



## The Senate of York University

### Notice of Meeting

to be held at 3:00 pm. on Thursday, February 26, 2015  
in the Senate Chamber, N940 Ross Building.

### AGENDA

1. Chair's Remarks (*R. Mykitiuk*)
2. Minutes of the Meeting of January 22, 2015 ..... 1
3. Business Arising from the Minutes
4. Inquiries and Communications
  - 4.1 Senate Members of the Board of Governors re: February 23, 2015 Meeting of the Board of Governors (*A. Belcastro / D. Leyton-Brown*; synopsis to be distributed following the Board meeting)
  - 4.2 Academic Colleague to the Council of Ontario Universities re: February COU Update (*G. Turlakis*) (available online)
5. President's Items (*M. Shoukri*)
  - 5.1 Kudo's Report ..... 6
6. Committee Reports
  - 6.1 Executive (*G. Comninel*) ..... 9
  - 6.2 Academic Standards, Curriculum and Pedagogy (*L. Sanders*) ..... 15
    - a. Establishment, MAsC and PhD Programs in Mechanical Engineering, Lassonde / FGS
    - b. Establishment, Honours BA and Honours Minor Program in Educational Studies, Education
    - c. Establishment, Diploma in Advanced Accounting (Type 1), Schulich / FGS
    - d. Establishment, Diploma in Professional Accounting, Administrative Studies / FGS
    - e. Establishment, Bilingual BSc Program in Biology, Glendon
    - f. Changes to the Structure, Degree and Admission Requirements, Master of Accounting Program, Schulich / FGS
    - g. Establishment, 90-credit Degree and Honours Minor Options, BA Program in Professional Writing, LA&PS
    - h. Establishment, 90-credit Degree Option, BA Program in Jewish Studies, LA&PS
    - i. Changes to Degree and Admission Requirements, Masters of Financial Accountability Program, Administrative Studies / FGS

j.	Establishment, Honours Minor Option, BA and BSc Programs in Global Health, Health	
k.	Changes to Requirements, Master of Education Program, Education / FGS	
l.	Changes to Admission Requirements, Bachelor of Science in Nursing 2nd Entry Program, Health	
6.3.	Academic Policy, Planning and Research ( <i>R. Pillai Riddell</i> ).....	63
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6.5	Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy ( <i>R. Pillai Riddell / L. Sanders</i> ).....	80
7.	Other Business	
		<i>M. Armstrong, Secretary</i>

**Consent Agenda** (*ASCP Report Items*)

- 6.2 m) Changes to the Certificates of Proficiency Requirements, Languages, Literatures & Linguistics, LA&PS
- 6.2 n) Changes to the Requirements for the BA and BSc Programs in Computer Science, Lassonde
- 6.2 o) Changes to Bilingual Requirements, BA Programs in Linguistics & Language Studies, Glendon
- 6.2 p) Changes to the Mature Student Admission Category



## The Senate of York University

### Minutes

of the meeting held at 3:00 pm on Thursday, January 22, 2015  
in the Senate Chamber, N940 Ross Building, Keele Campus.

G. Comninel *Acting Chair*  
P. Amarasekera  
M. Amin  
S. Ariyaratnam  
M. Armstrong *Secretary*  
A. Belcastro  
S. Benchimol  
L. Ber  
M. Bhil  
K. Bird  
G. Brewer  
H. Campbell  
G. Comninel  
B. Crow  
C. Davidson  
P. Delaney  
M. Derayeh  
S. Dimock  
S. Ehrlich  
J. Garrido  
E. Gutterman  
R. Haché  
M. Hamadeh  
C. Heidari  
W. Heinrichs  
B. Heron

C. Heron  
V. Hildebrand  
R. Hornsey  
M. Hosale  
D. Hunt  
C. Innes  
D. Ipperciel  
R. Irving  
V. Jain  
R. Jayawardhana  
A. Khandwala  
J. Kozinski  
A. Kumarakrishna  
R. Lee  
U. Lehrer  
R. Lenton  
D. Leyton-Brown  
B. Lightman  
S. Ling  
K. Little  
M. Lockshin  
J. Lynch  
A. MacLennan  
G. Malfatti  
C. Mallette  
M. Martel

J.J. McMurtry  
A. Medovarski  
G. Mianda  
K. Michasiw  
M. Milo  
T. Moore  
J. Morrison  
D. Mutimer  
R. Myers  
P. Ng  
J. O'Hagan  
R. Owston  
S. Pagiatakis  
S. Parsons  
A. Perry  
B. Pilkington  
R. Pillai Riddell  
A. Pitt  
B. Rahder  
I. Roberge *Acting Vice-Chair*  
K. Rogers  
M. Roy  
B. Ryder  
L. Sanders  
V. Saridakis  
D. Scheffel-Dunand

E. Schraa  
A. Schrauwers  
L. Sergio  
T. Shanahan  
M. Shoukri  
J. Simeon  
M. Singer  
L. Sloniewski  
L. Sossin  
D. Spokiene  
B. Spotton Visano  
J. Steprans  
H. Tahmasebi  
H. Tamim  
G. Tourlakis  
P. Tsasis  
S. Tufts  
A. Vianei  
P. Walsh  
L. Weir  
R. Wellen  
R. Wildes  
L. Wright  
J. Yeomans  
R. Zeidenberg

#### 1. Acting Chair's Remarks

The Vice-Chair, Professor George Comninel, conveyed regrets from the Chair, Professor Roxanne Mykitiuk, and extended Senate's condolences on her bereavement. Professor Ian Roberge served as Vice-Chair for the meeting.

#### 2. Minutes

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of December 11, 2014."

#### 3. Business Arising from the Minutes

There was no business arising from the minutes.

#### 4. Inquiries and Communications

The Chair acknowledged receipt of a communication from Senator Amarasekera, who was invited to summarize his thoughts about safety and security issues. The full communication will be forwarded to Senate Executive for appropriate action.

## 5. **President's Items**

### a. Recent Developments

President Mamdouh Shoukri extended greetings to Senators at the start of the new year. The York community is greatly saddened by the tragic losses of Radika Nankissoor, a dedicated and valued employee, and Professor Brenda Zimmerman, a distinguished faculty member in the Schulich School of Business. The University was wonderfully profiled during a recent episode of the CBC's Rick Mercer Report, and there have been many other notable accomplishments and milestones in recent months. The Council of Ontario Universities has expressed concern over possible changes to provincial university funding formulae, and Dr Shoukri is continuing his efforts to ensure that any adjustments reflect York's stature as a comprehensive, research-intensive university. COU has also released its pre-budget submission organized around three key recommendations: full funding for future enrolment growth, provincial government matching of federal government research grants, and equitable support for international graduate students.

### b. Preliminary Applications Data

Provost Lenton shared preliminary 101 application data released by the Ontario University Application Centre. Latest results show a continued decline in overall applications and market share. Efforts will be made to increase conversions beyond normal rates and to grow applications from 105 applicants. It may be possible to expand enrolments in high-demand areas this year, and a recent \$5 million donation will enable the University to enrich its scholarship offers. Expediting transfer credit and making effective links between university study and employment prospects should also assist. However, reversing the trend will also require sophisticated intermediate and long term strategies.

A number of Senators contributed to the subsequent discussion. Among the points made were the following:

- community members can enlist social media (such as participating in the Spread the Net challenge) to positive ends
- as a way of reinforcing its distinctiveness, the University should emphasize its ongoing commitment to opportunities for all, social responsibility ethos, and promotion of participation of many kinds
- consultations are underway to ensure that the Spring open houses are effective
- attracting students to the campuses well before they graduate from high school can make a difference
- demographic shifts have impacted on other universities and CAATs, but the creation of new universities and transformation of others in the GTA has posed special challenges for York
- a recent HEQCO study [Still Worth it After All the Years] helpfully reinforces the material value of liberal arts degrees, but students are still under pressure to pursue majors that appear to be more career-oriented
- it is imperative to understand why students are not choosing York to improve the experience of current students; evidence should guide investments
- contact with full-time faculty members continues to be valued highly by students, and setting aside a modest amount of time for interactions can pay large dividends
- safety remains an issue for many prospective applicants
- the This Is My Time brand campaign may have run its course

Vice-President Brewer agreed to provide Senate with an update on safety measures.

## 6. **Committee Reports**

### 6.1 Senate Executive

#### a. Addition of a Convocation in Absentia

It was moved, seconded and *carried* **“that Senate approve the addition of an annual Convocation In Absentia normally in February.”**

b. Information Items

Senators joined the Executive Committee in applauding David Cappadocia for his contributions to Senate and governance. Senate Executive also advised that it had;

- approved the membership on Senate committees of two individuals nominated by student Senators
- concurred with recommendations from the Sub-Committee on Honorary Degrees and Ceremonials, to extend sixteen individuals in the pool of prospective candidates for honorary degrees and add twelve more
- approved the 2014-2-15 membership lists of ten of eleven Faculty Councils
- established a working group on Senate membership in accordance with rules requiring a review every two years

Senate Executive encouraged the nomination of worthy individuals for honorary degrees, particularly women, scientists, and, in anticipation of hosting the Pan American Games, those from throughout the Americas.

6.2 Appeals

Documentation in the form of the Appeals Committee’s annual report on Faculty and Senate student appeals and petitions cases, outcomes and trends was noted. The Committee’s Chair observed that the indicators were broadly consistent with those of similar periods in the recent past.

6.3 Academic Standards, Curriculum and Pedagogy

- a. Establishment of a BSc Program in Mathematical Biology, Department of Mathematics & Statistics, Faculty of Science

It was moved, seconded and *carried* **“that Senate approve the establishment of a BSc Program in Mathematical Biology to be housed in the Department of Mathematics & Statistics, Faculty of Science, effective Fall-Winter 2015-2016.”**

- b. Establishment of a Co-Op Option for BEng and BSc Programs, Lassonde School of Engineering

It was moved, seconded and *carried* **“that Senate approve the establishment of a Co-Op option within BEng Engineering programs and BSc Earth and Atmospheric Science programs housed in the Lassonde School of Engineering, effective Summer 2015.”**

- c. Closure of the Certificate in Non-Profit Management, Department of Social Science, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* **“Senate approve the closure of the Certificate in Non-Profit Management offered by the Business & Society program within the Department of Social Science, Faculty of Liberal Arts & Professional Studies, effective Fall-Winter 2015-2016.”**

- d. Closure of the General Certificate in Professional Ethics, Department of Philosophy, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* **“Senate approve the closure of the General Certificate in Professional Ethics within the Department of Philosophy, Faculty of Liberal Arts & Professional Studies, effective Fall-Winter 2015-2016.”**

- e. Change in the Name of the BA Program in Portuguese Studies, Department of Literature, Languages & Linguistics, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* **“that Senate approve a change in the name of the BA Program in Portuguese Studies to Portuguese and Luso-Brazilian Studies, effective Fall-Winter 2015-2016.”**

f. Granting of Degrees, Certificates and Diplomas (Convocation In Absentia)

Senate *approved by consent* a recommendation (contingent upon approval of action item 6.1 a, above) **“that Senate authorize**

- **the granting of degrees at the University’s Convocation In Absentia in February 2015 to those students who have fulfilled the degree program requirements and who have been recommended by the Councils of the Faculties and Colleges for receipt of the degrees listed in Appendix D;**
- **the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education; and that**
- **the granting of diplomas and certificates at the University's Convocation In Absentia in February 2015 to those students who have fulfilled requirements and who have been recommended by the Councils of the Faculties for receipt of the diplomas and certificates listed in Appendix D.”**

g. Information Item: New MTCU Program Approvals Process

The Vice-Provost Academic, Alice Pitt, briefed Senate on the new approval regime adopted by the Ministry of Training, Colleges and Universities and its implications for York’s Quality Assurance framework and approvals processes. A companion presentation was distributed with the agenda package.

h. Other Information Items

ASCP reported its approval of minor changes to the degree requirements of the following:

Faculty of Liberal Arts & Professional Studies

BA programs in German Studies  
BA programs in Italian Culture  
BA programs in Italian Studies  
iBA programs for Anthropology; Communication Studies; European Studies; French Studies; Geography; German Studies; History; Humanities; Italian Studies; Gender, Sexuality & Women’s Studies; Political Science; Social Science; Urban Studies

School of Arts, Media, Performance and Design

BA and BA Minor Film programs: Cinema & Media Studies Stream  
BFA Film Program: Production Stream  
BFA Film Program: Screenwriting Stream  
Honours Minor Program in Computational Arts & Technology

School of Arts, Media, Performance and Design / Lassonde School of Engineering

Specialized Honours BA Program in Digital Media

Faculty of Science

BSc programs in Environmental Biology

6.4 Academic Policy, Planning and Research

Academic Policy, Planning and Research provided information on the following matters:

- key stages of the academic planning cycle from January to June
- the status of an Institutional Strategic Directions document and its relationship to Senate and academic plans
- the Committee's intention to refer to others or take up itself recommendations 2-33 of the AAPR Academic Task Force
- approval of the James and Joanne Love Chair in Environmental Engineering
- its response to a suggestion about a briefing on the University's financial statements.

George Comninel, Acting Chair \_\_\_\_\_

Maureen Armstrong, Secretary \_\_\_\_\_



## JANUARY – FEBRUARY



A number of York University community members and alumni are among the new appointees to the Order of Canada, including:

- › Julia Foster, Chair, York University Board of Governors
- › Susan McGrath, a professor in the School of Social Work
- › Robert Cox, a professor emeritus in the Department of Political Science

- › Edgar J. Dosman, a professor in the Department of Political Science
- › and York alumni: Michael DeGagné (LLM '10), Patrick Johnston (BA '73), Adèle M. Hurley (BA '74; MES '76), Barker Lawson (LLB '51), Robert Walters (BA '79; BSW '82; MSW '86), and Catherine Zahn (BSc '74)

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Seven York U alumni were among the new appointees to the Order of Ontario, including:

- › Mary Anne Chambers (LLD '13)
- › Joseph Halstead (BA '78)
- › Alis Kennedy (BA '83, BA '85)
- › Gilles LeVasseur (LLM '05)
- › Eva Marszewski (BA '70)
- › Hon. Maryka Omatsu (LLB '75)
- › Hon. Warren Winkler (LLB '62; LLM '64; LLD '12)

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Ten emerging and established researchers from across the University have been appointed York Research Chairs. Tier I Chairs include:

- › Isabella Bakker, Department of Political Science;
- › Christopher Innes, Department of English;
- › Roger Keil, Faculty of Environmental Studies;
- › Sergey Krylov, Department of Chemistry;
- › Obiora Okafor, Osgoode Hall Law School.



Tier II Chairs include:

- Mike Daly, Department of Earth and Space Science and Engineering;
- Jane Heffernan, Department of Mathematics and Statistics;
- Anna Hudson, Department of Visual Arts and Art History;
- Fuyuki Kurasawa, Department of Sociology;
- Rebecca Pillai Riddell, Department of Psychology.

For the fifth year, York ranked among the top 10 per cent of universities in the 2014 GreenMetric World University Ranking on sustainability, receiving high scores in transportation, waste and water management.

On January 12, York celebrated the launch of the new School of Continuing Studies. One of the largest in Canada, the School offers a mix of continuing professional programs and renowned expertise in English language training and academic preparation for international students offered by the York University English Language Institute (YUELI). The event featured the unveiling of two new innovative student-centered certificate programs that will offer students specialized knowledge in their field as well as the core foundational business skills that employers require.

An alumni reception in Markham was held on January 21 at the Remington Group Presentation Centre, hosted by President Shoukri and VP Advancement Jeff O'Hagan. The evening brought more than 130 alumni and community members together in support of the ongoing 'Yes to York' campaign for the University's proposed Markham campus. Special guests included Markham

Mayor Frank Scarpitti and York alumnus and Chancellor Gregory Sorbara (BA '78, LLB '81).



Faculty of Science hosted their first York Science Saturday on January 24. York Science Saturday provides hands-on workshops for students in Grades 3-8 who are interested in science, technology, engineering and mathematics.

40 York researchers have been awarded more than \$6.3 million from the Social Sciences and Humanities Research Council of Canada (SSHRC) through SSHRC's Insight Development Grants and Insight Grants Competition.

Marianne Harris (JD/MBA '83) is the recipient of the Hennick Medal, presented annually by the Hennick Centre for Business and Law to a distinguished leader who has earned international recognition in the business and legal communities.

Faculty of Science researcher Seyed Moghadas and Faculty of Health researcher Dale Stevens received a total of \$284,331 in infrastructure funding from the Canada Foundation for Innovation to support their research projects.

In a groundbreaking study, Faculty of Health professor Doug Crawford and postdoctoral fellow Suryadeep Dash have discovered a new physiological system that continuously updates the remembered location of visual targets.

Physics and Astronomy professor Matt Johnson and his co-authors won third place in the Buchalter Cosmology Prize for their paper entitled, “Simulating the Universe(s): from Cosmic Bubble Collisions to Cosmological Observables with Numerical Relativity.”

Film alumnus Adam Clark (BFA '11) has created and co-written a new web series, *YEAR*, which offers a new take on the Zombie genre and presents a model for how high-quality film and web productions are being created through collective pooling of the talent and production skills possessed by today's new film graduates.

English Professor Christopher Innes has led an interdisciplinary team of researchers and performers in the creation of a new music CD featuring compositions by renowned playwright George Bernard Shaw.

Lassonde students Manjeet Kaur and Khady Lo Seck, along with recent Schulich grad Dhaman Rakhra, were chosen to be a part of *The Next 36*, a group of candidates identified for their extraordinary entrepreneurial potential.

York student and employee Kalpana Bilimoria, with 25 other students, helped to organize a shoe and coat drive on February 5 at Vari Hall as part of a Change Project class assignment for the course Prospects and Perils in the 21<sup>st</sup> Century.

Lions athlete Kayla Lambie won a silver medal at the OUA Fencing Championships.

Former mayor David Miller, president and CEO of the World Wildlife Fund-Canada and now an adjunct faculty member of the Faculty of Environmental Studies (FES), signed a Memorandum of Understanding outlining WWF-Canada's commitment to the creation of partnerships between FES researchers and students and WWF conservation projects across Canada.

On February 11, the former Faculty of Fine Arts officially became the School of the Arts, Media, Performance and Design (AMPD) in a ceremony attended by community members and hosted by President Shoukri and Dean Shawn Brixey.



Two-time York alumnus and former Osgoode professor Colleen Hanycz (LLM '99, PhD '03) was named the 29th President of La Salle University. Currently Principal of Brescia University College in London, Ontario, Hanycz, an accomplished attorney and administrative leader, will be the first woman and first layperson to serve as President in a non-interim capacity in the 152-year history of La Salle University. Prior to her appointment at Brescia, Hanycz served as Assistant Dean and associate professor of law at Osgoode Hall Law School.

## **EXECUTIVE COMMITTEE**

Report to Senate  
at its Meeting of February 26, 2015

### **FOR INFORMATION**

#### **1. Addition of Candidates for the Pool of Prospective Honorary Degree Recipients**

In a confidential report from the Chair of the Sub-Committee on Honorary Degrees and Ceremonials, Professor Stan Tweyman, the Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, four new candidates have been deemed eligible for honorary degrees.

#### **2. Approval of Final Faculty Council Membership List for 2014-2015**

Senate Executive is authorized to approve the membership lists of Faculty Councils annually (Senate rule VII. 3. c.). Based on recommendations of the Secretary, who is responsible for determining if memberships comply with Senate rules, the Committee has approved the list for the Council of the Faculty of Liberal Arts and Professional Studies. This concludes the annual membership list review exercise.

#### **3. Meeting of Members of the Senate and Board Committees**

Members of the Executive Committees of Senate and the Board are scheduled to hold a dinner gathering on March 3. These gatherings are designed to facilitate informal discussion on matters of mutual interest. They do not result in formal outcomes. A topic has not yet been chosen, but further information will be made available soon.

#### **4. Senate Absences**

In accordance with Senate rules, the Secretary confirmed that she has corresponded with Senators who missed three consecutive meetings beginning November 2014.

#### **5. Communication re: Safety and Other Issues**

After Senate Executive met in January, Senator Prakash Amarasooriya forwarded a communication on the topic of safety and other issues. The Acting Chair acknowledged receipt of this communication at the Senate meeting of January 22, and advised that it would be forwarded to Senate Executive for further consideration. Senator Amarasooriya briefly summarized the contents of his communication at the January meeting.

Senate Executive noted that a number of the suggestions contained in the communication fell outside Senate's purview but nonetheless agreed that the full text of the document should be transmitted to Senate for information. Because of the nature of its contents, the communication has been forwarded to the Community Safety Council. Vice-President Brewer agreed in January to provide Senators with

an update on safety and security initiatives. The Executive Committee advises that York was scheduled to host a COU-sponsored conference on February 20 devoted to “Taking Action: Sexual Violence on Campus.” It is imperative that our campuses are safe and welcoming, and that we pursue equity objectives. These are complex matters that deserve thoughtful, respectful and constant attention and action.

Documentation is attached as Appendix A.

*Roxanne Mykitiuk, Chair*

## Appendix A

### Senate Safety Speech (Senator Prakash Amarasooriya)

After attending the past few Senate meetings and hearing the discussions on decreasing enrolment, I wanted to provide a student's perspective on the matter. While I agree the diversity of programs is an important factor in a student's decision to enrol at a university, they also take the reputation of the university into consideration. And York University's reputation is stained strongly by its safety incidents. As Vice Chair of the Community Safety Council, I have heard from many faculty, staff and students that students choose a university based off what they hear and what they hear about York University among their friends and the media is that it is an unsafe place to be.

In attending the Spring Gala, Fall Campus Day, Ontario University Fair, among other recruitment events, parents and students have more often than not brought up their concerns regarding enrolling at the University. Some parents even acknowledged that York is a safe institution to attend, yet the strong media backlash is overwhelming enough to dissuade them from coming here and that York admin need to make more of a presence in assuring people of York's protection.

I take pride in the fact that York University is transparent enough to divulge their safety information to members of its community. However, if the rationale for doing this is not made explicit to students, the Bulletins become counterproductive. It also does not help that the only universal messages students receive from the University are the Security Bulletins. Although Faculty and staff are automatically subscribed to yFile, students may benefit from having more positive communication from the University.

Students are not alone in their concerns. Faculty and staff have brought up their qualms with safety on campus. The reason I am bringing this discussion up to Senate is because professors have a role in counteracting this perception. We need better cohesion among our professors to present a united message regarding York's security, as many students only have their classroom lectures as their sole means of contact with the university.

A positive note is that many students do defend on the university. But they deserve to have their faith rewarded by having the University be the one to lead the charge.

The university needs to take proactive, not reactive, measures in order to substantially secure their students' safety. Only then will our enrolment numbers meet their target.

#### Suggestions:

- Faculty and administration need to take a public and active role in addressing safety on campus. Especially in classrooms, as they may be the only avenue a student interacts with the university. Without an active strategy to address York's safety concerns proactively as well as its image in the public eye, our students will continue to be York's biggest critics.
- Faculty are vital as students obtain their communication about the university from professors. This is incredibly important in the discussion of Mental Health. Faculty have brought up in the CSC that they are unequipped with the appropriate resources needed to address students' concerns regarding stress. Introductory workshops for new and even existing faculty members can be hosted to prepare faculty for the difficulties of addressing mental health. Faculty can also promote initiatives on campus regarding mental health and Safety.
- The CSC will be presenting an Equity Statement in the Winter Semester to Senate. The purpose of the statement is to explicitly state in the academic setting that all members should

be treated with respect and dignity. This also allows an opportunity for discussion in classes where these topics are not usually brought up.

- Centre for Human Rights developed a REDI tutorial. This can be made mandatory for students, similar to the Academic Honesty Quiz done in courses.
- Security needs to be more approachable. Having security staff in classes or indulged in other events can foster the connection between students and security and provide a more engaging atmosphere that can assist in emergencies.
- The University leaders should host a Sexual Assault Prevention Symposium, involving our neighbouring GTA universities. This would go hand in hand with the Sexual Assault Prevention and Response Policy being developed. This is also an opportunity for York to take a leadership role in the discussion of sexual assault on university campuses.
- Create a monthly/weekly newsletter. While staff and faculty are automatically subscribed to yFile, students are not and they are very unlikely to make the effort to do so. But if a positive medium highlighting York's accomplishments and services that were student-targeted (i.e. reminders to apply to graduate, Red and White Day, etc.) were provided to students, they would feel a better connection to the university despite its "commuter school" reputation.
- Address safety concerns through 1000 level tutorial sessions in the first week of classes.

# COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate  
at its meeting of 26 February 2015

## FOR ACTION

**Note to Senators:** The supporting documentation for the curriculum proposals this month collectively total over 300 pages. For your convenience, the full proposal briefs for ASCP Items 6.2 a – j have been collated in a separate document, with each item bookmarked for ease of reference, which has been posted [online](#).

The relevant statements of support from Deans, the Provost and the Vice-Provost Academic are included in the ASCP appendices attached for the proposed new programs, diplomas and program major modifications.

### I. **NEW PROGRAMS**

#### **6.2 a) Establishment of MASc and PhD Programs in Mechanical Engineering • Department of Mechanical Engineering • Lassonde School of Engineering / Faculty of Graduate Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of MASc and PhD programs in Mechanical Engineering housed in the Department of Mechanical Engineering, Lassonde School of Engineering, effective FW 2015-16.**

#### **Rationale**

The Bachelor program in Mechanical Engineering was approved in June 2013 and was launched this academic year, FW 2014-15. Establishing masters and doctoral programs in Mechanical Engineering represents another step towards the realization of the full suite of engineering programming to be housed in the Lassonde School, as long planned by the University. The initiative also aligns with the Province's plans to expand graduate education and, concomitantly, with York's Strategic Mandate Agreement with the Province.

The learning outcomes for both the MASc and PhD programs have been well articulated and mapped to the respective degree requirements. The external reviewers (from McMaster and the University of Toronto) submitted a very favourable report, finding that the quality of the faculty, the planned complement growth, the innovative curriculum and the new engineering building collectively position the graduate programs for success. They expect that "...the graduate students will have a rich and rewarding educational experience."

As conveyed in their statements attached in Appendix A, Dean Kozinski and Vice-President Lenton have confirmed the resource plans for the new programs. On the basis of all of the above, the Senate Committee is pleased to recommend the approval of the graduate engineering programs.

## **6.2 b) Establishment of an Honours BA and Honours Minor Program in Educational Studies • Faculty of Education**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of an Honours BA and Honours Minor program in Educational Studies, Faculty of Education, effective FW 2015-16.**

### **Rationale**

The Faculty of Education is seeking to offer a Bachelor of Arts program in Educational Studies. The Faculty has had for many years a well-established Bachelor of Education degree (BEd), which leads to provincial teacher-certification. The proposed new program is distinct from the BEd degree. As described in the proposal, the purpose of the Educational Studies program is to provide foundational knowledge of the field of education - outside of the teacher certification construct - and to develop students' skills to equip them for career opportunities in other, non-certified, teaching contexts (e.g., Libraries, in recreation, instructors, community workers, etc.). While common in the UK, this would be a unique new program in Canada and, more so, Ontario. The proposal provides convincing evidence of its attraction to students who want to supplement their academic and professional profile with an education component for career prospects. The Faculty of Liberal Arts & Professional Studies concurs and enthusiastically supports the establishment of the program for the benefit it offers to its students as a Minor or Double-Major option.

The external appraiser delivered a positive evaluation, finding a robust and relevant program with a strong field work (experiential education) component which, coupled with the strength of the faculty members, will "...ensure the intellectual quality of the student experience." She commended the Faculty for its strategic planning and timely introduction of this program given the shifting teacher landscape in Ontario.

The new program advances both Faculty and pan-university academic goals, and is aligned with York's Strategic Mandate Agreement, as confirmed by the Dean and the Provost (included in Appendix B). The province-mandated changes to, and reduced enrolments in, the BEd program means that resources in the Faculty are available to offer the additional Educational Studies program. The strength of its experience in managing BEd student practica, and its extensive roster of community placement settings already established for the experiential education component (section 7.6 of the proposal) confirm the Faculty is well-positioned to support the program.

Approved by: Faculty Council February 2015 • ASCP 4 February 2015 • APPR 5 February 2015
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## **II. EXPEDITED APPROVALS**

### **6.2 c) Establishment of a Diploma in Advanced Accounting (Type 1) • Schulich School of Business / Faculty of Graduate Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of a Diploma in Advanced Accounting (Type 1)**, housed in the Schulich School of Business, effective SU 2015.



## Rationale

The accounting profession in Canada recently merged the CA and CMA designations into one professional designation of Certified Professional Accountant (CPA). This development has resulted in changes to the certification program for students. In sum, students who have completed an accredited undergraduate degree and a graduate diploma in accounting receive advanced standing in the CPA's Professional Education Program and, therefore, a shorter completion time of the professional accounting requirements. University accounting programs that wish to remain competitive and sustainable are seeking CPA accreditation for their programs from the CPA Ontario body. To that end the Schulich School of Business is proposing several programming changes centred around its Master of Accounting (MAcc) program, including:

- Changes to the degree and admission requirements of the Master of Accounting program (Item 6 f below)
- Establishment of a new Diploma in Advanced Accounting (Type 1)
- Establishment of a new Diploma in Intermediate Accounting (Type 3) [*Coming to Senate at a later meeting*]

The proposed is designed for students who wish to pursue studies leading to the CPA designation. It will be awarded to students enrolled in the Master of Accounting program who elect to exit the program upon successful completion of Term 2. It therefore provides students the option of accelerating their path towards professional certification without having to complete the full Master's program. As designed, it is accredited by CPA Ontario.

The target cohort of students for the Diploma are graduates from the accounting stream of the Schulich BBA and iBBA programs, most of whom are expected to enrol in the Master of Accounting program.

The Senate ASCP is satisfied that the Diploma learning outcomes have been articulated and mapped to the requirements.

The School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies is also proposing a new graduate diploma in accounting to align with its Bachelor of Administrative Studies (BAS) degree to meet CPA accreditation as well; see item 6.4 below. The Schulich School of Business and the Faculty of Liberal Arts & Professional Studies consulted on their respective accounting program changes. Each is satisfied that they will not be competing with each other, but rather are being offered to meet the needs of the unique cohorts of accounting students in the BBA and BAS programs.

The statements of support for the Diploma from the Dean and the Vice-Provost Academic are in Appendix C. The Senate Committee is pleased to recommend its approval to Senate.

Approved by: FGS Council 8 January 2015 • ASCP 4 February 2015 • APPR 5 February 2015
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## **6.2 d) Establishment of a Diploma in Professional Accounting • School of Administrative Studies • Faculty of Graduate Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of a Diploma in Professional Accounting (Type 3)**, housed in the School of Administrative Studies, effective SU 2016.

### **Rationale**

As referenced above in Item 6 (c), the School of Administrative Studies is proposing to establish the **Diploma in Professional Accounting** to provide its Bachelor of Administrative Studies (BAS) accounting stream graduates the option to receive advanced standing in the CPA's Professional Education Program. The graduate diploma will serve as a stepping stone to the fulfilment of the CPA accreditation requirements. As designed, it is accredited by CPA Ontario. The diploma is critical to the continued success of the School of Administrative Studies, as explained in the proposal. It will be offered twice a year - summer and winter intakes - to accommodate part-time study by students in LA&PS. The projected annual enrolment in the Diploma will be 75 students a year, over the two offerings.

The decanal and Vice-Provost Academic's statements (Appendix D) confirm their support for the new program.

Approved by: Faculty Council 13 November 2014 • ASCP 4 February 2015 • APPR 5 February 2015
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## **III. MAJOR MODIFICATIONS**

### **6.2 e) Establishment of a Bilingual BSc Program in Biology • Department of Multidisciplinary Studies • Glendon**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of a bilingual BSc program in Biology, housed in the Department of Multidisciplinary Studies at Glendon, effective FW 2015-16.**

### **Rationale**

As was the case for the establishment of a BSc option in Psychology at Glendon (approved by Senate in December 2014), the primary impetus for expanding the program options on that campus is to meet the need and demand for bilingual education from the growing francophone population in Southern Ontario. Glendon's vision is to become the Southern Ontario Centre of Excellence for Francophone and Bilingual Postsecondary Education. With biology among the most popular programs of university study within the francophone population in southern Ontario, Glendon will be well positioned to attract students by offering a BSc program option, in addition to its existing BA in Environmental & Health Studies. York would be the only university in southern Ontario to offer that programming.

Internally, the Biology program at Glendon will differ from the BSc program in the Faculty of Science. In addition to the offering of curriculum in French, the focus of the Glendon program will be on the intersections between environmental studies, conservation biology, ecology and animal behaviour. Glendon is seeing strong enrolment growth across its programs, and within the Faculty of Science, its Biology continues to see sustained enrolments. Together the enrolment growth and student demand for a science degree option are strong indications of the need for the new BSc program at Glendon.

The statements of support from the Principal and the Vice-Provost Academic (Appendix E) confirm the new program's alignment with academic plans, and the availability of resources to

mount it. The Senate Committee is satisfied that the student learning outcomes have been effectively articulated and mapped to the program requirements. It is pleased to recommend the program's establishment at Glendon.

Approved by: Glendon Council 5 December 2014 • ASCP 21 January 2015
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## **6.2 f) Changes to the Structure, Degree and Admission Requirements of the Master of Accounting Program • Schulich School of Business • Faculty of Graduate Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the changes to the structure, degree and admission requirements for the Master of Accounting program effective SU 2015, as set out in the proposal.**

### **Rationale**

As noted in Item 6 (c) above, the proposed revisions to the degree and admission requirements of the Master of Accounting (MAcc) program is a part of a series of programming changes to incorporate the new CPA national certification program for professional accountants. The redesigned graduate program is illustrated in Figure 1 Overview of Curricular Changes within the proposal, as are the details of the revised degree and admission requirements. The primary changes are as follows:

- the incorporation of a qualifying two-term *Diploma in Intermediate Accounting* that will serve as a pathway into the degree program for a specific cohort of students
- the incorporation of a CPA-accredited *Diploma in Advanced Accounting* for students who wish to exit the Master of Accounting program to pursue an accounting designation
- the incorporation of the new fields of expertise within the discipline of accountancy and advanced accountancy education through new courses in the final term, which will permit graduates of the degree program the ability to proceed directly to the qualifying exam for CPA designation;
- a reduction in the number of credits required for the degree from 51 to 42
- the inclusion of the Diploma in Intermediate Accounting with a minimum GPA of B as a possible basis of admission to the degree program

The restructuring of the MAcc program means that three distinct cohorts of students will be able to pursue the degree and/or the Diploma as a means to meet external professional accounting education requirements, including:

- Schulich BBA and iBBA accounting stream graduates
- Schulich iBBA non-accounting stream graduates and graduates from accredited programs at other institutions
- Graduates of non-business undergraduate degrees who decide to pursue an accounting designation (through the Diploma in Intermediate Accounting route of admission)

Consistent with the expectations of the CPA body, both the Schulich School of Business and the School of Administrative Studies (in LA&PS) have redesigned their respective accounting programs on a “pipeline” model to accommodate students flowing from the undergraduate degree level to the graduate diploma within their own school. All universities in the province are moving in this direction.

The learning outcomes and requirement mapping have been updated to reflect the revised MAcc program framework. And the decanal statement in Appendix F confirms the adequacy of resources to support the implementation of the suite of changes.

Approved by: FGS Council 8 January 2015 • ASCP 4 February 2015 • APPR 5 February 2015

#### **6.2 g) Establishment of 90-credit Degree and Honours Minor Options for the BA Program in Professional Writing • Writing Department • Faculty of Liberal Arts & Professional Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of a 90-credit degree option and an Honours Minor degree option for the BA program in Professional Writing, Department of Writing, Faculty of Liberal Arts & Professional Studies, effective FW 2015.**

##### **Rationale**

The proposed 90-credit degree option will be offered only as a delayed-entry program for students in the Honours program in Professional Writing who are either unable to continue in the Honours program, or who opt to graduate with a 90-credit degree instead. The option addresses several challenges students in the program currently encounter when trying to improve their academic standing or return to studies after a required withdrawal. The logical and resource neutral option of providing a 90-credit degree option as an exit mechanism supports the academic needs of the Faculty's diverse student population, and helps improve student retention.

The Honours Minor option allows students to enhance their discipline specific program with substantive study of the theory and practice of professional writing. It is anticipated that it will be an attractive choice for students in professional programs, and perhaps those in the Faculties of Health and Science as they look to supplement their studies with practical skills in professional writing. Adding the Minor can be achieved without additional resources since the curriculum already exists for the degree program.

The additional options are being proposed with the strong encouragement of the Dean's office; the decanal statement is found in Appendix G. The Senate Committee is satisfied with the articulation of the learning outcomes for each of the new 90-credit and Honours Minor options.

Approved by: Faculty Council 29 January 2015 • ASCP 4 February 2015

#### **6.2 h) Establishment of a 90-credit Degree Option for the BA Program in Jewish Studies • Humanities Department • Faculty of Liberal Arts & Professional Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of a 90-credit degree option for the BA program in Jewish Studies, Department of Humanities, Faculty of Liberal Arts & Professional Studies, effective FW 2015.**

##### **Rationale**

For the same reasons put forward by the Professional Writing program, the Jewish Studies program is proposing a delayed-entry 90-credit degree option as well. It will serve the interests

of fairness and flexibility for students at York, and is a direction being encouraged by the Dean. No additional resources are required to mount the additional degree option. Appendix H includes the statement of support from Vice-Dean Michasiw.

Approved by: Faculty Council 29 January 2015 • ASCP 4 February 2015

## **6.2 i) Changes to Degree and Admission Requirements for the Masters of Financial Accountability Program • School of Administrative Studies • Faculty of Graduate Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve changes to the degree and admission requirements for the Masters of Financial Accountability program, as set out in the proposal.**

### **Rationale**

The detailed changes to the MFAc program are set out in the supporting documentation. The key changes being proposed are:

- Broadening of the admission requirement from a professional accounting designation to an Honours undergraduate business degree, with some accounting content
- Changing the minimum GPA for admission from A- to B
- Increasing the required number of credits from 30 to 33
- Restructuring the program to include defined specializations in accountability reporting; law & governance; public sector accountability; ethics & sustainability

The program was launched in 2008 in response to the financial crisis at that time. A thorough review of the program was conducted in 2012. Informed by the review, the proposed structure and curricular changes streamline the programmatic focus and align the curriculum to the degree level expectations to achieve the learning outcomes as envisioned. The four specializations being introduced as electives better reflect the intended program emphasis on accountability - as opposed to accounting. A new introductory course and a capstone course are being added to the core requirements which, together, with the specializations, result in a much better integrated program. The restructuring of the curriculum has modestly increased the course credit total by three. The shift in admission requirements from an accounting designation to an undergraduate business degree reflects the corresponding change in focus from accounting to accountability. The minimum GPA of B is now aligned with the standards articulated by the Faculty of Graduate Studies for graduate programs.

Like the Vice-Dean (statement in Appendix I), the Senate Committee agrees that the curriculum revisions better reflect the original intent of the program. It is expected that it will now be an attractive management degree to the target audience of mid-career managers. The Faculty is satisfied that the resource implications are few and manageable. The changes are to be effective FW '15-16.

Approved by: LAPS Council September 2014 • ASCP 4 February 2015

## **6.2 j) Establishment of an Honours Minor Option for the BA and BSc Programs in Global Health • Faculty of Health**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of an Honours Minor Option for the BA and BSc programs in Global Health within the Faculty of Health, FW 2015-16.**

### **Rationale**

The Specialized Honours BA and BSc programs in Global Health were launched this academic year, FW 2014-15. They are interdisciplinary programs that draw on curriculum from across the four units in the Faculty of Health (Health Policy & Management, Kinesiology & Health Science, Nursing, and Psychology). They allow students to explore various disciplines, issues, and practices associated with global health and the increasingly globalized world. The proposed Minor will be an option for students to complement their Major Honours degree program where permitted by their home program. It will provide graduates with a global perspective on issues of human health and health equity in an increasingly pluralistic and interdependent world.

As detailed in the proposal, the results of a student survey and the growing external inquiries about the Global Health program indicate there will be sufficient interest in the Minor option. The ASCP Committee has confirmed the requirements for the new degree option are consistent with the pan-university BSc degree programs structure.

Dean Skinner has advised that since the proposed Minor will be building on the existing Global Health BA/BSc programs, no additional faculty, staff or space resources are required to implement it. The decanal statement is included in Appendix J, as are statements of support from each of the programs in Health Policy & Management, Kinesiology & Health Science, Nursing, and Psychology.

Approved by: Faculty Council 4 February 2015 • ASCP February 2015

### **6.2 k) Changes to Requirements for the Master of Education Program • Graduate Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve a reduction in the number of courses required for each of three program options in the Master of Education (MEd), as follows:**

Education	Course-Only	Major Research Paper	Thesis
Current Requirements	10	8	6
Proposed Requirements	8	6	4

### **Rationale**

Reducing the number of required courses brings the MEd program more in line with other graduate programs at York and with other MEd programs in Ontario. The proposed changes also make the program competitive in an increasingly crowded graduate education landscape while maintaining the integrity of the degree. The reduction in the number of courses also highlights the significance of the thesis or MRP as independent pieces of work, as well as the GA-ship experience as an integral component of full-time graduate study.

Students enrolled in the MEd program at the time the modifications are adopted will be permitted to adhere to the new degree requirements if they so desire.

Approved by: FGS Council 8 January 2015 • ASCP 21 January 2015

## **6.2 l) Changes to the Admission Requirements Bachelor of Science in Nursing 2nd Entry Program • School of Nursing • Faculty of Health**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the following revisions to the admission requirements for the Bachelor of Science in Nursing 2nd Entry Program**, effective FW 2016-17:

- An increase to the minimum cumulative GPA for the last 60 credits from C+ to B
- An increase to the minimum GPA for the last 30 credits from B to B+
- A minimum grade of B in each of the prerequisite courses required for admission

### **Rationale**

The proposed changes to the minimum GPA totals will harmonize the admission requirements of the 2nd Entry program with those of the Collaborative BScN program. The number of applications in recent years has increased to over 800 for 150 positions in the program. Those admitted all had a minimum of B for the last 60 credits and B+ or higher for the last 30 credits. In addition, having a lower than required cut off may have a deleterious effect on recruitment to the program, as it may be seen to be less rigorous/less attractive to students who have higher averages. Comparative schools of nursing in the GTA and Hamilton have slightly higher admission requirements ranging from B+ to A.

Normally students applying for admission to the University are granted transfer credit for courses completed at an accredited institution with a minimum grade of C. Current York Nursing students must achieve a grade of C+ in all NURS courses in order to continue and graduate in the program. It has been the experience of the School of Nursing that granting students admission to the program with pre-requisite grades lower than the grade required to maintain eligibility in the program, hinders their success in the program. Requiring a grade of B in the set of prerequisite courses for admission better ensures the students' preparation for and eventual success in the Nursing program.

Approved by: Faculty Council 4 February 2015 • ASCP February 2015
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## **CONSENT AGENDA**

## **6.2 m) Changes to the Certificates of Proficiency Requirements • Department of Languages, Literatures & Linguistics • Faculty of Liberal Arts & Professional Studies**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the following changes to the requirements for Certificates of Proficiency in the Department of Languages, Literatures & Linguistics, LA&PS:**

- **A minimum grade of B+ in the last upper level course taken for the Certificate**
- **An increase in the number of credits from 12 to 18**
- **Omit the requirement of a separate written / oral examination**

### **Rationale**

The increase in number of credits aligns the Certificate with the requirement of 18 language credits for the iBA degree. The additional 6-credits will come from one 1000-level course that has always been implied but will now be explicit. The introduction of the B+ requirement in the

final upper level course is to ensure students demonstrate the expected advanced knowledge in the target language. Regarding the elimination of the separate exam, the Department determined that the final exams in the courses taken at each level are sufficient.

Approved by: LAPS Council September 2014 • ASCP 4 February 2015

## **6.2 n) Changes to the Requirements for the BA and BSc Programs in Computer Science • Department of Electrical Engineering and Computer Science • Lassonde School of Engineering**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the following changes to the BA and BSc programs in Computer Science, effective FW 2015-16:**

- **an increase in the number of major credits required for the 90-credit BA and BSc programs in from 41 to 45; and**
- **removal of the Communication Networks, Intelligent Systems, and Interactive Systems streams in the Honours BA and BSc degree options**

### **Rationale**

The addition of a four-credit course to the core set of requirements for the 90-credit BA and BSc programs increases the overall major credits required from 41 to 45. The revised requirements also reflect changes to the numbering of two other existing courses.

The BA and BSc Honours degree options (120 credits) have grown in Major credits in the recent years. The un-streamed Major sits at 54 Major credits, which is at the boundary of the Senate approved BA and BSc degree structures separating Honours from Specialised Honours Programs. The Specialised Honours programs in Computer Science stands at 63 - 66 Major credits. Beyond the issue of the current confusing nomenclature—some of the Honours Streams have enough credits to be “specialized honours”—the decision to discontinue is also encouraged by the low demand for the Honours streams, and the need to reduce the complexity of the programs where possible. The number of Major credits is not being reduced by the removal of the streams; it remains at 54 credits.

All students who are currently enrolled in one of the streams being cancelled will be assisted to complete their degrees in a timely fashion. This decision does not affect, nor is affected by, course offerings.

Approved by: Lassonde Council 3 February 2015 • ASCP February 2015

## **6.2 o) Changes to the Bilingual Requirements for the BA Program in Linguistics & Language Studies • Department of Linguistics & Language Studies • Glendon**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve a decrease in the number of second-language credits required from 6 to 3 for the BA programs in Linguistics & Language Studies, Department of Linguistics & Language Studies at Glendon, effective FW 2015-16.**

### **Rationale**

The overwhelming majority of students majoring in Linguistics and Language Studies declare English as their first language. It has been found that requiring them to complete six credits in



LIN courses delivered in French places an undue burden on them and that limiting the requirement to three credits was appropriate. The level of proficiency in French demonstrated by many linguistics majors is an important consideration, as is the cumulative effect of the challenge of fulfilling the various program specific and pan-university BA degree requirements.

All students at Glendon, without exception, need to satisfy Glendon's bilingual requirement. The proposed change to the bilingual requirement - specific to the Linguistics and Language Studies program - does not in any way dilute the Faculty-level bilingual requirement.

Approved by: Faculty Council 23 January 2015 • ASCP February 2015
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#### IV. ACADEMIC POLICIES / REGULATIONS

##### 6.2 p) Changes to the Mature Student Admission Category

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve a reduction in the minimum age required for mature student status from 21 to 20 years of age by the end of the calendar year of admission to the University.**

##### Rationale

York University admits several students each year under the mature student/out of school for two years admission category; (e.g., in FW2014 – just over 200 students were admitted under this category). In addition to demonstrating the capacity to undertake university level studies, students must have been out of school for a minimum of two years and be 21 at the start of the academic session.

At the time this legislation was established, Ontario still had Grade 13 in high schools and it was logical that students might have been out of school for two years by the time they turned 21 years of age. Ontario students now complete high school after grade 12, normally at the age of 18 and, therefore, are 20 years of age two years out of school. The proposed reduction in minimum age reflects that reality.

The minimum age for mature student admission at universities across Canada ranges from 20 years old at the end of the calendar year to 21 years at the time of application; Appendix K.

Students who have been out of school for two years but who do not meet the minimum age requirement for York's existing mature student admissions category are taking up post-secondary studies at universities that have an open admissions policy. Among these alternates are Athabasca University (which offers online courses and has an open admission policy) and the Chang School at Ryerson, which also offers open admissions.

By publishing the age minimum as 20, York will also increase the number of applicants that can be redirected, if necessary, to other pathways to the university such as the *Transition Year Program* (TYP) and the *Pre-University* and *Women's Bridging courses*.

Approved by ASCP 4 February 2015
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## FOR INFORMATION

### 1. Minor Curriculum / Academic Standards Items Approved by ASCP

Minor modifications to degree requirements were made for the following:

#### *Faculty of Liberal Arts & Professional Studies*

- Honours and Specialized Honours Bachelor of Public Administration programs
- BA programs in Italian Studies
- Honours and Specialized Honours BA programs in Professional Writing
- BA programs in Business & Society
- BA programs in Health & Society
- BA programs in International Development Studies
- BA programs in Interdisciplinary Social Science
- BA programs in Law & Society
- BA programs in Urban Studies
- BA programs in Work & Labour Studies

#### *School of Arts, Media, Performance and Design*

- BA and Specialized Honours BA and Honours Minor programs in Music
- BFA program in Music
- Honours BFA program in Visual Arts
- 90-credit BA program in Visual Arts

#### *Faculty of Health*

- BScN Post-RN program for Internationally Education Nurses
- Specialized Honours Bachelor of Health Studies, Health Management
- Honours Minor, Bachelor of Health Studies, Health Management

#### *Glendon*

- BA programs in Canadian Studies

#### *Lassonde School of Engineering*

- Honours Minor BA and BSc programs in Computer Science
- Specialized Honours BA and BSc programs in Computer Security
- BEng program in Electrical Engineering (a delay in fully implementing separate specializations within the elective group of credits)

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

## **5 G7 D'Appendix 5 – Support Letters**

# MEMO

FROM THE OFFICE OF THE CHAIR  
DEPARTMENT OF MECHANICAL ENGINEERING



425 LIFE SCIENCES BUILDING | 4700 KEELE STREET  
TORONTO | CANADA | M3J 1P3 (416) 736-5901

**TO:** Sushanta Mitra, Chair, Department of Mechanical Engineering  
**FROM:** Janusz Kozinski, Dean, Lassonde School of Engineering  
**SUBJECT:** Graduate Programs in Mechanical Engineering  
**DATE:** December 19, 2014

A handwritten signature in blue ink, likely belonging to Janusz Kozinski, the Dean of the Lassonde School of Engineering.

It gives me great pleasure to offer my enthusiastic support for the proposed new graduate program in Mechanical Engineering, offering master and doctoral study. These new programs play a pivotal role in the series of new programs that the Lassonde School of Engineering will be introducing under its transformative plans for engineering at York. It represents a natural next step in the expansion of York's Department of Mechanical Engineering.

I was pleased to read Dr. Deen and Dr. Chandra's very positive review of the Graduate Program Proposal in Mechanical Engineering. In particular I appreciate their comments about the high quality of aligned learning outcomes with degree level expectations, the strong and timely demand for new graduate programs in Mechanical Engineering, and the excellent expertise possessed by our faculty members. Cited as "highly commendable" and as "key distinguishing features" of our proposed graduate program are a commitment to train "Renaissance Engineers<sup>TM</sup> – entrepreneurial engineers with a social conscience and a sense of global citizenship," and our goal of exposing students to important complementary areas, such as engineering pedagogy, technology transfer and commercialization, legal aspects, communications, intellectual property as well as professional, ethical, and environmental obligations, etc. The relatively few areas for improvement suggested by the reviewers have been addressed in the revised proposal, together with the feedback arising from collegial discussion within the Faculty.

The program development was informed by a careful planning phase, involving consultations with internal colleagues, external consultants and expert colleagues as well as benchmarking against leading Mechanical Engineering programs in Canada and the US. The initiative is fully aligned with the strategic directions of the Lassonde School of Engineering and the University. Our strategic planning envisions a multi-phase development for Engineering at York, in which Mechanical Engineering features prominently as a cornerstone. The proposal is also aligned with the principal goals of the most recent University Academic Plan and the Provostial White Paper, which call for expansion of the scope of the University's teaching and research activities in the areas of engineering and applied science.

The resources for the new graduate program in Mechanical Engineering have been developed in the context of the larger planning exercise for the expansion of Engineering at York. The academic financial resources and planning processes will be subject to a very stringent planning and accountability framework, as would be expected of any project of the magnitude and size as envisioned by the Lassonde School of Engineering.

Plans for faculty complement and enrollment growth have been developed to strike the essential balance between professional and academic standards, with the average student-to-faculty ratios aligning with comparable programs of similar size. Resources for the appropriate administrative, technical and student support staff have already been built into the plans for expansion and will be allocated as the new program comes online.

In conclusion, I am pleased to offer my strong support for the introduction of master's and doctoral study in Mechanical Engineering into the Lassonde School of Engineering.

Cc: S. Pagiatakis, Associate Dean, Research & Graduate Studies

## Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC

From: Rhonda Lenton, Provost

Date: November 26, 2014

Subject: Proposal for Graduate Programs in Mechanical Engineering



I have undertaken an initial review of the proposal from the Lassonde School of Engineering to establish graduate programs – the MASc and PhD – in Mechanical Engineering. It is my intention to provide a more detailed statement with regard to this proposal following receipt of the reviewer's report, the Department's response, and the final version of the proposal incorporating any revisions to take account of the reviewer's comments. At this stage, however, let me signal that I am fully satisfied that this proposal should go forward for consideration by the external reviewer.

The proposal is consistent with LSE's plans to broaden the range of its programs as set out in proposals for its establishment, and represents the next phase in its development. It also aligns with institutional priorities (as expressed in the UAP, the White Paper, and the Strategic Mandate Agreement) in relation to the growth of graduate programming and enrolments and enhancing York's comprehensiveness through expansion of the sciences and engineering. Finally, it is consistent with Ontario government objectives around increasing the number of graduate spaces in Ontario universities.

Since its launch in 2012, LSE has been implementing plans for growth and program development, within the Faculty's vision of the "Renaissance Engineer". The current proposal builds on a strong undergraduate program in Mechanical Engineering initiated in the Fall of 2014. The plan is to introduce the graduate programs in 2015 with an initial intake of 20 students. The Faculty has also articulated plans to build its faculty complement to support programming, and since January 2013, seven faculty members have been hired in Mechanical Engineering, with further complement growth planned as enrolments increase.

Cc: Dean J. Kozinski  
C. Underhill for ASCP

# MEMO



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

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

**TO** Sushanta Mitra, Chair, Department of Mechanical Engineering

**FROM** Janusz Kozinski, Dean, Lassonde School of Engineering

**SUBJECT** Graduate Programs in Mechanical Engineering

**DATE** Thursday, November 20, 2014

A handwritten signature in blue ink, appearing to read 'J. Kozinski'.

It gives me great pleasure to offer my enthusiastic support for the proposal for a new graduate program in Mechanical Engineering, offering master's and doctoral study. These new programs play a pivotal role in the series of new programs that the Lassonde School of Engineering will be introducing under its transformative plans for engineering at York. It represents a natural next step in the expansion of York's Department of Mechanical Engineering.

The program development was informed by a careful planning phase, involving consultations with internal colleagues, external consultants and expert colleagues, as well as benchmarking against leading Mechanical Engineering programs in Canada and the US. The initiative is fully aligned with the strategic directions of the Lassonde School of Engineering and the University. Our strategic planning envisions a multi-phase development for Engineering at York, in which Mechanical Engineering features prominently as a cornerstone. The proposal is also aligned with the principal goals of the most recent University Academic Plan and the Provostial White Paper, which call for expansion of the scope of the University's teaching and research activities in the areas of engineering and applied science.

The resources for the new graduate program in Mechanical Engineering have been developed in the context of the larger planning exercise for the expansion of Engineering at York. The academic financial resources and planning processes will be subject to a very stringent planning and accountability framework, as would be expected with any project of the magnitude and size as envisioned for the Lassonde School of Engineering.

Plans for faculty complement and enrollment growth have been developed to strike the essential balance between professional and academic standards, with the average student-to-faculty ratios aligning with comparable programs of similar size. Resources for the appropriate administrative, technical and student support staff have already been built into the plans for expansion and will be allocated as the new program comes online.

In conclusion, I am pleased to offer my strong support for the introduction of master's and doctoral study in Mechanical Engineering into the Lassonde School of Engineering.

Cc: S. Pagiatakis





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## Memo

To: Dr. Sushanta Mitra  
Chair, Department of Mechanical Engineering  
Lassonde School of Engineering

From: Catherine Davidson, Interim University Librarian

Date: September 10, 2014

Subject: Library Support for Proposed Program in Mechanical Engineering

*Catherine Davidson*

York University Libraries has a record of providing strong library services and collections in support of research and academic studies at York. It is our goal to provide the same high level of library support and expertise to the faculty and students in mechanical engineering. Resources will need to be targeted to build collections, expand expertise relevant to engineering and provide library study spaces conducive to the new curriculum. We look forward to collaborating with others on campus to make York's program in Mechanical Engineering one of the best in Canada.

Student academic success is a priority for the Libraries. Librarians can improve student academic success through the delivery of workshops and classes on library research in the internet world including critical thinking skills to evaluate the vast amounts of information. At York's libraries, students can get assistance with their literature research, improving their writing skills and acquiring more effective learning skills both in the library and online. Librarians with expertise in Science and Engineering at Steacie Science & Engineering Library will work with students so they may effectively conduct research on topics of capstone projects as well as find background information for internships and coop assignments.

Students and faculty in engineering expect to have online access to information anywhere and anytime. York University Libraries has strong digital collections in electrical engineering along with most of the basic online engineering resources. We have been working closely with Engineering colleagues over the past year to identify new resources that will need to be acquired including ejournals, standards, books, and reference databases that are particularly relevant to the new program in mechanical engineering at the Lassonde School of Engineering.

cc: Sarah Shujah, Science Librarian  
Ilo Maimets, Head, Steacie Science & Engineering Library  
Adam Taves, Associate University Librarian, Collections and Research



November 6, 2014

Dr. Janusz Koziniski  
Dean, Lassonde School of Engineering  
150B Atkinson College  
York University  
4700 Keele Street  
Toronto, Ontario, M3J 1P3  
Canada

Dear Dr. Koziniski,

**Re: New Course Proposal: “Legal Aspects & Governance in Engineering”**

Please find enclosed with this Letter of Support the New Course Proposal for a graduate course entitled “Legal Aspects & Governance in Engineering”, to be offered by the Mechanical Engineering Department at the Lassonde School of Engineering, in collaboration with Osgoode Hall Law School.

By way of background, the impetus for the development of this course stems from the Lassonde School of Engineering’s philosophy that a truly great engineering education should be interdisciplinary, and should be open to the positive influences of other fields of study. As new technologies and new sub-disciplines continue to emerge in the ever-changing field of engineering, so too do they give rise to a host of new legal issues. Thus, it is critical for engineering students to gain a sound understanding of the ways in which the fields of engineering and law interact, both in theory and in practice. To that end, Osgoode Hall Law School has agreed to partner with the Lassonde School of Engineering to assist in the delivery of this course in order to provide graduate students in the Department of Mechanical Engineering with perspectives on the intersectionality of law and engineering with regard to a number of common ‘touch points’ between the two disciplines.

As you will note from the New Course Proposal, the course will be listed as a graduate-level Engineering course under the course code ENG 6001 at the Lassonde School of Engineering. It will be structured as a series of learning modules that will be delivered by Osgoode Hall Law School over the duration of the Fall Session, beginning in September 2015. By way of structure and content, the first week of the course will be used for introduction of the course instructors and for an overview of the course. Each subsequent two-week period of the course will be used to deliver one learning module. The proposed learning modules shall include the following topics:

- Intellectual Property
- Insurance, Directors’ Liability, and Business Associations Law



- International/Transnational Governance
- Environmental Law
- Basics of Contract Law

With regard to the course's impact on faculty resources, I am pleased to confirm that the Lassonde School of Engineering has committed to financially support the course including but not limited to course instructor salaries and benefits, course materials, and physical resources. The course administrator and instructors shall be provided by Osgoode Hall Law School. In order to minimize the impact on faculty resources, individual course instructors may deliver multiple learning modules, thus mitigating the total number of course instructors required.

As outlined in the New Course Proposal, all necessary consultations have been carried out with the relevant York University library personnel, and arrangements shall be made to carry the relevant course materials at the Lassonde School of Engineering's library.

We believe that the "Legal Aspects & Governance in Engineering" course represents a very positive effort to encourage inter-faculty synergy, whereby Osgoode Hall Law School will be able to assist, through the provision of knowledge and expertise, with the Lassonde School of Engineering's vision of providing an innovative and interdisciplinary engineering education to its students.

Should you have any questions or require any clarification, please feel free to contact Dr. Dayna Scott at Osgoode Hall Law School, or Dr. Sushanta Mitra at the Lassonde School of Engineering.

Sincerely,



Dr. Lorne Sossin  
Dean, Osgoode Hall Law School

cc. Professor Dayna Scott  
Phyllis Lepore Babcock

## Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC

From: Rhonda Lenton, Provost

Date: January 9, 2015

Subject: Proposal for Graduate Programs in Mechanical Engineering



I am writing to follow up on my communication of November 26, 2014 with regard to the proposal from the Lassonde School of Engineering to establish a graduate program, offering an MASc and a PhD, in Mechanical Engineering. The reviewers' report, the Department's response, and a final version of the proposal, together with the Dean's letter of support, are now in hand.

As I noted in my earlier communication, the proposal is fully consistent with LSE's plans for development of its programming as set out in proposals for its establishment, as well as with institutional priorities in relation to growing graduate programs and enrolments and enhancing our comprehensiveness through expansion of the sciences and engineering. I am very pleased that the reviewers have recognized the proposed graduate program's alignment with York's objectives, as well as with provincial objectives in regards to graduate expansion. They also note opportunities for graduates of the program to contribute to supporting Ontario's key industries and its economy.

I am also pleased that the reviewers have commented so positively on the graduate program's curriculum and its innovation and distinctiveness in drawing upon related areas and preparing "Renaissance Engineers" to contribute to the profession. Several relatively minor but very constructive suggestions to further enhance program quality have been welcomed by the Department and incorporated into the final version of the proposal.

The reviewers comment favourably on the sufficiency of the faculty resources to support the proposed program. They observe that the faculty complement (seven members) already in place in the Department includes a combination of senior internationally renowned scholars, who will provide leadership and profile, and junior appointments with the potential to make important contributions to their field and to York's research intensification. There is also support for the Department's plans to phase in the expansion of the complement to a total of

23 faculty over the next several years as the graduate and undergraduate programs continue to develop. It is my expectation that the Faculty will work closely with the Provost's office to ensure that enrolment (at both undergraduate and graduate levels) and appointment plans are carefully aligned and financially responsible. Administrative support will be provided through a combination of central Faculty resources and department/program-based resources.

I am happy to record my support for this proposal.

Cc: Dean J. Kozinski  
C. Underhill for ASCP



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## Memo

**To:** Rhonda Lenton, Academic Vice-President and Provost

**From:** Ron Owston, Dean *RO*

**Date:** October 16, 2014

**Subject:** Proposed BA in Educational Studies



I am writing in support of the four-year honours BA in Educational Studies that the Faculty of Education is in the process of developing. The degree program, which will not lead to teacher certification, will be aimed at those seeking education-related careers in cultural institutions such as museums, art galleries and nature conservancies; non-governmental agencies involved in a wide array of service provision; recreational services; community organizations; and businesses.

The program has three routes to completion:

- a) BA (Honours) with a major in Educational Studies and a minor in another faculty
- b) BA (Honours) with a major in Educational Studies and a major in another faculty (double major option)
- c) A minor in Educational Studies, taken in conjunction with another degree.

High school students will be admitted directly with an OSSD and we are in the process of developing an articulation agreement with Seneca College for entry of diploma students in Child and Youth Worker and other similar programs.

The new BA program is a key component of our plans for diversifying the Faculty of Education's offerings and insulating us to some extent from the vagaries of teacher education enrolment caps and regulation that are beyond our control. The program is situated in the field of Education, Human Services, and Community Development, which is one of ten areas of institutional strength cited in the University's Strategic Mandate Agreement (SMA section 5.1, p. 12). In the same section Healthy Individuals and Communities is one of five areas designated for growth in the SMA and our proposed BA in Educational Studies is listed in the Appendix of the SMA as a new program that our Faculty will bring forward.

We expect that the program, which will be unique in Canada, will attract 50 students when it begins and grow to 350 students within four years. The timing of this proposal is fortuitous because we will be able to mount the BA program partly through re-deployment of existing resources that will be freed up as a result of our new two-year BEd which will be offered beginning Fall 2015. For example, we are closing two of our off-campus Consecutive program sites thus eliminating space rental, maintenance, and administrative costs. We will no longer be grouping Consecutive students on campus by "site" cohorts and again saving administrative and support costs. Additionally, the new BEd will no longer have separate Concurrent and Consecutive programs operating with different delivery models as all students, regardless of which program they are in, will be taking the same classes together.

Although there will be some resource implications for mounting the new program I expect that they will be manageable. I will outline these implications in five areas and describe how we propose to address them.

1. **Teaching.** We had three faculty retirements in 2014 and two more faculty have given notice to retire in 2015. None of these positions are in the process of being filled so when hiring faculty we will be able to take into consideration the needs of the BA program. I expect that two of these positions will be filled by Alternate Stream faculty which will result in greater teaching capacity (i.e., 2.0 FCE greater than Professorial Stream appointments) in the Faculty as well. Starting in 2015 we will be increasing the teaching load of our seconded faculty who teach in the BEd from 3.0 to 3.5 FCEs to align their loads with the Alternate Stream. With the 16 seconded faculty that we currently have the result will be a significant gain (4.0 FCE) in teaching resources to accommodate the needs of the BEd program and, therefore, freeing some tenure stream faculty to have a greater teaching load in the BA.
2. **Administrative support.** Through reorganization of existing support staff due to the closing of our site-based BEd program model, we do not anticipate any difficulties providing administrative support to the BA. Additionally, our student programs office will be handling half as many admissions to the new two-year BEd annually which will result in some extra capacity to handle admissions to the BA.
3. **Experiential learning support.** A key component of the BA will be experiential placements in the community. We do not anticipate difficulties in placing BA students because of our long-established experience of placing students in community settings which is a prerequisite to school practicum component of BEd program. Moreover, last year we developed an information system for managing school practicum placements which has significantly reduced the costs of administering them. The next upgrade of the system will allow it to handle community placements as well. In the first few years of the BA program we expect that existing BEd staff will be able to manage BA placements, however as the program expands we may need to hire a 0.5 staff person.
4. **Physical space.** Some of the classroom space needs of the program can be absorbed by more efficient utilization of the Faculty's existing dedicated classroom space. BA students will take several elective courses that BEd students take and some BA courses will be offered fully online which will further reduce classroom space demands. Nevertheless, beyond the first year we estimate that there will be a need the equivalent of two to three dedicated classrooms that hold up to 50 students. As the program grows and additional faculty are hired, offices to accommodate new faculty members will also be required.
5. **Information technology.** The Information and Learning Technologies team in the Faculty of Education currently supports faculty members and instructors in the Undergraduate, Graduate and Professional Development programs in the use of Moodle. As a result of a realignment of roles and responsibilities within the Faculty, an Educational Developer will be joining the team shortly to support faculty members and instructors to enhance their online teaching practice. Although the current team is in a

position to provide support to the BA program with this new position we can ensure that the support will be of the highest caliber.

In conclusion, I believe that this new program is vital to sustaining the Faculty of Education in the long term. We have every indication that the program will attract a sufficiently high number of students to generate additional revenue and require a modest amount of new resources. I wholeheartedly support its approval.



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## Memo

To: Rhonda Lenton, Vice-President Academic & Provost

From: Ron Owston, Dean of Education *RO*

Date: January 26, 2015

Subject: Response to Report of External Appraisal Report for the  
Proposed Bachelor of Arts in Educational Studies




I have received and reviewed the report of Dr. Janet Groen the external reviewer for the Faculty of Education's proposal for a BA (Educational Studies). Dr. Groen is Associate Professor of Education at University of Calgary who specializes in adult, continuing, and community education. Her report demonstrated a thorough understanding of our proposed program and it was very positive. The major recommendation she made was to ensure that the program is marketed clearly to demonstrate its value to potential applicants and to prevent any confusion among applicants between the BA and our current BEd. This is an issue that we are well aware of and we intend to develop appropriating marketing materials. Indeed, the Faculty is undergoing a review of our strategic marketing plan with the help of external consultants and the BA will be part of the plan. There are no other issues that she raised so I believe the proposal is now ready to be submitted to ASCP.

cc: Alice Pitt, Vice-Provost (Academic)



## **Memorandum**

To: Rebecca Pillai Riddell, Chair, Senate APPRC  
From: Rhonda Lenton, Provost   
Date: January 27, 2015  
Subject: Proposal for a BA in Educational Studies



I have reviewed the proposal from the Faculty of Education to introduce a BA program in Educational Studies, to be offered in Honours major and minor options. The program has been in development for several years and has involved consultations with other Faculties and programs. It is particularly timely as Faculties of Education in Ontario respond to changes in the structure of teacher education programs in the province. Applications to BEd programs at York and elsewhere significantly exceed the number of students who can be accepted, and this program will provide a clear and viable alternative for students who are not accepted to that program. It will also offer an important option for students who are broadly interested in educational areas in cultural community contexts, such as museums, art galleries, NGOs, and community organizations, but who do not wish to pursue a teacher education program. It is this focus on non-school contexts that will set this program apart from others in the country. Offering the program with flexible double major and major/minor options will encourage students to take it as a complement to studies in other areas in a variety of Faculties as preparation for careers or graduate studies.

The proposed BA program builds on the Faculty of Education's strengths in education as a field of study, and is expected to establish York's leadership in this field. It is an important component of the Faculty's plan to enhance internal and external collaborations, and aligns as well with institutional goals around community engagement and the incorporation of experiential education and eLearning opportunities into students' programs. It was included in York's SEM submission as a program in development in an area of strength.

I am delighted that the external review report on this program praised its design and objectives, suggesting only that care be taken in the presentation of the program to potential applicants in order to clearly represent its nature and value – a suggestion with which I agree and which the Faculty already has under way.



As noted, the Faculty of Education encompasses significant faculty expertise in educational studies, and the Dean has indicated in his letter of October 2014 how resources freed by restructuring of the BEd degree (to take effect for Fall 2015), as well as the closing of two off-campus locations, will be redeployed to fulfill the teaching and support needs of this program. The program will include some courses that already offered with an education studies component and a number of new courses that can be introduced as the program develops and grows. The Dean also describes plans to hire Alternate Stream faculty to cover teaching needs and to ensure that future appointments are made with the needs of this program in mind. As the program is introduced, administrative and community placement staffing needs can be met with current resources.

I am satisfied that this program will be an excellent, distinctive, and much-needed addition to York's offerings and that resources are in place to mount it successfully. I am therefore happy to record my support for it and to urge its approval.

Cc: Dean R. Owston  
C. Underhill for ASCP

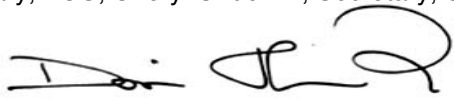


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## Memo

**To:** Rhonda Lenton, Vice-Provost Academic  
**Cc:** Michael Schiff, Asst. Secretary, FGS; Cheryl Underhill, Secretary, Senate ASCP  
**From:** Dezső J. Horváth, Dean   
**Date:** November 28, 2014  
**Subject:** Resource Statement for the Schulich Master of Accounting Program

I would like to express my full support for the proposed revision of the *Master of Accounting (MAcc) Program*, including the diplomas in Intermediate Accounting (Type 3) and Advanced Accounting (Type 1). We hope to offer terms 2 and 3 of the revised MAcc and Diploma in Advanced Accounting starting in Summer 2015 to graduates of our BBA and iBBA programs, and the full offering consisting of the Diploma in Intermediate Accounting, followed by all three semesters of the new MAcc starting in Winter 2016.

Given the changes in the professional qualification requirements resulting from the merger of Canada's three professional accounting bodies into the Society of Certified Professional Accountants (CPA), it is now necessary to offer a qualifying diploma (Diploma in Intermediate Accounting, DIAC) to students without business or (accredited) accounting backgrounds. Successful graduation from the DIAC would qualify graduates for entry into Term 2 of the new 3-semester Master of Accounting program. Graduates from Schulich's BBA and iBBA programs, as well as graduates from other programs certified by the CPA would be able to directly enter the MAcc.

MAcc students would have the option of graduating with a Diploma in Advanced Accounting (DAAC) after completing Term 2 of the MAcc, or with a Masters degree upon completion of all three semesters. Students graduating with the DAAC could complete their professional qualification using the offerings of the CPA. Students graduating with the Masters degree would be qualified to directly challenge CPA's certification examination and, if passing, qualify as Professional Accountants.

The program has shown a positive net contribution margin from its inception and is expected to continue to do so. The proposed changes (including the DIAC and the MAcc) call for a total of 8 new 3-credit and one new 1.50-credit courses. These 25.50 credits are offset by 22.50 credits in course retirements at the undergraduate and master's level, leaving the School with a net increase of 3.00 credits for the Masters degree and diplomas. Given the additional requirements for students entering from domestic and international non-business and non-accredited accounting programs, it is expected that the incremental revenues will more than balance the incremental costs.




The program will continue to be taught by the same faculty complement as the current MAcc. Student support as well as admissions resources are already in place and will not face significantly different demands. As a result, no notable changes in the high quality of the program faculty or cost of the faculty or student services are expected.

In conclusion, I wish to express my full support of the changes proposed to the Master of Accounting and wish the program proponents much success in the approval and implementation process.

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# Memorandum

**To:** Leslie Sanders, Chair, ASCP   
**From:** Alice Pitt, Vice-Provost Academic  
**Date:** February 4, 2015  
**Subject:** Major Modification Masters of Accounting (MAcc), and Diploma in Advanced Accounting (Type 1), Schulich School of Business

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I have reviewed the proposal for a major modification to the Masters of Accounting and the development of a graduate diploma in Advanced Accounting (Type 1). The new accreditation requirements resulting from the merger of Canada's three professional accounting bodies into the Society of Certified Professional Accountants have precipitated the need to provide a fifth year of accounting education at the graduate level. The changes proposed to the Master of Accounting provide an elegant solution to that requirement while also maintaining the integrity and attractiveness of the degree.

The implementation of these changes to the Masters of Accounting does not require additional resources, and the Faculty of Liberal Arts and Professional Studies, which also offers accounting education, supports the proposal. I am very pleased to support it as well.



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# Memorandum

**To:** Kim Michasiw, Vice Dean, LA&PS  
**From:** Markus Biehl, AD Academic  
**CC:** Sarah Hildebrandt (FGS), Cheryl Underhill (Senate ASCP)  
**Date:** September 15, 2014

**Re: Graduate Diploma in Professional Accounting**



The School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies is bringing forward a proposal for a graduate diploma in Professional Accounting. The Faculty's Vice Dean has provided me with a copy of the proposal.

The proposed program falls squarely within the mandate given to the Schulich School of Business – to provide graduate education in the broader field of Business Administration and Management. Recent changes in the requirements for obtaining a professional certification as an accountant by the Chartered Professional Accountants of Ontario (CPA), however, have made it imperative for business schools to offer at least some graduate education if the schools are to be attractive to undergraduate students. As communicated to us by the CPA's VP of Learning, Brian Leader, it is expected that there be a pipeline requirement, where students ought to flow seamlessly from undergraduate studies to a (though CPA accreditation) 'connected' graduate program.

The proposed diploma accomplishes that. For admission it requires graduation from LA&PS's BAS program as well as a specified list of relevant courses. This ensures that BAS Accounting graduates have the prerequisite knowledge and that the CPA pipeline requirements are met. These admissions requirements also ensure that the diploma will not compete with Schulich's offerings.

Given the immense benefits that are expected to arise from this diploma to the Faculty of LA&PS and its BAS Accounting graduates the Schulich School of Business is pleased to support the proposal.

## Memorandum

To: Whom It May Concern

From: Kim Michasiw,  
Vice Dean

Date: September 16, 2014

Subject: Approval of a New Master's-level Diploma in Accounting

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On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Accounting Area in LA&PS's School of Administrative Studies for a Master's-level diploma program in Accounting.

The Diploma program has been developed in direct response to recent changes to the requirements for professional certification as an accountant. The Chartered Professional Accountants of Ontario (CPA), however, have made it imperative that all schools of business that offer accounting at the undergraduate level add to those offerings at least a graduate Diploma Program that will prepare the schools' students for the CPA's certification course and exams. The CPA's strong preference is for the development of an accounting curriculum that integrates senior undergraduate and Masters-level study. Such a model creates what one might call a pipeline that flows student from one level to another within their own school. It actively discourages competition among Diploma programs for students from other schools of business. (Both the CPA and the proponents of the SAS Diploma Program understand that there will be exceptions, that some students will be obliged by life circumstances to move from one city to another and thus obliged to complete their accounting education in another school. Such students will be reviewed and admitted, perhaps with conditions, on a case-by-case basis.)

While I am always made uneasy by external accreditors requiring curricular changes, no program in accounting can afford to refuse, as students, reasonably enough, will flow to those programs where accreditation, or at least its promise, dwells. The



proposed diploma program does allow for the seamless movement of BAS students from the undergraduate program to the graduate level, and it does work toward an integration of curriculum at the two levels that would be desirable even in the CPA were not requiring it.

I recognize that some external eyes might see duplication between this program and what is offered at the Schulich School of Business, but comparative uniformity in accounting education is exactly what is required for the purposes of accreditation. Professional programs are different, and need to be allowed that difference, even if the difference presents as sameness.


The proposed program does precisely what it is required to do and is very much deserving of support.

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**Memorandum**

To: Leslie Sanders, Chair, ASCP

From: Alice Pitt, Vice-Provost Academic 

Date: February 3, 2015

Subject: Graduate Diploma in Accounting, LA&PS

---

I have reviewed the proposal for a Graduate Diploma in Accounting. The need for this Diploma results from new accreditation requirements that in turn result from the merger of Canada's three professional accounting bodies into the Society of Certified Professional Accountants. These new requirements call for a year of graduate level education in Accounting in order for students to be eligible to sit certification exams. The approval of this proposal will allow students registered in the School of Administrative Studies' BA in Accounting to meet the new requirements as part of their studies at York.

Vice Dean Michasiw supports the new program and is prepared to ensure that the appropriate resources are allocated to it. The Schulich School of Business, which also offers accounting education, supports the proposal. I am very pleased to support it as well.





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December 1, 2014

Chair  
Faculty Council  
Glendon College

Dear Chair,

I am pleased to support the proposal to establish at Glendon a bilingual B.Sc. in Biology, building on the success of the Environmental and Health Studies Program.

This B.Sc. program will be secured through funding provided under the Ministry of Training, Colleges and Universities action plan for the expansion of French-language postsecondary programming in Central and Southern Western Ontario.

A search for a tenure-track professor position commencing on July 1, 2015 was approved by the Vice-President Academic and Provost and is currently underway. As the program is rolled out, Glendon will request a second search. Office space will be provided to new faculty members. The existing laboratory will be somewhat refurbished and we are in the process of hiring a technician. Other financing requests will be presented to the government to expand Glendon's infrastructure and equipment.

Sincerely,

Donald Ipperciel  
Principal  
Glendon College, York University





**Ray Jayawardhana**  
Dean

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January 12, 2015

Donald Ipperciel  
Principal, Glendon College  
Glendon Hall, 220  
2275 Bayview Avenue  
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Dear Donald:

I am pleased to support your proposal for a Bilingual BSc in Biology at Glendon. As agreed to in our discussions with Biology Department Chair - Prof. Samuel Benchimol, the Faculty of Science will welcome Glendon students in our 1000-level laboratory courses in Biology as well as in Chemistry and Physics during the transition period. Given the clear positioning as a Bilingual BSc, we do not expect the Glendon program to compete with our Biology programs.

It is good to foster such collaborations across York, and I wish you great success with this program.

Yours sincerely,

A handwritten signature in purple ink that reads "Ray Jayawardhana".

Ray Jayawardhana  
Dean and Professor

CC: Samuel Benchimol, Chair, Department of Biology



## Memo

To: Leslie Sanders, Chair, ASCP

From: Alice J Pitt, Vice-Provost Academic

Date: January 15, 2015

Subject: BSc in Biology at Glendon College

---

I have reviewed the proposal to establish a bilingual Bachelor of Science degree program in Biology at Glendon College as well as the letters of support from the Principal and the Dean of Science.

Expansion of the Glendon College's offerings is supported by the Government of Ontario which has identified the Glendon campus as Southwestern Ontario's centre for French-language and bilingual university education. Our intention to further develop this area of differentiated strength is included in our Strategic Mandate Agreement (2014-17). This proposal is, therefore, well-aligned, with the SMA.

The addition of the Bilingual BSc in Biology option will both complement and differ from the Faculty of Science program since the new program builds on Glendon's existing Bachelor of Arts in Environmental and Health Studies. It is important to note that a Bachelor of Science Program offered by Glendon will further strengthen York's bilingual offerings and the options available to Francophone and bilingual students in Ontario and beyond.

Funding from the Ministry of Training, Colleges and Universities Action Plan will provide the resources required for extending the course offerings.

I am delighted to support this initiative.





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## Memo

**To:** Rhonda Lenton, Vice-Provost Academic  
**Cc:** Michael Schiff, Asst. Secretary, FGS; Cheryl Underhill, Secretary, Senate ASCP  
**From:** Dezső J. Horváth, Dean  
**Date:** November 28, 2014  
**Subject:** Resource Statement for the Schulich Master of Accounting Program

I would like to express my full support for the proposed revision of the *Master of Accounting (MAcc) Program*, including the diplomas in Intermediate Accounting (Type 3) and Advanced Accounting (Type 1). We hope to offer terms 2 and 3 of the revised MAcc and Diploma in Advanced Accounting starting in Summer 2015 to graduates of our BBA and iBBA programs, and the full offering consisting of the Diploma in Intermediate Accounting, followed by all three semesters of the new MAcc starting in Winter 2016.

Given the changes in the professional qualification requirements resulting from the merger of Canada's three professional accounting bodies into the Society of Certified Professional Accountants (CPA), it is now necessary to offer a qualifying diploma (Diploma in Intermediate Accounting, DIAC) to students without business or (accredited) accounting backgrounds. Successful graduation from the DIAC would qualify graduates for entry into Term 2 of the new 3-semester Master of Accounting program. Graduates from Schulich's BBA and iBBA programs, as well as graduates from other programs certified by the CPA would be able to directly enter the MAcc.

MAcc students would have the option of graduating with a Diploma in Advanced Accounting (DAAC) after completing Term 2 of the MAcc, or with a Masters degree upon completion of all three semesters. Students graduating with the DAAC could complete their professional qualification using the offerings of the CPA. Students graduating with the Masters degree would be qualified to directly challenge CPA's certification examination and, if passing, qualify as Professional Accountants.

The program has shown a positive net contribution margin from its inception and is expected to continue to do so. The proposed changes (including the DIAC and the MAcc) call for a total of 8 new 3-credit and one new 1.50-credit courses. These 25.50 credits are offset by 22.50 credits in course retirements at the undergraduate and master's level, leaving the School with a net increase of 3.00 credits for the Masters degree and diplomas. Given the additional requirements for students entering from domestic and international non-business and non-accredited accounting programs, it is expected that the incremental revenues will more than balance the incremental costs.




The program will continue to be taught by the same faculty complement as the current MAcc. Student support as well as admissions resources are already in place and will not face significantly different demands. As a result, no notable changes in the high quality of the program faculty or cost of the faculty or student services are expected.

In conclusion, I wish to express my full support of the changes proposed to the Master of Accounting and wish the program proponents much success in the approval and implementation process.

**OFFICE OF THE  
VICE-PROVOST  
ACADEMIC**

4700 KEELE ST.  
TORONTO ON  
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# Memorandum

**To:** Leslie Sanders, Chair, ASCP   
**From:** Alice Pitt, Vice-Provost Academic  
**Date:** February 4, 2015  
**Subject:** Major Modification Masters of Accounting (MAcc), and Diploma in Advanced Accounting (Type 1), Schulich School of Business

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I have reviewed the proposal for a major modification to the Masters of Accounting and the development of a graduate diploma in Advanced Accounting (Type 1). The new accreditation requirements resulting from the merger of Canada's three professional accounting bodies into the Society of Certified Professional Accountants have precipitated the need to provide a fifth year of accounting education at the graduate level. The changes proposed to the Master of Accounting provide an elegant solution to that requirement while also maintaining the integrity and attractiveness of the degree.

The implementation of these changes to the Masters of Accounting does not require additional resources, and the Faculty of Liberal Arts and Professional Studies, which also offers accounting education, supports the proposal. I am very pleased to support it as well.

# Memorandum

**To:** Whom It May Concern

**From:** Kim Michasiw,  
Vice Dean

**Date:** November 21, 2014

**Subject:** Approval of New 90 Credit BA in Professional Writing and a New Honours Minor in Professional Writing

---

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed two proposals from the Faculty's Writing Department: for an Honours Minor in Professional Writing and for a 90-credit Bachelor of Arts degree in Professional Writing. As the programs are intimately tied, I have chosen to compose a single letter of decanal support.

The 90-credit BA degree has been created by the Department in direct response to the request of the LA&PS Dean's Office that all of the Faculty's "honours-only" programs develop 90-credit adjuncts to serve the needs of those program students who are either unable to achieve and maintain Honours standing or, for their own reasons, decide to leave off their studies after their 90<sup>th</sup> credit. These 90-credit adjuncts are not open to direct entry and are reserved for those students who have been participants in the cognate Honours degree program. It is the Faculty's hope that graduates from the 90-credit versions will be few but, under the current order of things, students departing "honours-only" programs at the 90-credit mark must cobble together degrees in programs in which they have not studied (a BA degree in English in the case of Professional Writing), or without a degree entirely. The proposed 90-credit degree--which is, in effect, an acephalous version of the Honours degree--addresses this problem directly, and creates a safety net for program students.

The proposed program serves the interests of fairness to and flexibility for students, and is very much deserving of support.

The 30-credit Minor is a more ambitious, but equally laudable project. From its inception, Professional Writing has been a 51-credit Honours major that has been challenging to accommodate as a part of a double major. Though welcoming, even encouraging, of other programs as Minors, it has not, to this point, reciprocated. It has, however, been abundantly clear that there exists a appetite among students--especially but not exclusively among students in the Faculty's professional programs--for a writing credential to accompany their degree in Administrative Studies or Information Technology. The Minor may also serve the needs of students in Health, Science, and more distantly perhaps, Engineering. The current proposal simply integrates the possibility of Minor students into the existing, though reforming, curriculum. I am aware, though, that thought is already being given to the development of area-specific upper-year courses that would serve the needs of senior students from particular disciplines or disciplinary clusters should accumulations of such students develop.

Thus the proposal speaks directly to those points in the Faculty's Strategic Plan that direct us to build bridges across the ampersand in the Faculty's name, and to the injunction of the AAPR Task force to develop new combinations of programs that will address the current needs of students. On both counts, and intrinsically, the proposal is deserving of support.





**FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL  
STUDIES**

**Office of the Dean**

S-949 Ross Bldg

Tel 416 736-5220

Fax 416 736-5750

## Internal Memorandum

**To:** Whom It May Concern

**From:** Kim Michasiw,  
Vice Dean

**Date:** January 10, 2015

**Subject:** Approval of a New 90 Credit BA in Jewish Studies

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On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Department of Humanities' Jewish Studies program for a 90-credit Bachelors degree in Jewish Studies.

The 90-credit Bachelors variant on the program's existing 120-credit Honours degree has been created by the Department in direct response to the request of the LA&PS Dean's Office that all of the Faculty's "honours-only" programs develop 90-credit adjuncts to serve the needs of those program students who are either unable to achieve and maintain Honours standing or, for their own reasons, decide to leave off their studies after their 90th credit. These 90-credit adjuncts are not open to direct entry and are reserved from those students who have been participants in the cognate Honours degree program. It is the Faculty's hope that graduates from the 90-credit versions will be few but, under the current order of things, students departing "honours-only" programs at the 90-credit mark must cobble together degrees in programs in which they have not studied (a Bachelors degree in Humanities for those departing Jewish Studies), or without a degree entirely. The proposed 90-credit degree--which is, in effect, an acephalous version of the Honours degree--addresses this problem directly, and creates a safety net for program students.

The proposed program serves the interests of fairness to and flexibility for students, and is very much deserving of support.







**FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL  
STUDIES**

**Office of the Dean**

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Fax 416 736-5750

## Memorandum

**To:** Whom It May Concern

**From:** Kim Michasiw,  
Vice Dean

**Date:** September 19, 2013

**Subject:** Approval of Revisions for the Masters Program in Financial  
Accountability

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Masters Program in Financial Accountability for revisions to its existing program. While I acknowledge and support the need of applied degrees to adapt themselves to a changing external environment, in this case I see the effect of the proposed revisions as bringing the curriculum more closely into line with the intents of the Program when it was first approved. As the proponents make clear in the supporting materials, though the mission of the program remained constant, the curriculum fell prey to expedience, instructorial preference, and instructorial availability. The result was a program that retained intrinsic value but, in being more of an Accounting than and Accountability program, was a mere shade of the program's promise. In its shadow state the program struggled to attract the practitioner/instructors that are essential to its fulfillment, and failed by-and-large to attract and retain the early-mid-career professionals that were, and are, its intended student constituency.

The proposed curricular changes streamline the focus the program. The sequence of required courses, and the limited but telling electives, plot a clear progress for the program's students, and move them toward determined outcomes. The revised program vindicates the program's assertions that it is not a Masters of Accounting and that is not a Masters of Business Administration. Rather it assumes and subsumes those credentials to address accountability and governance, the two central pillars of contemporary business practice. The decision to offer electives in streams, though this portion of the program revision will not occur until 2015, adds flexibility to the program design and will allow for quicker adaptations to changing external conditions than is usually the case with graduate programs. Given the current flux of accreditation processes in accounting, such flexibility may prove of immediate use.



I am entirely persuaded that the revised program will far more closely resemble the program's original proponents' intents than has the program as delivered to date, that it will attract a significant constituency of the mid-career students at whom it is directed, and that it is constructed in such a way as to allow for further adaptations when circumstances change. For this reason I strongly support the revisions and urge others to do so as well.

The resource implications are few, at least until enrolments expand. The proposed curriculum requires, in fact, one fewer 3.0 course in a given year than is offered in the current model, and it discontinues the difficult-to-manage placement course (with the promise that such a course will be restored in due time). The tailoring of the electives offered to the interests of the students in a given cohort will ensure that resources are allocated where there is demand. It needs to be noted that all teaching by York faculty will be done on-load, rather than on the enhanced-overload plan that was the rule in the program's first years. Enhanced overload will remain, as it was initially intended, as compensation for practitioners who sacrifice valuable time to contribute to the program's reputation and relevance. It is certainly the case that on-load teaching will withdraw a few course directorships from the contributing undergraduate programs. But this withdrawal will only bring MFAC into alignment with other graduate programs affiliated with LA&PS.

Should demand for the program grow to the point where two cohorts may be filled with the highly qualified candidates the program seek, LA&PS will reexamine the resource demands and make the decision to open a second cohort in accord with the resource implications at that time. I am confident that these would be resources well invested, but I am confident also that extreme selectivity and a modicum of unmet demand among the highly qualified would not be bad things, at least in the short term.

In short, the Office of the Dean in LA&PS enthusiastically supports the proposed revisions and hopes to see them approved with all due dispatch.



November 20, 2014

## Letter of Support for a Minor in Global Health

### FACULTY OF HEALTH

#### Office of the Dean

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3  
Tel 416 736 5031  
Fax 416 736 5760  
healthdn@yorku.ca  
www.health.yorku.ca

I am writing to express my strong support for the proposal for an undergraduate Minor in Global Health. This Minor will build upon and indeed complement the specialized Honors BA/BSc in the Global Health Program in the Faculty of Health.

With respect to faculty resources, the proposed Minor will build on and use faculty members who are already engaged in teaching courses and developing new courses for the Global Health BA/BSc Program. Thus, I do not see a need for additional faculty resources at this time. In the future, if there is substantial enrollment in the Minor program, then new faculty can be hired including part-time teachers funded through this enrollment growth. The BA/BSc Global Health Program is undergoing a phased implementation program for the next three years with an initial cohort of 57 students taken in in 2014/2015. If there is substantial interest in the Global Health Minor, then we can manage the overall faculty resourcing by altering the enrollment intake targets for the specialized honors degree program.

I do not see any additional space needs for including the proposed Minor. Also, the administrative support that we have in place for the specialized honors BA/BSc Global Health Program will be able to provide the necessary administrative support for students enrolled in the proposed Minor.

In brief, I believe that the proposed Minor in Global Health will be an important addition to our undergraduate education at York University. It fits directly with the Faculty of Health's and the University's academic priority on internationalization of the curriculum and student mix.

Sincerely,

A handwritten signature in blue ink that reads "Harvey Skinner".

Harvey Skinner, PhD, CPSych, FCAHS  
Dean



## Memo

To: Whom it my concern

From: Alice J Pitt, Vice Provost Academic

Date: December 4, 2014

Subject: a New Minor in Global Health (Major Modification)

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I have reviewed a draft of the proposal for a New Minor in Global Health along with the Dean's support letter.

At this stage of the process I would like to signal my support for this initiative. I will provide a full letter of support once the final version of the proposal and the support letters are provided to my office.



November 14, 2014

Dear Dean Skinner,

**FACULTY OF HEALTH**

**School of Nursing**

4700 Keele St.  
Toronto ON  
Canada M3J 1P3

Tel 416 736-5271  
Fax 416 736-5714  
nursing@yorku.ca

On behalf of the School of Nursing, I am submitting this letter of support for the offering of minor in Global Health. This minor degree will be available to students who are not pursuing an undergraduate degree in Global Health. Taking a minor in Global Health will enhance student's chosen program with specific and relevant information focused on global health issues and will complement the specialized Honours BA or BSc degrees in Global Health. While nursing students will not be able to take advantage of this minor in Global Health, as our students do not have room in our program for a minor degree, the School of Nursing will continue to contribute to teaching a number of courses in this Minor such as in the courses Foundations of Global Health Studies, Chronic Diseases and Care, and Communicable Diseases and Care.

The School of Nursing continues to be very pleased to be an active partner in the delivery of this degree both as a major and hopefully soon to be a minor since many nursing faculty have knowledge, expertise and a commitment to the promotion of global health. We continue to be committed to play an active role in the implementation of this unique interdisciplinary program.

Our School and faculty will support the development of courses in the minor program in Global Health working collaboratively with our partners in the other Schools as we work towards this goal. We continue to be proud of being part of a program that focuses on keeping people healthier longer not only regionally, nationally but now globally as well.

Sincerely,



Claire Mallett RN, PhD  
Director, School of Nursing  
York University  
(416) 736-2100, ext. 44541  
cmallett@yorku.ca





November 11, 2014

To whom it May Concern:

This is a letter of support for the new proposal to offer a minor in global health in the Faculty of Health.

**FACULTY OF HEALTH**

**School of Health Policy  
& Management**

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The field of Global Health, which is a relatively new field of academic study, is highly important to understanding the impact of globalization on health. It includes an exploration of contemporary issues, such as the gross disparity in the distribution of wealth and income between and within countries through a health equity lens. The insights gained through this field can help in developing new policy alternatives, which can further the analysis of neo-liberal globalization and the related crises of development and democracy that are part of an emerging trend in the North-South political discourse. Health policies designed from an equity perspective and a gender based analysis will assist the WHO and other international health agencies in reaching health goals in resource poor countries. Such policies, when applied and practiced, will advance human rights and social justice. This perspective is highly complementary to the current academic offering within the School of Health and Management which is based also based upon a social justice model.

The Global Health program is a new undergraduate program launched in Fall 2014 by the Faculty of Health. This new innovative program draws on curriculum from across the four units in the Faculty of Health (Health Policy & Management, Kinesiology & Health Science, Nursing, and Psychology). York University is a leader in developing a multidisciplinary degree in global health in Canada.

This innovative program is interdisciplinary in nature and offers students the opportunity to explore psychosocial, political and biophysical aspects of global health. The proposed minor will be offered to those students who are not enrolled in the Global Health BA and BSc programs and whose home program permits the addition of a minor. The minor is aimed to complement students' Honour's Degree program, allowing them to expand their interests and/or future goals from a Global Health perspective. It will prepare graduates with a global perspective on issues of human health and health equity in an increasingly pluralistic and interdependent world.

This type of innovative program offering will enhance students' understanding of current and future global health issues as well as promoting employment opportunities.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Lillie Lum".

Lillie Lum, Associate Professor  
Acting Chair, School of Health Policy and Management



Professor Beryl Pilkington  
Program Coordinator, Global Health BA and BSc  
Faculty of Health  
4700 Keele St., Toronto, ON  
Canada M3J 1P3

FACULTY OF HEALTH

November 13 2014

**Office of the Chair  
Department of  
Psychology**

Re: Proposed Minor in Global Health studies

Dear Professor Pilkington,

4700 Keele St.  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 2100  
Fax 416 736 5814  
[www.psych.yorku.ca](http://www.psych.yorku.ca)

I am delighted to write this letter of support for the proposed Minor in Global Health undergraduate studies.

The Global Health initiative speaks to a forward looking area of study, that is, we are all 'next door neighbours' on the planet. It only takes a quick glance at recent headlines about infectious diseases which know no borders to realize the need for a global not parochial perspective on health issues.

The proposed Minor in Global Health has potential for appeal to students in our Psychology undergraduate program, such as those who might be interested in pursuing post-graduate professional school studies in health care and those who wish to enrich their perspectives on cultural diversity and health care planning. The courses are wonderfully complementary to the Psychology Major curriculum not conflicting.

We have been pleased as a department to have collaborated in the development of this initiative. I have consulted with colleagues within Psychology and we are eager to see this proposal for an undergraduate Minor in Global Health studies come to fruition.

Please call me or email me if you have any questions. You can reach me at: [jgoldber@yorku.ca](mailto:jgoldber@yorku.ca)

Sincerely,

A handwritten signature in cursive script, appearing to read "Joel Goldberg".

Joel O. Goldberg, PhD, CPsych  
Chair & Associate Professor,  
Department of Psychology,  
York University





**Minor in Global Health**  
**Michael Connor** to: eng569  
Cc: Angelo Belcastro

12/01/2014 12:14 PM

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History: This message has been replied to.

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Hi Diane,

Our Undergraduate Curriculum Committee supports the implementation of a Minor in Global Health.

Mike

--

Michael Connor Ph.D.  
Associate Professor  
Undergraduate Program Director  
Kinesiology & Health Science  
York University  
4700 Keele St.  
Toronto, ON  
M3J 1P3

Phone: (416) 736-2100 ext.77206  
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# **ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE**

Report to Senate  
at its meeting of February 26, 2015

## **1. Academic and Administrative Program Review: Updated Chronology**

The Committee has updated the chronology of its engagement with AAPR. Documentation is attached as Appendix A.

## **2. Amendments to the Senate – Board of Governors Policy on Endowed Chairs and Professorships: Progress Report**

One of APPRC's priorities for 2014-2015 involves modernizing and expanding the Policy on Endowed Chairs and Professorships and its associated guidelines and procedures. The Policy is outdated, narrowly cast and lacking in clarity. Vice-President Haché is working with the Committee on draft amendments, which will likely include new categories and definitions, updated procedures, and detailed guidelines. It is hoped that a proposal will be ready for action by Senate and the Board in the next few months.

## **3. Meetings with the Deans, Principal and University Librarian**

As reported in January, this year's academic planning discussions with the Deans, Principal and University Librarian will take place in February and March. The first encounters have been constructive and informative, and APPRC looks forward to reporting to Senate in the months ahead.

*Rebecca Pillai Riddell, Chair*

## APPRC and Program Prioritization

Date	Meeting	Nature
<b>2013</b>		
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"> <li>• 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</li> <li>• the implications for academic activities and the University’s finances if the process does not achieve goals</li> <li>• the nature of the “rebalancing” item in the academic budget (which is required to maintain an appropriate subsidization of activities)</li> <li>• completion times and funding for doctoral students (factors that impact on the budget) in the context of discipline norms</li> <li>• 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)</li> <li>• the desirability of creating a document based on the slides that will help focus on challenges</li> <li>• the utility of differentiating short-term from longer term goals and strategies</li> <li>• the relationship between an academic prioritization exercise and the emerging SHARP budget model</li> <li>• the meaning of objectives in the UAP priority area of “effective governance”</li> <li>• the decision-making processes in place, and whether or not they required changes</li> <li>• the value of cyclical program review processes as an example of how it is possible to focus on priorities</li> <li>• the sense that growth at the expense of quality is not an option, and that any expansion of enrolments would likely add further strain</li> </ul>
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	Reflecting on the May 30 consultation, members of APPRC made

	Meeting	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"> <li>• 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)</li> <li>• 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</li> <li>• 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</li> <li>• the nomination process, which may entail an open call or a more targeted invitation</li> <li>• 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</li> <li>• 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</li> <li>• timelines for the completion of phases (finalization of criteria, submission of evaluation templates, training for Task Force members, and response to submissions)</li> <li>• evaluation criteria, which may be particularly attentive to quality but may take into account other factors such as impact and essentiality</li> <li>• the need to open the exercise to opportunity analysis</li> </ul> <p>Members suggested that it would be constructive to provide Senate with information on similar processes underway elsewhere [which had previously</p>

		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"> <li>• the template to be used for program submissions with criteria categories, definitions, weighting, and evaluation questions</li> <li>• draft selection criteria and process</li> <li>• an outline of the AAP stages</li> </ul> <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"> <li>• it was generally agreed that version #2 of the form was preferable</li> <li>• nominations could be accompanied by "considered input", e.g. nominee statements or nominator opinion on the fit with criteria</li> <li>• 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</li> <li>• another membership criterion worth considering is an understanding or appreciation of the wider context for PSE and the implications for York</li> <li>• the form should be modified to confirm that a nominee is tenured</li> <li>• sustained commitment to the University could be better rendered as sustained contributions</li> </ul> <p>Members expressed interest in the scoring methodology and asked for additional information. It was understood that the template would present 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</p>

		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 focusing 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.
<b>2014</b>		
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"> <li>• a longer and more detailed preamble</li> <li>• the combination of costs-revenues in a single question</li> <li>• greater clarity about funding</li> <li>• an additional question about mission, and an open-ended question providing programs with greater scope to provide information they deemed pertinent</li> </ul> <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"> <li>• the desirability of departments discussing research beyond ORU settings, and the need for the means by which to properly attribute or “unpack” research</li> <li>• additional context in the preamble</li> <li>• 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)</li> <li>• a clarification that there will be scoring of programs but no false comparisons</li> </ul> <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.
April 23	Senate	APPRC provides an updated chronology of its engagement with aspects of AAPR.
May 8	APPRC	APPRC comments on the academic scoring rubric to be used by the AAPR Academic Task Force.
May 22	Senate	APPRC reports that it had an opportunity to review the AAPR academic scoring rubric, and that feedback was provided at and following its meeting of May 8.
September 25	APPRC	The Provost confirms that she will be prepared to address questions and comments about AAPR at the Senate meeting later that day.
September 25	Senate	APPRC reports having been updated on a number of initiatives, including AAPR, at its first meeting in September.
October 23	Senate	APPRC reports that one of its priorities is to “participate effectively in the oversight of the AAPR process on behalf of Senate, and engage Senate as

		appropriate at timely intervals.” The Committee also took note of a commentary based on the results of a YUFA survey on the AAPR process posted by Senator Heron on the Senate listserv.
November 13	APPRC-Sponsored Planning Forum	A forum on “Academic Priorities: Contexts, Planning and Implementation” was held on November 13. Moderated by the Chair of APPRC, much of the discussion at a well-attended event focused on the methodologies and findings of the Administrative Task Force of AAPR.
November 20	APPRC	Reflecting on the forum, APPRC has a lengthy discussion of the current state of academic planning and prepares a commentary for Senate. The Committee reviewed a commentary by the Chair and the Secretary’s summary of the discussion.
November 27	Senate	<p>APPRC provides Senate with a summary of issues raised at the November 13 forum. Many of the comments were critical of AAPR. The Committee also made a number of observations:</p> <ul style="list-style-type: none"> <li>-action requiring collegial decision-making will be taken until the necessary and prescribed review and approval processes have occurred</li> <li>- collegial bodies at the program, Faculty and Senate level continue to be paramount in academic decision-making</li> <li>- it would be ill-advised and inappropriate to rush to any judgment -- but it is imperative that planners remain cognizant of the terms under which budget cuts were kept to 3.5 per cent over a three-year span while we dealt with challenges</li> <li>- the intrinsic value of programs must be taken into account, and Academic Task Force scorings should not be viewed as simple substitutes for the criteria guiding collegial decision making</li> <li>- planners should take a nuanced, holistic approach to the assessment of programs, and be mindful of the relationships between programs</li> <li>- sophisticated planning should remain premised on nuanced visions for programs, Faculties and the University, and should ask the fundamental question of how we can preserve and enhance activities that have an important place in that vision</li> <li>- determinations should be informed by fundamental University values including those that feature prominently in the Mission Statement: “academic freedom, social justice, accessible education, and collegial self-governance”</li> <li>- decision-making must be sensitive to the overall contexts for planning, but also be respectful of our stated desire to maintain a diversity of programs</li> <li>- the notion of quality inherent in AAPR reflects priorities in the Senate-approved University Academic Plan and the Senate-endorsed Provostial White Paper – something that may not have been given enough emphasis in the process -- but some programs have greater difficulty in pursuing these priorities</li> <li>- no matter how they feel about AAPR or the Task Force reports, planners must seize the opportunity to reflect on their circumstances, act creatively to address them, and move forward with conviction</li> <li>- planners should be candid about strengths and weaknesses, and clear about how they can help achieve Faculty and University plans</li> </ul>
December 2	Senate Executive	Senate Executive decides to hold a meeting on December, a decision based in part on the desirability of Senate resuming “consideration of the APPRC report under “Business Arising from the Minutes.”” The Committee further determined that “there will be no further presentations when discussion resumes, and Senators are will be encouraged to review documents distributed with the November agenda. Discussion will be governed by normal Senate rules with regard to the permissible number and length of interventions by Senators.”



December 4	APPRC	The Secretary's summary of comments on the Committee's report to Senate in November was noted, a December 2 communication from the Provost and Vice-President Finance and Administration on next steps following the release of AAPR and community consultations was distributed.
December 11	Senate	<p>The following comments / responses were recorded in the minutes of the meeting when Senate resumed discussion of APPRC's November report.</p> <ul style="list-style-type: none"> <li>- The reports and their scatter point renderings are publically available, and this could be deleterious to some programs. What was being done to mitigate harm? (Response: The plots are not intended to be and should not be interpreted as absolute values – they point to relative positions. Alignment with UAP priorities was a key aspect of the assessment, but the UAP does not address all of the enduring values, missions and strengths of the University. Assessments should not be understood as facilitating comparisons of programs, and collegial processes will give rise to a variety of actions.)</li> <li>- The AAPR process is compromised by faulty methodologies, incomplete or inaccurate data and other flaws. It should not constitute a basis for academic priority-setting. (Response: The administration responded to earlier concerns by slowing the process, accepting Senate input, and ultimately embracing a made-in-York approach. The task force report represents a collegial assessment of PIFs based on all available data, data that Faculty planners would use in any planning scenario. If the data are incomplete or erroneous, they can be supplemented or clarified. It makes sense to use what is valuable from the exercise, and also to augment or enhance whenever it is necessary or desirable.)</li> <li>- What is the status of the exercise and what is it designed to yield? (Response: With the release of task force reports there has been a return to the regular planning mode. The Deans and Principal will present their 3-year budget plan update, and they will work with colleagues on academic planning challenges and strategies. From 2009-2010, Faculty deficits have spread and grown. Meanwhile, across-the-board cuts have entailed severe challenges. The process was designed to spur innovative thinking.)</li> <li>- What are the consequences of taking no action? (Response: There will be across-the-board budget cuts.)</li> <li>- No planning exercise has had the granularity and breadth of data as AAPR at York. The information is useful for introspection and also in comparative perspective. The Faculty of Education has conducted a well-attended and Task Force-focused discussion involving four break-out groups; colleagues will drive going forward and discussions have already produced concrete projects.</li> <li>- There is grave concern about the reliability of the Task Force reports. Moreover, programs have received no guidance on what to do to improve or how to prioritize. Conduct more research? Focus on better teaching? Move more curriculum online? There has been no feedback, unlike Cyclical Program Reviews which are designed to develop recommendations and to foster structured interactions. (Response: There is no set course of action. The process was designed to stimulate creative thinking based on self-awareness and peer assessment.)</li> </ul>
<b>2015</b>		
January 8	APPRC	The Committee accepted advice from its Technical Sub-Committee on a

		<p>variety of matters, some touching on aspects of planning processes following the release of the Academic Task Force Report. During the course of discussion, members noted “that there may be criticism of the references to AAPR in the invitation to planners since two Faculty Councils had expressed negative views on the process. It was stressed by the Provost that the Deans and Principal will address Task Force recommendations in their contributions to the Institutional Strategic Directions Document but would not be limited to them....It is expected that the Institutional Strategic Directions document (which will be in scope at the April forum and be submitted to Senate for approval via the Committee) will stimulate a collegial discussion about priorities and inform UAP renewal.”</p>
January 22	Senate	<p>APPRC’s report to Senate makes three references to AAPR or to the development of an Institutional Strategic Directions document:</p> <ul style="list-style-type: none"> <li>- a copy of the invitation to the Deans, Principal and University Librarian to participate in annual academic planning discussions includes AAPR recommendations as one of the contexts for planning initiatives</li> <li>- APPRC will co-sponsor an open forum on April 23 devoted to academic priorities at which a draft Institutional Strategic Direction document will be in scope</li> <li>- the Committee reported that was developing an action plan on recommendations 2-33 of the Academic Task Force report [i.e. not recommendation 1, which is for disposition by the collegium at the unit and Faculty level] to determine if there were actionable matters raised such as those referencing quality assurance, Organized Research Unit policy, and planning in general that warrant attention.</li> </ul>

## SENATE COMMITTEE ON AWARDS

Report to Senate at its meeting of 26 February 2015

### FOR INFORMATION

#### 1. Report on Undergraduate Student Awards Distribution for 2013-2014

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

Attached are tables providing statistical data on the disbursement of undergraduate student awards in fiscal 2013-2014 (May 1, 2013 to April 30, 2014), with a summary report provided below. The data in Tables 1 and 2 contain information from the 2013-2014 York University Fact Book, Section 03E. Table 1 indicates the number of students receiving funding and Table 2 the amount of funding disbursed. The tables show the funding in four broad categories, by Faculty. The first two categories, Entering Student and Continuing Student Scholarships and Awards, are funded centrally. The third category is Government Funded Programs; the fourth is Privately Donated Awards, which are either endowed or given annually. Table 3 was prepared by the Office of Student Financial Services using data from the Fact Book, showing year over year changes from 2012-2013.

Highlights of the 2013-2014 report are:

- Overall, the amount of funding provided to York University undergraduate students remained relatively static though there was a 2% increase in the number of students who received support.
- While there continues to be a decline in the government funded awards (-10%), institutionally funded awards have remained stable and there was a significant increase in the number and amount of donor funded awards disbursed.
- As mentioned in the 2012-2013 report, the government funding cuts have meant that institutional funding is now allocated to programs the government used to fund such as the Work/Study program and the Institutional Funded Special Bursary (formerly the OSAP Ontario Special bursary). The impact of this is seen in the 6% decrease in funding through the Undergraduate Bursary Program.
- There has been a steady decline in the number of government funded programs (from \$4,189,245 in 2010/2011 to \$2,024,738 in 2013/14). The University does continue to receive annual funding for the First Generation Bursary and the Aboriginal Student Bursary programs, as well as funds to support the Bursary for Students with Disabilities. Disbursements for the latter fluctuate as it is a needs-based program for which students are required to apply.
- Two other government-funded program saw growth this year, the Ontario Bridging Participant Assistance Program and Internationally Educated Professional Bridging program.
- Disbursements from endowments and private donations increased by 8% and the number of recipients increased by 24%. Factors include the launch of the 10 renewable Lassonde Scholarships valued between \$10,000 and \$20,000 each, and the creation of four new scholarships for Fine Arts from the proceeds of the Brazilian Ball held in 2006.

The Office of Student Financial Services is working with Finance to re-assign cost centre management to the Executive Officers where a Faculty, Department of College is responsible for

adjudication of an award. This enables them to better monitor funds and ensure that all awards are disbursed.

The new entrance scholarship program, which was reported to Senate in March 2014, is being launched for Winter 2015. These new scholarship values are: 95% and higher = \$3,500; 90 - 94.9% = \$2,500; 85% - 89.9% = \$1,500; and 80% - 84.9% = \$1000, and are only renewable for those admitted with 95% or higher grade. These scholarships are also available to international students who have completed a Canadian secondary school curriculum within our outside Canada. Those who accept the offer of admission by the date indicated in their letter of offer will also receive an addition \$500 York University Student Life Award. These funds are applied directly to the student's YU Card.

At the suggestion of the Awards committee members, OSFS is working with Communications to feature the amount of funding available more prominently on various pages on the York site, to ensure that potential students, parents and guidance counsellors are aware of the awards.

## **2. President's Research Awards**

When the Senate Committee on Awards adjudicated the 2014 President's Research Excellence Award (PREA) it found the decision very difficult given the wide range and length of experience of the nominees, ranging from rising starts to eminent senior scholars. The committee noted that, despite the evident esteem with which the research of some more junior faculty is held, as written, the criteria give the edge to senior scholars.

Noting the importance of the PREA award to encourage research excellence throughout a faculty member's career, the Awards committee proposed President Shoukri that a second award for more junior faculty be established. Dr. Shoukri accepted the recommendation and established the President's Emerging Research Leadership Award, for full-time faculty within the ten years of their first academic appointment who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life.

The eligibility criteria for the PREA were revised to recognize "senior established, full-time, active faculty members at the rank of Professor, with distinguished scholarly achievements who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life."

The 2015 research awards were adjudicated at the committee's January meeting. The results will be announced at the February 25 York Research Gala and at Senate.

David Leyton-Brown, Chair

Table 1

**ENTERING STUDENT AWARDS BY FACULTY**  
**Number of Recipients**

**York Funded Entering Student Awards**

	NFS*	AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
Entrance Award	0	222	4	5	40	55	77	114	0	63	44	624
Other Entrance Scholarships	0	274	5	2	29	54	53	16	0	20	18	471
President's Scholarship	0	6	1	1	5	7	6	1	0	9	6	42
Renewable Entrance Scholarship	0	1,272	31	28	432	276	549	118	0	432	462	3,600
Science & Engineering Entrance Scholarship	0	0	0	0	0	0	0	23	0	0	114	137

**York Funded Continuing Student Awards**  
**Number of Recipients**

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
Continuing Student Scholarship	0	404	58	18	82	62	383	16	0	30	104	1,157
Other In-Course Scholarships	0	238	35	33	60	112	36	3	605	42	26	1,190
Renewable Entrance Scholarship-Renewals	0	103	25	6	24	36	90	6	0	111	108	509
Service Bursary Program	0	0	1	0	0	16	0	0	0	0	0	17
Undergrad Bursary Program	0	4,540	324	123	635	624	2,398	322	2	323	540	9,831

\*NFS - not Faculty-specific

Table 1

**ENTERING STUDENT AWARDS BY FACULTY**  
**Number of Recipients**

**Government Funded Awards**

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
First Generation Bursary	0	43	0	1	12	11	15	2	0	4	7	95
Government Funded Programs	0	345	0	1	6	6	6	0	0	0	0	364
OSAP Disability Bursary	0	200	9	1	24	39	80	8	3	8	19	391
OSAP Ontario Special Bursary	0	3	0	0	1	0	2	0	0	0	0	6
Queen Elizabeth II Aiming for Top Scholarship Renewal	0	19	12	0	4	15	18	1	1	53	18	141

**Private Donations**

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
Endowments and Annual Donations	1	1,162	129	46	357	505	580	77	666	188	183	3,894

**Total Number of Award Recipients 2013-2014**

All	1	8,831	634	265	1,711	1,818	4,293	707	1,277	1,283	1,649	22,469
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Table 2

**ENTERING STUDENT AWARDS BY FACULTY**  
Amounts Disbursed

**York Funded Entering Students Award**

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
Entrance Award	\$0	\$208,682	\$2,400	\$2,800	\$25,800	\$27,900	\$41,600	\$177,300	\$0	\$40,400	\$39,800	\$566,682
Other Entrance Scholarships	\$0	\$446,828	\$5,000	\$5,000	\$53,500	\$180,861	\$138,000	\$30,500	\$0	\$163,719	\$30,500	\$1,053,907
President's Scholarship	\$0	\$32,400	\$5,400	\$5,400	\$27,000	\$37,800	\$32,400	\$5,400	\$0	\$48,600	\$32,400	\$226,800
Renewable Entrance Scholarship	\$0	\$979,878	\$33,000	\$22,500	\$458,411	\$278,000	\$436,499	\$100,000	\$0	\$867,306	\$449,000	\$3,624,593
Science & Engineering Entrance Scholarship	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$46,000	\$0	\$0	\$225,756	\$271,756

**York Funded Continuing Students Awards**

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
Continuing Student Scholarship	\$0	\$226,640	\$37,764	\$10,836	\$50,424	\$37,032	\$264,492	\$8,988	\$0	\$18,816	\$70,596	\$725,588
Other In-Course Scholarships	\$0	\$235,555	\$28,893	\$31,575	\$40,277	\$107,827	\$51,886	\$3,900	\$2,816,731	\$69,645	\$17,096	\$3,403,384
Renewable Entrance Scholarship-Renewals	\$0	\$168,030	\$44,500	\$9,500	\$44,000	\$67,500	\$144,500	\$10,000	\$0	\$269,000	\$196,000	\$953,030
Service Bursary Program	\$0	\$0	\$1,000	\$0	\$0	\$13,600	\$0	\$0	\$0	\$0	\$0	\$14,600
Undergrad Bursary Program	\$0	\$3,079,329	\$225,542	\$76,143	\$672,643	\$336,712	\$1,408,038	\$256,898	\$5,511	\$223,116	\$294,049	\$6,577,980

**Government Funded Awards**

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
First Generation Bursary	\$0	\$82,362	\$0	\$2,602	\$29,508	\$24,076	\$26,735	\$5,140	\$0	\$10,169	\$12,866	\$193,459
Government Funded Programs	\$0	\$476,257	\$0	\$3,500	\$10,875	\$11,250	\$14,424	\$0	\$0	\$0	\$0	\$516,306
OSAP Disability Bursary	\$0	\$473,887	\$29,515	\$478	\$41,993	\$103,916	\$205,875	\$31,087	\$12,280	\$13,127	\$45,870	\$958,028
OSAP Ontario Special Bursary	\$0	\$6,223	\$0	\$0	\$980	\$0	\$875	\$0	\$0	\$0	\$0	\$8,078
Queen Elizabeth II Aiming for Top Scholarship Renewal	\$0	\$49,086	\$33,513	\$0	\$13,261	\$33,732	\$40,931	\$100	\$3,500	\$127,336	\$55,486	\$356,945

Table 2

ENTERING STUDENT AWARDS BY FACULTY  
Amounts Disbursed

Private Donations

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
Endowments and Annual Donations	\$500	\$1,247,215	\$160,571	\$79,382	\$518,941	\$386,269	\$693,880	\$257,568	\$1,174,785	\$497,950	\$405,402	\$5,422,462

Total Amount Disbursed 2013-2014

		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	All
All	\$500	\$7,712,372	\$607,097	\$249,716	\$1,987,612	\$1,646,473	\$3,500,135	\$932,882	\$4,012,807	\$2,349,183	\$1,874,821	\$24,873,498



**Figure 1: Overview of award and bursary funding**

Type of Funding	Type of Award	2012-2013	2013-2014	Difference	% Change
York Funded	Entrance Scholarships and Awards	\$5,694,427	\$5,743,738	\$49,311	1%
	Continuing Student Scholarships, Awards and Bursaries	\$11,671,770	\$11,682,660	\$10,890	0%
Government Funded	QEII A4T, First Generation, Aboriginal, OBPAP, IEP, etct.	\$2,441,337	\$2,024,738	(\$416,599)	-17%
Endowments and Donations		\$5,009,503	\$5,422,462	\$412,959	8%
<b>Total</b>		<b>\$24,817,037</b>	<b>\$24,873,598</b>	<b>\$56,561</b>	<b>0%</b>

**Figure 2: Number of student who received awards and bursaries**

Type of Funding	Type of Award	2012-2013	2013-2014	Difference	% Change
York Funded	Entrance Scholarships and Awards	4,783	4,874	278	2%
	Continuing Student Scholarships, Awards and Bursaries	12,888	12,710	(178)	-1%
Government Funded	QEII A4T, First Generation, Aboriginal, OBPAP, IEP, etct.	1,104	991	(113)	-19%
Endowments and Donations		3,153	3,894	741	24%
<b>Total</b>		<b>21,928</b>	<b>22,469</b>	<b>541</b>	<b>2%</b>

**ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE  
COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY**

**Joint Report to Senate  
at its Meeting of February 26, 2015**

**FOR INFORMATION**

**1. Report on Non-Degree Studies**

In accordance with Senate-approved principles, APPRC and ASCP have received the most recent report on non-degree studies from the Vice-Provost Academic as conveyed by the Provost. The report documents the diversity of activities in this important domain.

The principles approved by Senate in March 1995 are as follows:

- a) Non-Degree studies activities should complement the academic missions of a Faculty or of the University, and should not compete with degree programmes.
- b) Faculties should be responsible for their own non-degree studies activities.
- c) Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree programme activities.
- d) Faculties and other offering units should act cooperatively in non-degree studies activities so that counterproductive competition is avoided.
- e) The regulatory framework governing non-degree studies should be as flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight. [Non-Degree] Certificates and Diplomas shall be bound by the existing Senate legislation.

The Committees have been advised that an Advisory Committee established by the Vice-Provost Academic to aid in consultation and coordination is being populated and will include a member of ASCP. Terms of reference for the group will be updated, and the Committees will have an opportunity to provide input before they are finalized and shared with Senate.

In October Senate approved the transfer of the Division of Continuing Education from LA&PS to the Provost's Division, where it is now part of the School of Continuing Studies. The minutes of the meeting of October 23, 2014 record a request that the annual reporting on non-degree studies should provide details about the following aspects of the School:

- teaching and learning generally, with attention to experiential learning, access to online and hybrid courses, technology enhanced learning for on campus courses
- advertising and recruitment strategies and results
- program offerings and degree offerings, including the number of courses online, in the evening and on weekends

- support offered for courses in non-traditional time slots and formats
- numbers of students entering degree programs via the School
- nature of the Registrar's Office, information technology and academic supports
- demographics
- specific challenges

Future reports will address these matters.

Documentation is attached as Appendix A.

*Rebecca Pillai Riddell*  
Chair, APPRC

*Leslie Sanders*  
Chair, ASCP

# **Annual Report of the Vice-President Academic and Provost to the Senate ASCP and APPRC Committees**

**September 2011 to August 2013**

**Prepared by Alice Pitt  
Vice Provost Academic**

## **Background**

The University maintains a strong interest in the development and implementation of non-degree activities, as these activities have the potential to enhance York's reputation as a comprehensive and innovative university, promote lifelong learning and support access to postsecondary education, diversify revenues streams for the University and provide an opportunity for Faculties to explore new and emerging areas of professional studies. Furthermore, non-degree studies advance several academic priorities as outlined in the Provostial White Paper and University Academic Plan 2010 – 2015 (e.g. academic quality, comprehensiveness, engagement and outreach, internationalization). In recognition of the important role that non-degree studies plays in across the University, the UAP also identified the need to “expand and enhance the coordination of continuing and professional education programming”.

To that end, in 2011, the Vice-President Academic & Provost initiated a review of continuing and professional education at York with the goal of developing a more coordinated approach to the planning and delivery of at York. As is the case among many Canadian universities, non-degree studies or continuing education opportunities are accessed by prospective students through centralized models (e.g. School of Continuing Education) representing offerings across Faculties and disciplines. In 2013, York created the position of Executive Director – Continuing and Professional Education (reporting to the Vice-President Academic & Provost) to centralize continuing education operations across several academic Faculties and units at York.

In May 2014, the Office of the Vice Provost Academic issued a call to all Faculties and Research Centres to provide a report of all non-degree studies activities for the period of September 2011 to August 2013. Faculty Deans were also asked to confirm the consistency of their offerings with the Senate approved Principles and Procedures Governing Non-Degree Studies (endorsed by CCAS and APPC in 2003) as follows:

- Non-degree studies activities should complement the academic mission of a Faculty or of the University, and should not compete with degree programs.
- Faculties should be responsible for their own non-degree studies activities.
- Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree program activity.
- Faculties and other offering units should act co-operatively in non-degree studies activities so that counterproductive competition is avoided.
- The regulatory framework governing non-degree studies should be flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight.

The term “Non-Degree Studies” encompasses a wide range of activities. These include very short, highly specialized courses of a few hours duration, longer courses mounted on varying schedules to

meet the needs of specific audiences, series of courses structured to form coherent programs or certificates in particular areas and similar activities. These courses, programs, certificates and activities frequently respond to the needs of external audiences and clients for the development of particular skills and knowledge, though some are of more general interest. Some are designed to enable potential students who do not possess the normal requirements for entry to some programs to upgrade and show competence to enable waiving of the requirement; thus supporting the University's overall commitment to improving access to postsecondary studies. Some non-degree activities are offered on a continuing basis, while others are one-time-only and may be designed in collaboration with or to meet the lifelong learning needs of external partners.

The Office of the Vice Provost Academic prepares the report, on behalf of the Vice-President Academic & Provost.

## **FACULTIES**

### **Faculty of Education**

The Faculty of Education offers many professional development courses for teaching professionals (e.g. members of the Ontario College of Teachers) to gain recognized credentials to advance their teaching and/or educational administrative careers. Courses are offered through various formats, including fully online, blended and face-to-face and throughout the year, in order to meet the needs of working educators.

Additional Qualification (AQ) courses are designed to deepen knowledge and skills within the divisions and subjects that certified teachers are already qualified to teach in and AQ courses are designed to build teachers' capacities for curriculum development and leadership within particular courses or programs. Additional Basic Qualifications (ABQ) courses are designed to expand teachers' knowledge and add another division and/or general studies area to what they currently are qualified to teach. ABQ courses can prepare teachers to teach at new levels (e.g. primary, junior, intermediate or senior), prepare teachers to work in another official language and/or support general professional practice in a new area. The Faculty also offers professional development for senior education administrators through the Principals Qualification Program (PQP) and Private School Principal (PSP) Program, with each program designed to meet the leadership needs of each sector. The PQP is fully accredited by the Ontario College of Teachers and is developed in consultation with senior administrators from public school boards and offers candidates flexible course delivery options, opportunities to learn from colleagues from other boards and access to high quality course leaders/guest speakers. The PSP Program, developed in partnership with the Ontario Federation of Independent Schools, is offered through a two-part series format to prepare prospective and current leaders in private school education. Part 1 focusses on leadership practice and competencies and Part 2 focusses on the education system practices and procedures.

Over the September 2011 to August 2013 period, the Faculty of Education offered 1236 ABQ, AQ and PQ courses with an overall enrolment of 15, 773 students.

The Faculty of Education also provides non-degree study options designed to meet the professional development needs of teachers/education administrators outside of Ontario and/or internationally. A total of 19 International Professional Development courses were offered to 466 registrants in China, Hong Kong, Switzerland, Norway, Saudi Arabia, South Korea and Germany.

New courses developed and offered under decanal authority are listed below:

- Kindergarten Course Certificate Part 1 – Teaching Strategies
- Kindergarten Course Certificate Part 2 – Planning
- Kindergarten Part 1 – AQ
- Kindergarten Part 2 – AQ
- Kindergarten Part 3 – AQ
- Mentoring - AQ
- Intermediate Basic Native Studies – ABQ
- Religious Education – Teaching in Catholic Schools

The Faculty also entered into a formal partnership agreement with the Ontario Federation of Independent Schools and, under decanal authority, developed and offered a new Private Schools Principal's Program – Part 1.

### **Faculty of Environmental Studies**

The Faculty of Environmental Studies has a modest number of non-degree studies courses. The Faculty's RETScreen Training Institute offered a series of courses, in conjunction with York's Sustainable Energy Initiative, and as part of a RET Screen101 Series. These courses included the following:

- Introduction to Clean Energy Project Analysis
- Energy Efficiency Project Analysis
- Power Project Analysis

The Training Institute also offered a Clean Energy Policy Toolkit Pilot Workshop. Furthermore, the Faculty continues to offer its Community Arts Practice Certificate (CAP). The certificate, which may be pursued jointly with a Bachelor of Environmental Studies degree, encompasses several 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year level environmental studies courses. The certificate is also to students not pursuing a degree and, as a result, both degree and non-degree students may be enrolled in the relevant courses.

In total, the Faculty ran a total of six non-degree courses over the September 2011 to August 2013 period. Total enrolment across these six courses, as well as non-degree students in CAP courses, was 261 students.

### **Faculty of Fine Arts**

Launched in 2012, the Faculty of Fine Arts offers workshops/courses in dance, film, digital media, music, theatre and visual arts during the late spring and early summer months. Under the banner of the Fine Arts Summer Intensive (FASI), these non-degree offerings are delivered in formats that range from half day workshops (e.g. dance workshop) to summer intensive courses over a two week period (e.g. Digital film making boot camp). FASI programming is made available to current students interested in supplementing their academic program with intense and accelerated experiential learning, pre-professionals, professionals and general interest hobbyists. FASI has also established a partnership with both the York Region and York Region Catholic School Boards to offer Grade 11 and 12 students in Specialist High Skills Majors (Drama/Visual Arts) Introductory courses in lighting and figure drawing.

During this reporting period, FASI offered the following courses:

#### Dance:

- Exploring Physicality in Dance
- Introduction to Advanced Lighting Technology for Students and Technicians (dance)
- Dance and the Child
- Teaching Dance Fitness for Older Adults
- Dance Boot Camps (Contemporary, Street Dance and Bollywood)

#### Film:

- Intro to Screenwriting Intensive
- Digital Filmmaking Boot Camp
- Film Production Workshop

#### Music:

- Boot Camps (Cello, String and Clarinet)

#### Theatre:

- Shakespeare and Friends Out Loud!
- Rusticle Gym
- Physical Approaches to Theatre: The Techniques of Tadashi Suzuki and Shogo Ohta
- Character Improv Boot Camp

#### Visual Arts:

- Line and Form: An Investigation into Sculptural Drawing
- Introduction to Figure Drawing
- Life Drawing Boot Camp for High School Students

#### Digital Media:

- The VJ Experience

Given that FASI is still relatively new, the Faculty continues to monitor and evaluate progress year over year. In its first year (2012), resources were dedicated towards the development of program infrastructure, branding/promotions and operational processes and FASI operations were not self-sustainable and a significant number of FASI offerings were cancelled as a result of low enrolment. Following an evaluation of its first year, FASI implemented a number of improvements (e.g. refined offerings, conducted additional market and pricing research, increase promotions, added residential option) which led to increased enrolment (107 in 2012 to 167 in 2013) and a modest gross profit in its second year (\$7381).

#### **Faculty of Health**

Established in 2009, non-degree studies within the Faculty of Health are offered through the Health Leadership and Learning Network (HLLN). HLLN's programming is designed to meet the professional development or certification needs of health professionals (including Faculty of Health alumni), support leadership development, incubate and test new pedagogical formats and enhance knowledge mobilization across health-related sectors.

Through a variety of 'short' courses, HLLN offers continuing, professional and executive education that aligns with the Faculty of Health's focus on "First Health then Medicine" and incorporates social determinants of health, health promotion and prevention perspectives. Courses are also designed to

meet the needs of primary care professionals as well as practitioners and staff in health-focussed non-profits, social services and the public sector. During this reporting period, HLLN continued to offer the following previously approved courses:

- Canadian Registered Nurses Examination Preparation (6 sessions)
- Creating Employee Engagement Workshop (2 sessions)
- Certificate in Clinical Leadership (4 sessions)
- Introduction to the Foundations of Geriatric Care (4 sessions)

With Decanal approval, the following new courses were developed and offered:

- Project Management for Health and Social Services (3 sessions)
- Persuasive Technology for Health Behaviour (2 sessions)
- Critical Incident Review Training (3 sessions)
- Motivational Interviewing (1 session)
- Clinical Nurse Educator (1 session)

With continuing and new courses combined, over 700 students attended the Faculty of Health's courses.

### **Faculty of Liberal Arts and Professional Studies**

Within the Faculty of Liberal Arts and Professional Studies, the Division of Continuing Education (DCE) is responsible for delivery of all non-degree studies offerings. Over the period of September 2011 to August 2013, offered a wide range of non-degree studies courses and certificates with a total of 146 courses running over their winter, summer and fall terms with a total enrolment of 2,764 students across all courses.

Courses offered through DCE encompass professional development, non-credit certificates and academic bridging or preparation courses intended to support transition into degree studies. Categories of offerings and courses provided include, but are not limited to:

- *Academic Bridging.* Pre-University Humanities, Pre-University Social Science
- *Academic Preparation Courses.* Mathematics for Admissions Waiver
- *Certificate Programs.* Family Mediation, Infant Mental Health, Dispute Resolution
- *Professional Development and Customized Professional Development.* Conflict Management in the Workplace, Oracle Database, YWCA Staff Workshop

### **Glendon**

Glendon's Extended Learning offers a range of courses that support language acquisition (English, French and Spanish) from beginner to advanced levels. During the reporting period, Glendon offered 80 French as a Second Language courses, 36 English as a Second Language courses, 4 Spanish courses as well as two courses focussed on Reading and Writing for Translation (French/English). Under decanal authority, Glendon also developed and offered a Japanese Summer Language Institute and a two part professional development series in Conference Interpreting. A total of 1537 students participated in Glendon's non-degree studies programming.

### **Osgoode Hall Law School**

Osgoode Professional Development offers non-credit programming to lawyers and others in the legal profession to refine and update specific legal practice skills and also offers professional development to non-lawyer markets on various legal issues. Courses offered include half-day, full-day and two day



seminars as well as certificate programs ranging from five to eight days in duration. From the period of September 2011 to August 2013, Osgoode Professional Development offered 196 courses/programs to a total of 8,993 registrants. The Faculty also continues to expand its online offerings and has re-broadcasted several online programs developed in previous years.

### **Schulich School of Business**

The Schulich Executive Education Centre (SEEC) is the primary vehicle for designing and offering non-degree instructional activities at Schulich. Schulich courses include custom courses/programs for 91 corporate, non-profit and governmental partners with a total of enrolment of 11,147 students during the Sept 2011 to August 2013 period. SEEC also offers open courses/certificates and, over the same reporting period, provided 110 courses/ certificates to 4550 students. As part of its mandate to support executive leadership development, Schulich continues to provide training for over twenty charitable (non-profit) organizations representing health, arts and culture, environmental, justice/legal services, housing, food security and children's services sectors.

SEEC also developed several new public courses and executive programs including the following:

- Executive Program in Strategic Agility
- Retool with Strategic Management Competencies for the 21<sup>st</sup> Century (a five day residential program)
- Management Skills for More Productive Work Relationships
- Professional Certificate in Leadership for Elected Government Officials
- Successfully Managing Your Distribution Inventory
- Crisis Management: Leadership Simulation and Action Planning
- Managing Inter-Departmental Conflict for Enhanced Performance
- Mergers, Acquisitions and Divestitures
- Strategic Public Sector Management
- Succession Management for Sustained Business Continuity

### **Other Faculties**

The following Faculties indicated that they did not have non-degree studies activities to report:

- Science
- Lassonde

### **York University English Language Institute (YUELI)**

During the September 2011 to August 2013 period, the York University English Language Institute offered English language instruction, across various program options, to 5702 students. Many YUELI students choose to study full-time over two to 32 weeks in duration, depending on the course/program. YUELI offers university preparation program aimed at improving language skills for non-native speakers. In 2012, YUELI launched its new YUBridge program, a unique program designed for high achieving high school graduates interested in taking academic credit courses (up to 9 credits in Liberal Arts or Science and Engineering) at York combined with English language courses.

YUELI also offers a number of pre-University or professional studies programs to help international students planning to pursue Canadian undergraduate, professional or graduate degree programs (e.g. MBA) improve their English language skills. Customized programs or courses are also offered to

develop career-specific language skills among new immigrants, international students and/or international industry partners.

In total, over this reporting period, YUELI has offered a total of 78 individual courses/programs to 5702 students.