

# York University Senate

## Notice of Meeting

Thursday, October 22, 2015 at 3:00 pm

Senate Chamber, N940 Ross Building

### AGENDA

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### Consent Agenda (ASCP Item)

10. Change to Degree Requirements for the PhD Program in Mathematics & Statistics, Graduate Program in Mathematics & Statistics, Faculty of Graduate Studies.

M. Armstrong, Secretary

## The Senate of York University – Minutes

**Meeting:** Thursday, September 24, 2015, 3:00 pm  
 Senate Chamber, N940 Ross

G. Comninel (Chair)	R. Iannacito-Provenzano	B. Pilkington
L. Beagrie (Vice- Chair)	D. Ipperciel	R. Pillai Riddell
M. Armstrong (Secretary)	M. Jacobs	A. Pitt
H. Ahmed	V. Jain	J. Podur
C. Altilia	R. Jayawardhana	I. Roberge
D. Ampofo	M. Karakul	R. Robski
M. Annisette	R. Karambayya	K. Rogers
C. Ardern	M. Kazi	A. Ruberto
S. Ariyaratnam	M. Khalidi	T. Salisbury
L. Armenio	N. Khan	L. Sanders
E. Asselstine	J. Kirchner	L. Sergio
A. Belcastro	J. Kozinski	M. Shoukri
S. Benchimol	R. Lee	J. Simeon
M. Biehl	R. Lenton	D. Skinner
K. Birch	D. Leyton-Brown	H. Skinner
K. Bird	B. Lightman	L. Sloniowski
I. Boran	M. Lockshin	L. Sossin
G. Brewer	M. Longford	D. Steinfeld
S. Brixey	M. Macaulay	J. Steprans
M. Budworth	G. Malfatti	N. Sturgeon
A. Davis	M. Martel	C. Till
R. DeCosta	L. McCann	G. Tourlakis
P. Delaney	G. McFadden	P. Tsisis
M. Derayeh	J. McMurty	S. Tufts
S. Ehrlich	J. Michaud	F. van Breugel
G. Ewen	S. Mitra	E. van Rensburg
I. Ferrara	L. Molot	G. Vanstone
H. Fisher	T. Moore	P. Walsh
J. Garrido	J. Morrison	S. Wang
J. Goldberg	A. Mukherjee-Reed	J. Warren
D. Golemi-Kotra	R. Myers	L. Weir
A. Golijanin	R. Mykitiuk	R. Wellen
R. Grinspun	D. Ndlovu	R. Wildes
E. Gutterman	P. Ng	L. Wright
R. Haché	J. O'Hagan	J. Yeomans
M. Hamadeh	R. Owston	S. Young
D. Hastie	L. Packer	
C. Heron	S. Pagiatakis	
R. Hornsey	S. Paradis	
M. Hosale	A. Perry	

### 1. Chair's Remarks

Professor George Comninel, on the occasion of his first meeting as Chair of Senate, welcomed new and continuing Senators, thanked committee chairs and others elected

## The Senate of York University – Minutes

by Senate to external positions, and described his deep attachment to collegial governance. He encouraged all Senators to participate in convocation ceremonies and all members of the community to cast votes in the federal election. A member of Senate Executive, Professor Ian Roberge, served as the Acting Vice-Chair for the initial phase of meeting.

### 2. Minutes of the Meeting of June 25, 2014

It was moved, seconded and carried **“that the minutes of the meeting of June 25, 2015 be approved.”**

### 3. Business Arising from the Minutes

There was no business arising from the minutes.

### 4. Inquiries and Communications

#### a. Conduct of Vote on APPRC Action Item

The Chair entertained a procedural motion, communicated in advance to Senate Executive, concerning the means by which a vote on APPRC action item 9 (a) would be conducted. The Committee resolved that this should be a matter for Senate to determine. The Chair stressed that paper balloting should be reserved for rare occasions, and he asked that Senators communicate with him if they felt intimidated or otherwise inhibited.

It was moved, seconded and *defeated* **“that the vote on APPRC action item 9 (a), endorsement of the Institutional Integrated Resource Plan, be conducted by paper ballot.”**

#### b. Inquiry re: Evening and Weekend Study / Part-Time and Mature Students

The Provost was asked to respond to a question about the development of a coherent evening and weekend program that would accommodate mature and part-time student demand which was prompted, in part, by an advertisement that referenced only Administrative Studies and Human Resource Management in this regard. In her response Provost Lenton gave assurances that the merger of Atkinson and the Faculty of Arts had not diminished York’s aspirations. It was essential that Faculties take on leadership for identifying opportunities and developing programs. Efforts are being made to increase enrolments and to help mature and non-traditional students navigate the admissions process and early stages of their studies. Vice-Provost Academic Pitt confirmed that Web-based portals are a priority. The Director of Administrative Studies emphasized that the School of Continuing Studies must coordinate with Faculty-based programs on admissions criteria and processes.

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- c. Academic Colleague to the Council of Ontario Universities.

Professor George Turlakis, Academic Colleague to the Council of Ontario Universities, described his role at COU on behalf of Senate and previewed the topics to be discussed – experiential education and online instruction – when colleagues and executive heads gather in October.

### 5. President's Items

Dr Shoukri saluted Senators at the outset of the Fall term and highlighted these initiatives:

- the postsecondary funding formula review, and his advocacy on behalf of York and the university system
- planning for the Markham campus
- the ringing success of Pan-Am and Parapan-Am games competitions at two Keele campus venues, and the importance to the community of the legacy Lions' Stadium
- the engagement of York researchers in developing advice to municipal governments and provincial bodies on Greater Toronto Area transit needs, including those of students

The President's monthly "Kudos Report" can be accessed from the agenda package.

## Committee Reports

### 6. Executive Committee

- a. Senate Nominees to the Presidential Search Committee: Grouping of Faculties

It was moved, seconded and *carried* **“that Senate approve the following grouping of Faculties for the purpose of nominating five full-time faculty members to the President Search Committee:**

**Group 1: Liberal Arts and Professional Studies / Glendon**

**Group 2: Science / Health**

**Group 3: Osgoode / Schulich / Lassonde**

**Group 4: Education / Environmental Studies / AMP&D / Librarians**

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### b. Candidates for Election to Senate Committees and Other Senate-Elected Positions

With the addition of Professor Elizabeth Kirley as a candidate for election to Academic Standards, Curriculum and Pedagogy (contract faculty member position), it was moved, seconded and *carried* **“that nominations be closed.”**

*Professor Lesley Beagie was warmly applauded as she assumed the position of Vice-Chair.*

### c. Information Items

Senate Executive informed Senators of the following:

- timelines for the Presidential Search
- its approval of Senate committee members nominated by Faculty Councils
- the appointment of Professor Ali Asgary (School of Administrative Studies, LA&PS) as an interim member of the Senate Appeals Committee – the sole action taken during the summer months
- the results of Senator and Senate Committee member surveys conducted in the summer
- two documents originally transmitted in June: Senate attendance for 2014-2015, and a summary of actions taken during the year
- the addition of two individuals to the pool of prospective honorary degree recipients following concurrence with recommendations of the Sub-Committee on Honorary Degrees and Ceremonials,
- a status report on amendments to Senate’s rules, procedures and guidelines

## 7. Academic Standards, Curriculum and Pedagogy

### a. Establishment of the Degree of Master of Leadership and Community Engagement , Faculty of Education / Faculty of Graduate Studies [Statutory Motion]

It was moved, seconded and *carried* **“that Senate approve the establishment of the degree of Master of Leadership and Community Engagement (MLCE), effective Fall-Winter 2016 – 2017.”**

### b. Establishment of a Master of Leadership and Community Engagement Degree Program, Faculty of Education / Faculty of Graduate Studies.

It was moved, seconded and *carried* **“that Senate approve the establishment of a Master of Leadership and Community Engagement (MLCE) degree program, effective Fall-Winter 2016 - 2017.”**

### c. Consent Agenda Item Approved

Senate *approved by consent* an ASCP recommendation that:

## The Senate of York University – Minutes

- i. **Senate authorize the granting of degrees at the University’s Convocations held in Fall 2015, February 2016 (Convocation In Absentia) and Spring 2016 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 C.**
  - ii. **Senate authorize 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**
  - iii. **Senate authorize the granting of diplomas and certificates at the University’s Convocations held in Fall 2015, February 2016 (Convocation In Absentia) and Spring 2016 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 C.**
- d. Information Item

Academic Standards, Curriculum and Pedagogy advised that the Type 2 Graduate Diploma in Quantitative Methods approved by Senate in November 2014 had been approved to commence by the Quality Council of Ontario.

### 8. Tenure and Promotions

The Tenure and Promotions Committee filed an annual report for 2014-2015 and its Chair urged Senators to assist in conveying the Committee’s request that units either quote directly from applicable tenure and promotions procedures or not append them when submitting unit standards.

### 9. Academic Policy, Planning and Research

- a. Endorsement of the Institutional Integrated Resource Plan.

It was moved and seconded “**that Senate endorse the Institutional Integrated Resource Plan.**”

The Chair elaborated on what it meant for Senate to endorse rather than approve the document, and why the motion was not amendable.

It was moved, seconded and *carried* “**that Senate move into Committee of the Whole for the purpose of discussing the motion.**”

*The Vice-Chair presided.*

Following remarks by the Chair of APPRC, the Provost made a presentation on the genesis, purpose, and thrust of the Institutional Integrated Resource Plan and its relationship to other planning frameworks.

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Senators shared their perspectives on the document itself and its standing. [As requested by Senate Executive, a detailed record of the debate was prepared and is attached to these minutes.]

It was moved and *carried by the necessary majority* “**that the meeting be extended by ten minutes.**”

It was moved and *carried* “**that the Committee of the Whole rise and report.**”

*The Chair resumed presiding.*

The Vice-Chair reported that discussion in the Committee of the Whole had been full and wide-ranging, and expressed confidence that Senate’s vote would be well-informed.

On a vote the motion *carried*.

### b. Information Items

Information items reported by Academic Policy, Planning and Research included the following:

- a forecast of items that will engage the Committee and Senate in the year ahead provided by Vice-President Research and Innovation Haché
- timelines for the University Academic Plan renewal process and a summative report on UAP 2010-2015 which will help inform the first stage of consultations (including a facilitated discussion at Senate on October 22)
- sub-committee membership for 2015-2016 along with the member designated to serve on the Equity Sub-Committee of Senate Executive
- additional resources accessible from the Committee’s Website including a history of academic planning at York, a guide to the Committee’s mandate with illustrations and a consolidated summary of actions taken in 2014-2015

## Other Business

### 10. Other Business for Which Due Notice Has Been Given

a. Day of Accommodation on October 19, 2015.

It was moved and seconded “**that Senate declare October 19th, 2015 a day of academic accommodation; and that all course directors be asked through the Deans / Principal to: avoid scheduling exams, tests, presentations or other work on that day and to establish reasonable extensions of deadlines for other graded work due that date and to provide reasonable academic accommodations to students who choose to participate in the Federal Elections on October 19, 2015,**

## The Senate of York University – Minutes

**including reasonable alternative access to materials covered during their absence.**

Those in favour of the motion cited a recent statement by the Council of Ontario Universities as one of many recent calls for greater participation by young voters in the election. Accommodations on October 19 would be a strong, positive signal of Senate’s encouragement. Those opposed to the motion noted that Elections Canada provides an increased variety of alternative means by which to cast ballots in advance or remotely. The Vice-Provost Students confirmed that the motion did not impinge on the Registrar’s responsibilities, but did stress that the Fall Term schedule was tight. All of those who spoke echoed the Chair’s exhortation that members of the University community exercise their franchise.

On a vote the motion was *defeated*.

### 11. Other Business / Adjournment

There being no further business, it was moved, seconded and *carried* “**that Senate adjourn.**”

G. Comninel, Chair \_\_\_\_\_

M. Armstrong, Secretary \_\_\_\_\_



## **Senate Meeting of September 24, 2015**

### **APPRC Recommendation to Endorse the IIRP**

### **Detailed Discussion in Committee of the Whole**

As directed by Senate Executive, this document was prepared as a detailed, accessible record of points made in discussion of a recommendation by the Academic Policy and Planning Committee (APPRC) to endorse the Integrated Institutional Resource Plan at Senate's meeting of September 24, 2015. The discussion took place in Committee of the Whole. The document was received by Senate Executive October 13, 2015 and by Academic Policy, Planning and Research October 15, 2015.

#### **Chair of Senate**

- drawing attention to the text of the APPRC report about the meaning of endorsement, the Chair of APPRC stressed that there are aspects of the process envisaged by the IIRP that fall outside of Senate's jurisdiction; the Chair emphasized that endorsement in no way signaled – directly or by inference -- approval of any substantive outcomes

#### **Senators**

- an exchange at the outset of debate turned on the advisability of Senate endorsing the document; to one Senator the alternative to a positive vote was inaction, and a missed opportunity to express itself on the matter; another Senate disagreed that it was necessary or desirable for Senate to approve a fundamentally flawed document

#### **Chair of APPRC**

- the Chair of APPRC thanked Senators and other members of the community for participating in a forum on September 17 to discuss the IIRP
- interventions by attendees at the forum often touched on two major aspects of IIRP -- interactions and omissions

*comments and questions related to interactions:* participants at the forum posed questions about how the six initiatives inter-relate; how Faculties will collaborate and coordinate; how local and central dynamics will be managed; how the IIRP and local IRPs will be aligned; how Senate processes will be impacted by the IRP; and the necessity of all communities – students, faculty members, staff and alumni – have a stake in planning processes

*comments and questions about omissions in the document:* mental health; reputation; Markham campus; the nature and role of the working groups

#### **Provost and Vice-President Finance and Administration**

- the Provost's intervention at the outset took the form of a presentation on IIRP (attached)

#### **Senator**

- IIRP flows out of an Academic and Administrative Program Review process which was inherently flawed, top-down and widely rejected
- the document that emerged is akin to the sort of omnibus budget bills that the current federal government has used to wrap together and disguise disparate initiatives

- it proves difficult to disagree with the 6 “initiatives” since they are presented in the language of quality and other widely shared planning values; but benign framing cannot mask intentions of further centralization
- a decided bias toward market driven solutions is evident in the fact that the faculty complement is down, student-faculty ratios have risen, and the delivery of teaching is ever-more reliant on casualization and “cheap” academic labour
- these --- belie the emphasize on quality that opens the document
- Senate and the collegium have not been properly engaged in the prioritization project, and endorsement represents another moment of pseudo-participation
- one worrying phenomenon is the effort to paper over serious impediments to quality through branding
- planning should always begin with colleagues in Faculties and units and then scale up
- a respected former director of the Institute for Social Research dismissed the methodology of AAPR as useless, and members of the Task Force were not allowed to speak about their reports
- for these reasons, Senate should not endorse the document

#### **Senator**

- documents continue to be inaccessible to students (i.e. through YULINK)

#### **Senator**

- the IIRP is premised on the false assumption that “costs exceed revenues” when in fact the University’s Financial Statements portray a healthy situation
- in any event, it is illegitimate to have academic planning driven wholly by market dictate

#### **Provost [responding to other points]**

- low enrolments are jeopardizing many programs, and their future should be planned rather than left to atrophy
- units and Faculties will do the planning required
- complement renewal remains the top priority for the University, and concerns about renewal are well founded

#### **Senator**

- [refuting arguments that some Senators must toe the administration line] will vote with conviction and independence
- Senate endorsement will have the tangible benefit of validating assurances that outcomes will be collegially defined and not pre-determined
- Faculties have it within their power to define and create signature programs

#### **Senator**

- the Faculty of Education has taken a collegial approach to AAPR / IIRP
- IIRP is a synthesis of local / University planning

#### **Senator**

- the motion before Senate misconstrues notions of “policy” and “sovereignty,” and it is guided by a troubling particularism

- the IIRP touches on academic policy matters that are wholly within the purview of Senate and yet the action requested puts Senate at a remove from substantive elements and adumbrated processes
- the framing of the questions is ultimately a breach of Senators' personal privileges and a curtailment of Senate's authority

### **Senator**

- on balance, the IIRP's virtues outweigh its weaknesses
- the approach rightly addresses a need for greater – and facilitated -- interaction between planners

### **Vice-Chair**

- following a motion to "rise and report," the Vice-Chair expressed her confidence that a wide ranging exchange of perspectives had permitted Senate to vote on the main motion to endorse the IIRP

# York University Board of Governors

## Synopsis

440<sup>th</sup> Meeting held on 6 October 2015

### Remarks

The Chair of the Board, Rick Waugh, welcomed all governors to the new academic year, particularly new members Amanda Wassermuhl, Bernie Lightman, Dan O'Hara, Jacques Demers, Jane Rowe, Laura Formusa, Julie Lassonde and Ajay Virmani.

As the incoming Chair, Mr Waugh outlined his three priorities for the Board during his term, including:

- Enhancing Board effectiveness
- Building alternate external funding for the University
- Implementing succession planning

### Appointments

#### *Honorary Governors*

- Julia Foster as Honorary Governor, effective 1 July 2015

#### *Pension Fund Board of Trustees*

- Jacques Demers (Board of Governor nominee) for a three-year term, effective 1 September 2015

### Approvals (Taken since the last Board meeting by the Executive Committee on behalf of the Board)

- Appointment of Jacques Demers and Julie Lassonde to the Board of Governors, for four-year terms, effective 1 September 2015
- Concurrence with the President's appointment of Lyndon Martin as Dean, Faculty of Education for a five-year term, effective 1 July 2016.

### Approvals

- The President's September 2015 report on appointments, tenure and promotion
- The appointment of Ernst & Young LLP as the University's external auditors for the fiscal year 2015-2016

# York University Board of Governors

## Synopsis

### Reports/Presentations

- A briefing by the Chair on the Presidential Search process, to commence in the coming months
- An update from the President on the Markham campus planning; the candidates for honorary doctorates at the Fall 2015 convocation ceremonies; and recent faculty and student successes
- A presentation on the 2015 orientation by the Vice-Provost Students
- A presentation on the new brand campaign by the Chief Communications and Marketing Officer
- Received from the Finance & Audit Committee the Annual Reports on (1) the York University Pension Plan and (2) the Pension Fund
- Each of the Academic Resources, Executive, Finance and Audit, Governance & Human Resources, Investment and Marketing, Communications & Community Affairs committees reported for information on matters discussed in their recent meetings.

For further information on the above items supporting documentation is contained in the agenda for the meeting posted on the University Secretariat website.

Maureen Armstrong, Secretary

## SEPTEMBER – OCTOBER

Osgoode Hall Law School alumna Dianne Saxe '74, '91 (PhD) was appointed Environmental Commissioner of Ontario.

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York launched a new brand campaign, “Open Your Mind,” on September 16. The new campaign articulates the University’s commitment to intellectual curiosity and new ways of thinking.

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York staff member and alumna Amy Poon won the grand prize for her design of a Toronto International Film Festival (TIFF) T-shirt for the Festival’s 40<sup>th</sup> anniversary.

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David Phipps, Executive Director of Research & Innovation Services, has been awarded a Fellowship from the Association of Commonwealth Universities (ACU) to collaborate with colleagues from the United Kingdom on a project that will develop capacity for university-based knowledge mobilization professionals.

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In an informal ceremony on September 17, the CIBC Pan Am/Parapan Athletics Stadium officially became the York Lions Stadium.

York researchers awarded more than \$8.9 million in funding from the Social Sciences & Humanities Research Council of Canada (SSHRC). The funding will support research into gender inequality in video games, forced marriage in conflict situations, body-worn cameras, police accountability, and more.

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Sayjon Ariyaratnam, a fourth-year student pursuing a double major in Criminology and Human Rights & Equity Studies, was the winner of the fifth President for a Day contest. On September 29, President and Vice-Chancellor Mamdouh Shoukri swapped roles with Sayjon for the day.

York Lions women's tennis team ended the season undefeated for the second consecutive year.

Second-year international development and economics student, Tanya Matanda, was recruited to sit on a provincial advisory committee that will steer the direction of cultural development in Ontario. Tanya is the youngest member of the Culture Strategy Advisory Group.

York's Faculty of Science and Lassonde School of Engineering became founding members of Nano Ontario, a not-for-profit organization in Ontario that supports the development of nanotechnologies.

On October 15, Osgoode Hall Law School marked the 50<sup>th</sup> anniversary of its affiliation with York University.



Lions women's soccer team continues to be the only undefeated team in the OUA West Division.

Schulich School of Business' MBA program was ranked first in the world in a global survey conducted by *Corporate Knights*, the world's largest-circulation magazine with an explicit focus on responsible business.

On October 13, Lassonde School of Engineering announced a \$1.5 million donation from iFlytek. The funds will be used to establish the iFlytek Professorship in Machine Learning at Lassonde, and to enhance laboratory space in the Bergeron Centre of Engineering Excellence.

The Department of History's Adrian Shubert was awarded a University Professorship at Fall Convocation 2015, and University-Wide Teaching Awards were received by Peter Constantinou of the School of Public Policy and Administration, and Carys Craig of Osgoode Hall Law School.

Four outstanding recipients were awarded honorary degrees at Fall Convocation 2015:

- Julia Foster – Businesswoman, volunteer, arts advocate
- Mary Cornish – Scholar, lawyer, advocate
- Dr. Izueldin Abuelaish – Physician, educator, peace activist
- Ken Davey – Scientist, scholar, academic leader

## Executive Committee – Report to Senate

At its meeting of October 22, 2015

### For Action

#### 1. Senate Nominees to the Presidential Search Committee

Senate Executive recommends that the individuals listed below be included on a slate of candidates for nomination to the Presidential Search Committee. The slate will be confirmed by Senate on a motion “that nominations be closed.”

Senate Executive confirms that all of the candidates listed below have familiarized themselves with the applicable documents and criteria, including availability for the duration of a process expected to continue into 2017. In accordance with Senate guidelines, student Senators recommended prospective student candidates.

Senators will designate their nominees to the Presidential Search Committee by means of an e-vote beginning the week of October 26. E-voting requires an active Passport York username and ID. Senators may vote for candidates in all six categories. Senate Executive reviewed profiles – of various lengths and detail -- submitted by prospective candidates. Nominees will be invited to provide a profile of no more than 100 words as an aid to the voting process.

#### **Faculty Members – Group 1 (LA&PS / Glendon; 2 nominees to be designated)**

Philippe Bourdin, Associate Professor, French Studies/Linguistics, Glendon

Susan Dimock, Professor, Philosophy, LA&PS

Ricardo Grinspun, Associate Professor, Economics, LA&PS

Christopher Innes, Professor, English, LA&PS

David Leyton-Brown, Professor, Political Science, LA&PS

Bernard Lightman, Professor, Humanities, LA&PS

Merouan Mekouar, Assistant Professor, Social Science, LA&PS

Kim Michasiw, Associate Professor, English/ Writing, LA&PS

David Mutimer, Professor, Political Science, LA&PS

Leslie Sanders, Associate Professor, Humanities, LA&PS

Dorin Uritescu, Professor, French Studies/Linguistics, Glendon

#### **Faculty Members – Group 2 (Health / Science)**

William Gage, Associate Professor, Kinesiology and Health Science, Health

Dasantila Golemi-Kotra, Associate Professor, Chemistry, Science

Ray Jayawardhana, Dean/ Professor, Office of the Dean, Science

Harvey Skinner, Dean/ Professor, Office of the Dean, Health

Robert Tsushima, Associate Professor, Biology, Science

William van Wijngaarden, Professor, Physics and Astronomy, Science



## **Executive Committee – Report to Senate**

### **Faculty Members – Group 3 (Lassonde / Osgoode / Schulich)**

Alex Czekanski, Associate Professor, Mechanical Engineering, Lassonde  
Richard Hornsey, Professor, Engineering, Lassonde  
Richard Irving, Associate Professor, Management Science Specialization, Schulich  
Roxanne Mykitiuk, Associate Professor, Osgoode

### **Faculty Members – Group 4 (AMPD / Education / Environmental Studies /Libraries)**

Michael Moir, Associate Librarian, Archives & Special Collections, Libraries  
Roopa Trilokekar, Associate Professor, Education  
Doug van Nort, Assistant Professor, Theatre / Digital Media, AMPD

### **Undergraduate Students**

Sevan Garip, BA Candidate, Psychology, Health  
Tangeena Islam, BEng Candidate, Software Engineering, Lassonde  
Alamgir Khandwala, BAS Candidate, Administrative Studies, LA&PS  
Ryan Lall, BHS Candidate, Health Management, Health  
Jeffrey Miller, BA Candidate, Psychology, Health  
Dalubuhle Ndlovu, BA Candidate, Human Rights and Equity Studies, LA&PS  
Vaishnavy Senthilnathan, BBA, Candidate, Schulich  
Brian Smith, BA Candidate, Humanities/ Judaic Studies, LA&PS  
Sienna Stock, BHS Candidate, Professional Certificate in Management, Health  
Robert Valvasori, BA Candidate, Criminology and History, LA&PS  
Maria-Palma Zito, BA Candidate, Political Science, LA&PS

### **Graduate Students**

Kris Bertram, MA, Candidate, Communications and Culture  
Sheryl Chummar, PhD Candidate, Human Resources Management  
Erika Couto, PhD Candidate, Art History & Visual Culture  
Shoshana Elharar, PhD Candidate, Humanities and Jewish Studies  
Ung Shen Goh, PhD Candidate, Law  
Michael Kenny, PhD Candidate, Education  
Kyle McNamee, MA Candidate, Communication and Culture  
Abraham Millington, MA Candidate, Ethnomusicology  
Edward Thomas, PhD Candidate, Geography  
Melanie Wilmlink, PhD Candidate, Art History and Visual Culture

## **FOR INFORMATION**

### **1. Approval of Committee Members Nominated by Faculty Councils**

The Committee has approved the faculty member listed below for membership on a Senate committee with a term beginning immediately and ending June 30, 2016.

Academic Policy, Planning and Research: Janet Walker, Osgoode

# Executive Committee – Report to Senate

## 2. Approval of Committee Members Nominated by Student Senators

The Committee has approved the students listed below for membership on Senate committees with terms beginning immediately and ending June 30, 2016. It is hoped that remaining vacancies will be filled in the near future. The Committee is extremely grateful to students for their service to Senate and the University.

Senate Executive: Sayjon Ariyaratnam and Dalubuhle Ndlovu  
Academic Policy, Planning and Research: Laura Armenio and Nashwa Khan  
Academic Standards, Curriculum and Pedagogy: Gayle McFadden (1 vacancy)  
Appeals: Alamgir Khandwala (2 vacancies)  
Awards: Habiba Ahmed and Nashwa Khan  
Honorary Degrees and Ceremonials: Alamgir Khandwala  
Tenure and Promotions: (2 vacancies)

## 3. Review of Changes to the Membership and Structure, Rules and Procedures of FGS Council

The Committee reviewed a series of changes to the Membership and Structure, Rules and Procedures of the Council of the Faculty of Graduate Studies as approved by Council on October 1. It was agreed that the changes are consistent with principles of collegial governance and practices elsewhere at the University.

## 4. Senate Committee Priorities for 2015-2016

Senate committees develop priorities early in the governance cycle as a means of focusing on items of greatest importance. Priorities are reported to Senate Executive, which monitors progress at meetings of committee chairs and at other times during the year. Academic Policy, Planning and Research (APPRC) and Academic Standards, Curriculum and Pedagogy (ASCP) have communicated their priorities for 2015-2016 (see appendix A). Adjudicative committees do not normally establish priorities but are asked to ensure that they reserve adequate time and agenda space to deal with special tasks that may arise. Senate Executive views the priorities set by the two committees as appropriate, thoughtful and manageable, and is grateful to APPRC and ASCP for turning their attention to the development so promptly.

Senate Executive's own priorities are the following:

*Effective governance:* The Committee will ensure that Senate and its committees function in a manner consistent with the terms of the *York Act* and the overall goals of effective governance and collegial engagement. It will assign priority to any objectives related to governance that emerge in the new *University Academic Plan*.

## **Executive Committee – Report to Senate**

*Presidential Search Process:* Senate will be invited to provide input into the development of criteria for the presidential search, and the Executive Committee will coordinate the development of Senate's advice.

*Sub-Committee on Equity Initiatives:* The Sub-Committee is working to complete amendments to the Senate Policy on Accommodations for Students with Disabilities and has been asked to consider how mental health can be addressed by Senate and its committee.

### **5. Welcome to New Members**

The Committee was pleased to welcome Sayjon Ariyaratnam and Dalubuhle Ndlovu.

George Comninel, Chair

## University Secretariat

To: Senate Executive

From: Robert Everett, Secretary, Academic Policy, Planning and Research Committee

Date: October 5, 2015

Subject: **APPRC Priorities for 2015-2016**

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I am writing to inform Senate Executive of the priorities established by APPRC for the coming year.

*Renewal of the University Academic Plan:* The University Academic Plan is due for renewal and the development of UAP 2015-2020 will be a major focus from now until February. This will entail broad, intense consultations with Senate, Senate committees, Faculty Councils and the community. A survey will be conducted after gathering preliminary suggestions from key governing bodies.

*Research Intensification and Enhancement:* Vice-President Haché has launched an initiative to develop a Plan for the Intensification and Enhancement of Research. Professor Logan Donaldson has been designated as APPRC's member on an inclusive working group charged with preparing a report and recommendations due in the spring. Research Intensification is one of the 7 priority areas of the current UAP, and APPRC has recommitted to supporting planning at every level aimed at enhancing and intensifying research.

*Markham Campus Academic Planning:* In the months ahead the academic planning framework for York's new Markham campus will take shape. Provost Lenton is working on an academic framework, based on intra- and inter-Faculty consultations that will inform further discussions with the government. APPRC will have an oversight role as planning unfolds. In this capacity it will provide feedback and advice, and facilitate Senate consideration. Normal academic review and approval processes will apply to any and all specific proposals that emerge.

*Quality Assurance:* Several factors argue in favour of prioritizing quality assurance this year. The first-ever audit of York's quality assurance processes will be conducted this autumn, and it is imperative that the results be given prompt and serious attention. The Joint Sub-Committee on Quality Assurance will have an important role on behalf of

## University Secretariat

APPRC, ASCP and Senate in this regard. Outcomes may include amendments to the York University Quality Assurance Procedures and the Senate Policy on Quality Assurance.

Additionally, the Joint Sub-Committee has suggested that it would be appropriate to reflect on how Cyclical Program Reviews can take on greater importance in collegial attention to programs. This excerpt from the minutes of APPRC's meeting of May 14, 2015 illustrates the issue and records the Committee's view:

The Sub-Committee Chair, Professor Turlakis presented the report. He observed that some of the trends discerned by the Sub-Committee were also captured in the AAPR process, reinforcing the need for constant attention to program quality and sustainability. It was also noted that the Sub-Committee has had preliminary discussions about the utility of adopting a system whereby CPRs would constitute a decision moment for new or established programs; that is, they would result in a recommendation about their continuation (akin to an ORU charter). This suggestion, raised by Dean Singer, also emerged in the round of discussions with academic planners, and the Committee felt it was appropriate for the Sub-Committee to pursue this idea.

Academic quality is an overarching theme of the current UAP, and is almost certain to retain its prominence in the next iteration. It will be a paramount task to ensure that specific objectives associated with quality in UAP 2015-2010 are properly framed and amenable to implementation and assessment of progress.

## Academic Standards, Curriculum & Pedagogy

### Memorandum

To: George Comninel, Chair, Senate Executive Committee

From: Franck van Breugel, Chair, Academic Standards, Curriculum & Pedagogy

Date: 28 September 2015

Subject: ASCP Priorities 2015-2016

At its meeting earlier this month the *Senate Committee on Academic Standards, Curriculum & Pedagogy* confirmed its priorities and key items of business planned for 2015-2016; the list is attached with the ASCP lead, status of the initiative and planned actions/meeting dates identified. Progress on the initiatives will be overseen by the ASCP Coordinating & Planning Sub-committee. In addition to items brought forward for approval, periodic progress reports on the priorities will be provided to Senate throughout the year.

The identification of priorities was informed by input from the Vice-Provost Academic, the Vice-Provost Students, the Associate Vice-President Teaching & Learning and the University Registrar so as to align the work of the Committee with initiatives in their respective Offices, and to support the University's academic priorities articulated in the University Academic Plan.

c.c. M. Armstrong, University Secretary  
R. Everett, Assistant Secretary  
L. Farley, Vice-Chair, ASCP  
C. Underhill, ASCP Secretary

## ASCP 2015-2016 Priorities and Key Items of Business

Priority	ASCP Lead	Status
<b>New / Revised “Forgiveness Policies”</b>		
a) Establishment of the <b>Senate Policy on Course Relief</b> b) Establishment of <b>Senate Policy and Guidelines on Withdrawn from Course (W) Option</b> c) Revisions to the <b>Senate Policy on Repeating Passed or Failed Courses</b>	C&P	All approved by ASCP. Faculty consultation held 11 May 2015. Conduct student consultation Fall 2015. Finalize revisions.
<b>Revising Policies Pertaining to Academic Standards, Grades, Conduct of Examinations</b>		
a) Revisions to <b>Conduct of Exams Policy</b> : to establish Guidelines to govern scheduling of mid-term exams outside of class time, and safeguard the integrity of exam-room settings.	C&P	Revisions and Guidelines to be drafted.
b) Revisions to <b>Principles Regarding Grade Reappraisals</b> : to recognize Experiential Education components in curriculum.	A. Pitt / W. Gage C&P	Coordinated by the Vice-Provost Academic and AVP T&L.
c) Revisions to <b>Senate Graded Feedback Policy</b> ; to adopt use of a pan-University core syllabus to be available to students prior to the start of classes.	C&P	Policy revisions and a core syllabus drafted and endorsed by C&P. Implementation options to be identified by RO / Vice-Provost Students.
d) Revisions to the <b>Student Evaluation of Teaching Policy</b> ; to reflect the new practice of making the numerical results of a common core set of questions accessible to students.	A. Pitt C&P	Revisions to be drafted.
<b>Reducing Degree Complexity</b>		
a) Establish definitions and criteria for degree categories and options, including: - Professional Master's - Stream - Specialization	C&P	Definitions to be discussed and drafted.
<b>Key Items of Business for 2015-2016</b>		
Report from Associate Vice-President, T&L: a) Report from Associate Deans on Faculty T&L initiatives / strategies	W. Gage / ASCP	Spring 2016
Report from Vice-Provost Students: a) Faculty Retentions Plans b) Student Mental Wellness strategies	J. Morrison	Fall 2015 Spring 2016
Feedback / input into 2015-2020 <b>University Academic Plan</b>	ASCP	Fall 2015

# Academic Standards, Curriculum & Pedagogy Report to Senate

At its meeting of October 22, 2015

## For Action

The Academic Standards, Curriculum & Pedagogy Committee met on 30 September, 2015 and makes this report to Senate for action and information.

### 1. Establishment of a Cross-Disciplinary Certificate in Aging • Faculty of Health

ASCP recommends,

that Senate approve the establishment of a Cross-Disciplinary Certificate in Aging, housed within the Office of the Dean, Faculty of Health, effective FW 2016-2017.

#### Rationale

Cross-Disciplinary is one of the categories of undergraduate certificates articulated in the *Senate Undergraduate Certificate Guidelines and Procedures*. Such certificates are to consist of a cluster of courses in a defined thematic area of interest, not confined to a single disciplinary area of study. The proposed Certificate in Aging reflects well the cross-disciplinary framework through its combination of courses in Psychology, Sociology, Kinesiology and Health Studies to achieve a defined set of learning outcomes centred on the topical theme of “aging”. There is an ample collection of faculty members conducting aging-focused scholarship within the Faculty of Health to ably support the certificate, including options for students to undertake thesis / independent study courses focused on an aging-related topic. Given its cross-departmental structure of courses and faculty members, the Certificate will be housed within the Office of the Dean and administered by a faculty Coordinator.

The Certificate will be an option for students in the Faculty of Health. It will allow students to broaden their skills and competencies within the area of aging to complement the learning outcomes of their degree program, which may benefit career plans and possibilities.

The Senate Committee concluded that the requirements for the Certificate are aligned with the Senate-defined standards required of a cross-disciplinary certificate and, as noted above, that the learning outcomes have been articulated and mapped to the credit requirements. Based on feedback from students, the enrolment target has been set at 20. Of the 14 courses supporting the certificate, one is new. The Dean has confirmed the resources are in place to offer the Certificate. Several Psychology courses housed at Glendon are included among the credit options for students; both the Department Chair and the Principal have confirmed these arrangements. Similarly, spaces in the Sociology course for Certificate students have been confirmed by the Department Chair in LA&PS.



# Academic Standards, Curriculum & Pedagogy Report to Senate

The Senate committee discussed the proposal over successive meetings and engaged in a thorough review of the initiative with the proponent. In addition to satisfying the Senate Certificate Guidelines, the certificate is aligned with both the Faculty's academic plan and the defined areas of growth within the University's Strategic Mandate Agreement (SMA). To that end the Committee is pleased to support the establishment of the Cross-Disciplinary Certificate in Aging. The proposal and statements of support are attached as Appendix A. Supplementary material (course descriptions and the Area Librarian's full report) has been posted online.

In recording its concurrence, the Academic Policy, Planning and Research Committee noted that a certificate of this kind is consonant with a number of major academic planning priorities including inter-disciplinarity, local / global dynamics, outreach, community engagement, and health and wellness. It was heartened that the proposal enjoys broad support and that proponents have taken into account opportunities associated with other programs and ORUs (in this regard it was felt that establishment of the certificate could helpfully open spaces for further, fruitful cooperation).

**Approvals:** ASCP 30 September 2015 • APPRC 15 October 2015 • Faculty of Health Council April 2015

**Documentation:** Attached as Appendix A and [online](#)

## **1. Changes to Admission Requirements for the Second-Degree Entry BScN and Internationally Educated Nurses BScN Programs • School of Nursing • Faculty of Health**

ASCP recommends,

that the admission requirements for the Second-Degree Entry and the Internationally Educated Nurses BScN programs be revised to add the following requirements, effective FW 2016-17:

- that applicants be required to complete the **Computer-based Assessment for Sampling Personal (CASPer)** online interview for the purposes of assessing their interpersonal and decision-making skills; and
- that the applicant's score on the CASPer interview be weighted one-third in the admissions assessment process, and the academic record (GPA) weighted two-thirds.

### **Rationale**

It has been the School of Nursing's experience that grades alone do not predict a student's success in program completion or licensing exam results. Interpersonal skills and sound decision-making are essential qualities of a professional nurse, attributes that are both implicitly and explicitly assessed within the degree program and the national

## Academic Standards, Curriculum & Pedagogy Report to Senate

licensing exam. Presently there is no mechanism to assess applicants' skill-level in these areas within the BScN admissions process to help identify candidates' suitability for the program. The **Computer-based Assessment for Sampling Personal characteristics (CASPer)** is a web-based assessment of interpersonal skills and decision-making completed by an applicant as part of the admissions process. Fuller information about the online tool is set out in the proposal, attached as Appendix B. In sum, it will facilitate a more comprehensive assessment of applicants' proficiency in interpersonal skills and decision-making abilities. The interview will be in addition to the existing set of admission requirements for the Second-Degree Entry and the Internationally Educated Nurses BScN programs (also set out in the Appendix). The applicant's score on the CASPer interview will be weighted one-third, and their grade point average on prior completed nursing courses weighted two-thirds in the overall admissions assessment by the School of Nursing.

Other nursing programs in Ontario similarly experience challenges with program completion rates and the national licensing exam results. Following McMaster's School of Medicine's success using CASPer to inform admissions decisions, several nursing programs are planning to adopt the tool, including at McMaster and its collaborative partners (Mohawk and Conestoga colleges) commencing in 2016, the University of Ottawa and Trent University. Others, including Ryerson, are reviewing the option.

The Senate Committee carefully discussed the proposal with the Director of the School of Nursing. It was confirmed that the School will work with the private company that provides CASPer to ensure there is no cultural bias in the test questions to be used for the BScN programs at York. It was particularly important to ASCP that the School of Nursing formally monitor and assess the effectiveness of CASPer in the immediate years of its use (3-4 years), particularly to evaluate the relationship between the CASPer scores and students' graduation rates and licensing exam results. If the results are positive and it is feasible to do so, the School will consider identifying a minimum CASPer score to include within the admission requirements as a guide to students. Similarly, if the tool enhances admissions decision-making in the two BScN programs as anticipated, the School will consider expanding its application to the Collaborative BScN program.

It was noted that the adoption of CASPer includes an administrative fee for applicants. The School does not consider the cost prohibitive and observes that several other universities are also adopting the use of the tool and, consequently, its fee.

Taking into consideration all of the above, the Senate Committee supports the proposed changes to the admission requirements and looks forward to learning of its outcomes.

**Approvals:** ASCP 30 September 2015 • Faculty of Health Council April 2015

# Academic Standards, Curriculum & Pedagogy Report to Senate

## 3. Honours BSc Program in Science: Change to a Direct-Entry Option and Establishment of Admission Requirements • Faculty of Science

ASCP recommends,

that Senate approve the following pertaining to the Honours BSc Program in Science, Faculty of Science, effective FW 2016-2017:

- change it from a delay-entry to a direct-entry program
- admission requirements for the direct-entry program, as set out in the proposal attached as Appendix C

### Rationale

The existing Honours BSc Science program has no declared major. It is intended for students who wish to enrol in a broader range of courses than can normally be undertaken in Honours or Bachelor programs in a specific disciplinary major. Currently BSc students may change their program to the Science major after completion of at least 24 credits at York and approval of a study program consisting of a set of courses that match their expressed objectives.

As detailed in the proposal, the Faculty of Science is implementing an AIF-funded *First-Year Integrated Science* project which provides a truly interdisciplinary pedagogical approach to teaching foundational science. Students remaining in this program after first-year create a customized study plan matching their interests and goals. The Honours BSc Science program is the existing vehicle to provide the Integrated Science option to students. However the Faculty wishes to make the option open to students directly entering from high school, rather than limiting it to those who have completed their first-year at York (24 credits). To that end it is proposed that the Honours BSc Science program be changed to a direct-entry option, open to applicants coming from high school (“101’s”). Coincident with that change is the establishment of the admission requirements for the degree program; they are articulated in the proposal. The proposed requirements reflect input from the Admissions staff of the University, and the Registrar has confirmed that both the program and requirement changes can be implemented for the 2016-2017 admissions cycle.

The Senate Committee was impressed with the Faculty’s innovative pedagogical design of the *First-Year Integrated Science* project and supports the changes to the BSc degree program to bring the initiative to fruition.

**Approvals:** ASCP 30 September 2015 • Faculty of Science Council September 2015

# Academic Standards, Curriculum & Pedagogy Report to Senate

## Consent Agenda

### 4. Change to Degree Requirements for the PhD Program in Mathematics & Statistics • Graduate Program in Mathematics & Statistics • Faculty of Graduate Studies

ASCP recommends,

that Senate approve the following changes to degree requirements for the PhD program in Mathematics & Statistics, effective F/W 2016-2017:

- Reduction in the number of comprehensive exams from 6 completed in 5 terms to 4 completed in 3 terms for the pure and applied mathematics streams;
- Reduction in the number of comprehensive exams from 6 completed in 5 terms to 4 completed in 3 terms for the statistics stream, and a practicum requirement (a 3-credit course and comprehensive exam) normally completed during second year; and
- Removal of the language exam requirement

#### Rationale

Overall the proposed changes to the doctoral requirements are meant to improve times to completion and clearly outline the timeline for students to complete their degree in a reasonable length of time. The course requirement for the doctoral degree is not changing; students must complete 24.0 credits of course work. The program changes are not expected to have an impact on resources.

#### *Comprehensive Exam Changes*

The purpose of the comprehensive exam is to ensure that students have a breadth to their field of study and to establish that students have the tenacity to learn new mathematics to complete a thesis. In all of the program's discussions about how to formulate the regulations, this was clearly stated as the goal of the final requirement. With this in mind, the program would like its students to finish this requirement earlier. Coincident with the requirement change is an increase to the list of courses that could be used to satisfy the comprehensive exam requirement. With respect to the practicum requirement for the Statistics stream, the requirement is not new; rather it is being moved from the comprehensive exams category to a separate requirement that is to be completed in the second year of study. Faculty members expressed strong support for continuing this requirement as part of a Statistic student's professional development.

#### *Language Requirement Change*

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The language requirement was part of the PhD from a time when mathematics articles published in other languages and the articles were not available in English. This is now rare and language translation software works sufficiently well to determine the meaning of a mathematics article. It was at one time a common practice to have this requirement in mathematics Ph.D. programs across North America, but most have abolished this requirement. This change is supported by the Graduate Program Executive committee and the PhD committee.

**Approvals:** ASCP 30 September 2015 • FGS Council 4 June 2015

## For Information

### a. Curriculum Approvals: Minor Modifications

The following Minor Modifications were approved by ASCP:

- Changes to degree requirements, MA Program in Mathematics & Statistics
- Revision to the PhD and Master's Thesis and Dissertation Supervisory Committee Guidelines
- Changes to degree requirements, BA Programs in Gender & Women's Studies
- Changes to degree requirements, BA Programs in Sexuality Studies

### b. Communication of Sessional Dates for Su 2016 and FW 2016-2017

Attached are the sessional dates for Su 2016 and FW 2016-2017. The Senate Committee has confirmed they are in alignment with the Senate guidelines and it is therefore transmitting the dates to Senate for information; they are attached as Appendix D to the ASCP report.

Senators will recall that in June 2014 the *Senate Policy on Sessional Dates and the Scheduling of Examinations* was revised by Senate to incorporate two primary changes:

- establishing 2 days for orientation programming after Labour Day, before classes commence
- reducing the number of co-curricular days in the Fall Term from 3 to 2, and changing the nomenclature to *Fall Reading Days*

Consistent with the revised policy the first day of classes in the Fall term 2016 will be on Thursday, 8 September following two days of orientation programming on 6 and 7 September. In the 2017 Winter term classes will commence on Thursday, 5 January to provide a few days for students and staff to prepare for winter start as has been requested by several Faculties.

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Noting the reduction in the number of co-curricular days in the Fall Term from 3 to 2, the Senate Executive Committee recently asked that ASCP reflect and report on the impact of the change and advise if the allocation to Fall Reading Days is appropriate. The ASCP committee will take up this question in the coming weeks with the Vice-Provost Students.

Franck VanBreugel, Chair

## **Cross-Disciplinary Certificate in Aging: UW-Madison**

### **1. Introduction**

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

A Cross-Disciplinary Certificate in Aging is being proposed for students enrolled in degree programs in the Faculty of Health. We propose that the Deans office administratively house the certificate. Courses that qualify for the certificate and any new courses developed for the certificate should be labeled with the Interdisciplinary Health Studies program rubric (IHST).

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

“Aging” is an interdisciplinary field integrating content from many areas of study ranging from psychology to public policy. Using the word “Aging” in the name of the certificate makes the program more accessible and understood by a potentially diverse audience and student target group. Typically the word geriatrics invokes a disease model of aging. Gerontology refers to biological, psychological, and social aspects of aging and adult development. However, given the certificate’s focus on health promotion in aging and building on the strengths of the programs offered in the Faculty of Health, we have decided to call it a Certificate in Aging as opposed to a certificate in geriatrics/gerontology.

### **2. General Objectives of the Undergraduate Certificate**

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

This Certificate in Aging brings together courses across different disciplines (Kinesiology and Health Science, Psychology, Sociology, etc.) at the 3000 and 4000 level with the underlying theme of aging. This certificate forms a coherent yet distinctive complement to the major in programs in the Faculty of Health. This undergraduate certificates’ general objectives are to allow students to develop a level of competence and skills that include the following: developing professionalism (e.g., compassion, intuition, empathy, teamwork, ethics) through interpersonal experiences with older adults; promoting positive aging (promoting independence from a person focused perspective), understanding aging from a diverse cultural perspective; advocating on behalf of older adults; contributing to life-long learning by providing education about aging to individuals and families; increasing respite capacity, contributing to supports and resources for caregivers; designing interventions regarding age related concerns; and problem solving on a case-by-case basis.

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

This proposal aligns with at least one of the top priority objectives of York’s strategic mandate agreement (SMA) i.e. to focus on quality with sensitivity to the needs of society in the 21<sup>st</sup> century particularly with a health focus. The learning objectives of this certificate are aligned with the overarching Student Success theme in York’s academic plan, i.e., “our undergraduate...students must be provided with the knowledge and skills they need to thrive...in the 21<sup>st</sup> century...”. The knowledge acquired through this certificate is particularly focused on contributing to changing attitudes about aging and working with the aging population to optimize their functioning at home. It also has the potential to align with the

engagement and outreach theme in terms of “bridging theoretical and applied scholarship” in collaboration with local partners particularly if the students do a practicum or research with and for partners in the community.

### 3. Need and Demand

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

There is no similar Certificate in Aging offered at York. The proposed certificate is distinct in that it has a health promotion approach to aging as opposed to a medical approach to aging.

This proposal aligns with the Faculty of Health’s mission statement to “keep people healthier, longer, with an emphasis on prevention first, then care when needed” (<http://health.info.yorku.ca/files/2013/02/Final-HH-2012-15-IRP.pdf>). In addition, this proposal aligns with the Faculty’s academic priorities around strategic enrollment management; that is, to sustain and enhance the quality of Health academic programs, and develop and implement innovative programs that tap into education market needs and opportunities. This proposal also builds on a Faculty of Health sponsored “blue sky” curricular development day held in March 2011 where we brought together key stakeholders from York and the community to determine the knowledge, skills, and attitudes required by students while engaged in a curriculum focused on aging. In fact, based on some of the information gleaned from this curriculum development day we created PSYC 3495 Neuroscience of Aging and Cognitive Health in a blended course format. This course was developed and launched by one of our full time faculty members and has been offered since 2012/2013.

This Certificate in Aging is timely for our students at York. It proposes to develop knowledge and skills that address the growing needs of a culturally diverse aging population. Different cultures view older adults and the aging process in a variety of different ways. Cultural factors may influence health seeking behaviors and whether aging is seen as a disease or not (WHO, 2002). Inherent in multiculturalism are a variety of values, attitudes and traditions, all of which should be integrated into educational initiatives (Sokolovsky, 2009). This is our time to fill an educational gap in the GTA focusing on the growing needs of an aging, yet culturally diverse, population within and around York University.

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

An environmental scan and a needs assessment were conducted during the 2012-2013 academic year. Using a PEST (political/economic, educational, social/cultural, technological) analysis framework for the information gathered in the environmental scan, there is a demonstrated need for more services to support the aging population and many gaps need to be filled. The synthesis of 8 published reports proposes that we prioritize the following needs for an aging society:

1. Dependable community supports that address age-related changes and alleviate social isolation and depression are needed so that Aging individuals can live in their homes for as long as possible (Canadian Institute for Health Information, 2011a; Sinha, 2013; Walker, 2011).
2. Immediate steps are necessary to promote active and healthy aging, and to combat ageism (Carstairs & Keon, 2009; Sinha, 2013).



3. More economically viable long-term solutions are needed to promote healthy and active aging at home and to reduce the reliance on costly acute care emergency and in-patient services (Sinha, 2013).
4. Supports, resources, and respite care are required for caregivers who experience high rates of burnout (CIHI, 2011a; CIHI, 2010; Sinha, 2013; Walker, 2011).

Several community or CAAT college programs focus on aging in the Greater Toronto Area. The community college programs include: a one-year part-time graduate certificate in Gerontology at Algonquin College, a two-year full-time Gerontology diploma at George Brown College, a two-year distance education Gerontology and Working with the Aged certificate from Mohawk College, a two-year full-time Social Service Worker diploma with a focus in Gerontology from Seneca College, and a two-year full-time Social Service Worker diploma with a focus in Gerontology from Sheridan College. These programs have a hands-on approach to training that typically includes a placement or field component, with the intent of producing students who are able to work with the aging population. Ryerson University has a Certificate in Gerontology through their Chang School of Continuing Education. Extending the boundary for the university scan north to Sudbury and west to Waterloo, we identified three university programs that focus on aging: (1) a three or four-year full or part-time undergraduate degree in Gerontology from Laurentian University, (2) a three or four-year full-time undergraduate degree in Gerontology or Health and Aging from McMaster University, and (3) a four-year undergraduate degree in Health Science with specialization in Gerontology or Aging from the University of Waterloo. These three programs have a greater focus on theory and research as compared to community college certificate/diplomas. Laurentian University offers the only degree through a university that provides a placement component for students to gain practical experience within the field.

A Certificate in Aging as a component of a university degree at York will help build capacity in aging related knowledge and community services that meets the needs and priorities of society. The knowledge acquired through the Certificate in Aging will build an ethos around what it means to age so that our students can incorporate what they learn into any job they hold when they graduate. This will give our students the opportunity to obtain a university degree combined with a Certificate in Aging that could be research informed and theory based, not solely skills oriented.

For the needs assessment, a total of 105 students completed a survey that asked them to respond to questions on the need for a certificate program in aging at York, their interest in such a certificate, and their preferred length and mode of delivery of the certificate. Eighty-two percent of the students identified the need for a certificate/program in aging at York University, 57% expressed interest in pursuing a certificate program in aging, and 60% indicated that they know someone who would be interested in pursuing a certificate program in aging. Seventy-six percent of students preferred a one- or two-year program with a combined online and face-to-face mode of delivery. The majority of students wanted a choice between concurrently completing the certificate with their degree or completing the certificate after they completed their degree.

In addition to the student survey, semi-structured interviews were completed with eight stakeholders including three faculty members at York University, one faculty member at the University of Toronto, and four service providers within the greater Toronto area. After conducting and analyzing interview data, faculty and service providers agree there is a need

for a certificate program in aging at York. They thought a Certificate in Aging could help students to acquire unique skills such as interpersonal skills, intergenerational knowledge, compassion, empathy, patience, and professionalism in order to work with the aging population. They commented on the importance of students not only learning the basic skills that are required to meet the complex needs of aging individuals, but also learning how to provide education to aging individuals and their caregivers. The hospital system is changing and consequently putting more demands on families and community resources. The stakeholders remarked on how the model of care in Canada's long-term health system is shifting from aging in institutions to aging at home with support from caregivers such as family and community care providers. Early discharge from hospitals is becoming the norm, thus placing additional demands on families and community care providers in terms of navigating the system.

Six older adults (59-81 years of age, 3 men, 3 women) took part in a focus group responding to similar questions to what the stakeholders were asked. In addition to the previously mentioned interpersonal skills, the older adults recommended that a person who works with seniors needs to know about cultural differences, have good listening skills, and good communication skills so that they can liaise effectively with health care providers and family members. They also reiterated how important it was to have someone engage with older adults to help them to continue to feel part of society such as helping the senior understand about the trends and advances in technology, nutrition, maintaining mental health, way to express creativity, understanding dementia, etc. The older adults also mentioned that a student who works in this field must know that the needs of the older adult will differ and change depending on where that older adult lies along a continuum of activity (active, less active, inactive).

In sum, society is changing in the way we view aging. Aging gracefully and remaining active is becoming the new focus. This new focus contributes to eradicating ageism in society. This new focus also changes the way aging consumers expect to receive care. Aging individuals are also taking a more active role in the search for health information. To focus on preventative and proactive health care in the home we need to increase the number of skilled service providers who are situated within the community and who visit older adults in their homes prior to a health crisis. The future focus on aging in the home involves training professionals to be able to anticipate the needs of older adults and collaborate with older adults in planning care and navigating the health care system. Service providers indicated that currently workers do not have a broad enough understanding or skill set to support individuals aging at home, or to manage age related degenerative diseases. Service providers also indicated that family/caregivers are struggling to cope and that there are not enough resources to provide essential services. Family/caregivers are isolated and cannot handle the stress associated with the demands of their role. It is vital to increase capacity that includes skilled and knowledgeable workers. Those working with older adults need greater training in assessment and intervention. They also need the ability to research and analyze data on a case-by-case basis to determine the best approaches and solutions. The Canadian population is aging and this population is seeking a more innovative type of service and delivery of that service. We need to help our students to learn about how someone can age with dignity and empowerment. We need to give our students the opportunity to learn about new types of service delivery as the aging population focuses more on aging at home. Ultimately, this is an opportunity for York University in general and the Faculty of Health in particular, to serve the future needs of this anticipated "silver tsunami".

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

The projected implementation date would be September 2016. We have designed the certificate in such a way that not all courses offered are required. Students can take advantage of the opportunities available to them in order to fulfill the terms of the certificate. It will be up to them to seek out the research opportunities. For example, a student with a strong research focus could find a faculty member to conduct a research project on an aging topic to help to fulfill the certificate requirements. It is difficult to determine what maximum intake will be like, but given the survey response and interest, at the outset the enrollment target will be 20 students per year.

#### 4. Curriculum, Structure and Learning Outcomes

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

Students pursuing the certificate must have completed the designated prerequisite courses prior to enrolling in the 3000/4000 level courses listed.

Student pursuing the certificate must complete 24 credits, including:

HH/PSYC 3490 3.00  
HH/PSYC 3495 3.00  
HH/KINE 3350 3.00  
HH/KINE 4645 3.00

And 12 credits chosen from the following:

GL/PSYC 3530 6.00  
GL/PSYC 3550 3.00  
GL/PSYC 3555 3.00  
GL/PSYC 4260 3.00/6.00  
HH/PSYC 3890 3.00/6.00\*  
HH/PSYC 4890 3.00/6.00\*  
HH/PSYC 4000/4001 6.00\*  
HH/KINE 4060 6.00\*  
HH/KINE 4100 6.00\*  
AP/SOCI 3550 6.00  
HH/IHST 4005 6.00

\*Note: all thesis/independent study courses must be aging focused as agreed upon by the supervisor in order to qualify as satisfying the certificate requirement.

<b>Certificate Program Level outcomes (expected exit competency)</b>	<b>Course expected learning outcome (elaboration of expected exit competency)</b>
Develops professionalism (e.g., compassion, intuition, empathy, teamwork) through interpersonal experience:	Develops Conflict resolution and mediation skills (e.g., professionalism, teamwork, empathy)
Facilitate/promote independence from patient focused perspective	
Reflect on aging issues from a diverse cultural perspective	
Advocates on behalf of older adult	
Use knowledge in response to circumstances:	Describes anatomical and physiological changes with aging
	Defines needs associated with these changes
	Defines and describes dementia and other chronic diseases of aging
	Defines services for patients with dementia
	Describes multiple views of aging (cognitive, physical, functional)
	Describe Elder abuse
	Defines Age-ism/ social attitudes
Provide education about aging to aging individuals and families	
Increases respite capacity for caregivers	
Designs intervention capacity regarding mental health concerns and other age related concerns:	Determines what aging individuals need in order to define preventative and proactive health care
	Develop assessment capacity regarding mental health concerns and other age related concerns
	Identifies how to break down a complex task to simpler tasks
	Navigates and shows others the health care system
Research/analysis to problem solve on a case-by-case basis	

Within the Faculty of Health, between the Department of Psychology and School of Kinesiology and Health Science, there are 12 3000/4000-level course credits that are available to students in the Faculty of Health that contribute to a Certificate in Aging. Outside of the Faculty of Health, Glendon-Psychology offers an additional 12 3000-level aging related course

credits that are open to students in Health. Also part of this certificate is a 6 credit course offered in the Department of Sociology (SOC1 3550 6.00 Sociology of Aging) Faculty of Liberal Arts and Professional Studies (see attached note from the Chair of Sociology Philip Walsh). Sociology is open to using the CASing function to allow Faculty of Health students taking the Certificate of Aging to enroll in the sociology course.

The 4000 level 6 credit thesis course and 3000/4000 level Independent study courses (in Kinesiology and Psychology) and the placement course at Glendon (GL 4260 3.00/6.00) could also contribute to achieving the learning outcomes of the program. However, these are more difficult to guarantee access to every interested student in the Faculty of Health as they require faculty members to agree to select the students and work with the students on aging specific topics.

In addition, we are creating and submitting along with this certificate a 6 credit 4000 level course (IHST 4005 6.00 Healthy Aging: Current Trends and Issues) that includes a community service learning experience. IHST 4005 is currently undergoing the Faculty of Health curriculum approval process. IHST 4005 was based on the course outlines from two existing Nursing courses (NURS 3000, 3600) in order to create a course for non-nursing students that would allow those without a nursing background to have the opportunity to attain Aging Certificate outcomes presently achieved through the nursing courses. Therefore, some content and learning outcomes of IHST 4005 overlap with the nursing courses (such as, developing professionalism, resolving conflict resolution and mediation skills, defining ageism, care-giving, providing education about aging, increasing respite capacity, and advocating on behalf of older adults). Keeping in mind NURS 3000 is a 3 credit course with a nursing focus it still overlaps the most in terms of learning outcomes with IHST 4005 (6 credits and from a healthy aging perspective). Because of this overlap in learning outcomes these two courses are considered course credit exclusions such that nursing students who have taken HH/NURS 3000 3.00 cannot get credit for taking the IHST 4005 6.00 course.

In terms of total number of courses with an aging focus offered at the 3000/4000 level, there will be 36 credits including those from Glendon Psychology and Sociology that contribute to achieving the certificate learning outcomes. There are an additional 27-36 credits at the 3000/4000 level comprised of thesis research, independent study, and/or a practicum placement that a student could also enroll in to achieve the program learning outcomes. Given the minimum standards for a cross-disciplinary certificate are 24 credits, at least 18 of which must be at the 2000-level or above, including 6 credits at the 3000- or 4000-level, there appears to be an ample selection of courses for students to meet these minimum standards.

Please see the attached Excel worksheet labeled 'expectations' in order to see how the courses meet the expectations. Note that there might be other aging courses offered by other schools and departments at York that we would be happy to consider and add to this Cross-Disciplinary Certificate in Aging assuming they contribute to achieving the outcomes for the certificate.

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

The opportunity for students in the certificate to achieve specific learning outcomes are made available through different courses. A majority of these courses have been taught for years. The only exception is the newly created IHST 4005 6.00 in the blended course format. Each

course has its own way of measuring achievement of the learning outcomes (see attached for course outlines). These range from the traditional (mini-quizzes of the content, group work projects, major exams, written papers, annotated bibliographies, and oral presentations) to innovative (reflection papers, production of wiki's, community service learning experience).

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

Please see attached Excel workbook for the worksheet labeled 'courses'.

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

There is no plan to change the mode of delivery for existing courses. Currently existing courses are either offered as blended, web-enhanced, or in a face-to-face lecture format.

## **5. Admission Requirements**

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

Students enrolled in an undergraduate degree program in the Faculty of Health are expected to apply for entry to the Certificate in Aging normally prior to completion of 36 credits of their undergraduate degree program. The applicant must indicate that he/she has completed all of the prerequisite courses in order for them to be eligible for enrolling in the upper 3000/4000-level courses that are a part of this certificate. In subsequent years, if there is interest we will work towards having a direct entry admission process for students not currently enrolled in the Faculty of Health. Assuming these direct entry students are admissible to York according to Faculty and University policies, they will be required to submit a written application. On this application these direct entry students will need to show they have the prerequisite courses to be eligible to enroll in the upper level courses required for the certificate.

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

The admission requirement of applying prior to completing 36 credits will ensure that students are made aware of and get academic advising about the appropriate prerequisite courses they need to complete prior to enrolling in the 3000/4000 level courses that are a part of the certificate. These admission requirements ensure that students have completed appropriate

prerequisite courses that will prepare them for achieving the upper level learning outcomes that are part of the certificate.

**Residency Requirements:** The University residency requirement for undergraduate certificate programs is 18 credits for certificate programs requiring up to 36 credits, and 50% of the required credits for certificates comprising more than 36 credits. Normally, for undergraduate certificate programs requiring 18 credits or less, all credits are completed at York.

## 6. Resources

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

Twenty-two faculty members in the Faculty of Health are currently conducting research on Aging topics. The Dean has been very supportive of hires in the last few years to reinforce the number of faculty members we have conducting research and teaching in this area of expertise. Many of these faculty members take on multiple undergraduate students yearly to conduct thesis projects or independent study projects in their labs. Students typically contact faculty members when they are in their 3<sup>rd</sup> year to get volunteer research experience in these labs and this typically morphs into a thesis project. The courses for the certificate are taught by a combination of full-time faculty members, contractually limited appointments, and part-time faculty members. Please see attached Excel spreadsheets for a list of these faculty members (bookmarked with the title 'Faculty') and their aging related research and to see which faculty members are teaching what courses (bookmarked with the title 'Courses').

In order to attain the 24 credits for the certificate students can choose from a selection of 15 3/6 credit courses (that count up to 72 credits) offered by the School of Kinesiology and Health Science, Department of Psychology at Keele, Glendon Psychology, and Department of Sociology. As we will launch the certificate (with an enrollment target at the outset of 20 students) to those students currently in our programs taking Faculty of Health courses we will not need to set aside extra seats for direct entry students. Also in terms of the thesis based courses in Kinesiology and Psychology, most of these students find a faculty member to volunteer in their lab in advance so there is no need to demarcate spaces with specific professors. Establishing this certificate will provide an opportunity for students in Nursing and Glendon Psychology to attain the certificate by enrolling in specified courses in the Faculty of Health. The two Psychology departments have a long-standing reciprocal supporting relationship. We already accommodate Glendon students into Psychology course on the Keele campus, therefore it is not likely to generate an issue to have to provide spaces in our upper level courses as we already do this. In terms of specific spaces in the GL/PSYC 4260 course, where students from Keele campus may wish to do an applied research practicum, as done in the past we will negotiate this on a year-by-year case-by-case basis for students who qualify. Note that we created the IHST 4005 6.00 course with the community service-learning component in order to ensure that students not enrolled in this highly specialized Glendon Psychology course are also given an opportunity to work in the field with older adults.

This certificate was designed to coalesce courses that already exist and that students already have access to into one certificate. Some will go the research path into graduate school, others will stop after 90 credits and go out to take other college diplomas and become health coaches

or personal support workers. Either way, at the end, students will be able to display their strength and skills in knowledge around aging topics when they graduate with the Certificate in Aging on their transcripts.

The Faculty of Health will ensure the appropriate resources are put in place to implement and sustain the certificate. This is in evidence in the Deans supporting letter indicating how this will be done in the shorter term that includes new faculty hires and staff support. It is also in evidence in the fact that our new Faculty ORU - York University Center for Aging Research and Education (YUCARE) has an actual 'educational' arm to it. Longer-term plans include a new development for a Retirement Home-Long Term Care Facility ("York Villages"), which will house YUCARE along with teaching and learning labs to support courses for the Interdisciplinary Certificate in Aging.

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

Students engaged in certain research projects may have access to the fMRI scanner and other equipment available through faculty members' lab.

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

Faculty members lab space will be available for those students who enroll in the thesis based courses.

## 7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate certificate. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the certificate.
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate



## **CROSS-DISCIPLINARY CERTIFICATE IN AGING**

### **Office of the Dean**

**Coordinator:** TBD

**Admission:** Students enrolled in an undergraduate degree program in the Faculty of Health are expected to apply for entry to the Certificate in aging normally prior to completion of 36 credits of their undergraduate degree program. The applicant must indicate that he/she has completed all of the prerequisite courses in order for them to be eligible for enrolling in the upper 3000/4000-level courses that are a part of this certificate.

**Graduating with a certificate:** a minimum cumulative grade point average of 4.00 or greater in the courses taken to satisfy certificate requirements. Students must also submit an application to graduate from a certificate program. Applications will be obtained from and filed with the academic unit providing oversight for the certificate. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the certificate. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program.

### **Required courses (12 credits):**

HH/KINE 3350 3.00  
HH/KINE 4645 3.00  
HH/PSYC 3490 3.00  
HH/PSYC 3495 3.00

### **A minimum of 12 credits selected from the following courses:**

HH/IHST 4005 6.00  
HH/KINE 4100 6.00  
GL/PSYC 3530 6.00  
GL/PSYC 3550 3.00  
GL/PSYC 3555 3.00  
GL/PSYC 4260 3.00  
GL/PSYC 4260 6.00  
HH/PSYC 4000 6.00  
HH/PSYC 4001 6.00  
AP/SOCI 3550 6.00

Name (first, last)	Faculty	Aging Related Research
Joe Baker	Health	Motor and cognitive skill maintenance with age. Masters athletes. Physical activity and successful aging. Aging stereotypes and ageism effects on health and functioning.
Ellen Bialystok	Health	Cognitive aging. Bilingualism and dementia. Cognitive reserve.
Tamara Daly	Health	Quality working and living conditions in long term care. International comparative long-term care research.
Mary Fox	Health	Health survey development and testing for older populations. Bedrest and activity. Intervention, design, and evaluation. The Acute Care for Elders (ACE) model/health services research with a focus on acute care services Function focused care.
William Gage	Health	Biomechanics, neuromuscular control of movement, postural control, balance and locomotion, falls in the elderly, stroke rehabilitation, osteoarthritis, knee joint replacement.
Lucia Gagliese	Health	Pain, cancer. palliative care and aging. Health education for older people.
David Hood	Health	Biological aspects of aging muscle.
Jennifer Kuk	Health	Aging related changes in the relationship between physical activity, obesity diet and health using epidemiological methods.
Christina Jonas Simpson	Health	Academic lead for the Bitove Wellness Academy which is an arts-based wellness program informed by research providing engaging programming for participants with memory loss, the Wellness Academy also provides activities for family members to share and support each other.
Gail Mitchell	Health	Quality of life. Stigma, and dementia. Person-centred dementia care. Knowledge Mobilization through the Arts (drama) about living with dementia). Evaluating person-centred dementia care. Fostering a culture of possibility in dementia care.
Susan Murtha	Health	Keeping older adults living independently longer through activity (targetting cognitive activity). Attention & working memory changes with age.
Malini Persaud	Health	Qualitative research focused on positive affect and persons living with advanced dementia of the Alzheimer type
Jill Rich	Health	Associative memory abilities in normal aging and other aspects of cognitive neuropsychology of aging, particularly memory processing. Cognitive effects of chemotherapy and cancer-related cognitive dysfunction in women, particularly among breast cancer survivors. One focus of this research is on the role of hormonal changes in cognitive changes among postmenopausal cancer patients. Emotional regulation via cognitive reappraisal in relation to cognitive control abilities in healthy older adults.
Ellen Schraa	Health	Costs reported and the meta-analysis on the effectiveness of acute geriatric unit care using ACE components.
Anthony Scime	Health	Studying the molecular and cellular basis of stem cells in muscle that become deficient during the aging process.
Mina Singh	Health	41

Name (first, last)	Faculty	Aging Related Research
W. Dale Stevens	Health	Cognitive aging and the brain primarily using neuroimaging (e.g., MRI) to investigate age-related neurocognitive changes in older adulthood.
Hala Tamim	Health	Effects of Tai Chi on mental and physical health of older adults. Evaluation of physical activity programs. Adherence and sustainability to physical activity programs among older adults
Gary Turner	Health	Cognitive neuroscience of aging. Neural markers of age-related cognitive decline. Neuroscience of aging and cognitive health.
Fran Wilkinson	Health	Vision and healthy aging (past work on higher level visual functions; future work more likely to be more qualitative and to address issues around universal design, especially as related to lighting; also lighting and circadian issues as related to health)
Melody Wiseheart	Health	Learning and memory (spacing effect). Executive function and processing speed
Guy Proulx	Glendon	Applied research in clinical assessments and treatment programs.
Josee Rivest	Glendon	Cognitive evaluation and intervention for adults who suffered brain damage to the visuo-perceptual system. Attention and mild cognitive impairment; topographic disorientation intervention; intervention for left-side neglect; recognition of faces and objects.
Gerald Young	Glendon	Neo-Piagetian cognitive development throughout the age span.
Norma Sue Fisher-Stitt	Fine Arts	Dance with older adults: physical, psychological and cognitive benefits. Dance with special populations.
Pat Armstrong	LAPS	Reimagining long-term residential care: An international study in promising practices.
Suzanne Cook	LAPS	Reinvention and renewal in later life. The new retirement. Later life growth, development, health and well-being. Lifelong learning. Intergenerational learning and mentoring. Civic engagement, volunteerism and community health.
Barbara Crow	LAPS	Ageing, communication, mobility and media.
Thomas Klassen	LAPS	Retirement in Canada. Income security for older people, especially pensions.

## Memo

To: Alice Pitt, Vice Provost Academic  
From: Harvey Skinner, Dean  
Date: October 6, 2015  
Subject: Cross-Disciplinary Certificate in Aging



I am writing to express the enthusiastic support of the Faculty of Health for the proposed Cross-Disciplinary Certificate in Aging. This undergraduate Certificate has evolved out of meetings by colleagues in our Graceful Aging Alliance and it will be a key component of the new York University Centre for Aging Research and Education (YU-CARE). Structurally, the Certificate in Aging will be administered through our Interdisciplinary Health Studies Program (IHST) that currently oversees our new BA/BSc in Global Health. This cross-disciplinary program involves a partnership among our four Schools/Department (Psychology, Kinesiology & Health Science, Nursing, Health Policy & Management), along with collaboration with other Faculties at York University as well as external academic and community health partners.

With our aging population in Canada, and in most of the middle and high income countries globally, this field of study is increasingly important for health promotion and health care. And, a variety of career opportunities are opening up for our graduates with training in this field. Aging education and research is an important strategic direction for the Faculty of Health in our five-year academic plan (2015-2020) termed 'Health@2020'.

The Faculty of Health will provide the necessary faculty, staff, infrastructure and space to support the proposed Certificate in Aging. Currently, there are 22 faculty members with relevant expertise in aging. The Faculty of Health will recruit additional faculty over the next five years (2015-2020 Academic Plan) to support expansion of both research (YU-CARE) and education initiatives including this proposed Certificate in Aging. The Interdisciplinary Health Studies Program, which is currently supporting our BA/BSc in Global Health, has a full time staff member and additional staff complement will be added to support the proposed Certificate in Aging as well as other interdisciplinary initiatives that are at the planning stage. Physical space to support the proposed Certificate in Aging is available on the ground floor of HNES. A medium term strategy is to house this Certificate Program as part of a new development for a Retirement Home - Long Term Care Facility ("York Villages") that is under planning. This new facility will house our YU-CARE Centre along with teaching and learning labs to support our interdisciplinary education programs.



With respect to research training, students in the Certificate in Aging Program will have access to our wet and dry lab facilities on campus (e.g. cognitive neuroscience labs in the Sherman Bldg., Muscle Health Research Centre labs in Farquharson), as well as access to our wide range of community partners in the GTA including hospitals, family health teams, community health centers, and residential and care facilities for the aging population.

In brief, I am fully committed as Dean of the Faculty of Health to ensuring that there are excellent resources to support this important new Certificate Program in Aging and beyond.

OFFICE OF THE  
VICE-PROVOST  
ACADEMIC

9<sup>th</sup> FLOOR  
KANEFF TOWER  
4700 KEELE ST  
TORONTO ON  
CANADA M3J 1P3  
T 416 650 8017  
F 416 736 5876

[vprovostacad.info.yorku.ca/](http://vprovostacad.info.yorku.ca/)

**Memo**

To: Susan Murtha, Associate Dean, Teaching & Learning, Faculty of Health

From: Alice Pitt, Vice-Provost Academic

Date: May 5, 2015

**Subject: Letter of Support for Faculty of Health's proposed Certificate in Aging**

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I fully support the Faculty of Health's proposed Certificate in Aging. The certificate's focus on health promotion in aging builds on the strengths of the Faculty's programs and reflects the Faculty's identity. This cross-disciplinary program involves all four of Health's schools, and it is an important addition for the new York University Centre for Aging Research and Education. The certificate is timely given the growing needs of a culturally diverse aging population, and it is well-positioned to be very attractive to students from across the university.

The Faculty of Health has in place the resources to support the certificate, and its commitment to aging research and education is well represented in its complement planning. The certificate has been very well planned and enjoys Dean Skinner's enthusiastic support.





**GLENDON COLLEGE**  
**COLLÈGE**  
**UNIVERSITAIRE**  
**GLENDON**

**Office of the  
Principal**

**Bureau du  
Principal**

2275 BAYVIEW AVE.  
TORONTO ON  
CANADA M4N 3M6  
T/T 416 487 6727  
F/T 416 487 6786  
principal@glendon.yorku.ca  
www.glendon.yorku.ca

May 29, 2015

To whom it may concern,

I am pleased to support the proposal to establish a Certificate in Aging at the Faculty of Health.

The Certificate will complement our existing BA and BSc in Psychology, as well as our Centre for Cognitive Health, which focuses among other things on Aging. I look forward to an increase of student exchange between the faculties as a result of the Certificate. Given that the Certificate will not create a huge demand on Glendon courses, I can confidently confirm that Glendon has the capacity and necessary resources to support additional students from this program.

Sincerely,

Donald Ipperciel  
Principal

cc. Susan Murtha, Associate Dean, Teaching & Learning


## MEMORANDUM

**YORK UNIVERSITY  
LIBRARIES**

**Office of the  
University Librarian**

516 Scott Library  
4700 Keele Street  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 5601  
Fax 416 736 5451  
www.library.yorku.ca

To: Dr. Susan Murtha, Associate Dean (Teaching & Learning), Faculty of Health

From: Catherine Davidson, Interim University Librarian 

Date: March 24, 2015

Subject: Library Support for the Undergraduate Certificate in Aging

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As Thumeka Mgwigwi's attached statement indicates, York University Libraries are very well-positioned to provide strong support for the Undergraduate Certificate in Aging. The Libraries continue to build research-level collections through acquiring monographs, extensive collections of journals, and key databases for psychology, kinesiology, nursing, and a wide number of related disciplines. This collection-building is informed by continual monitoring of faculty research interests and changes in the curriculum to ensure that the breadth and depth of the collection reflects the interests and needs of the York community.

Students in the Certificate Program in Aging will be well-served by the outreach activities and expertise of liaison librarians working in health-related areas. In addition to continuing to build extensive collections for teaching, learning, and research in the field, established instruction programs can help bolster the research skills of undergraduate students enrolled in the certificate program. Beyond this dedicated assistance, the Learning Commons at Scott Library provides numerous supports for undergraduate students, including assistance with learning skills and writing. Additionally, the Learning Commons has developed SPARK – the Student Papers and Academic Research Kit – to provide online assistance to students on various aspects of the research and writing process.

In conclusion, the Libraries are well-positioned to support this certificate program and we look forward to continuing to build collections and services to support curricula and research in the field of health.

cc: Thumeka Mgwigwi, Health and Psychology Librarian, Scott Library Research & Collections Department  
Adam Taves, Acting Associate University Librarian, Collections and Research







## Memorandum

To: Susan Murtha, Associate Dean, Teaching & Learning –  
Faculty of Health

Date: March 24, 2015

From: Don Hunt, University Registrar

Subject: **Proposal for a Certificate in Aging**

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### OFFICE OF THE UNIVERSITY REGISTRAR

Bennett Centre for  
Student Services  
4700 Keele Street  
Toronto Ontario  
Canada M3J 1P3  
Tel 416.650.8002  
Fax 416.650.8124

I am writing in response to the proposal as noted above. The Office of the University Registrar supports a Certificate in Aging with the following recommendations:

- Calendar Copy language should be included in the proposal in case any concerns arise pertaining to how degree requirements are laid out.
- The proposal should detail a clear method of direct entry specifying the entry requirements
- Clarity around whether the certificate will be a concurrent degree or a standalone degree should be noted in the proposal.

We look forward to working collaboratively through any implementation challenges not foreseen in the review of this proposal.

Thank you for the opportunity to review and comment.

Don Hunt  
York University  
University Registrar  
phone: 416-736-2100 ext 70704  
fax: 416-650-8124  
*Partners in Student Success*

EMAIL:

From: Ellen Schraa

Subject: Certificate in Aging - supporting letter

To: Susan Murtha

Dear Susan,

The SHPM supports, in principle, the Certificate In Aging and would welcome the opportunity for SHPM students to be able to take the Certificate by having our School noted within the Certificate. However, at this time we are unable to offer any courses or other resources in the delivery of the Certificate. We are initiating a curriculum review given the findings and recommendations from our recent program review. Depending on our future resources, we may be able to offer more.

Ellen

Dr. Ellen G. Schraa

Chair

School of Health Policy & Management Faculty of Health,

York University

[schraa@yorku.ca](mailto:schraa@yorku.ca)

416 993•7882

Rm 425 HNES

January 16, 2015

Dear Dr Murtha,

**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 new Certificate in Aging that is being proposed to be offered by the Faculty of Health. This interdisciplinary certificate will foster and promote a level of competence and skills to promote positive aging, understanding aging from a diverse cultural perspective and contributing to life-long learning by providing education about aging to individuals and families.

This certificate is timely and important with the increasing aging population. In Canada, seniors make up the fastest growing age group. As this occurs, there is need for a refocus from “Gerontology” which implies a medical disease based model to one of positive aging, focusing on strengths not deficits, health promotion and keeping people in their homes longer. While the certificate presently is not offering any courses from the School of Nursing, if nursing students take the two electives in aging (NURS 3000 and/or NURS 3600) offered within the BScN program, they will be able to apply them to the certificate. At this time, the School foresees continuing to offer at least one of these elective courses each year. Within the School of Nursing there are a number of faculty with expertise in aging and leaders in innovative practices in maximizing wellness in adults (and their families) who have been diagnosed as having mild to moderate dementia.

As the School of Nursing has a wealth of expertise in this area, I hope that in the future there will be opportunities for the School and faculty to become more actively involved in the implementation of this program. Until then, the School of Nursing is very pleased to support this very important and timely certificate that supports positive aging.

Sincerely,



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



EMAIL:

To Susan Murtha

From Michael K. Connor

Hi Susan,

I've attached the course outlines you asked for. We will offer these courses every year, with the idea that we will try to increase our offers of aging courses with new hires approved by the Faculty to aid in the sustainability of the certificate. Of course if we get no Faculty approval for this there's not much we can do to increase our offerings. We will reserve seats in these classes, or I will manually add students in the aging certificate to these course if necessary. I'll work on the official letter, but if I don't meet the deadline of the 19th I hope this e-mail can serve as indicating KINE being completely supportive of the Certificate in Aging.

Mike

Michael K. Connor Ph.D. Associate Professor Undergraduate Program Director  
Kinesiology and Health Science York University

Toronto, ON M3J 1P3

Phone: (416) 736-2100 ext. 77206; ext 66928



Professor Susan Murtha, PhD  
Associate Dean, Teaching and Learning  
Faculty of Health  
4700 Keele St., Toronto, ON  
Canada M3J 1P3

FACULTY OF HEALTH

January 19, 2015

**Office of the Chair  
Department of  
Psychology**

Re: Proposed undergraduate Certificate in Aging

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)

Dear Professor Murtha,

I am delighted to write this letter of support for the proposed undergraduate Certificate in Aging.

From the outset, we should all declare our vested interest as aging adults in this certificate program since, as recent World Health Organization (WHO) statistics confirm, Canadians are living longer, there are and will continue to be increasingly more seniors who will require young people with specialized training in their needs.

The proposed Certificate in Aging program will draw upon faculty member instructors who have internationally recognized expertise in a broad range of aging-related studies, from scientists who study both the psychology and biomechanics of what leads seniors to trip and fall, to neuro-scientific studies of memory and higher order reasoning using sophisticated neuropsychological tools and fMRI brain scanning, housed on campus at our Sherman Health Sciences Research facility.

We have been pleased as a department to have collaborated in the development of this initiative, which includes the exciting development of the remarkable PSYC 3495 Neuroscience of Aging and Cognitive Health course offering, which was created in an innovative blended format and launched in the 2012-13 year. I have consulted with colleagues within Psychology and we are eager to see this proposal for an undergraduate Certificate in Aging come to fruition. Specifically, we confirm that the proposed Psychology courses which will be listed as requirements will continue to be offered and that we will allocate Course Access Specifications (CAS) to undergraduates who are enrolled in the Certificate program so as to ensure their access to the offerings.

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 that reads "Joel Goldberg".

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



Email:

From: Tim Moore

To: Susan Murtha

Subject: Certificate in Aging – supporting letter

Susan

I am writing to declare my support for the proposed Certificate in Aging under the auspices of the education arm of YUCARE (York University Center for Aging Research and Education). Within the next few years, it is estimated that seven million Canadians will be over the age of 65. Cognitive health is a significant issue facing this aging population. Building the capacity to meet these challenges is a pressing societal need. This certificate is timely and important and has my full support. There are a few courses that we offer that are of obvious relevance to the proposed certificate (e.g., GUPsy 3530 6.0 Human Neuropsychology). We can reserve some places in these courses for HH students when it is feasible to do so. . ... tm

Timothy E. Moore, PhD, C Psych  
Professor & Chair  
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Glendon College, York University  
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timmoore@glendon.yorku.ca <http://www.glendon.yorku.ca/psychology/>

EMAIL:

From: Philip Walsh

To: Susan Murtha

Cc: Amber Gazso

Subject: Re: Certificate in Aging from Faculty of Health

Dear Susan,

Thank you for following up with me on this.

Sorry for the delay in getting back to you, but I had to confer with our UPD about this (Prof. Amber Gazso, who I have copied on this message).

We would be happy to include Sociology of Aging in the course listing for the certificate. We offer the course in most years and we could certainly CAS the course to allow Health students to enrol.

Thanks to Suzanne for filling in the learning outcome details.

Best regards,

Philip

Philip Walsh

Associate Professor and Chair, Department of Sociology

## 2nd-Degree Entry and IEN BScN Programs: Change to Admission Requirements

	<b>Existing Admission Requirements</b>	<b>Proposed Admission Requirements</b> (Changes in bold)
<b>2nd Degree Entry BScN Program</b>	<p>A minimum of 60 credits at a recognized university, including the following prerequisites at the 1000 or above level with at least a B (6.0) in each course:</p> <ul style="list-style-type: none"> <li>○ 6 credits in psychology</li> <li>○ 6 credits in Human Anatomy and Physiology OR 3 credits in Human Anatomy and 3 credits in Human Physiology</li> <li>○ 3 credits in Statistics</li> <li>○ 3 credits in microbiology</li> <li>○ 3 credits in Philosophy 3 credits in Humanities</li> </ul> <p>9 credits at the 3000-level.</p> <p>A cumulative grade point average of at least a B (6.0) and a B+ (7.0) average in the last 30 credits.</p>	<p>A minimum of 60 credits at a recognized university, including the following prerequisites at the 1000 or above level with at least a B (6.0) in each course:</p> <ul style="list-style-type: none"> <li>○ 6 credits in psychology</li> <li>○ 6 credits in Human Anatomy and Physiology OR 3 credits in Human Anatomy and 3 credits in Human Physiology</li> <li>○ 3 credits in Statistics</li> <li>○ 3 credits in microbiology</li> <li>○ 3 credits in Philosophy 3 credits in Humanities</li> </ul> <p>9 credits at the 3000-level.</p> <p>A cumulative grade point average of at least a B (6.0) and a B+ (7.0) average in the last 30 credits. <b>Normally applicants' GPA will be weighted two-thirds in admission decisions.</b></p> <p><b>Completion of the Computer - based Assessment for Sampling Personal (CASPer) online interview. Normally the score on the CASPer assessment will be weighted one-third in admission decisions.</b></p>
<b>Internationally Educated Nurses BScN Program</b>	To be eligible for admission to this program applicants must:	To be eligible for admission to this program applicants must:



	<ul style="list-style-type: none"> <li>a) Be a licensed Registered Nurse in applicant’s home jurisdiction;</li> <li>b) Be a resident of Ontario (landed immigrant, Canadian citizen or convention refugee);</li> <li>c) Have their international education assessed by the College of Nurses of Ontario as “diploma equivalent.”</li> <li>d) Have obtained a minimum overall average of C+ in previous nursing studies.</li> <li>e) Proof of language proficiency for applicants who do not meet one of the following criteria:        -their first language is English; <b>or</b>        -they have completed at least 1 year of full-time study at an accredited university in a country (or institution) where English is the official language of instruction. Proficiency in English is demonstrated by a minimum TOEFL score of computer: 230, paper: 573, iBT: 88 or equivalent OR YELT Overall band: 1-4 OR IELTS 7.</li> </ul>	<ul style="list-style-type: none"> <li>a) Be a licensed Registered Nurse in applicant’s home jurisdiction;</li> <li>b) Be a resident of Ontario (landed immigrant, Canadian citizen or convention refugee);</li> <li>c) Have their international education assessed by the College of Nurses of Ontario as “diploma equivalent.”</li> <li>d) Have obtained a minimum overall average of C+ in previous nursing studies. <b>Normally applicants’ GPA will be weighted two-thirds in admission decisions.</b></li> <li>e) Proof of language proficiency for applicants who do not meet one of the following criteria:        -their first language is English; <b>or</b>        -they have completed at least 1 year of full-time study at an accredited university in a country (or institution) where English is the official language of instruction. Proficiency in English is demonstrated by a minimum TOEFL score of computer: 230, paper: 573, iBT: 88 or equivalent OR YELT Overall band: 1-4 OR IELTS 7.</li> <li>f) <b>Completion of the Computer - based Assessment for Sampling Personal (CASPer) online interview. Normally the score on the CASPer assessment will be weighted one-third in admission decisions.</b></li> </ul>
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**Rationale:**

**CASPer**, the **C**omputer-based **A**ssessment for **S**ampling **P**ersonal characteristics, is a web-based assessment of interpersonal skills and decision-making, to be completed at a computer by the applicant as part of the admissions process. Applicants are shown a number of scenarios and asked to respond to questions about the scenario.

Interpersonal skills and decision making are essential qualities of a professional nurse, yet nursing schools currently have no admission tools which assess these skills aside from resource intensive interview processes or written letters of application. With over 1000 applicants to the 2<sup>nd</sup>-Entry Program and over 500 applicants to the IEN program each year, instituting these kinds of supplementary admission procedures is not feasible. Admission to the 2nd-Entry and IEN programs is presently based solely on meeting academic prerequisites and the strength of a student's accumulated GPA. IEN applicants, in particular, present with a diverse set of international degrees and diplomas, which only partially capture the applicants' skills and abilities to practice as nurses in Canada. CASPer will allow for a fuller assessment of this cohort's proficiency in interpersonal skills and decision making abilities. Students need to have a minimum competency of language and comprehension skills to do well on CASPer.

**Historical Precedence:** CASPer has been used to screen medical school admissions since 2010, encompassing about 25,000 applicants (e.g., McMaster University); before its adoption, research had been conducted for several years. While initially intended for applicants to medicine, CASPer testing will be modified for nursing students with new scenarios developed each year. At this time there are no other computer-based testing assessments for admissions to nursing or medical schools available in Canada. As of this date, four Ontario Schools of Nursing have made initial steps towards adopting CASPer as part of their application process (i.e., Ottawa, McMaster, Trent and Ryerson).

**Research and Predictive Validity:** The predictive validity of CASPer at McMaster medical school is 0.3 - 0.5 - which is similar to the MCAT in predicting for cognitive outcomes on licensing exams. CASPer predicts for performance on the CLEO (Cultural, Communication, Legal, Ethical, and Organizational aspects of the practice of medicine) and PHELO (Population Health, and the Ethical, Legal, and Organizational aspects of medicine) sections of the medical national licensure exams. Performance on these sections of the licensure exam are then correlated to other positive results in practice such as likelihood of professional complaints and appropriate prescribing practices.

**Resource Requirements**

CASPer requires no additional faculty or staff input, since the assessment is entirely run off site, and evaluated by CASPer trained assessors. Cost to the student is \$50 per sitting plus an additional \$10 administrative fee for each School of Nursing to which the student subsequently applies. There are no financial implications for York University, as students complete the CASPer interview concurrently to applying for admission to nursing program through the normal OUAC process.

## **CASPer Fact Sheet (For Applicants)**

**CASPer**, the **C**omputer-based **A**ssessment for **S**ampling **P**ersonal characteristics, is a web-based assessment of interpersonal skills and decision-making. This assessment must now be completed at a computer by the applicant as part of the admissions process for Second Degree Nursing and Internationally Educated Nursing programs offered at York University. Through this evaluation applicants are shown a number of scenarios and asked to respond to questions about the scenario. We have included this assessment for admission to these programs because interpersonal skills and decision making are essential qualities needed of a professional nurse and the CASPer assessment is a proven tool for evaluating these skills. As always, it is our goal to admit and register the very "best fit" applicants to our professional nursing programs.

### **FAQs:**

#### **What is the cost to the applicant?**

The cost is \$50 for the test plus an additional \$10 administrative fee for each school of nursing to which the student applies.

#### **What is the process for taking the CASPer assessment? How and where do I register?**

Applicants are informed of the process, assessment procedures and dates concurrently to applying for admission to the nursing program through the normal OUAC process.

#### **When are the assessment/test dates?**

Test dates will occur in January each year. Applicants will be informed of the date, time and process for the assessment that they have been assigned to.

#### **What if I apply in late January or early February? Will there be later CASPer assessment/test dates?**

Yes, a later date will be available – actual date to be scheduled.

#### **Can I re-do the CASPer assessment/test if I feel I didn't do well?**

No. Applicants are permitted only one CASPer assessment per admission cycle.

#### **How quickly are applicant's results on the CASPer provided to the University Admissions Office after the assessment is completed?**

Results are typically provided to the Admissions Office within a month of completing the CASPer assessment. The University then requires additional time (to be finalized) to assess the full applicant file with the School of Nursing before admission decisions are made in (insert month or time frame – to be added).

#### **How is the CASPer assessment weighted versus the applicant's academic record in making admission decisions?**

The CASPer score will be weighted one-third to the applicant's academic record (GPA) two-thirds in the admissions assessment process.

## Proposal

### **Changing the BSc Honours Degree Program in Science to a Direct-Entry Option; and the Establishment of Admission Requirements to the Program**

#### **Background**

The BSc degree program in Science has existed in the Faculty of Science for many years. Its intention is to provide an avenue for students to customise their degree program rather than to meet the requirements as set out by a disciplinary major.

Currently BSc students may change their program to the Science major after completion of at least 24 credits. In consultation with an advisor (currently the Associate Dean Students) they are required to present a written rationale for their proposed program along with a set of courses that match their expressed objectives. Those objectives should not shadow a disciplinary major except for the omission of some small set of courses. Generally the expectation is that students have genuine multi-disciplinary interests in science, often expressed through some theme of study.

#### **Proposal**

- To change the Honours BSc degree program in Science to a direct-entry program;
- To establish the admission requirements for the direct-entry program

With the initiation of the AIF funded First year Integrated Science project we are seeking a way of admitting students who have demonstrated strong and broad multi-disciplinary interests in science. The First Year Integrated Science project

“... approaches teaching from an interdisciplinary stance combining knowledge from basic science disciplines in a cohesive manner. The approach essentially models how science happens – through questioning and integrating concepts across the disciplines. It challenges the idea often held by students that science is something to be memorized. Boundaries between disciplines are broken down by a pedagogy that includes team teaching by faculty from different disciplines, problem-based and reflective learning exercises driven by interdisciplinary issues, immediate application of foundational concepts in one discipline (e.g. mathematics) to problem solving in another, and so on.”

In other words the Integrated Science first year is not a new program, but rather a different way of teaching foundational science. Students are required to take the equivalent of first year biology, chemistry, physics and mathematics (calculus and proof-based thinking) through an integrated approach. Following first year, students who have taken the Integrated Science path will be expected to either create a customised study plan in order to remain in the Honours Science major, or to choose a disciplinary major where their future studies are defined by the major.

To admit students to this Integrated Science first year program the Faculty proposes to change the Honours Science program to a direct-entry one, allowing first year admission to it, as opposed to the current admission path after completion of at least 24 credits.

Specific admission requirements are therefore required for the direct-entry program; they are set out below. They reflect the broad engagement with science that admitted students are expected to demonstrate.

The Faculty of Science also has first year admission to the Undecided major program. This is not an appropriate admission vehicle for the Integrated Science first year since students should not be undecided. Students admitted to the Integrated Science first year should be committed to in-depth study of science from a multi-disciplinary perspective. The proposed admission requirements specified below reflect this and are considerably more demanding than the admission requirements to the Undecided Major option within the BSc program.

## **Admission Requirements**

### **A. Grade 12 (4U) Courses**

Completion of 6 grade 12 (4U) courses, including the following courses:

1. ENG4U English
2. MHF4U Advanced Functions
3. MCV4U Calculus and Vectors
4. Two of SCH4U Chemistry, SPH4U Physics, and SBI4U Biology\*

**Note:** If the student presents two 4U science courses then the third must have been passed at the 3U level.

### **B. Supplementary Application**

A supplementary application (completed via a web-based form) to assess applicants' depth of interest in, preparedness and suitability for the program.

The average required for admission will be computed over 6 4U courses comprised of the 5 specified above plus another with the highest mark. **\*Note:** if three 4U science courses are presented the two with highest grades will be included in the five courses specified above. The third 4U science course will be used as the 6<sup>th</sup> course for the average only if it is the highest grade amongst other 4U and 4M courses taken.

The supplementary application will allow prospective students to highlight their broad engagement with science, their plans for their future, and to explain any issues they may have had such as repeated courses. The intention is to allow the Faculty to make admission decisions confident that the students' interests and background fits the integrated design of this program, and that they will thrive in this new pedagogical approach. As experience is gained with the approach over the next few years the need for a supplementary application will be reviewed.

## **Admission Decisions**

The Faculty of Science will review the applications, including the supplemental application, and make conditional admission decisions on a time frame consistent with other institutions that require a supplementary application. For example, admission decisions to the McMaster iSc program are made in early May (see <https://www.science.mcmaster.ca/isci/prospective-students/supplementary-application>).



UNIVERSITÉ  
UNIVERSITY

OFFICE OF THE  
UNIVERSITY  
REGISTRAR

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Tel 416.736.2100  
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September 24, 2015

Carol Altilia  
4700 Keele Street  
Toronto, Ontario  
Canada M3J 1P3

To Academic Standards, Curriculum and Pedagogy Committee:

I am supportive of the proposed direct-entry option and the admission requirements for the Honours Integrated Science program as described in the proposal from the Faculty of Science.

With minor details to be addressed in collaboration with the Faculty, I confirm that the implementation of the proposed admission requirements have been reviewed and are within capacity.

Regards,

A handwritten signature in blue ink, appearing to read "Carol Altilia".

Carol Altilia  
University Registrar, York University  
Phone: 416.736.2100 ext. 70704

September 25, 2015

Academic Standards, Curriculum  
and Pedagogy Committee (ASCP)

**FACULTY OF SCIENCE**

Office of the Dean

**Re: Letter of Support – Integrated Science Proposal**


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TORONTO ON  
CANADA M3J 1P3  
T 416 736 5051  
F 416 736 5950  
rayjay@yorku.ca  
www.science.yorku.ca

It is my pleasure to support the proposal for direct admission to the Honours Science program, and the accompanying admission requirements.

This proposal provides a mechanism for the integrated science first year pedagogical approach to be clearly signalled as the application route for prospective students. Although we expect most students will choose a major more closely aligned with a discipline following the integrated science first year, the Honours Science program is nevertheless a natural fit for students with a broad, multi-disciplinary interest in science. Students wishing to continue on a customised multi-disciplinary path would remain in the Honours Science program.

The Faculty and Departments are aware of and committed to meeting the resource requirements of this innovative pedagogical approach to foundational year studies.

Sincerely,



Ray Jayawardhana  
Dean, Faculty of Science



<b>[PROPOSED SESSIONAL DATES]</b>	Summer 2016, Fall/Winter 2016-2017
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## Proposed Summer 2016

Following are the proposed Summer 2016 sessional dates:

Term	Start Date	End Date	Exam Start	Exam End	Notes
<b>SU</b>	May 9, 2016	August 5, 2016	August 8, 2016	August 17, 2016	See note 1
<b>S1</b>	May 9, 2016	June 20, 2016	June 22, 2016	June 24, 2016	
<b>S2</b>	June 21, 2016	August 5, 2016	August 8, 2016	August 17, 2016	See note 1
<b>S3</b>	May 9, 2016	July 15, 2016	N/A	N/A	In class exams
<b>D2</b>	July 4, 2016	July 29, 2016	N/A	N/A	In class exams
<b>I1</b>	May 9, 2016	May 30, 2016	N/A	N/A	In class exams
<b>I2</b>	May 31, 2016	June 20, 2016	N/A	N/A	In class exams
<b>I3</b>	June 21, 2016	July 15, 2016	N/A	N/A	In class exams
<b>J1</b>	May 9, 2016	June 6, 2016	N/A	N/A	In class exams
<b>J2</b>	June 7, 2016	July 8, 2016	N/A	N/A	In class exams
<b>J3</b>	June 7, 2016	July 22, 2016	N/A	N/A	In class exams

Notes:

1. Due to the impact of both Victoria Day and the Civic Holiday on the Monday meeting schedule, final Monday classes for these periods will be held on **Tuesday, August 2**
2. All period codes comply with the standard number of meeting weeks required
3. Study days for SU, S2: August 3, 4, 6, 7; Study Day S1: June 21

## Fall/Winter 2016-2017

The following proposed Fall/Winter 2016-2017 sessional dates have been developed reflecting the sessional dates policy.

<b>Fall Term</b>	
Labour Day	Monday, September 5, 2016
Orientation Activities	Tuesday September 6 and Wednesday September 7, 2016
Fall First Day of Classes	Thursday, September 8, 2016
Thanksgiving	Monday, October 10, 2016
Fall Reading Days	Thursday October 27, 2016 to Sunday, October 30, 2016 <sup>1</sup>
Fall Last Day of Classes	Monday, December 5, 2016
Study Day	Tuesday, December 6, 2016
Fall Exam Start Date	Wednesday, December 7, 2016
Fall Exam End Date	Wednesday, December 21, 2016
Fall Exam Reserve Day	Thursday, December 22, 2016 <sup>2</sup>
<b>Winter Term</b>	
New Year's Day	Sunday, January 1, 2017
Winter First Day of Class	Thursday, January 5, 2017 <sup>3</sup>
Family Day	Monday, February 20, 2017



Winter Reading Week	Saturday, February 18, 2017 to Friday, February 24, 2017 <sup>1</sup>
Winter Last Day of Class	Wednesday, April 5, 2017
Winter Study Day	Thursday, April 6, 2017
Winter Exam Start Date	Friday, April 7, 2017
Good Friday/Easter Sunday	April 14, 2017 and April 16, 2017 <sup>4</sup>
Winter Exam End Date	Sunday, April 23, 2017
Winter Exam Reserve Date	Monday, April 24, 2017 <sup>2</sup>

## Notes:

1. Reading breaks incorporate Saturday and Sunday classes where feasible
2. Reserve dates are not used in the preliminary scheduling of exams. They are reserved in the event of disruption or for last minute, unplanned additions to the exam schedule.
3. A Thursday start is proposed for winter session to provide a few days for students and staff to prepare for winter start
4. Exams will not be held on Good Friday or Easter Sunday during April final exam period. The community will be reminded of the religious accommodation guidelines.



# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of October 22, 2015

The Academic Policy, Planning and Research Committee met on September 24 and October 15, 2015 and makes this report to Senate for action and information.

### FOR INFORMATION

#### 1. Towards University Academic Plan 2015-2020: Senate Consultation

Senators will know that the process leading to approval of the next version of the University Academic Plan is now underway. It is crucial that Senate have an opportunity to express itself before consultations widen and deepen. At the Senate meeting of October 22, APPRC looks to Senate for responses to five questions that have also been posed of Faculty Councils and Senate committees.

#### Setting the Stage

The overarching themes of the current University Academic Plan are

- academic quality
- student success
- engagement and outreach

We take it as axiomatic that these themes will remain central to academic planning, and that the goal of ensuring York is recognized for its excellence and global leadership in the nexus of research, teaching and learning will continue to infuse our plans and drive our efforts. The questions are designed to solicit views on contexts, priorities and objectives, and the structure and thrust of the next UAP. APPRC also welcomes advice on any other aspect of the document.

#### Preparing for the Discussion

A UAP 2015-2020 Website has been created to provide you with background material as you prepare a response. The documents listed below are particularly helpful as a collective expression of the vision for York as a comprehensive, research intensive university committed to excellence, student success, outreach and partnership.

- UAP 2010-2015
- UAP 2010-2015 Summative Report on Objectives
- Suggestions from the Deans, Principal and University Librarian

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

- Provostial White Paper
- Institutional Integrated Resource Plan
- Strategic Research Plan
- Strategic Mandate Agreement

These documents are housed on the APPRC pages under current initiatives / UAP 2015-2020 at

<http://secretariat.info.yorku.ca/senate/academic-policy-planning-and-research-committee/university-academic-plan-2015-2020-uap/>

### Questions for Discussion at the Meeting

1. What sets York apart from other universities and how is this advantageous?
2. What should be York's academic priorities for the next five years? Please rank your priorities if possible.
3. What are the most pressing challenges facing York now and in the next five years that should be addressed in the next UAP?
4. What are the most compelling opportunities for York now and in the next five years?
5. Do you have any other advice about the University Academic Plan 2015-2020 in terms of its organization and structure, specificity of objectives, indicators of progress and the like?

Senators may share their views on a form designed to elicit feedback.

### 2. University Academic Plan 2015-2020 Timelines

#### 2015

- |            |   |
|------------|---|
| October 7  | Consultations Launched with Questions for Faculty Councils, <sup>1</sup> Senate Committee |
| October 15 | APPRC review of UAP and other documents   |
| October 22 | Consultation questions discussed at Senate  |

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<sup>1</sup> Questions will be discussed in Faculty Councils or by their committees. One Faculty Council is conducting a survey of all members.

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

Late October	Preliminary input from IIRP Working Groups (ongoing)
October 29	APPRC review of input from Senate meeting
November 9 submitted	Due date for submissions by Councils, Senate committees (some will be November 13)
November 12	APPRC review of Council, Senate Committee responses
November 15	Community survey – faculty members, students, staff and alumni
November 26	APPRC Technical Sub-Committee prepares draft
December 3	APPRC finalizes draft document for wider community consultation
December 10	Open forum on draft UAP

### 2016

January 14	APPRC reflections on the open forum discussion / agreement on revised draft UAP
January 28	Draft UAP for discussion at Senate
February 4 UAP	APPRC reflections on Senate discussion / agreement on final version of UAP
February 25	UAP submitted for Senate approval

### 3. Welcome to New Members

APPRC is pleased to welcome its newest members Laura Armenio (BA candidate, LA&PS), Nashwa Khan (MES Candidate, FGS) and Janet Walker (Osgoode). Professor Walker, who was a member of the Committee from July 2012 to June 2015 has been nominated for a one-year term, and we appreciate her willingness to continue her membership while Osgoode seeks a new member beginning in 2016.

### 4. Priorities for 2015-2016

The Committee has advised Senate Executive of its priorities for 2015-2016.

Rebecca Pillai Riddell, Chair