Rhonda Lenton, Provost
Date: March 21, 2014

Subject: Proposal for Name Change: Faculty of Fine Arts to School
of the Arts, Media, Performance, and Design



I have reviewed the proposal before APPRC to change the name of York's Faculty of Fine Arts to the School of the Arts, Media, Performance, and Design – and indeed I have been consulted about this proposal throughout its development. I am writing to signal my strong support for this proposal, which has been the subject of broad consultations internally and externally, and was approved unanimously by Fine Arts Faculty Council.

The materials provided by the Faculty and Dean Brixey set out clearly and persuasively the case for the proposed change of name and convey how crucial this change is for the future of the Faculty. I will not rehearse this rationale but simply highlight some of the key points. York's Faculty of Fine Arts has long been recognized as a premier centre of fine arts education, research and practice in Canada and indeed internationally; its reputation for innovative and high quality programs and cutting edge research is widely acknowledged. The Faculty has evolved in significant new directions over the years since its establishment, for example with the addition of programming in digital media and design; and the name "Faculty of Fine Arts" no longer reflects the current scope and substance of its programs and its cultural engagement. The proposed name, "School of the Arts, Media, Performance, and Design," signals a new vision for the Faculty, clearly and specifically encompassing the full breadth and depth of areas offered by the Faculty and highlighting inter- and cross-disciplinary opportunities for students and faculty. This terminology is consistent with nomenclature utilized by government in relation to research opportunities; and the term "School" is more commonly used than "Faculty" across North America in relation to university arts programs.

The proposed new name will also enable York University to more clearly differentiate its arts programs from those of its competitor institutions (universities and colleges). This is an important consideration at a time when York is facing significant enrolment and financial

challenges. Specifically, despite its strong reputation, the Faculty of Fine Arts has experienced declines in applications and enrolments over the past five years as students choose programs offered by competitor institutions, meaning a loss of tuition revenue and a resulting worsening of its financial position. It is imperative that the Faculty increase its numbers of first and second choice applicants and thereby its enrolments. The name change, reflecting the School's new directions, will provide a platform from which to build a new communications and recruitment plan that will present more clearly and strategically to potential students and others opportunities for study in a range of areas in the arts, as well as in areas of growing student interest such as design and media. The new name will facilitate an emphasis on the importance of creativity across all fields of study in a new creativity-based economy. Today's students are seeking an elite professional school experience within a major research university. The kind of Faculty signaled by the new name will thus resonate with and complement York's range of outstanding professional programs, including business, law, and engineering. Finally, the name change will support the University's advancement campaign by more clearly representing the Faculty's innovative programs and funding opportunities to donors. The attraction of new sources of revenue to support our academic activities is of crucial importance in the current financial situation.

My letters of support for proposals such as this typically describe the resource implications of the proposal in terms of the costs associated with implementing the initiative that is being proposed. In this instance, however, the costs would in fact be associated with NOT implementing the proposed change, that is, in terms of the continuing loss of enrolments and tuition fees and opportunity losses in relation to fundraising initiatives. The change of the Faculty's name does not directly involve new faculty resources or the introduction of new courses. There will be some costs involved in repositioning the School and developing marketing plans around a new identity (in the range of \$80-\$100,000), but it is anticipated that these costs will be offset by the new enrolments and funding that will result.

I am pleased to record my full support for this proposal and to urge its approval by the appropriate governing bodies.

Cc: Dean S. Brixey

Office of the Vice-
President Academic
and Provost

4700 Keele St.
Toronto ON
Canada M3J 1P3

Memo

To: Paul Axelrod, Chair, Academic Policy, Planning and
Research Committee of Senate

From: Rhonda Lenton, Provost

Date: 11 April 2014

Subject: **Endorsement of Engagement in New Campus Process**



Recommendation:

that Senate endorse the University's engagement in a process leading to a bid for a new campus in York Region under the Major Capacity Expansion Policy Framework

Rationale

In December 2013 the Ministry of Training, Colleges and Universities (MTCU) released its *Major Capacity Expansion Policy Framework* designed to ensure that more students have access to quality learning closer to home. This presents a unique opportunity for York to grow and to expand its already strong relationship with York Region with a new university campus. In March the Ministry issued the formal Call for Proposals (RFP) from Ontario universities.

The two principles fundamental to York in this initiative are that:

- a new campus must support York University's mission and academic plan; and
- it must be fully funded by government and external partners

The University has initiated a process to select a partner municipality and site to create a primary campus in York Region. A steering committee composed of senior representatives from York and Seneca has been established. This group is now fully engaged in planning how best to position and prepare the University's submission. On April 17 prospective municipal partners in York Region will demonstrate to the Steering Committee how they would propose to partner with, and support, the University in establishing a new campus in York Region.

Next Steps:

With Senate's endorsement, the University will be able to confidently proceed with consideration of a proposal to MTCU to be submitted by the end of September 2014.

Tentative Timeline:

14 April	Board of Governors Executive	Approval to proceed the exploration of options and the preparation of a proposal
17 April	Senate Academic Policy, Planning & Research Committee	Endorsement of engagement in a process of developing a proposal to MTCU
17 April	York Region municipalities	Presentations on prospective sites
24 April	Senate	Endorsement of engagement in a process of developing a proposal to MTCU
28 April	Board of Governors	Approval to proceed the exploration of options and the preparation of a proposal
2 May	Short-listed York Region municipalities announced by York	
5/6 May	Land and Property Committee of the Board	
9 May	Preferred municipality and proposed site announced by York	
15 May	York Region Council	Seek endorsement of the preferred site
27 June	Deadline to submit Notice of Intent to MTCU	
26 September	Deadline to submit final proposal to MTCU	

APPRC and Program Prioritization

Date	Meeting	Nature
May 2	APPRC	The Committee agreed to co-sponsor an event [on May 30] signaling its interest in engaging the community in a dialogue that should promote consideration of the appropriate process for APPRC and Senate in fostering understanding the dimensions of the converging challenges.
May 16	APPRC	The Committee received reports from the Provost and VP Finance and Administration, preparatory to Senate presentations, outlining the major pressures on the budget and previewed a process for focusing on academic priorities.
May 23	Senate	<p>Under the auspices of APPRC the Provost and VP Finance and Administration described the deferral of some expenditures to create “a window in which to determine, in a collegial process, what steps should be taken to arrive at sustainable arrangements. It was reported that other universities have embarked on the kind of academic prioritization exercise contemplated and that, while other postsecondary institutions are facing even greater difficulties, it is essential that York come to grips with the challenges and opportunities presented.”</p> <p>Comments and questions excerpted from the Senate minutes:</p> <ul style="list-style-type: none"> • in response to a question about the possibility of borrowing given historically low interest rates, it was indicated that financial institutions and investors would take a dim view of the University incurring further indebtedness for operating funds • the implications for academic activities and the University’s finances if the process does not achieve goals • the nature of the “rebalancing” item in the academic budget (which is required to maintain an appropriate subsidization of activities) • completion times and funding for doctoral students (factors that impact on the budget) in the context of discipline norms • the need for a truly collegial prioritization process, and how Senate will be positioned (matters that will be the subject of further discussion with APPRC and in a variety of collegial settings) • the desirability of creating a document based on the slides that will help focus on challenges • the utility of differentiating short-term from longer term goals and strategies • the relationship between an academic prioritization exercise and the emerging SHARP budget model • the meaning of objectives in the UAP priority area of “effective governance” • the decision-making processes in place, and whether or not they required changes • the value of cyclical program review processes as an example of how it is possible to focus on priorities • the sense that growth at the expense of quality is not an option, and that any expansion of enrolments would likely add further strain
May 30	Community Consultation	Presentations by the Provost and VP Finance and Administration at an open session were devoted to the University’s challenges and opportunities. The event was co-Sponsored by APPRC and moderated by the Committee’s Chair.

June 6	APPRC Meeting	Reflecting on the May 30 consultation, members of APPRC made observations about the disappointing number of faculty members who attended on May 30; the necessity of engaging the wider collegium; the [long] time frame of the initiative and the signals that might send [that the situation is not so urgent]; the magnitude of the cuts that would be required absent the window granted by the Board and community awareness of their impact; the difficulty for Faculties and units to be fully prepared to participate until the SHARP budget model is unveiled and a shadow budget created; the need for the Deans and Principal to be fully committed to working with colleagues and others at every phase of the exercise; the necessity that the bargaining units at the University must be made fully aware of every aspect of the process at every stage
June 20	APPRC Meeting	The Committee learned of now-titled “AAP” process, its relationship to PRASE, timelines (3-5 year period), structures, methodologies, preliminary consultations with the community, especially Faculty Councils. APPRC’s own role was discussed but deferred to the autumn. Concerns were expressed that the gravity of challenges not widely known, and that communication was essential for this initiative; members asked about the new budget model since it will have a bearing; there was a suggestion that the process look to cyclical reviews in the development of evaluation criteria
September 12	APPRC Meeting	Questions and comments about AAP at the first meeting of 2013-2014 ranged over a number of issues such as the definition of a program, opportunities to better define academic programs and structures, the diversity of Faculties in their makeup and governance and how this could be accommodated by the process, the possibility of building on cyclical program reviews, the intended purpose templates for program submissions in response to evaluations, and the task forces that would be created.
September 26	APPRC Meeting	<p>A resumed discussion of the Program Prioritization initiative touched on the following:</p> <ul style="list-style-type: none"> • the complex external (such as Strategic Mandate Agreements) and internal environments (where the University Academic Plan provides a lens on priorities but does not represent a comprehensive guide) • the process by which evaluation criteria will be developed and reviewed, the timelines for submission, and the methodology for sorting programs by the Academic Task Force • general criteria for membership on the Task Force, including a composition that would reflect the University’s diversity and the ability and willingness of individual members to put the University’s broad interests at the forefront • the nomination process, which may entail an open call or a more targeted invitation • the nomination and selection process for Task Force members, and the possibility that APPRC may play a part in the review of nominees prior to the final selection by the President • the need for a clear and explicit definition of <i>program</i>, which in the case of academic activities might begin with the list of cyclical program reviews • timelines for the completion of phases (finalization of criteria, submission of evaluation templates, training for Task Force members, and response to submissions) • evaluation criteria, which may be particularly attentive to quality but may take into account other factors such as impact and essentiality • the need to open the exercise to opportunity analysis <p>Members suggested that it would be constructive to provide Senate with</p>

		information on similar processes underway elsewhere [which had previously been recommended by Senate Executive].
September 26	Senate	<p>APPRC's report to Senate facilitated a presentation by the Provost and VP Finance and Administration, prior to which the Committee noted that:</p> <p>Provost Lenton and Vice President Brewer are now visiting Faculty Councils in order to facilitate discussions similar to those at Senate in May and June and at the strategic community consultation co-sponsored with APPRC. The presentations describe the origins, nature, and implications of the challenges the University faces, and outline a way forward. Faculty Council discussions are an important part of the early phase of Program Prioritization. Senate Executive has suggested that the update cover the broader context for the York exercise (public policy considerations, experiences with prioritization at other universities) and identify questions and answers that have come up at Faculty Council discussions. Provost Lenton has reiterated her commitment to a collegial, transparent process, the details of which will be elaborated on at the Senate meeting....</p> <p>...APPRC is now working to establish its role in the overall process. This will certainly involve providing ongoing advice on matters of process and helping to facilitate the frequent opportunities that Senators will have to engage in substantive discussions. It may take other forms as well.</p>
October 10		The Committee reviewed the Secretary's notes for the September meeting of Senate concerning AAP. APPRC accepted advice from its Technical Sub-Committee on the appropriate for the Committee relative to AAPR, which was later reported to Senate.
October 24	APPRC Meeting at Glendon	<p>The Committee resumed discussion the Academic and Administrative Prioritization initiative, and <i>received</i> the following documents:</p> <ul style="list-style-type: none"> • the template to be used for program submissions with criteria categories, definitions, weighting, and evaluation questions • draft selection criteria and process • an outline of the AAP stages <p><i>APPRC and Senate:</i></p> <p>The Committee provided advice on a variety of aspects of the initiative, with special emphasis on its role and that of Senate. It was understood that Senate had an interest in the process, and that APPRC was well positioned and mandated to monitor and facilitate. Since the task forces are meant to provide planners with additional tools and will not make decisions on the fate of programs, the rights and responsibilities of Faculty Councils and Senate will not be undermined by APP. As previously affirmed, APPRC can play a significant part by ensuring that questions that arise are answered, and it was agreed that Senators should be made aware that they can send communications to the Committee through the Secretary. The Provost confirmed that the three-month time frame allocated in stage 1 to preparing submissions was similar to that at other institutions where program prioritization initiatives had been undertaken.</p> <p><i>Membership criteria and selection:</i></p> <p>The Committee <i>agreed</i> that it would name two members to the group (which would include the academic members of the Steering Committee) that reviewed nominations prior to final selection.</p>

		<p><i>Draft evaluation criteria / template:</i></p> <p>In a preliminary discussion, the Committee offered ideas about the draft criteria, including the thought that a question combining 7 and 8 (revenues and expenses) would provide additional context. There were concerns about the burdens placed on unit leaders to prepare multiple responses, and colleagues will be encouraged to make the preparation of templates a collective one. The template would not permit programs to provide aggregate data (e.g., show how different facets of a program may cross-subsidize internally), but respondents would be free to describe how related elements serve a greater good. The Task Force will be responsible for taking into account an array of factors.</p>
October 24	Senate	<p>The Committee provided Senate with two reports, one supplemental, which described the role played on behalf of Senate and shared the latest information it had received about the initiative.</p> <p>In terms of its roles, the Committee reported the following: as appropriate, designate members on the Academic Task Force; facilitate frequent progress reports and input at Senate; review and make recommendations on documents provided by the Provost such as Task Force membership criteria or program templates, provide timely advice on matters pertaining to collegial processes; monitor developments as they relate to the University Academic Plan's objectives and the Committee's mandate."</p>
November 7		<p>The Committee reviewed the Secretary's notes, October 24 Senate Meeting and its own supplemental report to Senate in October</p> <p>"In a resumed review of the draft template, members furnished additional advise on the template, and in doing so highlighted categories 7 and 8 (it was suggested that that there be a question within one cell or another that permits respondents to synthesize, i.e., put revenues/expenses in some context) and categories 9 and 10 (where the summative questions bring UAP into focus and it was asked if a "contribution" to the UAP / White Paper is preferable to "impact" and if there might there be an academic question similar to the administrative one in category 9, that is what could be lost if a program was suspended, closed or scaled back?) Members were invited to provide further input via e-mail."</p> <p>Members offered a number of suggestions about a draft nominations form included the following:</p> <ul style="list-style-type: none"> • it was generally agreed that version #2 of the form was preferable • nominations could be accompanied by "considered input", e.g. nominee statements or nominator opinion on the fit with criteria • nominees should be encouraged to paste excerpts from CVs that are most relevant to the membership criteria) or provide a point form listing of CV highlights • another membership criterion worth considering is an understanding or appreciation of the wider context for PSE and the implications for York • the form should be modified to confirm that a nominee is tenured • sustained commitment to the University could be better rendered as sustained contributions <p>Members expressed interest in the scoring methodology and asked for additional information. It was understood that the template would present</p>

		challenges for the ORUs. Members were interested in the likely impact on the overall budget of AAPR – the total amount saved and how it would be distributed.
November 21	APPRC Meeting	<p>The Committee took note of questions forwarded via the Committee from 3 members of the community, and was advised that such questions, together with answers, would be posted on AAPR Website.</p> <p>The Committee scheduled a special meeting on November 28 focussing solely on AAPR matters.</p>
November 28	APPRC Meeting	In anticipation of Senate's meeting later in the day, and the emergence of a motion concerning the establishment of a Senate group to develop AAPR criteria, the Committee held a special meeting. The Chair of Senate conveyed the outcome of Senate's consideration of the motion, and indicated that efforts would be made to facilitate consultations with those who had submitted the motion. The Provost proposed that the Academic Sub-Committee of the AAPR Steering Committee be expanded to include two members of APPRC and two Senators elected by Senate. APPRC had already agreed to designate two members to participate in a review of nominees by the Academic Sub-Committee, but a decision on this matter was deferred pending further developments. The Committee agreed that concerns about the process needed to be addressed, and that it would continue to facilitate awareness and input. The Chair agreed to participate in consultations on behalf of the Committee.
December 5	APPRC Meeting	The Committee received a copy of the presentation prepared for community consultations in November and the Secretary's notes of the Senate meeting of November 28. It agreed to the proposal whereby the Academic Steering Committee of AAPR would be expanded to include two Senators elected by Senate and two members of APPRC on the understanding, as stipulated by Senate Executive, that this did not preclude a Senate motion addressing the AAPR process.
December 12	APPRC Meeting	The Chair and Provost provided members with information on the latest developments in the consideration of AAPR by Senate. The Committee noted that the Provost's invitation to expand the Academic Sub-Committee and populate it with Senators elected by Senate had been generally well received. It was reported that the matter of Senate approving or endorsing the Program Information Form was still live, and the Committee agreed that it would take no position on this question. It was suggested that more should be done to provide the community with information on the exercise and similar processes elsewhere. The Provost signaled that the Steering Committee is revisiting the process and developing a plan for the use of data after the Task Forces have issued their reports. Text on the process for designating Senators on the Academic Sub-Committee of the AAPR Steering Committee excerpted from Senate Executive's most recent report to Senate was also noted.
January 16	APPRC Meeting	The Provost reported that the PIF has generated constructive feedback and that a new iteration would be posted in the near future. Senate Executive has received a draft motion calling for Senate approval of the PIF before it is distributed for use in the AAPR process. It was learned that the Provost, Chair and Secretary were scheduled to meet with the motion's principal proponents at a meeting later in the day. The Provost expressed the hope that the motion could be rendered moot by full consultation with Senate in February. A change in wording from "prioritization" to "program review" signaled a desire to develop a distinctive York approach, and the community and Senate should have meaningful opportunities to move the process in this direction. It was confirmed that a call had been issued for expressions of interest in serving on the AAPR Task Forces. It was recalled that the

		Chair and Professor Agathangelou would join the Academic Sub-Committee of the AAPR Steering Committee when nominations were reviewed prior to transmittal to the President.
January 23	Senate	Under the auspices of the Academic Policy, Planning and Research Committee, Provost Lenton reported on the Academic and Administrative Program Review initiative. It was confirmed that Senate consultations on the PIF will be facilitated by AAPRC.
February 16	APPRC Meeting	<p>A draft PIF was distributed and Provost Lenton and the Chair described the process leading to a revised form, and highlighted key changes:</p> <ul style="list-style-type: none"> • a longer and more detailed preamble • the combination of costs-revenues in a single question • greater clarity about funding • an additional question about mission, and an open-ended question providing programs with greater scope to provide information they deemed pertinent <p>Members engaged in a wide-ranging discussion of the PIF and in doing so touched on the following aspects:</p> <ul style="list-style-type: none"> • the desirability of departments discussing research beyond ORU settings, and the need for the means by which to properly attribute or “unpack” research • additional context in the preamble • the weighting assigned to questions, and the ability of the Academic Task Force to take all facets into account (and even to re-visit some weightings) • a clarification that there will be scoring of programs but no false comparisons <p>Expanded comments were forwarded to the Academic Sub-Committee.</p> <p>It was reported that Task Force nominations remain open. Since the PIF will not be finalized until after Senate has been consulted on February 27, it was felt by the Steering Committee that the original timelines could not be met. Members agreed, but recommended that the Steering Committee provide a clear justification for extending into the autumn. The Committee agreed that it would not formally endorse the PIF per se but should provide Senate with an assurance about the integrity of the process if it could so attest.</p>
February 27	Senate	The Chair of APPRC read a statement on behalf of the Committee expressing satisfaction with the process by which a distinctive set of criteria had been developed by the augmented AAPR Academic Sub-Committee. A detailed summary of the discussion at the Senate meeting was provided to the Academic Sub-Committee.

The York Research Chairs program is an internal research chairs program. This program complements the CRC program, providing internal recognition for outstanding researchers and providing an internal research-intensive career path our existing researchers. They are also an integral part of the overall strategy to use CRCs for external recruitment. The Chairs are to be awarded competitively based on criteria of excellence in research and scholarship, and contributions to research leadership.

The YRC program was approved by the York Board of Governors on February 24, 2014, and presented to Senate as an information item on February 27th.

Timeline

- For this inaugural year, we will be rolling out the YRC program for 2014-2015 and 2015-2016, in a double competition, with a total of eight centrally subsidized Chairs – 4 Tier I and 4 Tier II Chairs in total.
- The Chair term start dates will be January 1, 2015 and July 1, 2015. The terms of all Chairs will be for 5 years, although the re-application/ nomination for the January 1, 2015 Chairs will be for a start date of July 1st 2019
- Faculties will be nominating faculty members and will submit an NOI nomination by July 15, 2014, and a full nomination package by September 19, 2014.
- The Major Awards Advisory Committee (MACC) will review full nomination files, and offer institutional-level internal peer review on the YRC nomination files.
- This feedback and advice will be provided on November 14, 2014 to inform the recommendations of the university's CRC Selection Committee (comprised of; VPRI, AVPs Research, Provost, Dean of the Faculty of Graduate Studies, and the Chair of APPRC).
- Recommendations on the nominees for YRCs will be approved by the President.
- Announcement of the YRCs with a start date of January 1, 2015 will be made in early December 2014, and those YRCs with a start date of July 1, 2015 will be announced in early March 2015.

Nomination

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, each Faculty Dean may submit candidates. It is expected that Faculties will target 1 Chair nomination per tier (2 nominations in total), except for LA&PS, which can expect to nominate up to 2 in each category. Faculties choosing to submit more than one nominee per category must provide a ranking of all nominees submitted along with a rationale for the ranking of each nominee. Please note that there is no guarantee of an award to any Faculty.

Faculties are invited to submit an initial NOI nomination by July 15, 2014. Full nomination packages, including 3 external letters of reference that are solicited and secured by Faculties, must be submitted by September 19, 2014, according to the nomination template.

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 24 April 2014

FOR ACTION

I. MAJOR MODIFICATIONS

6.2.1 Revisions to the Structure & Requirements of the Bachelor of Education program • Faculty of Education

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the revisions to the Bachelor of Education (BEd) program as set out in Appendix A, effective FW 2015-16.**

Rationale

In 2013 the Ministries of *Education and Training, Colleges and Universities* announced changes to the Initial Teacher Education Program to be implemented by universities effective September 2015. In order to meet these requirements, and the accreditation requirements of the Ontario College of Teachers, the Faculty of Education is proposing changes to the content and structure of its existing Bachelor of Education program. The existing UUDLES, program learning outcomes, admission requirements (except for a minor change to concurrent applicants), the methods of assessment of teaching and learning and the academic standards governing the degree remain in place.

The current BEd is a 30-credit, two semester program that students take either concurrently with their undergraduate degree (Concurrent option) or after completion of an undergraduate degree (Consecutive option), with specializations in French, Indigenous Teacher Education, Jewish Teacher Education and International Education available. Being proposed is a merger of the Concurrent and Consecutive programs into one new model, structured as follows:

- 60 credits
- 4 semesters
- a minimum of 80 days of practice teaching in Ontario classrooms
- a stop-out year in their home Faculty for concurrent students to take the Education courses, and a capstone year following completion of the companion Bachelor degree program requirements

Having drawn on elements of the concurrent and consecutive structures, the revised program offers a more coherent and progressive structure. It introduces tangible benefits for students: it creates space for them to focus solely on education, to form cohesive cohorts and to have more of their required undergraduate courses in place prior to the practice placements in schools. Moreover, the simplified program reduces administrative costs for the Faculty, an important consideration given the financial impact of the enrolment cap on BEd programs being applied by the Province coincident with the program changes. This proposed model has been adopted by several institutions in Canada.

The Senate Committee is satisfied that the revised requirements and curriculum support the achievement of the student learning outcomes as articulated by the Faculty. Moreover, the new model permits the Faculty to continue to offer the specializations in French, Indigenous Teacher Education, Jewish Teacher Education and International Education, as well as the BEd Technological Education program offered concurrently with several colleges (with only a slight variation to its existing structure).

The proposed changes include a minor revision to the admission requirements for the Concurrent stream to reflect the new structure in which students will be starting the BEd curriculum later (after either the completion of 60 or 90 credits depending on their home Bachelor program).

As required, consultation with all relevant Faculties was undertaken, and statements of support received. The Faculty of Education has committed to monitor and address the impact on other Faculties in terms of enrolment planning related to the stop-out year for Concurrent students. A comprehensive plan has been developed to guide the transition from the current to the revised program, which includes facilitating existing (pre-2015) BEd students' completion of their program. The Dean and the Provost are confident that the administrative and funding arrangements have been carefully planned and will lead to a successful wind down of the old and implementation of the new structure; their statements of support are included in the Appendix.

The Senate Committee is pleased to recommend the approval of the revised BEd program.

Approvals: Education Faculty Council 6 March 2014 2014 • ASCP 2 March 2014
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FOR INFORMATION

1. Degree Structures and the Undergraduate Calendar

The University Secretariat sponsored a governance session on "*Degree Requirement Complexities and Their Implications*" in February of this year. Led by the Vice-Provost Academic Alice Pitt, Vice Dean of LAPS Kim Michasiw, the University Registrar Don Hunt and former Registrar Julie Parna, a large gathering of Associate Deans / Principal, Senate Chairs, Faculty Council Secretaries and curriculum chairs, key advising and registrarial personnel engaged in a fruitful discussion of matters pertaining to York's academic program structures, students' navigation through degree requirements, quality assurance and the role of the undergraduate calendar. Candid observations and recommendations were shared by the participants.

ASCP has reflected on the issues raised and is considering concrete initiatives in response. It is expected that one or two exercises will be identified among the Committee's 2014-15 Priorities.

Leslie Sanders
Chair, Academic Standards, Curriculum & Pedagogy

**FACULTY OF EDUCATION
YORK UNIVERSITY**

**Proposal
Major Modification to the Bachelor of Education**

February 2014

a) Description of the proposed changes and the rationale including alignment with academic plans

On June 5, 2013 the Ministries of Education and Training, Colleges and Universities announced changes to the Initial Teacher Education Program to be implemented effective September 2015. The filing of an amended Ontario Regulation 347/02 – Accreditation of Teacher Education Programs, has now followed this. The regulation mandates a program length of 4 semesters, a minimum of 80 days of practice teaching in Ontario classrooms, and greater required and prescribed content. In order to meet these requirements the Faculty of Education is proposing a major modification to its existing Bachelor of Education program. These modifications include changes to program content and structure. They do not include changes to UUDLES, program learning outcomes, admission requirements (except for a minor change to concurrent applicants) and the assessment of teaching and learning.

The proposed modification will meet all the requirements of the new regulation and the associated guide for accreditation being developed by the Ontario College of Teachers. The proposal “fits” with the Faculty of Education’s Integrated Resource Plan (IRP) 2011-14 by satisfying the mandate that the Faculty ensures that its B.Ed. programming fulfills the professional regulations of and meets the standards of practice for teaching established by the province’s teacher education licensing and accreditation body, the Ontario College of Teachers (OCT); and satisfies the following guiding principles: developing innovative proposals for undergraduate programs; encouragement of foundational and applied research, fostering community-oriented educational activities, fostering access, equity and social justice in education, schooling and the community. According to the Faculty of Education’s Five-Year Plan (dated March 2009), future priorities include fostering new external relationships and supporting/developing innovative thinking about teaching, learning and curriculum. The modifications to the B.Ed. will offer new opportunities for partnerships with school boards and others and will provide spaces for implementing new approaches to delivering the curriculum. In April 2010, the White Paper Companion noted that, “York will need to develop new undergraduate programs, as well as consider changes or modifications to existing programs, that will ensure the continued relevance and attractiveness of our programs for current and prospective students” (27). One of the objectives in the White Paper is to ensure that all undergraduate programs include an experiential education component. The modified B.Ed. will meet this goal by including community and practicum placements.

Currently, a Bachelor of Education degree at York University prepares students to teach at the Primary/Junior (PJ), Junior/Intermediate (JI), or Intermediate/Senior (IS) levels. It is a 30-credit plus associated non-credit practicum experiences program and is the equivalent of two full time semesters in length. This degree program is offered concurrently to students who are co-registered for another degree at York University (including Glendon College) or consecutively (full or part-time) to those who have completed a first bachelor degree (consecutive program). The program is also offered concurrently to students registered in the degree in Early Childhood Education at Ryerson University. There is also a concurrent program in Technological Education where students are co-registered for an appropriate degree at one of our partner colleges in Applied Arts and Technology. Within the concurrent program we offer specialisms in French, Indigenous Teacher Education, Jewish Teacher Education and International Education. There are also part-time offerings in the consecutive program.

The required changes will be demanding on the Faculty, in particular the reduction in enrollments. Although our overall FFTE will remain the same when in steady state, this will be made up very differently as we will have half the number of students for twice as long. This necessitates us thinking differently about our program and how it is structured. Presently our concurrent and consecutive programs are very

different both in content and structure – and this is something we are proposing to change. We believe that we can no longer sustain a concurrent and a consecutive program that are different in design and delivery. However, we also remain committed to both pathways, including direct entry, although there will obviously be a reduction in spaces in both. The concurrent program, in its present form, poses a significant number of challenges to the Faculty (and to our students). It is a complex one, both in administrative terms (and financial costs), and also for students to navigate and to complete. Pursuing an undergraduate degree as well as taking courses in education is increasingly demanding (and stressful) for students – and although there are benefits to the model (e.g. growth over three years) there are also downsides (e.g. lack of cohesiveness and focus as compared to consecutive students; scheduling and workload issues etc.). We are therefore proposing aligning the two programs into a larger single model so that all students will take the same program and be in classes together. The modified program will make extensive use of courses from the existing concurrent and consecutive programs while also adding new ones as necessary.

- b) An outline of the changes to requirements and the associated learning outcomes including how the proposed requirements will support the achievement of program learning objectives

Changes to program structure:

The program will now be a four-semester (or equivalent) program, delivered either in a consecutive model (for those students who already hold an appropriate undergraduate degree) or in a modified concurrent model (for those students also studying for an undergraduate degree). The program will consist of 10 full courses (60 credits) or their equivalent with 5 full courses (30 credits) or their equivalent being taken in each of the two years (ED1 and ED2). As with the existing concurrent B.Ed. the program will contain a number of required courses, a community placement, practicum placements and elective courses.

In order to achieve this we are looking at a different model of concurrency – one that would see students mainly take a stop-out year from their home faculty during which time they would only take courses in education. This would occur during their fourth year (when taking a four year undergraduate degree) or their third year (when taking a three year undergraduate degree) at York. They would then return to their home faculty and complete their undergraduate degree before returning to Education for a final capstone year. In years when students are not taking courses in Education we will offer a range of non-credit experiences to keep the students connected to the program. Entry to the program will be possible through both direct entry from high school or through application in the year prior to ED1. We believe there are considerable benefits to a simpler model such as this. Aside from administrative considerations it also creates spaces for students to focus solely on education, to form cohesive cohorts, to have more of their required undergraduate courses in place prior to being in schools etc. This is a model that is presently followed by a number of other institutions including the University of Calgary. This structure is modeled below (assuming a four year degree):

YEAR AT YORK	FALL	WINTER
Year ONE*	HOME FACULTY	HOME FACULTY & Pre-Ed ED1000 course
Year TWO	HOME FACULTY	HOME FACULTY
Year THREE	HOME FACULTY	HOME FACULTY
Year FOUR STOPOUT YEAR	EDUCATION	EDUCATION
Year FIVE	HOME FACULTY	HOME FACULTY
Year SIX CAPSTONE YEAR	EDUCATION	EDUCATION

*Direct Entry students enter York. As is currently the case they take ED1000 (a pre-Education course) in Year One. This is not part of the B.Ed.

Although this model does not illustrate the possibility of taking elements of the program while taking courses in the home faculty (as in our current model of concurrency) we are creating a modular structure (see Appendix A) that can allow for this as well as permit the offering of courses in summer to allow students to graduate in less than six years. It will also allow us to meet some specific delivery needs for our programs in partnership with Ryerson and Glendon. The modular structure maintains the academic integrity of the program through ensuring that certain courses are taken together and that progression is retained. We are also keen to maintain flexibility for future development in ways the program might be offered. Hence the above table should be seen as an indicative starting point for program delivery rather than an absolute model.

Consecutive students will simply take four consecutive semesters (initially F/W – F/W). Again, the modular structure can offer the possibility for a more compressed program in the future, including a summer semester.

Regulations governing academic standing and progress in the program will be unchanged. Some minor amendments to reflect the new structure are proposed and included in Appendix B.

Changes to program curriculum and content:

See Appendix C for details of the changes to be made to the curriculum and content of the program. Our current course code and numbering system is complex and confusing. We are therefore renumbering all courses (except for elective offerings where the coding is more rational) that will form part of the modified program. This will also enable us to differentiate students enrolled in the modified program from those completing the existing concurrent program. The numbering reflects the semester in which each course is taken rather than any representing hierarchy or progression. However, students will be required to take modules in the order presented as well as to take courses within each module at the same time. Thus, each module has preceding modules as pre-requisites and all other courses within each module are co-requisites. We have also reviewed the titles and descriptions of all courses and, where necessary, updated these for either consistency or to be more relevant to the new regulation – especially where particular elements are being integrated into courses and across the program. These are not major changes and the objectives of existing courses have not altered. Practicum courses have now been given credit weighting in recognition of the substantial workload involved in these, and the specific course exit requirements specified in the existing Practicum Evaluation Protocol. There are also a small number of new courses added to the program in response to the new regulation.

Overall, the modified program draws on elements of the existing concurrent and consecutive program to offer a more coherent and progressive structure. As Appendix A shows the program is structured around four broad themes: Orientation to the Profession in the Community; Learners; Classroom & Curriculum; and Schooling, Society and Research. Within each of these themes there are two modules. The first includes foundational courses and a practicum experience – together with new courses designed to more closely link the school practicum placements to the work in the university classroom (Theory into Practice; Content into Practice; and Research into Practice). The second module in each theme focuses on the teaching of the required content knowledge at the appropriate levels (for PJ/JI this covers the range of subjects taught in the elementary school; JI supplements this in Module 3 with preparation in one ‘teachable’ subject; IS focuses on preparation for two ‘teachable’ subjects across Modules 2, 4, 6 and 8). Progression is also designed into the structure, for example Theory into Practice in Module 3 builds on the foundational courses in Module 1; Content into Practice builds on the content courses in Modules 2 and 4; Modules 5 and 6 build on earlier modules to focus on some of the larger aspects of teaching and through introducing a research element.

There are also some elective options available to students, but these may be guided and not be completely free choices. In response to recognized student needs, and Ministry priorities we are requiring PJ and JI students to take elective courses (chosen from a wide and diverse range) broadly related to mathematics and language/literacy. Initially we are proposing that PJ students will take one mathematics related elective course; one language/literacy related elective course; and one ‘free choice’ elective. JI students will take one mathematics or one language/literacy related elective course, and one ‘free choice’ elective. These will either be chosen from existing approved courses or new courses will be created as necessary. IS students will have three ‘free choice’ electives and a required course in new media

literacies – intended to focus on teaching in the twenty-first century high school classroom beyond a particular subject area.

Students will have a community based placement and three school-based practicum placements under the mentorship of an Ontario Certified Teacher. The first practicum will consist of two days per week in a school. The second practicum will consist of two days per week with a two-week final block placement. The third practicum will consist of one day per week followed by a six-week final block placement. Where students take the first two semesters in consecutive terms, we intend to extend the community placement over both semesters. The overall content and requirements of the program will remain constant. To provide a balanced workload for students over the length of the program some courses may be offered in alternate modules.

The Faculty Committee on Curriculum, Teaching and Learning will continue to review and monitor this structure and may make recommendations and changes to which electives are approved, offered and required. It is possible to maintain our existing specializations in French, Indigenous Teacher Education, Jewish Teacher Education and International Education within the proposed structure. The additional courses required for these will, as is presently the case, replace particular elective courses. Technological Education will also continue to be offered with only a slight variation to the proposed structure. The notes following the model in Appendix A outline the modifications to the structure accommodate these specializations.

Course descriptions for the modified program are provided in Appendix D.

Changes to admission requirements:

The admission requirements for the consecutive program will be unchanged.

The admission requirements for direct entry to the concurrent program will be unchanged.

The admission requirement to the concurrent program (regular entry) will be amended to reflect the new structure in which students will be starting the B.Ed. later. Students will now enter the program after completing a minimum of 60 York university credits or equivalent if pursuing a general degree (90 credits) with teaching level Primary/Junior or Junior/Intermediate or after completing a minimum of 90 York University credits or equivalent if pursuing an honours degree (120 credits) with teaching level Primary/Junior, Junior/Intermediate or Intermediate/Senior. As is presently the case, applicants who have been enrolled or registered in another Education program will not be eligible to receive transfer credit towards the York B.Ed.

Changes to Program Learning Outcomes:

No changes are proposed to the Bachelor of Education University Undergraduate Degree-Level Expectations (UUDLE) framework and the associated program learning objectives (see Appendix E). The relationship of existing courses to the UUDLES and program learning objectives remain the same while new and modified courses have been mapped to these. See Appendix E for a mapping of all courses in the modified program to the UUDLES.

- 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 undertaken:

A small working group from the Faculty (chaired by the Associate Dean, Undergraduate Programs) led on the development of this proposal. This group met weekly from September 2013. It consulted widely as a part of this process both within and outside the Faculty. Within the Faculty a meeting was held with a larger consultative group in October 2013. Two open meetings in late October 2013 and two further open meetings in January 2014 followed this. Additional input was sought from contract and seconded faculty at a Course Director's meeting. Following feedback from these meetings an additional ad-hoc group was formed to consider the role and nature of the practicum within the program. Input was also sought from administrative staff in the Faculty and a meeting was held with the Registrar's Office. Meetings were also held with appropriate individuals including the coordinator of the Jewish Teacher Education program, faculty working in the Glendon program, and other colleagues within and outside of the Faculty. The Associate Dean met with current Education students at the Faculty of Education Student Association

meeting in January 2014. The relevant committees within the Faculty were kept fully informed during all phases of the work and involved in this where appropriate.

Within the University initial information about the modified program was provided to our partner Faculties in August 2013. This was followed by further email requests for input in October 2013. An email from the Dean invited general suggestions for the modified program and this was shared with Departments. An email from the Associate Dean invited comment on the particular model of concurrency being proposed. Ryerson University was also kept informed and invited to provide input. In February 2014 a formal request for letters of support from our partner Faculties was made.

Externally we drew on an environmental scan that was completed for the Faculty in 2012, which captured the views of a large number of our stakeholders. We also consulted with our Teacher Education Advisory Committee (TEAC) whose members include the Directors of School Boards and representatives from the Ministries. Ongoing discussion occurred with the Teacher Federations through our regular Teacher Education Liaison Committee (TELC) meetings.

Assessment of the impact on other programs:

Please see Appendix F for the following supporting documents:

- Statement of Support from the Dean, Dr. Ron Owston, including information about the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the expanded Bachelor of Education, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the Bachelor of Education
- Statement from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the expanded Bachelor of Education, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the Bachelor of Education
- Statement from the University Librarian confirming the adequacy of library holdings and support
- Statement of Support from Faculty of Liberal Arts and Professional Studies
- Statement of Support from Faculty of Health
- Statement of Support from Faculty of Environmental Studies
- Statement of Support from Glendon College
- Statement of Support from Faculty of Fine Arts
- Statement of Support from Faculty of Science
- Statement of Support from Lassonde School of Engineering

d) A summary of any resource implications and how they are being addressed (attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required a letter from the relevant resource Dean(s)/Principal is required if new resources are required)

The transition from the two semester to the four semester program will be demanding for the Faculty. In particular in 2015 our FFTE will be halved (from 1116 to 558). The Ministry of Training Colleges and Universities (MTCU) are providing transition funding for this, though it will not cover the loss in tuition fees. A detailed plan for the transition and for the use of transition funding has been developed and will form the basis of a Memorandum of Understanding with MTCU. We anticipate it could take until 2019/20 for students enrolled in the 'old' program to graduate and thus we will be running two parallel (though similar programs for some years). To minimize the effects of this it is vital that we simplify, at least initially, our delivery models in the ways proposed. This will reduce administrative costs and also allow a significant number of existing concurrent students to graduate before new concurrent students start the program. Once we achieve steady state, which will maintain our existing mandated enrollment cap of 1116 we do not see there being additional resource demands on the Faculty. Courses in the modified program will be taught as presently, through a combination of tenure stream faculty (including potential new alternate stream hires); seconded faculty; and contract faculty. There will likely be an ongoing reallocation of particular courses taught by faculty but we have the expertise to deliver the proposed program.

- 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

There will be a significant number of students still enrolled in the existing concurrent and part-time consecutive B.Ed. (approximately 300 FFTE in 2015). These students will complete their degree per existing requirements and regulation. The Ontario College of Teachers has issued a memo stating that a person who begins (but has not completed) an Ontario program of professional education on or before August 31, 2015, would be eligible for College registration based on the requirements that were in place at the time the candidate began his or her program. This will apply to candidates enrolled in concurrent, or multi session programs and who are completing these programs after the requirements for the expanded teacher education program are in effect. Regulatory provisions may be developed to clarify a date in which pre-2015 concurrent or multi-session programs must be completed. We will continue to offer the necessary courses for these students to graduate in a timely manner. As a number of courses will be common between the two programs it may be possible to have the two groups taught together for some elements.

- g) A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar

Please see Appendix G for existing program requirements and Appendix H for proposed program requirements.

**APPENDIX A
4 SEMESTER MODEL (2014-01-29 draft)**

	YEAR 1		YEAR 2	
	SEMESTER 1 Orientation to the profession in community	SEMESTER 2 Learners	SEMESTER 3 Classroom/Curriculum	SEMESTER 4 Schooling, Society, Research
P/J/I/S	Module 1 (9 credits)	Module 3 (9 credits)	Module 5 (9 credits)	Module 7 (9 credits)
	Child Development & Health OR Adolescent Development & Health (EDFE 1100 OR EDFE 1101) 3	Inquiries Into Learning (EDFE 2100) 3	Teaching for Diverse and Equitable Classrooms in Ontario (EDFE 3100) 3	Inclusive Education (EDFE 4100) 3
	Studies in Communities and Their Schools (EDPR 1000) 3	Practicum (EDPR 2000) 3	Practicum (EDPR 3000) 3	Practicum (EDPR 4000) 3
	Foundations Of Education (EDFE 1200) 3	Theory Into Practice (EDFE 2200) 3	Content Into Practice (EDFE 3200) 3	Research Into Practice (EDFE 4200) 3
P/J	Module 2 (6 credits)	Module 4 (6 credits)	Module 6 (6 credits)	Module 8 (6 credits)
	Content Knowledge 1	Content Knowledge 2	Content Knowledge 3	Content Knowledge 4
	Language & Literacy in the PJ Divisions (EDPJ 1000) 3	Science & Technology in the PJ Divisions (EDPJ 2000) 3	Social Studies & Culture in the PJ Divisions (EDPJ 3000) 1.5	Integration Through Arts (EDIN 4000) 3
	Mathematics in the PJ Divisions (EDPJ 1100) 3		Physical Education in the PJ Divisions (EDPJ 3100) 1.5	
J/I	Language & Literacy in the JI Divisions (EDJI 1000) 3	Science & Technology in the JI Divisions (EDJI 2000) 3	Social Studies & Culture in the JI Divisions (EDJI 3000) 1.5	Integration Through Arts (EDIN 4000) 3
	Mathematics in the JI Divisions (EDJI 1100) 3		Physical Education in the JI Divisions (EDJI 3100) 1.5	
I/S	Teaching XXXX in the IS Divisions - A (XXXX 4000) 3	Teaching XXXX in the IS Divisions - B (XXXX 4001) 3	Teaching XXXX in the IS Divisions - A (XXXX 4000) 3	Teaching XXXX in the IS Divisions - B (XXXX 4001) 3
	New Media Literacies and Culture (EDUC 3610) 3			
P/J/I/S		Elective 1 3	Elective 2 3	Elective 3 3

Elective 1, 2, 3:

- PJ:** All students will take one language/literacy AND one mathematics related elective, and one free choice elective course
JI: All students will take one language/literacy OR mathematics related elective, and one free choice elective course
 All students will take one Teaching XXXX in the Intermediate Division (XXXX 3000) course
IS: All students will take three free choice elective courses

Notes:

Foundations of Education & Theory into Practice:

A 6 credit blended course (ED/BLEN 1200) may be offered in place of Foundations Of Education and Theory into Practice. It will cover the same material as these two courses but in a blended learning format and over two semesters. This course will draw on the current blended course developed within the Academic Innovation Fund project.

French B.Ed. (PJ, JI, IS):

- Elective 1:
 - PJ, JI, IS: All students will take ED/EDFR 2000 Teaching and Learning French in an Immersion Context
- Elective 2:
 - PJ, JI: Elective 2 is replaced by ED/EDFR 3000 Teaching and Learning French in a Core French Context
- Elective 3:
 - PJ, JI: Elective 3 will be a mathematics related elective course

Jewish Teacher Education (PJ, JI, IS):

- All students will take ED//HEB 2030 Teaching Modern Hebrew Language Arts & Jewish Studies, and ED/HEB 3030 Teaching Classical Hebrew Texts in Jewish Studies, and transfer these credits to their home faculty

Indigenous Teacher Education (PJ, JI, IS):

- Elective 1:
 - PJ, JI, IS: All students will take ED/EDUC 2200 Issues in Indigenous Education
- Elective 2:
 - PJ, IS: Elective 2 is replaced by ED/EDUC 2300 Pedagogy of the Land
- Elective 3:
 - PJ: Elective 3 will be a mathematics related elective course
 - JI: Elective 3 is replaced by ED/EDUC 2300 Pedagogy of the Land

B.Ed. Technological Education (IS):

- Module 2 and Module 4 Teaching XXXX in the IS Division - A/B is replaced by ED/TECH 3050 Curriculum Connections for Technological Education
- Module 6 and Module 8 Teaching XXXX in the IS Division - A/B is replaced by ED/TECH 3000 Technological Education as a Teaching Subject

Education-International Specialization:

- PJ/JI:
 - Completion of one of the electives: ED/EDUC 2700 Teaching Internationally and Interculturally or ED/EDUC 3910 Reflecting on and Interpreting the International Experience
 - Completion of ED/EDUC 2720 Teaching English in International Contexts as the language/literacy related elective
- IS:
 - Completion of two of the electives: ED/EDUC 2700 Teaching Internationally and Interculturally or ED/EDUC 3910 Reflecting on and Interpreting the International Experience or ED/EDUC 2720 Teaching English in International Contexts

APPENDIX B

ACADEMIC STANDING AND PROGRESS IN THE BACHELOR OF EDUCATION PROGRAM

a. Concurrent Candidates (Existing regulation)

In order to remain coregistered in the Faculty of Education or to graduate, candidates must maintain a competent standard of performance in both their academic Faculty and in the Faculty of Education. Teacher candidates will be ineligible to continue or to graduate if they fall into any one of the categories listed below.

- Candidates who fail to maintain a C+ overall average or a 5.00 grade point average in the Faculty of coregistration will not be considered eligible to proceed in education.
- Candidates will be ineligible to continue in the B.Ed. degree program if they receive less than a grade of C+ in any course taken for education credit.
- Candidates in the junior/intermediate or intermediate/senior division are expected to achieve a minimum grade of C+ in each course that is required to fulfill the requirements for a teaching subject. Failure to do so may result in a suspension or involuntary withdrawal from the program or other appropriate recommendation at the discretion of the Faculty adviser and the associate dean (pre-service).
- Candidates are required to complete one practicum seminar during each of the three years of the program. These seminars, which consist of both seminars and placements in a school/community (Year 1) or in a school/classroom (Years 2 and 3) are evaluated on a pass/fail basis. Candidates who fail to achieve a pass in a practicum seminar are ineligible to continue in the program.
- Practicum seminars are corequisite with appropriate courses.

a. Concurrent Candidates (Modified regulation)

In order to remain coregistered in the Faculty of Education or to graduate, candidates must maintain a competent standard of performance in both their academic Faculty and in the Faculty of Education. Teacher candidates will be ineligible to continue or to graduate if they fall into any one of the categories listed below:

- Candidates who fail to maintain a C+ overall average or a 5.00 grade point average in the Faculty of coregistration will not be considered eligible to proceed in education.
- Candidates will be ineligible to continue in the B.Ed. degree program if they receive less than a grade of C+ in any course taken for education credit.
- Candidates in the junior/intermediate or intermediate/senior division are expected to achieve a minimum grade of C+ in each course that is required to fulfill the requirements for a teaching subject. Failure to do so may result in a suspension or involuntary withdrawal from the program or other appropriate recommendation at the discretion of the Faculty adviser and the associate dean (pre-service).
- Candidates are required to complete three school-based practicum placements during the program. These are evaluated on a pass/fail basis. Candidates who fail to achieve a pass in a practicum placement are ineligible to continue in the program.

b. Consecutive Candidates (Existing regulation)

In order to remain registered in the Consecutive program and to graduate, candidates must maintain a superior standard of performance in their course work. Teacher candidates will be ineligible to maintain their registration status or to graduate if they receive less than a grade of C+ in any half or full education course.

- Candidates who fail to achieve a pass in a practicum seminar are ineligible to continue in the program.
- Practicum seminars are corequisite with appropriate courses.
- Candidates in the part-time program are required to complete one practicum seminar during each of the three years of the program. These seminars, which consist of both seminars and placements in a school/community (Year 1) or in a school/classroom (Years 2 and/or 3) are evaluated on a pass/fail basis.

b. Consecutive Candidates (Modified regulation)

In order to remain registered in the Consecutive program and to graduate, candidates must maintain a superior standard of performance in their course work. Teacher candidates will be ineligible to maintain their registration status or to graduate if they fall into any one of the categories below:

- Candidates will be ineligible to continue in the B.Ed. degree program if they receive less than a grade of C+ in any course taken for education credit.
- Candidates are required to complete three school-based practicum placements during the program. These are evaluated on a pass/fail basis. Candidates who fail to achieve a pass in a practicum placement are ineligible to continue in the program.

**APPENDIX C
CHANGES TO CURRICULUM AND CONTENT**

PROPOSED			CURRENT			CHANGES				
Course	Course #	Credits	Course	Course #	Credits	New Course	Modify Description	Modify Title	Modify Number	Modify Weighting
Child Development & Health OR Adolescent Development & Health	EDFE 1100	3	Socialization & Human Development OR The Adolescent and The Teacher	CMYR 2500	3		X	X	X	
	OR EDFE 1101			EDUC 3310	3		X	X	X	
Studies in Communities and Their Schools	EDPR 1000	3	Practicum Seminar 1: Studies in Communities and Their Schools	CMYR 2100	0		X	X	X	X
Foundations Of Education	EDFE 1200	3	Aspects of Foundations Of Education	FNDS 3330	3		X	X	X	
Language & Literacy in the PJ Divisions	EDPJ 1000	3	Teaching Language in the P/J Divisions	PRJL 3030	3		X	X	X	
Mathematics in the PJ Divisions	EDPJ 1100	3	Teaching Mathematics in the P/J Divisions	PRJM 3030	3		X	X	X	
Language & Literacy in the JI Divisions	EDJI 1000	3	Teaching Language in the J/I Divisions	JILA 3021	3		X	X	X	
Mathematics in the JI Divisions	EDJI 1100	3	Teaching Mathematics in the J/I Divisions	JIMA 3021	3		X	X	X	
New Media Literacies and Culture	EDUC 3610	3	New Media Literacies and Culture	EDUC 3610	3		X			
Inquiries Into Learning	EDFE 2100	3	Inquiries into Learning	INLE 2200	3		X		X	
Practicum	EDPR 2000 EDPR 3000 EDPR 4000	3	Practicum Seminar – ED 2 and ED 3	PRAC 4000	0		X	X	X	X
Theory Into Practice	EDFE 2200	3				X				

CHANGES TO CURRICULUM AND CONTENT

PROPOSED			CURRENT			CHANGES				
Course	Course #	Credits	Course	Course #	Credits	New Course	Modify Description	Modify Title	Modify Number	Modify Weighting
Science & Technology in the PJ Divisions	EDPJ 2000	3	Teaching Science & Technology in the P/J Divisions	PRIJ 3031	1.5		X	X	X	X
Science & Technology in the JI Divisions	EDJI 2000	3	Teaching Science & Technology in the J/I Divisions	JICO 3021	1.5		X	X	X	X
Teaching for Diverse and Equitable Classrooms in Ontario	EDFE 3100	3	Teaching and Learning for Inclusive Classroom	EDUC 2000	6		X	X	X	X
Content Into Practice	EDFE 3200	3				X				
Social Studies & Culture in the PJ Divisions	EDPJ 3000	1.5	Integrating Curriculum: Teaching the Arts and Social Studies in the P/J Divisions	PRIJ 3033	3		X	X	X	X
Social Studies & Culture in the JI Divisions	EDJI 3000	1.5	Integrating Curriculum: Teaching Arts and Social Studies in the J/I Divisions	JICO 3023	3		X	X	X	X
Physical Education in the PJ Divisions	EDPJ 3100	1.5	Teaching Health and Physical Education in the P/J Divisions	PRIJ 3032	1.5		X	X	X	
Physical Education in the JI Divisions	EDJI 3100	1.5	Teaching Health and Physical Education in the J/I Divisions	JICO 3022	1.5		X	X	X	
Inclusive Education	EDFE 4100	3	Inclusive Education	EDUC 3500	3		X		X	
Research Into Practice	EDFE 4200	3				X				
Integration Through Arts	EDIN 4000	3	Integration Through Arts - J/I Division	INTG 3020	3		X	X	X	

CHANGES TO CURRICULUM AND CONTENT

PROPOSED			CURRENT			CHANGES				
Course	Course #	Credits	Course	Course #	Credits	New Course	Modify Description	Modify Title	Modify Number	Modify Weighting
Teaching XXXX in the Intermediate Division (Note: XXXX refers to particular teachable subject)	XXXX 3000	3	Teaching XXXX in the Intermediate Division	XXXX 3041	3		X		X	
Teaching XXXX in the Intermediate/Senior Divisions – A/B (Note: XXXX refers to particular teachable subject and student must complete both A and B)	XXXX 4000 XXXX 4001	3	Teaching XXXX in the I/S Divisions	XXXX 3051	6		X		X	Other X Student must complete both A and B
Teaching and Learning French in an Immersion Context:	EDFR 2000	3	Teaching and Learning French in Immersion Classrooms	EDUC 3110	3		X	X	X	
Teaching and Learning French in a Core French Context:	EDFR 3000	3	Teaching and Learning French in Elementary Classrooms	EDUC 3100	3		X	X	X	
Teaching Modern Hebrew Language Arts & Jewish Studies	HEB 2030	3	Teaching Hebrew and Jewish Studies I	HEB 2030	3			X		
Teaching Classical Hebrew Texts in Jewish Studies	HEB 3030	3	Teaching Hebrew and Jewish Studies II	HEB 3030	3			X		
Technological Education as a Teaching Subject	TECH 3000	6	Technological Education as a Teaching Subject	TECH 3051	6		X		X	
Curriculum connections for Technological Education	TECH 3050	6	Curriculum connections for Technological Education	TECH 3050	6		X			
Foundations of Education and Theory Into Practice	BLEN 1200	6				X				

APPENDIX D COURSE DESCRIPTIONS

ED/EDFE 1100 3.00 Child Development & Health

How may educators understand the developing child through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race.

ED/EDFE 1101 3.00 Adolescent Development & Health

How may educators understand the developing adolescent through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race for adolescents.

ED/EDPR 1000 3.00 Studies in Communities and Their Schools

This course examines education in communities and schools, differing perspectives on conflicts, values in education, and knowledge construction within formal and informal contexts.

ED/EDFE 1200 3.00 Foundations Of Education

This interdisciplinary course examines the philosophical, historical, and sociological foundations of education. Attention is paid to the socio-cultural, historical and political context of education, with specific reference to the development of compulsory public schooling and residential schooling in Canada.

ED/EDPJ 1000 3.00 Language & Literacy in the Primary/Junior Divisions

This course will facilitate an understanding of reading, writing, oral communication and media literacy in the Primary and Junior divisions with a focus on exploring current thinking about language processes and the implications of these insights for instructional practice.

ED/EDPJ 1100 3.00 Mathematics in the Primary/Junior Divisions

This course examines teaching and learning mathematics in the Primary and Junior divisions. Emphasis is placed on mathematical processes, cross-curricular and integrated learning, and differentiation in mathematics teaching and learning.

ED/EDJI 1000 3.00 Language & Literacy in the Junior/Intermediate Divisions

This course will facilitate an understanding of reading, writing, oral communication and media literacy in the Junior and Intermediate divisions with a focus on exploring current thinking about language processes and the implications of these insights for instructional practice.

ED/EDJI 1100 3.00 Mathematics in the Junior/Intermediate Divisions

This course examines teaching and learning mathematics in the Junior and Intermediate divisions. Emphasis is placed on mathematical processes, cross-curricular and integrated learning, and differentiation in mathematics teaching and learning.

ED/EDUC 3610 3.00 New Media Literacies and Culture

This course examines new media technologies and literacies prevalent in contemporary popular culture and of increasing importance in education. An array of new media technologies and emergent literacies will be explored to consider their pedagogical, curricular, and socio-cultural implications.

ED/EDFE 2100 3.00 Inquiries into Learning

This course examines a range of contemporary theories of learning and considers how these diverse theoretical approaches shape our understandings of ourselves and others, conditions for teaching and learning, and the imperatives of institutions and communities.

ED/EDPR 2000 3.00 Practicum

ED/EDPR 3000 3.00 Practicum

ED/EDPR 4000 3.00 Practicum

This course provides the experience of working collaboratively with a mentor in school-based practicum placements. Students will develop strategies and skills for articulating and demonstrating their development as beginning teachers through the integration of theory and practice.

ED/EDFE 2200 3.00 Theory Into Practice

Students will connect educational theory to their professional practice. Through readings, teaching narratives and casework, students will adopt critically informed approaches to current, multidisciplinary and professional practices of teaching.

ED/EDPJ 2000 3.00 Science & Technology in the Primary/Junior Divisions

This course examines developmental theories, epistemic assumptions and pedagogical practices in science and technology in the Primary/Junior divisions. Topics include: play, inquiry and problem solving, creativity and wonderment, curriculum analysis, concept development, science and technology within social and environmental contexts.

ED/EDJI 2000 3.00 Science & Technology in the Junior/Intermediate Divisions

This course examines developmental theories, epistemic assumptions and pedagogical practices in science and technology in the Junior/Intermediate divisions. Topics include: play, inquiry and problem solving, creativity and wonderment, curriculum analysis, concept development, science and technology within social and environmental contexts.

ED/EDFE 3100 3.00 Teaching for Diverse and Equitable Classrooms in Ontario

This course examines issues of curriculum, learning and teaching in relation to culturally and linguistically diverse learners, including issues relating to First Nations, Métis, Inuit perspectives and cultures, ELL, identity, socio-economic class, social justice, and immigration in the Ontario context.

ED/EDFE 3200 3.00 Content Into Practice

Students will examine the nature of curricular content as outlined by the Ontario Ministry of Education. Focusing on the engagement of diverse students in meaningful, educational experiences, topics include policy expectations, lesson planning, curriculum development and delivery, and classroom management.

ED/EDPJ 3000 1.50 Social Studies & Culture in the Primary/Junior Divisions

This course examines the concept of cross-curricular learning in Social Studies in the Primary and Junior divisions. Students will explore themes central to teaching and learning history, geography, social life and culture.

ED/EDJI 3000 1.50 Social Studies & Culture in the Junior/Intermediate Divisions

This course examines the concept of cross-curricular learning in Social Studies in the Junior and Intermediate divisions. Students will explore themes central to teaching and learning history, geography, social life and culture.

ED/EDPJ 3100 1.50 Physical Education in the Primary/Junior Divisions

This course examines the design, delivery and fundamental principles of teaching health and physical education in the Primary/Junior divisions. Students will explore the development of physical and health literacy and the facilitation of authentic learning engagements through a comprehensive community/school health model.

ED/EDJI 3100 1.50 Physical Education in the Junior/Intermediate Divisions

This course examines the design, delivery and fundamental principles of teaching health and physical education in the Junior/Intermediate divisions. Students will explore the development of physical and health literacy and the facilitation of authentic learning engagements through a comprehensive community/school health model.

ED/EDFE 4100 3.00 Inclusive Education

This course examines the inclusion of children with exceptionalities in the general education classroom. Topics will include inclusion, relevant legislation, differentiation, collaborative practice, instructional technologies, and equity issues related to identification, placement, and achievement.

ED/EDFE 4200 3.00 Research Into Practice

Students will connect evidence-based and innovative teacher research to their practice. To cultivate a life-long curiosity and critical inquiry into their professional practice, students will consider, explore, and implement a range of approaches for the study of teaching and learning.

ED/EDIN 4000 3.00 Integration Through Arts

This course examines basic understandings of, and appreciation for, the components of the fine arts within an integrated curriculum. There is a special emphasis on the role of arts as a resource for integrating and teaching a range of subject matter.

ED/XXXX 3000 3.00 Teaching XXXX in the Intermediate Division

This course examines the theories, philosophies, knowledge, policies and practices specific to teaching and learning XXXX in the intermediate grades.

ED/XXXX 4000 3.00 Teaching XXXX in the Intermediate/Senior Divisions - A

This course examines the theories, philosophies, knowledge, policies and practices specific to teaching and learning biology in the intermediate and senior grades.

ED/XXXX 4001 3.00 Teaching XXXX in the Intermediate/Senior Divisions - B

This course examines the theories, philosophies, knowledge, policies and practices specific to teaching and learning biology in the intermediate and senior grades. Part A is a prerequisite for this course.

ED/BLN 1200 6.00 Foundations Of Education & Theory Into Practice

This interdisciplinary course examines the philosophical, historical, and sociological foundations of education. Attention is paid to the socio-cultural, historical and political context of education, with specific reference to the development of compulsory public schooling and residential schooling in Canada. Students will connect educational theory to their professional practice. Through readings, teaching narratives and casework, students will adopt critically informed approaches to current, multidisciplinary and professional practices of teaching.

ED/EDFR 2000 3.00 Teaching and Learning French in an Immersion Context

This course introduces candidates to the theory and practice of immersion education. Emphasis is placed on the teaching of language through content, and fostering the development of language and cultural awareness in diverse French immersion contexts in Ontario and Canada.

ED/EDFR 3000 3.0 Teaching and Learning French in a Core French Context

This course addresses teaching and learning French as an additional language in Core French contexts in Ontario and Canada. Current research in FSL education is examined, and methods and techniques to develop learners' ability to interact in French are emphasized.

ED/EDUC 2200 3.00 Issues in Indigenous Education

This course explores wide-ranging issues in Indigenous education. It is grounded in Indigenous understandings and practices of education. It explores the ongoing impact of colonization, promotes decolonizing approaches by challenging deficit thinking and presents successful educational models with the possibility of practitioners integrating aspects of these methods into personal practice.

ED/EDUC 2300 3.00 Pedagogy of the Land: Indigenous Understanding of the Land as First Teacher

This course explores Indigenous understandings of the land as the first teacher. Participants experience and analyze the significance of the specific spaces where teaching and learning take place. Indigenous epistemologies, storying and decolonizing methodologies guide and inform the work.

ED/EDUC 2400 3.00 Education as Communication

This course focuses on the nature of communication in pluralistic societies, that is, in societal contexts characterized by linguistic and cultural diversity. Emphasis is on the social uses of speaking and writing and interpreting what is being communicated in school and classroom settings. Course content and organization are premised on a developmental and sociolinguistic viewpoint toward communication that recognizes the interdependence of language with cultural and social structures. Issues of bilingual and multilingual learners will be addressed.

ED/EDUC 2590 3.00 Thinking Mathematically I

The main objectives of this course include providing opportunities for students to achieve success in thinking mathematically and to reflect on the learning and practice of mathematics. Intended primarily, but not exclusively, for Education students in the PJ and JI streams.

ED/EDUC 2700 3.00 Teaching Internationally and Interculturally

This course engages students in a comparative and international exploration of cultural traditions and beliefs, as well as their reflection on schooling and teaching practices. Throughout the course, students will examine diverse cultural and educational contexts in Canada and around the world in relation to imperialism, globalization, and internationalization, and raise questions about critical issues such as social class, race, ethnicity and gender. Students will be encouraged to develop an understanding of education in political, social, economic, linguistic, and cultural contexts around the world and search for effective pedagogical practices for teaching students of diverse cultural, class, racial, ethnic, and language backgrounds both locally and internationally.

ED/EDUC 2720 3.00 Teaching English in International Contexts

This course addresses key dimensions of teaching English in international contexts. It examines theoretical and practical aspects of teaching English, including feedback and assessment, learner profiles, student agency, and e-learning approaches in environments where English is not the majority language.

ED/EDUC 3300 6.00 Urban Education

This course focuses on the theory and practice of schooling in settings characterized by diversity related to socio-economic status, ethnicity, race, culture and citizenship. It examines historical and socio-political contexts of education and explores their impact on conceptions of learning, curriculum and pedagogy with specific application for working in urban school environments.

ED/EDUC 3600 3.00 Literacy and Culture

This course investigates how children become literate and addresses issues of second language learning and culture in literacy development. It will pursue successful practices for literacy development while exploring issues of diversity.

ED/EDUC 3650 3.00 The psychoanalysis of teaching and learning: Studies in the teacher's emotional world

This course analyzes the emotional world of the teacher's learning and considers aspects of the psychology of teaching. It overviews psychoanalytic theory and provides a vocabulary for understanding self and other, all with a focus on interpreting emotional life in education.

ED/EDUC 3700 3.00 Educating for a Sustainable Future: A Multidisciplinary Approach

This course provides an introduction to the theory and practice of education for sustainability. It traces the approach from its origins in outdoor and environmental education to its contemporary expression as an interdisciplinary approach that explores the relation between education and social, economic, and environmental issues.

ED/EDUC 3710 3.00 Global Issues and Education

This course provides analyses of the process of globalization and its impact on life in Canada and abroad including its impact on education. Teacher candidates will explore how global issues can be incorporated into curriculum thinking about teaching and learning.

ED/EDUC 3720 3.00 Philosophical Inquiry into Critical Thinking and Curriculum

This course investigates philosophical inquiry, critical thinking, and curriculum. It explores questions about how the mind works, the nature of critical thought, and implications of these for curriculum and instruction. Relevant philosophical and theoretical traditions and perspectives will be considered.

ED/EDUC 3730 3.00 Education and Human Rights

This course provides an analysis of human rights law as it intersects with education and schooling in Ontario.

ED/EDUC 3740 3.00 Music in the Elementary Classroom

This course will develop knowledge and skills for implementing a P/J music program. There will be an emphasis on: building basic musical knowledge and skill; exploring connections between cultures and music; developing resources for classroom use.

ED/EDUC 3750 3.00 Educational Assessment

This course considers the conceptual and ethical issues in educational assessment; the process of developing, evaluating and using assessment procedures; the interpretation, communication and use of assessment results; and the role of gender, ethnic, cultural and linguistic diversity in educational assessment.

ED/EDUC 3760 3.00 Early and Family Literacy

This course will examine young children's literacy development both before and during the first years of schooling. The role of families in this development will also be examined. Issues related to diversity will be incorporated.

ED/EDUC 3770 3.00 Teaching and Learning with Digital Technology

This course provides an introduction to the theory and practice of teaching and learning with digital technologies. Topics include applied learning theories and the use of Web-based tools, productivity and document sharing tools, graphics software, educational games, and mobile devices.

ED/EDUC 3800 3.00 Arts and Ideas

This course inquires into the relation between the arts and education, with a focus on studying the arts as ways of knowing. It provides opportunities to develop a deeper knowledge of integrated arts practices within and across the Fine Arts disciplines of Dance, Drama, Music, and Visual Arts, as well as within and across the P/J, J/I and I/S curriculum. The concepts of imagination, creativity, aesthetics and community with specific reference to education will be explored. The major purpose will be to explore the question, "what are the arts for?" using a variety of perspectives with emphasis on postmodern approaches that use an inclusive, social justice lens

ED/EDUC 3820A 3.00 Selected Topics in Language Education: Miscue Analysis for Classroom Instruction

Analysis of oral reading miscues and the implications of the patterns of oral reading miscues for classroom instruction is the focus of this course. The general theories underlying miscue analysis will be used as the foundation for consideration of several different oral reading analysis techniques.

ED/EDUC 3820B 3.00 Teaching English Language to Learners in Mainstream Classrooms

This course addresses the needs of children from language backgrounds other than English. It covers theoretical and practical aspects of second language acquisition and explores ways in which teachers can support such learners within the mainstream classroom.

ED/EDUC 3900 3.00 Studies in Popular Culture

This course considers recent debates on the uses of various forms of popular culture in educational research and pedagogical practice. The course will draw upon mainstream and independent films, contemporary fiction, graphic novels and comics, and popular forms of music, as well as research in cultural studies.

ED/EDUC 3910 3.00 Reflecting on and Interpreting the International Educational Experience

(International Experience is Required Prior to Taking Course) This course is designed specifically for York University students whose undergraduate programme has included an international education experience. A wide range of theories in international and intercultural education, cross cultural psychology, internationalization, globalization and post colonial studies will provide a critical analytical framework to promote student reflection and interpretation of their international experiences. It will encourage students to integrate experiential learning into the theory and practice of their respective academic disciplines.

ED/HEB 2030 3.00 Teaching Modern Hebrew Language Arts & Jewish Studies

An introduction to the Jewish community of Canada and its school system, as well as to methods of teaching Hebrew as a second language, Hebrew reading, customs and ceremonies. Note: Open to ED II candidates in the Jewish Studies Option.

ED/HEB 3030 3.00 Teaching Classical Hebrew Texts in Jewish Studies

A seminar in the teaching of Hebrew as a second language, Hebrew literature, Bible and Biblical Hebrew, and prayers in the Jewish schools, and in individualizing of instruction and small group activities. Note: Open to ED III candidates in the Jewish Studies Option.

ED/TECH 3000 6.00 Technological Education as a Teaching Subject

This course examines technology pedagogies in Secondary Schools. Topics will include: models of teaching and learning, curriculum planning, design and pedagogy, assessment, the nature and cultures of technology, meeting the needs of all learners.

ED/TECH 3050 6.00 Curriculum Connections for Technological Education

This course examines technology curriculum in Secondary Schools. Topics will include: philosophical assumptions, youth engagement, conceptual and skill development, subject specialization, curriculum and policy, cross-curriculum approaches, safety, equity and environmental sustainability.

APPENDIX E PROGRAM LEARNING OUTCOMES

FACULTY OF EDUCATION Bachelor of Education (B.Ed.)

University Undergraduate Degree-level Expectations (UUDLES) (Revised August 2012)

Preamble

The Faculty of Education, through its *Report of the Academic Framework Committee* values difference, relationality, reciprocity, multiple perspectives, equity and social justice, and democratic processes of governance. We frame our degree level expectations as a teaching and learning dialectic that emanates from principles of adult learning, intellectual development, and an understanding of the complexities of the work of teachers and learners.

Our University Undergraduate Degree Level Expectations (UUDLEs) are derived from and are a synthesis of the following foundational and accountability documents:

- York University, Faculty of Education – *Report of the Academic Framework Committee*, April 27, 1995
- Association of Canadian Deans of Education, *Accord on Initial Teacher Education*, October 2006
- Ontario College of Teachers, *The Standards of Practice for the Teaching Profession*, undated
- Ontario College of Teachers, *The Ethical Standards for the Teaching Profession*, undated
- Ontario Council of Academic Vice Presidents (OCAV), *Guidelines for University Undergraduate Degree Level Expectations*, October 24, 2005
- York University, Faculty of Education – *Teacher Candidate Practicum Evaluation Protocol*, 2009/2010

They are organized as follows: 1. Ethical Stance; 2. Curriculum; 3. Pedagogy; 4. Autonomy; and 5. Worldliness. (Please see the *Undergraduate Program Review – Alignment of Foundational and Accountability Documents* chart on the last page.)

1. Ethical Stance

Overall Objective: The Bachelor of Education program is designed to help students understand their ethical, legal, and professional responsibilities in their relationship with students, parents/guardians/caregivers, colleagues, community partners, the environment and the public.

Specific Outcomes: Graduates of the Bachelor of Education degree will have developed:

- a) an awareness of the transformative and disruptive power of learning;
- b) an awareness of the limits of knowledge and personal responsibility;
- c) the ability to express their commitment to students' well-being and learning through the positive influence, professional judgment, integrity, and empathy;
- d) a commitment to diversity, inclusion, understanding, acceptance and social responsibility in dialogue with local, national, and global communities.

2. Curriculum

Overall Objective: The Bachelor of Education program is designed to help students to consider critically the values, assumptions, and qualities that structure educational debates and research that contextualize the creation, selection and sequencing of knowledge as curriculum. They will gain the knowledge to allow them to make defensible curricular decisions.

Specific Outcomes: Graduates of the Bachelor of Education degree will have developed:

- a) an understanding of ways of knowing and how knowledge is made, learned, and used;
- b) the capacity to engage meaningfully with questions of curriculum, perspective, and the dynamics of learning;
- c) the ability to recognize the values embedded in educational trends and discourses;
- d) the capacity to work with disciplinary and interdisciplinary knowledge;
- e) critical engagement with Ontario curriculum and policy documents;

- f) the ability to locate and organize resources for teaching that are distinguished by the range of perspectives they represent, their relevance to the developmental needs of learners, and their relation to learners' histories and interests;
- g) a critical understanding of the dynamics of gender, race, ethnicity, class, sexuality, culture, ability/disability, and structures of privilege in knowing and learning;
- h) the capacity to theorize learning in complex terms.

3. Pedagogy

Overall Objective: The Bachelor of Education program is designed to enable students to personalize insights into the craft of teaching through the integration of theory, knowledge, and skills into a working philosophy.

Specific Outcomes: Graduates of the Bachelor of Education degree will have developed:

- a) a repertoire of teaching practices that are responsive to the needs of diverse learners;
- b) effective individual and collaborative planning strategies;
- c) a wide range of assessment and evaluation methods;
- d) interdisciplinary curriculum applications;
- e) the ability to plan, deliver, and assess learning engagements appropriate to students;
- f) the ability to develop and maintain a positive, inclusive, and engaging learning environment;
- g) the ability to articulate curricular and pedagogical intent to students.

4. Autonomy

Overall Objective: The Bachelor of Education program is designed to enable students to become critical, self-directed, engaged, curious, and developing professionals.

Specific Outcomes: Graduates of the Bachelor of Education degree will have developed:

- a) a sound understanding of the relations among knowledge, curriculum, pedagogy, ethics and professional practice;
- b) the ability to observe, discern, critique, assess and act accordingly;
- c) a research disposition and the capacity to inquire into their lives and interests as professionals including the importance of the teacher's larger collegial context, i.e., educational reform, community and national debates about education, teachers' federations, teacher research, in-service and workshops, professional organizations, journals, and conferences;
- d) an understanding of the importance of reading widely and engaging with perspectives on education that extend one's understanding;
- e) the ability to articulate curricular and pedagogical intent, orientations, and ethical stance to professional colleagues.

5. Worldliness

Overall Objective: The Bachelor of Education program asks students to engage with global realities and issues with an awareness of how their work as teachers is connected to the project of living well together.

Specific Outcomes: Graduates of the Bachelor of Education degree will have developed:

- a) an understanding of local and global considerations of how community is made in classrooms;
- b) an awareness of the range of cultures within a school;
- c) an awareness of community-based organizations, their advocacy and educational missions;
- d) a knowledge of a wide range of cultural concerns and cultural differences;
- e) a sense of a child's or an adolescent's everyday life in community;
- f) an ability to create curricular study focused on questions of community and culture;
- g) an interest in sensitizing the self to cultural and community perspectives in terms of history and present preoccupations;
- h) a conceptual and critical understanding of the dynamics that allow or constrain friendship, affection, and belonging such as race, class, sex, gender, disability, nation, generation, popular culture, language, and home;
- i) the ability to create curricular study focused on questions of environmental sustainability;
- j) the ability to articulate curricular, pedagogical intent, and ethical stance to parents, caregivers, community members and a broader public.

UNDERGRADUATE PROGRAM REVIEW - ALIGNMENT OF FOUNDATIONAL AND ACCOUNTABILITY DOCUMENTS - 2009/2010 (revised Feb 9/10)					
	1) ETHICAL STANCE	2) CURRICULUM	3) PEDAGOGY	4) AUTONOMY	5) WORLDLINESS
ACADEMIC FRAMEWORK		Knowledge & Learning	Teaching Practices & Interpretive Frames of Learning	Professional Curiosity	Communities & Cultures
ASSN. OF CDN. DEANS OF EDUCATION	1, 3, 6	7, 10	7, 10	2, 5, 8, 11, 12	4, 9
OCT - STANDARDS OF PRACTICE	Commitment to Students and Student learning	Professional Knowledge	Professional Practice	Professional Learning	Leadership in Learning Communities
OCT - ETHICAL STANDARDS OF PRACTICE	Care, Trust, Respect, Integrity				
OCAV		Depth and Breadth of Knowledge	Knowledge of Methodologies	Autonomy and Professional Curiosity	Awareness of Limits of knowledge
			Application of Knowledge		
			Communication Skills		
PRACTICUM EVALUATION PROTOCOL		Learning Engagement Units	Individual Learning Engagements	Professionalism	
		Environment for Learning Engagements	Classroom Discourse		
		Curriculum Knowledge	Pedagogical Content Knowledge		
			Knowledge of Learners		

PROGRAM LEARNING OUTCOMES

MODIFIED PROGRAM	1) ETHICAL STANCE	2) CURRICULUM	3) PEDAGOGY	4) AUTONOMY	5) WORLDLINESS
ED/EDFE 1100 3.00 Child Development & Health	X			X	
ED/EDFE 1101 3.00 Adolescent Development & Health	X			X	
ED/EDPR 1000 3.00 Studies in Communities and Their Schools	X			X	X
ED/EDFE 1200 3.00 Foundations Of Education	X			X	X
ED/EDPJ 1000 3.00 Language & Literacy in the PJ Divisions		X	X		
ED/EDPJ 1100 3.00 Mathematics in the PJ Divisions		X	X		
ED/EDJI 1000 3.00 Language & Literacy in the JI Divisions		X	X		
ED/EDJI 1100 3.00 Mathematics in the JI Divisions		X	X		
ED/EDUC 3610 3.00 New Media Literacies and Culture		X	X		X
ED/EDFE 2100 3.00 Inquiries into Learning	X	X			X
ED/EDPR 2000 3.00 ED/EDPR 3000 3.00 ED/EDPR 4000 3.00 Practicum		X	X	X	
ED/EDFE 2200 3.00 Theory into Practice	X			X	X
ED/EDPJ 2000 3.00 Science & Technology in the PJ Divisions		X	X		
ED/EDJI 2000 3.00 Science & Technology in the JI Divisions		X	X		
ED/EDFE 3100 3.00 Teaching for Diverse and Equitable Classrooms in Ontario	X		X		X

PROGRAM LEARNING OUTCOMES

MODIFIED PROGRAM	1) ETHICAL STANCE	2) CURRICULUM	3) PEDAGOGY	4) AUTONOMY	5) WORLDLINESS
ED/EDFE 3200 3.00 Content into Practice		X	X	X	
ED/EDPJ 3000 1.50 Social Studies & Culture in the PJ Divisions		X	X		
ED/EDJI 3000 1.50 Social Studies & Culture in the JI Divisions		X	X		
ED/EDPJ 3100 1.50 Physical Education in the PJ Divisions		X	X		
ED/EDJI 3100 1.50 Physical Education in the JI Divisions		X	X		
ED/EDFE 4100 3.00 Inclusive Education	X	X	X	X	X
ED/EDFE 4200 3.00 Research into Practice	X			X	X
ED/EDIN 4000 3.00 Integration Through Arts		X	X		
ED/XXXX 3000 3.00 Teaching XXXX in the Intermediate Division (Note: XXXX refers to particular teachable subject)		X	X		X
ED/XXXX 4000 3.00 ED/XXXX 4001 3.00 Teaching XXXX in the Intermediate/Senior Divisions – A/B (Note: XXXX refers to particular teachable subject)		X	X		X
ED/BLEN 1200 6.0 Foundations Of Education & Theory Into Practice	X			X	X
ED/EDFR 2000 3.0 Teaching and Learning French in an Immersion Context		X	X		
ED/EDFR 3000 3.0 Teaching and Learning French in a Core French Context		X	X		

PROGRAM LEARNING OUTCOMES

MODIFIED PROGRAM	1) ETHICAL STANCE	2) CURRICULUM	3) PEDAGOGY	4) AUTONOMY	5) WORLDLINESS
ED/EDUC 2200 3.00 Issues in Indigenous Education	X	X	X		X
ED/EDUC 2300 3.00 Pedagogy of the Land: Indigenous Understanding of the Land as First Teacher	X	X	X	X	X
ED/EDUC 2400 3.00 Education as Communication	X	X	X		X
ED/EDUC 2590 3.00 Thinking Mathematically I		X	X		
ED/EDUC 2700 3.00 Teaching Internationally and Interculturally			X		X
ED/EDUC 2720 3.00 Teaching English in International Contexts		X	X	X	
ED/EDUC 3300 6.00 Urban Education	X	X	X		X
ED/EDUC 3600 3.00 Literacy and Culture		X	X		
ED/EDUC 3650 3.00 The psychoanalysis of teaching and learning: Studies in the teacher's emotional world	X		X	X	
ED/EDUC 3700 3.00 Educating for a Sustainable Future: A Multidisciplinary Approach	X	X			X
ED/EDUC 3710 3.00 Global Issues and Education	X	X			X
ED/EDUC 3720 3.00 Philosophical Inquiry into Critical Thinking and Curriculum	X	X	X		
ED/EDUC 3730 3.00 Education and Human Rights	X			X	
ED/EDUC 3740 3.00 Music in the Elementary Classroom		X	X		
ED/EDUC 3750 3.00 Educational Assessment	X		X	X	

PROGRAM LEARNING OUTCOMES


MODIFIED PROGRAM	1) ETHICAL STANCE	2) CURRICULUM	3) PEDAGOGY	4) AUTONOMY	5) WORLDLINESS
ED/EDUC 3760 3.00 Early and Family Literacy			X		X
ED/EDUC 3770 3.00 Teaching and Learning with Digital Technology		X	X		
ED/EDUC 3800 3.00 Arts and Ideas		X	X		
ED/EDUC 3820A 3.00 Selected Topics in Language Education: Miscue Analysis for Classroom Instruction		X	X		
ED/EDUC 3820B 3.00 Teaching English Language to Learners in Mainstream Classrooms		X	X		
ED/EDUC 3900 3.00 Studies in Popular Culture	X		X		X
ED/EDUC 3910 3.00 Reflecting on and Interpreting the International Educational Experience	X			X	X
ED/HEB 2030 3.00 Teaching Modern Hebrew Language Arts & Jewish Studies		X	X		
ED/HEB 3030 3.00 Teaching Classical Hebrew Texts in Jewish Studies		X	X		
ED/TECH 3000 6.00 Technological Education as a Teaching Subject		X	X		X
ED/TECH 3050 6.00 Curriculum Connections for Technological Education		X	X		

APPENDIX F
ASSESSMENT OF THE IMPACT ON OTHER PROGRAMS

- F-1: Statement of Support from the Dean, Dr. Ron Owston
- F-2: Statement from the Vice-President Academic and Provost
- F-3: Statement from the University Librarian
- F-4: Statement of Support from Faculty of Liberal Arts and Professional Studies
- F-5: Statement of Support from Faculty of Health
- F-6: Statement of Support from Faculty of Environmental Studies
- F-7: Statement of Support from Glendon College
- F-8: Statement of Support from Faculty of Fine Arts
- F-9: Statement of Support from Faculty of Science
- F-10: Statement of Support from Lassonde School of Engineering

Memo

To: Chair, Senate Committee on Academic Standards, Curriculum & Pedagogy

From: Ron Owston, Dean 

Date: March 12, 2014

Subject: **Proposal for Major Modifications to the BEd Program**

I am writing in support of the proposal for major modifications to the Bachelor of Education (BEd) Program. The proposal was precipitated by changes in the Accreditation Regulation of the *Ontario College of Teachers Act* that extended the length of the Initial Teacher Education Program from two semesters to four semesters. These changes were announced in a memo to University Executive Heads on June 5, 2013 by Nancy Naylor, Assistant Deputy Minister, Ministry of Training Colleges and Universities. In addition to extending the program length, the Regulation added new core content areas that must be included in all programs.

Development of the proposal was led by Associate Dean Lyndon Martin who was assisted by a small working group of Education faculty members. This group consulted widely within Education and across York during the proposal development. Therefore, I am fully satisfied that this proposal was appropriately vetted and that it represents a consensus of opinions about the content/design of the modified program. At the same time proposed program builds upon the many strengths of our current program.

There are two very desirable features of the modified program that I would like to highlight. First, it allows the Faculty to merge the programs for Concurrent and Consecutive students which will result in cost savings by eliminating duplication. Our existing programs run parallel to each other but with different structures for courses and practica. Now we will have only one BEd program that both Consecutive and Concurrent students can take. The other attractive feature is that the program anticipates that Concurrent students will take a stop-out year during the fourth year of their undergraduate degree so that they can devote fulltime study to Education. This solves the current dilemma students face when trying to schedule courses for both programs.

The new program will be supported through a re-allocation of resources from the current program so there will be no net new resource required. In fact, I am anticipating that the BEd program will be delivered more efficiently with the new model.

Professor Martin and his working group are to be commended for developing such an innovative and flexible program.


MEMORANDUM

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

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TO: Leslie Sanders, Chair ASCP

FROM: Rhonda Lenton, Provost & Vice-President Academic 

SUBJECT: Provost Support for Proposal for Major Modifications to the Bachelor of Education

DATE: April 1, 2014

I have reviewed the proposal for major modifications to the Bachelor of Education in response to changes in the Accreditation Regulation of the Ontario College of Teachers Act. These regulatory changes to Initial Teacher Education Programs are accompanied by a decision on the part of the Ministry of Training, Colleges and Universities to reduce the funded spaces for such programs by 50% effective September 2015, thus requiring a new memorandum of agreement between York University and MTCU.

I am satisfied that the proposed changes meet the requirements of the Ontario College of Teachers, the body that accredits Initial Teacher Education Programs and that the Faculty of Education's enrolment plans, which include a period of transition to a four semester program, also achieve the goal of reallocating the spaces such that the number of students enrolled in the new program meet MTCU's requirements.

The Faculty is to be commended for its creative and thoughtful response to the challenging demand of reconfiguring what has been a very successful program in a timely fashion and with due consideration given to students who will be able complete the existing program even as the new program enrolls its first classes in September 2015. I am convinced that the new program will strengthen the Faculty of Education's reputation for educating highly qualified teachers capable of meeting the demands of diverse student populations and a rigorous school curriculum.



APPENDIX G – EXISTING PROGRAM REQUIREMENTS

http://calendars.registrar.yorku.ca/2013-2014/faculty_rules/ED/concurrent_pattern.htm

EDUCATION – PATTERN OF STUDY - CONCURRENT BED CANDIDATES

Concurrent – Primary/Junior

Primary/Junior BEd	Primary/Junior BEd (French)	Primary/Junior BEd (Indigenous)	Primary/Junior BEd (Jewish Studies)
<p>Pre-ED (Direct Entry) ED/PRAC 1000 0.00 (Concurrent BEd) ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00</p>	<p>Pre-ED (Direct Entry) ED/PRAC 1000 0.00 (Concurrent BEd) ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00</p>	<p>Pre-ED (Indigenous Direct Entry) ED/EDUC 2200 3.00 ED/PRAC 1000 0.00 Pre-ED (Indigenous Concurrent BEd) ED/EDUC 2200 3.00 ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00</p>	<p>Pre-ED (Direct Entry) ED/PRAC 1000 0.00 (Concurrent BEd) ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00</p>
<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/PRJL 3031 3.00 ED/PRJM 3031 3.00 Plus electives*</p>	<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/PRJL 3031 3.00 ED/PRJM 3031 3.00 ED/EDUC 3110 3.00</p>	<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/PRJL 3031 3.00 ED/PRJM 3031 3.00 ED/EDUC 2300 3.00</p>	<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/PRJL 3031 3.00 ED/PRJM 3031 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty) Plus electives*</p>
<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50 ED/PRIJ 3033 3.00 Plus electives*</p> <p>P/J students will take nine credits of electives after the satisfactory completion of ED I and before graduation.</p>	<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50* (Course taken at Keele campus) ED/PRIJ 3033 3.00 ED/EDUC 3100 3.00 Plus electives*</p> <p>P/J BEd (French) students will take three credits of electives after the satisfactory completion of ED I and before graduation.</p> <p>(Electives are taken at the Keele campus unless a special offering is available.)</p>	<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50 ED/PRIJ 3033 3.00 Plus electives*</p> <p>P/J (Indigenous) students will take three credits of electives after the satisfactory completion of ED I and before graduation.</p>	<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50 ED/PRIJ 3033 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty) Plus electives*</p> <p>P/J (Jewish Studies) students will take nine credits of electives after the satisfactory completion of ED I and before graduation.</p>

EXISTING PROGRAM REQUIREMENTS

Concurrent – Junior/Intermediate

Junior/Intermediate BEd	Junior/Intermediate BEd (French)	Junior/Intermediate BEd (Indigenous)	Junior/Intermediate BEd (Jewish Studies)
Pre-ED (Direct Entry) ED/PRAC 1000 0.00 (Concurrent BEd) ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00	Pre-ED (Direct Entry) ED/PRAC 1000 0.00 (Concurrent BEd) ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00	Pre-ED (Indigenous Direct Entry) ED/EDUC 2200 3.00 ED/PRAC 1000 0.00 Pre-ED (Indigenous Concurrent BEd) ED/EDUC 2200 3.00 ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00	Pre-ED (Direct Entry) ED/PRAC 1000 0.00 (Concurrent BEd) ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00
ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 Plus electives*	ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 ED/EDUC 3110 3.00	ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 ED/EDUC 2300 3.00	ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home faculty) Plus electives*
ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50 ED/JICO 3023 3.00 ED/XXXX 3041 3.00 (teaching subject) Plus electives* J/I students will take six credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50* (Course taken at Keele campus) ED/JICO 3023 3.00 ED/EDUC 3100 3.00 Plus electives* J/I BEd (French) students will take three credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50 ED/JICO 3023 3.00 ED/XXXX 3041 3.00 (teaching subject)	ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50 ED/JICO 3023 3.00 ED/XXXX 3041 3.00 (teaching subject) ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty) Plus electives* J/I (Jewish Studies) students will take six credits of electives after the satisfactory completion of ED I and before graduation.

EXISTING PROGRAM REQUIREMENTS

Concurrent – Intermediate/Senior

Intermediate/Senior BEd	Intermediate/Senior BEd (French)	Intermediate/Senior BEd (Indigenous)	Intermediate/Senior BEd (Jewish Studies)	Intermediate/Senior BEd (Summer Science)
<p>Pre-ED (Direct Entry)</p> <p>ED/PRAC 1000 0.00</p> <p>(Concurrent BEd)</p> <p>ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00</p>	<p>Pre-ED (Direct Entry)</p> <p>ED/PRAC 1000 0.00</p> <p>(Concurrent BEd)</p> <p>ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00 (Course taken at Keele campus)</p>	<p>Pre-ED (Indigenous Direct Entry)</p> <p>ED/EDUC 2200 3.00 ED/PRAC 1000 0.00</p> <p>Pre-ED (Indigenous Concurrent BEd)</p> <p>ED/EDUC 2200 3.00</p> <p>ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00</p>	<p>Pre-ED (Direct Entry)</p> <p>ED/PRAC 1000 0.00</p> <p>(Concurrent BEd)</p> <p>ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00</p>	<p>Pre-ED (Direct Entry)</p> <p>ED/PRAC 1000 0.00</p> <p>(Concurrent BEd)</p> <p>ED I</p> <p>ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00 ED/XXXX 3041 3.00</p>
<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives*</p>	<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/EDUC 3110 3.00 ED/FREN 3051 6.00 (teaching subject taken at Keele campus) Plus electives*</p>	<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/EDUC 2300 3.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00</p>	<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty)</p> <p>Plus electives*</p>	<p>ED II</p> <p>ED/PRAC 4000 0.00 ED/XXXX 3051 3.00 or ED/INDS 3901 6.00 (1st teaching subject) ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 (2nd teaching subject) Plus electives*</p>
<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives*</p> <p>I/S students will take nine credits of electives after the satisfactory completion of ED I and before graduation.</p>	<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 (teaching subject taken at Keele campus) Plus electives*</p> <p>I/S students will take six credits of electives after the satisfactory completion of ED I and before graduation.</p>	<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives*</p> <p>I/S (Indigenous) students will take three credits of electives after the satisfactory completion of ED I and before graduation.</p>	<p>ED III</p> <p>ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home faculty)</p> <p>Plus electives*</p> <p>I/S (Jewish Studies) students will take nine credits of electives after the satisfactory completion of ED I and before graduation.</p>	<p>ED III</p> <p>ED/PRAC 4000 0.00 Plus electives*</p> <p>I/S (Summer Science) students will take nine credits of electives before graduation.</p>

EXISTING PROGRAM REQUIREMENTS

Concurrent - BEd Technological Education

Year	Fall Semester	Winter Semester	Summer Semester	
1	Applied degree (September-December)	Applied degree (January-April)	Co-op/Work experience 4 months (May-August)	
2	Applied degree (September-December)	Applied degree (January-April)	Co-op/Work experience 4 months (May-August)	
3	Applied degree (September-December)	Applied degree (January-April)	York BEd ED/CMYR 2100 0.00* ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00 Education elective 3.00 (May-June)	
4	Co-op / Work experience (July-December) 6 months	York BEd ED/TECH 3050 6.00 ED/TECH 3051 6.00 Education elective 3.00 ED/PRAC 4000 0.00** (January-April)	ED/PRAC 4000 0.00 20-day practicum in May	Education elective 3.00 in June
5	Applied degree (September-December)	Applied degree (January-April)	ED/PRAC 4000 0.00 20-day practicum in May	Technology-related work experience
6	Technology-related work experience arranged through CAAT partnerships (June-May)			June Convocation

*Elective courses for all options

ED/EDUC 2200 3.00
ED/EDUC 2300 3.00
ED/EDUC 2400 3.00
ED/EDUC 2590 3.00
ED/EDUC 2700 3.00
ED/EDUC 2720 3.00
ED/EDUC 3300 6.00
ED/EDUC 3500 3.00

ED/EDUC 3600 3.00
ED/EDUC 3610 3.00
ED/EDUC 3650 3.00
ED/EDUC 3700 3.00
ED/EDUC 3710 3.00
ED/EDUC 3720 3.00
ED/EDUC 3730 3.00
ED/EDUC 3740 3.00
ED/EDUC 3750 3.00

ED/EDUC 3760 3.00
ED/EDUC 3770 3.00
ED/EDUC 3800 3.00
ED/EDUC 3820A 3.00
ED/EDUC 3820B 3.00
ED/EDUC 3900 3.00
ED/EDUC 3910 3.00
ED/FNDS 3330 3.00

Elective course offerings vary from session to session.

EXISTING PROGRAM REQUIREMENTS

http://calendars.registrar.yorku.ca/2013-2014/faculty_rules/ED/consecutive_patterns.htm

EDUCATION – PATTERN OF STUDY - CONSECUTIVE FULL-TIME AND PART-TIME

Full-time Consecutive Programs – Pattern of Study

Primary/Junior – Full-time

Primary/Junior BEd	Primary/Junior BEd – Barrie	Primary/Junior - ECE	Primary/Junior – Urban Diversity
ED/EDUC 2000 6.00 ED/CMYR 2400 3.00 ED/CMYR 2500 3.00 ED/EDUC 3400 3.00 ED/FNDS 3330 3.00 ED/PRJL 3030 3.00 ED/PRJM 3030 3.00 ED/PRIJ 3030 6.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00	ED/EDUC 2000 6.00 ED/CMYR 2400 3.00 ED/CMYR 2500 3.00 ED/EDUC 2200 3.00 ED/FNDS 3330 3.00 ED/PRJL 3030 3.00 ED/PRJM 3030 3.00 ED/PRIJ 3030 6.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00	ED/PRJL 3030 3.00 ED/PRJM 3030 3.00 ED/EDUC 3400 3.00 ED/FNDS 3330 3.00 ED/PJEP 3400 6.00 ED/PRIJ 3030 6.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00 Plus two of: ED/PJLC 3500 3.00 ED/PJFA 3500 3.00 ED/PJMS 3500 3.00 ED/PJIE 3500 3.00	ED/EDUC 2000 6.00 ED/CMYR 2400 3.00 ED/CMYR 2500 3.00 ED/EDUC 3300 6.00 ED/PRJL 3030 3.00 ED/PRJM 3030 3.00 ED/PRIJ 3030 6.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00

Junior/Intermediate – Full-time

Junior/Intermediate BEd	Junior/Intermediate BEd - Barrie	Junior/Intermediate - Fine Arts	Junior/Intermediate - Urban Diversity
ED/EDUC 2000 6.00 ED/CMYR 2400 3.00 ED/CMYR 2500 3.00 ED/EDUC 3400 3.00 ED/FNDS 3330 3.00 ED/JILA 3020 3.00 ED/JIMA 3020 3.00 ED/JICO 3020 3.00 ED/JIAL 3040 3.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00	ED/EDUC 2000 6.00 ED/CMYR 2400 3.00 ED/CMYR 2500 3.00 ED/EDUC 2200 3.00 ED/FNDS 3330 3.00 ED/JILA 3020 3.00 ED/JIMA 3020 3.00 ED/JICO 3020 3.00 ED/JIAL 3040 3.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00	ED/EDUC 2000 6.00 ED/DEVO 2500 3.00 ED/FINA 3330 6.00 ED/FINA 2400 3.00 ED/JILA 3020 3.00 ED/JIMA 3020 3.00 ED/INTG 3020 3.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00 Plus one of: ED/DANC 3041 3.00 ED/DRAM 3041 3.00 ED/MUSI 3041 3.00 ED/VISA 3041 3.00	ED/EDUC 2000 6.00 ED/CMYR 2400 3.00 ED/CMYR 2500 3.00 ED/EDUC 3300 6.00 ED/JILA 3020 3.00 ED/JIMA 3020 3.00 ED/JICO 3020 3.00 ED/JIAL 3041 3.00 ED/PRAC 2100 0.00 ED/PRAC 3100 0.00

Intermediate/Senior – Full-time

Intermediate/Senior BEd		
ED/EDUC 2000 6.00 ED/CMYR 2400 3.00 ED/EDUC 3310 3.00	ED/EDUC 3400 3.00 ED/FNDS 3330 3.00 ED/PRAC 2100 0.00	ED/PRAC 3100 0.00 ED/XXXX 3051 6.00 ED/XXXX 3051 6.00

EXISTING PROGRAM REQUIREMENTS

PART-TIME CONSECUTIVE PROGRAMS – PATTERN OF STUDY (3 YEARS)

Primary/Junior – Part-time

Primary/Junior BEd	Primary/Junior BEd (French)	Primary/Junior BEd (Indigenous)	Primary/Junior BEd (Jewish Studies)
ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00	ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00	ED I ED/EDUC 2200 3.00 ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00	ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00
ED II ED/PRAC 4000 0.00 ED/PRJL 3031 3.00 ED/PRJM 3031 3.00 Plus electives*	ED II ED/PRAC 4000 0.00 ED/PRJL 3030 3.00 ED/PRJM 3030 3.00 ED/EDUC 3110 3.00	ED II ED/PRAC 4000 0.00 ED/PRJL 3031 3.00 ED/PRJM 3031 3.00 ED/EDUC 2300 3.00	ED II ED/PRAC 4000 0.00 ED/PRJL 3031 3.00 ED/PRJM 3031 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 Plus electives*
ED III ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50 ED/PRIJ 3033 3.00 Plus electives* P/J students will take nine credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50* (Taken at the Keele Campus) ED/PRIJ 3033 3.00 ED/EDUC 3100 3.00 Plus electives* P/J BEd (French) students will take three credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50 ED/PRIJ 3033 3.00 Plus electives* P/J (Indigenous) students will take three credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/PRIJ 3031 1.50 ED/PRIJ 3032 1.50 ED/PRIJ 3033 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 Plus electives* P/J (Jewish Studies) students will take nine credits of electives after the satisfactory completion of ED I and before graduation.

Junior/Intermediate – Part-time

Junior/Intermediate BEd	Junior/Intermediate BEd (French)	Junior/Intermediate BEd (Indigenous)	Junior/Intermediate BEd (Jewish Studies)
ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00	ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00	ED I ED/EDUC 2200 3.00 ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00	ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00

EXISTING PROGRAM REQUIREMENTS

ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 Plus electives*	ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 ED/EDUC 3110 3.00 Plus electives*	ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 ED/EDUC 2300 3.00	ED II ED/PRAC 4000 0.00 ED/JILA 3021 3.00 ED/JIMA 3021 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 Plus electives*
ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50 ED/JICO 3023 3.00 ED/XXXX 3041 3.00 (teaching subject) Plus electives* J/I students will take six credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50* (Taken at the Keele Campus) ED/JICO 3023 3.00 ED/EDUC 3100 3.00 J/I students will take three credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50 ED/JICO 3023 3.00 ED/XXXX 3041 3.00 (teaching subject)	ED III ED/PRAC 4000 0.00 ED/JICO 3021 1.50 ED/JICO 3022 1.50 ED/JICO 3023 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 ED/XXXX 3041 3.00 (teaching subject) Plus electives* J/I (Jewish Studies) students will take six credits of electives after the satisfactory completion of ED I and before graduation.

Intermediate/Senior – Part-time

Intermediate/Senior BEd	Intermediate/Senior BEd (French)	Intermediate/Senior BEd (Indigenous)	Intermediate/Senior BEd (Jewish Studies)
ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00	ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00 (Course taken at Keele campus)	ED I ED/EDUC 2200 3.00 ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00	ED I ED/CMYR 2100 0.00 ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00
ED II ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives*	ED II ED/PRAC 4000 0.00 ED/EDUC 3110 3.00 ED/FREN 3051 6.00 (Teaching subject taken at Keele campus) Plus electives*	ED II ED/PRAC 4000 0.00 ED/EDUC 2300 3.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00	ED II ED/PRAC 4000 0.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty) ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives*
ED III ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives* I/S students will take nine credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 (teaching subject taken at Keele campus) Plus electives* I/S students will take six credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives* I/S (Indigenous) students will take three credits of electives after the satisfactory completion of ED I and before graduation.	ED III ED/PRAC 4000 0.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 ED/XXXX 3051 6.00 or ED/INDS 3901 6.00 Plus electives* I/S (Jewish Studies) students will take nine credits of electives after the satisfactory completion of ED I and before graduation.

EXISTING PROGRAM REQUIREMENTS

BEd Technological Education– Part-time consecutive

	Fall Semester	Winter Semester	Summer Semester	
1			York BEd ED/CMYR 2100 0.00* ED/INLE 2200 3.00 ED/INSC 2300 3.00 ED/EDUC 3310 3.00 Education elective 3.00 (May-June)	
2		York BEd ED/TECH 3050 6.00 ED/TECH 3051 6.00 Education elective 3.00 ED/PRAC 4000 0.00** (January-April)	ED/PRAC 4000 0.00 20-day practicum in May	Education elective 3.00 in June
3	ED/PRAC 4000 0.00 40-day practicum in Fall			
4				June Convocation

*Elective courses for all options

ED/EDUC 2200 3.00
ED/EDUC 2300 3.00
ED/EDUC 2400 3.00
ED/EDUC 2590 3.00
ED/EDUC 2700 3.00
ED/EDUC 2720 3.00
ED/EDUC 3300 6.00
ED/EDUC 3500 3.00

ED/EDUC 3600 3.00
ED/EDUC 3610 3.00
ED/EDUC 3650 3.00
ED/EDUC 3700 3.00
ED/EDUC 3710 3.00
ED/EDUC 3720 3.00
ED/EDUC 3730 3.00
ED/EDUC 3740 3.00
ED/EDUC 3750 3.00

ED/EDUC 3760 3.00
ED/EDUC 3770 3.00
ED/EDUC 3800 3.00
ED/EDUC 3820A 3.00
ED/EDUC 3820B 3.00
ED/EDUC 3900 3.00
ED/EDUC 3910 3.00
ED/FNDS 3330 3.00

Elective course offerings vary from session to session.

APPENDIX H – PROPOSED PROGRAM REQUIREMENTS

EDUCATION – PATTERN OF STUDY

	Primary/Junior BEd	Primary/Junior BEd (French)	Primary/Junior BEd (Indigenous)	Primary/Junior BEd (Jewish Studies)
Semester 1	ED/EDFE 1100 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDPJ 1000 3.00 ED/EDPJ 1100 3.00	ED/EDFE 1100 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDPJ 1000 3.00 ED/EDPJ 1100 3.00	ED/EDFE 1100 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDPJ 1000 3.00 ED/EDPJ 1100 3.00	ED/EDFE 1100 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDPJ 1000 3.00 ED/EDPJ 1100 3.00
Semester 2	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDPJ 2000 3.00 Elective 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDPJ 2000 3.00 ED/EDFR 2000 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDPJ 2000 3.00 ED/EDUC 2200 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDPJ 2000 3.00 Elective 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty)
Semester 3	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDPJ 3000 1.50 ED/EDPJ 3100 1.50 Elective 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDPJ 3000 1.50 ED/EDPJ 3100 1.50 ED/EDFR 3000 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDPJ 3000 1.50 ED/EDPJ 3100 1.50 ED/EDUC 2300 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDPJ 3000 1.50 ED/EDPJ 3100 1.50 Elective 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty)
Semester 4	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 Math Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 Math Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 Elective 3.00

PROPOSED PROGRAM REQUIREMENTS

	Junior/Intermediate BEd	Junior/Intermediate BEd (French)	Junior/Intermediate BEd (Indigenous)	Junior/Intermediate BEd (Jewish Studies)
Semester 1	ED/EDFE 1100 3.00 or ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDJI 1000 3.00 ED/EDJI 1100 3.00	ED/EDFE 1100 3.00 or ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDJI 1000 3.00 ED/EDJI 1100 3.00	ED/EDFE 1100 3.00 or ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDJI 1000 3.00 ED/EDJI 1100 3.00	ED/EDFE 1100 3.00 or ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/EDJI 1000 3.00 ED/EDJI 1100 3.00
Semester 2	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDJI 2000 3.00 Elective 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDJI 2000 3.00 ED/EDFR 2000 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDJI 2000 3.00 ED/EDUC 2200 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/EDJI 2000 3.00 Elective 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty)
Semester 3	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDJI 3000 1.50 ED/EDJI 3100 1.50 ED/XXXX 3000 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDJI 3000 1.50 ED/EDJI 3100 1.50 ED/EDFR 3000 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDJI 3000 1.50 ED/EDJI 3100 1.50 ED/XXXX 3000 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDJI 3000 1.50 ED/EDJI 3100 1.50 ED/XXXX 3000 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty)
Semester 4	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 Math Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 ED/EDUC 2300 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/EDIN 4000 3.00 Elective 3.00

PROPOSED PROGRAM REQUIREMENTS

	Intermediate/Senior BEd	Intermediate/Senior BEd (French)	Intermediate/Senior BEd (Indigenous)	Intermediate/Senior BEd (Jewish Studies)
Semester 1	ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/XXXX 4000 3.00 ED/EDUC 3610 3.00	ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/XXXX 4000 3.00 ED/EDUC 3610 3.00	ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/XXXX 4000 3.00 ED/EDUC 3610 3.00	ED/EDFE 1101 3.00 ED/EDPR 1000 3.00 ED/EDFE 1200 3.00 ED/XXXX 4000 3.00 ED/EDUC 3610 3.00
Semester 2	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/XXXX 4001 3.00 Elective 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/XXXX 4001 3.00 ED/EDFR 2000 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/XXXX 4001 3.00 ED/EDUC 2200 3.00	ED/EDFE 2100 3.00 ED/EDPR 2000 3.00 ED/EDFE 2200 3.00 ED/XXXX 4001 3.00 Elective 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty)
Semester 3	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/XXXX 4000 3.00 Elective 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/EDFR 4000 3.00 Elective 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/XXXX 4000 3.00 ED/EDUC 2300 3.00	ED/EDFE 3100 3.00 ED/EDPR 3000 3.00 ED/EDFE 3200 3.00 ED/XXXX 4000 3.00 Elective 3.00 ED/HEB 2030 3.00 or ED/HEB 3030 3.00 (transfer to home Faculty)
Semester 4	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/XXXX 4001 3.00 Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/XXXX 4001 3.00 Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/XXXX 4001 3.00 Elective 3.00	ED/EDFE 4100 3.00 ED/EDPR 4000 3.00 ED/EDFE 4200 3.00 ED/XXXX 4001 3.00 Elective 3.00

*Elective courses for all options

ED/EDUC 2200 3.00
ED/EDUC 2300 3.00
ED/EDUC 2400 3.00
ED/EDUC 2590 3.00
ED/EDUC 2700 3.00
ED/EDUC 2720 3.00
ED/EDUC 3300 6.00
ED/EDUC 3500 3.00

ED/EDUC 3600 3.00
ED/EDUC 3610 3.00
ED/EDUC 3650 3.00
ED/EDUC 3700 3.00
ED/EDUC 3710 3.00
ED/EDUC 3720 3.00
ED/EDUC 3730 3.00
ED/EDUC 3740 3.00
ED/EDUC 3750 3.00

ED/EDUC 3760 3.00
ED/EDUC 3770 3.00
ED/EDUC 3800 3.00
ED/EDUC 3820A 3.00
ED/EDUC 3820B 3.00
ED/EDUC 3900 3.00
ED/EDUC 3910 3.00
ED/FNDS 3330 3.00

Elective course offerings vary from session to session.

SENATE COMMITTEE ON AWARDS

Report to Senate
at its meeting of 27 March 2014

FOR INFORMATION

1. Changes to Undergraduate Entrance Scholarships

Last year, the Provost established a working group to undertake a review of the entire scholarship program as part of a larger review of strategies for enhancing student recruitment, retention and experience. The Vice-Provost Students, Janet Morrison, and Registrar, Don Hunt, presented to the Awards Committee the results of the review and the proposed revisions to the entrance scholarships, for implementation in Fall-Winter 2015-16.

The Awards Committee's concern about the low rate of renewal of scholarships was a major reason for the review, and a key finding was that there is no significant correlation between renewability and student retention at York and that financial pressure is only one of many factors affecting a student's ability to complete their studies. And as noted in our November 2013 report to Senate, a significant increase in renewed awards could negatively affect the amount available for in-course scholarships, awards and bursaries. The review also found that our key competitors (Toronto Ryerson and McMaster) either offered non-renewable entrance scholarships or, if renewable, limited to specific programs or for specific admission averages.

As a result of this review, the working group proposed the following changes to York's entrance scholarships:

- Move to non-renewable scholarships for those admitted at the 80-94.9 range;
- Increase scholarship values to create competitive advantage;
- Introduce a Student Life Award, paid directly to the student for assistance with books, food, etc., for those with an 80+ admission average who accept the offer early (the deadline date has not yet been decided); and
- Set out the full package of all benefits in the offer letter, including information about funding available in subsequent years, including information about on-campus work.

The new entrance scholarship values are:

80-84.9%	= \$1,000
85-89.9%	= \$1,500
90-94.9%	= \$2,500
95% +	= \$4,000 (renewable)

The entrance scholarship would be coupled with a \$500 Student Life Award to achieve these levels, which are \$500 above current levels for the first three categories, and \$1000 about the current level for the 95% plus category.

As noted in our November 28, 2013, report to Senate, the committee concluded that it might be better to have an emphasis on in-course awards which provide an incentive for high performance, which this proposal does. In addition, it gives access to awards for those who had not received entrance scholarships and have done well at York, and allows those who would not currently be eligible for renewal of an award, to apply for in-course funding if they do well later in second or third year. As noted in the report below on new awards in 2013, the number of in-course awards continues to grow, increasing support available.

The committee supports the proposed changes to existing entrance scholarships. The new Student Life Award meets the Senate-approved Guidelines for the approval of newly-created awards and, along with the changes to the entrance scholarships, supports the retention of high quality undergraduate students, a key indicator of academic quality, one of the overarching themes of the 2010-2015 University Academic Plan.

2. Report on Graduate Awards Disbursement for 2012-2013

The Senate Committee on Awards receives annually from the Faculty of Graduate Studies (FGS) a report on the disbursement of student awards for the previous academic year. The committee received a report from the Faculty of Graduate Studies on graduate awards disbursement for 2012-13, using the data set out in Section 03 E of the [2012-2013 Fact Book](#), Tables B, C, D and E.

Nick LaRocca, Executive Officer, and Melissa Dalgliesh, Research Officer, of the Faculty of Graduate Studies, presented the report and highlighted the following.

- There have been a number of changes to internal awards. The Graduate Studies Matching Funds (GSMP) program was discontinued in December 2011 and replaced by the Graduate Studies Award Program (GSAP) in 2012. The primary difference in the programs is that FGS no longer matches the funds at the time of distribution.
- GSMP awards established prior to 2011 are still rolling out; new GSAP awards will begin to be distributed in 2014-15.
- Changes are being made to the dissertation scholarships as they are being rejected for more valuable scholarships/teaching assistantships. In September 2014 a tuition fee waiver is being included in the hopes that this will increase the number and quality of recipients.
- External awards, which students must apply for, are also undergoing some changes.
- The OGS has transitioned to university-based administration. Programs are effectively using OGS awards as a recruiting tool.
- Harmonization of the Canada Graduate Scholarships at the Master's level (CGS-M) is complete and the allocation system provides York with a comparable number of awards as was allocated under the previous system. It is not entirely a university-based process, but the universities make the final decisions.
- The CGS process was designed to allow universities to use it as a recruitment tool but its effectiveness remains to be seen as decisions come late in the admissions process.
- Students may apply to up to 5 universities for the CGS-M and applications have risen about 30% across all reporting universities. However, students may not apply to all the universities to which they have directed their CGS-M applications.
- The same process will be implemented for the CGS doctoral awards in 2015, but the final decisions will be at the federal level.
- FGS is working with students to promote applications for funding beyond TA/RA/GAships. There is current discussion about implementing a requirement for students to apply for external funding.
- FGS is enhancing its promotion of funding opportunities, particularly to international students as to which awards are available to them, and is holding new and more frequent information sessions to encourage students to submit applications. International student funding is a current focus for OGS, but it has not provided specific details.
- Generally, in comparison with other universities, our doctoral funding is at the top and the Master's level funding is highly competitive.

Documentation is posted online as [Appendix A](#).

3. Report on New Awards for Calendar Year 2013

Attached as Appendix B is the list of new awards approved during the 2013 calendar year and statistical data on award approvals for the past three years, prepared by the Office of Student Financial Services (OSFS). OSFS approves the awards according to guidelines established originally by the Senate Committee on Admissions Recruitment and Student Assistance (SCARSA); the Senate Committee on Awards has inherited SCARSA's responsibility relating to student awards.

Particularly noted are:

- While Table 1 shows a slight increase in the number of newly approved awards over 2012, 14 of the 108 are athletic awards funded by repurposed funds from longstanding endowments and four are new Fine Arts awards funded by the proceeds from the Brazilian Ball which took place approximately eight years ago.
- Excluding these awards, there is a 3% decrease in the number of newly established awards, which was anticipated due to the cancellation of the Ontario Trust for Student Support (OTSS) government matching program.
- Table 2 shows 74% of new awards were classified as in-course, for continuing students, supporting the University's commitment to the Student Access Guarantee. The increase in convocation awards are attributed to Lassonde and Osgoode.
- Table 3 gives a breakdown of new awards by Faculty. The number of non-Faculty specific has remained fairly consistent; it is unclear why the number of Graduate Studies awards has dropped.
- Table 4 provides the breakdown by type of funding. Excluding the 18 awards noted above which were established from existing funds, there has been a 30% decrease in new endowments, which is clearly linked to the cancellation of OTSS. Without the matching funding, the \$25,000 minimum for an endowment is more difficult to raise. There has been a significant (109%) increase in the number of termed awards from 2012.
- There has been a drop in the number of awards from operating funds. There have been no new government-funded awards since 2011.
- Table 5 provides the breakdown by type of award. The marked increase in the number of new prizes and medals reflects the increase in convocation awards.

While the cancellation of the OTSS has had an impacted on the number of new awards created, the Awards committee had noted in the past that its residency and citizenship requirements meant the awards were not open to international students. Now that this is no longer a factor, an increased number of new awards are open to international students.

Documentation is posted online as [Appendix B](#).

4. Honorific Professorships

The Committee will announce the University Professors and Distinguished Research Professors selected for 2014 at the meeting.

David Leyton-Brown, Chair