

York University Senate

Notice of Meeting

Thursday, November 26, 2015 at 3:00 pm

Senate Chamber, N940 Ross Building

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M. Armstrong, Secretary

The Senate of York University – Minutes

Meeting: Thursday, October 22, 2015, 3:00 pm
 Senate Chamber, N940 Ross

G. Comninel (Chair)	C. Heidari	A. Pitt
L. Beagrie (Chair-Chair)	C. Heron	J. Podur
M. Armstrong (Secretary)	R. Hornsey	R. Robski
H. Ahmed	M. Jacobs	K. Rogers
C. Altilia	R. Jayawardhana	T. Salisbury
J. Amanatides	J. Jeffrey	V. Saridakis
M. Annisette	M. Karakul	L. Sergio
C. Ardern	R. Karambayya	M. Shoukri
L. Armenio	M. Khalidi	J. Simeon
A. Belcastro	S. Khayambashi	H. Skinner
M. Biehl	D. Khayatt	L. Sloniowski
K. Birch	R. Lee	D. Steinfeld
K. Bird	R. Lenton	N. Sturgeon
G. Brewer	D. Leyton-Brown	C. Till
H. Campbell	L. Lum	G. Turlakis
A. Davis	M. Macaulay	P. Tsasis
R. De Costa	M. McCall	S. Tufts
P. Delaney	J. McMurty	F. van Breugel
M. Derayeh	J. Michaud	E. van Rensburg
A. Dhir	S. Mitra	G. Vanstone
I. Ferrara	L. Molot	P. Walsh
H. Fisher	K. Mridul	S. Wang
J. Garrido	A. Mukherjee-Reed	J. Warren
J. Goldberg	D. Mutimer	R. Wellen
D. Golemi-Kotra	R. Mykitiuk	L. Wright
A. Golijanin	J. O'Hagan	H. Wu
R. Grinspun	R. Owston	R. Zeidenberg
E. Gutterman	S. Pagiatakis	Q. Zha
R. Haché	S. Paradis	
M. Hamadeh	A. Perry	
D. Hastie	B. Pilkington	

1. Chair's Remarks

The Chair of Senate, Professor George Comninel, thanked Senators for attending Autumn Convocation ceremonies. With the Equity Sub-Committee poised to consider the question of how aspects of mental health and well-being should be taken up by Senate, the Chair drew attention to an October 29 talk by Drew Dudley followed by an open forum. He advised that the Secretariat will establish a second listserv for Senators to exchange substantive views and Senators were reminded of the protocols for communicating business to Senate and its committees.

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2. Minutes of the Meeting of September 24, 2015

With the addition of three Senators to the list of those in attendance, it was moved, seconded and *carried* “that the minutes of the meeting of September 24, 2015 be approved.”

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

- a. Senators on the Board of Governors re: Synopsis of the Board Meeting of October 2015

Professor Leyton-Brown presented a synopsis of the October 2015 meeting of the Board.

- b. Academic Colleague to the Council of Ontario Universities President’s Items re: COU Update

Professor George Turlakis, Academic Colleague to the Council of Ontario Universities, shared the COU Issues Update for October. In doing so he reported on discussions about experiential education involving colleagues and executive heads, and advised that university presidents have corresponded with the Minister of Training, Colleges and Universities, and Research and Innovation on the postsecondary funding formula review. Dr Shoukri agreed that the communication will be shared with Senate if and when it becomes publically available.

5. President’s Items

The President, Dr Mamdouh Shoukri, commented on Council of Ontario Universities matters, including the development of a common position on the funding formula review led by Suzanne Herbert. He urged Senators to nominate worthy individuals for honorary degrees, especially women candidates. A number of York alumni have been elected to the House of Commons, and there is optimism that universities will benefit from the new Liberal government’s promise to invest in infrastructure and innovation.

In response to an open letter that was circulated to Senators, the President, Provost and Vice-President Finance and Administration commented on Keele campus facilities, including the future of the bookstore, use of the York Room for dissertation defences, and the possibility of a revived Faculty Club.

The President’s monthly “Kudos Report” can be accessed from the agenda package.

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Committee Reports

6. Executive Committee

a. Senate Nominees for the Presidential Search Committee

The Executive Committee presented a slate of candidates for inclusion on a ballot to determine Senate's nominees to the Presidential Search Committee. Prospective faculty member and student candidates had been identified by means of a canvas. The Student Senator Caucus vetted candidates before recommending individuals. Senate Executive confirmed that all of the candidates familiarized themselves with the applicable documents and criteria, including availability for the duration of a process expected to continue into 2017. No potential candidate had been ruled out as a result of the vetting process, but some students may not proceed to the ballot stage if they are unable to positively confirm their enrolment status in 2016-2017.

It was moved, seconded and carried "that nominations be closed."

The Vice-Chair announced that an e-vote would begin the week of October 26 and confirmed that Senators may vote for candidates in all six categories. Nominees will be invited to provide a profile of no more than 100 words as an aid to the voting process.

b. Information Items

Senate Executive informed Senators of the following:

- its approval of committee members nominated by Faculty Councils and student Senators
- a review of changes to the Membership and Structure, Rules and Procedures of the Faculty of Graduate Studies Council which resulted in agreement that they were consistent with the principles of collegial governance and practices elsewhere at the University
- priorities for 2015-2016 established by APPRC, ASCP and Senate Executive itself

7. Academic Standards, Curriculum and Pedagogy

a. Establishment of a Cross-Disciplinary Certificate in Aging, Faculty of Health

It was moved, seconded and carried "**that Senate approve the establishment of a Cross-Disciplinary Certificate in Aging, housed within the Office of the Dean, Faculty of Health, effective Fall-Winter 2016-2017.**"

b. Changes to Admission Requirements for the Second-Degree Entry BScN and Internationally Educated Nurses BScN Programs, School of Nursing, Faculty of Health

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It was moved, seconded and carried “**that the admission requirements for the Second-Degree Entry and the Internationally Educated Nurses BScN programs be revised to add the following requirements, effective Fall-Winter 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.”**

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

It was moved, seconded and *carried* “**that Senate approve the following changes pertaining to the Honours BSc Program in Science, Faculty of Science, effective Fall-Winter 2016-2017:**

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

- d. Consent Agenda Item: Change to Degree Requirements for the PhD Program in Mathematics & Statistics • Graduate Program in Mathematics & Statistics • Faculty of Graduate Studies

Senate approved by consent changes to degree requirements for the PhD Program in Mathematics and Statistics, Graduate Program in Mathematics and Statistics, Faculty of Graduate Studies.

- e. Information Items

Academic Standards, Curriculum and Pedagogy reported that it had reviewed sessional dates for Summer 2016 and Fall-Winter 2016-2017 terms (posted online with the agenda package) and determined that they were in accordance with the Senate Policy on Sessional Dates and the Scheduling of Examinations. The Committee will take up a request from Senate Executive that it reflect on the impact of changes to the length of Fall Reading Days and advise if the allocation. ASCP also reported that it had approved proposals to effect the following minor changes:

- degree requirements for the MA Program in Mathematics & Statistics
- PhD and Master’s Thesis and Dissertation Supervisory Committee Guidelines

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- degree requirements for the BA Programs in Gender & Women’s Studies
- degree requirements for the BA Programs in Sexuality Studies

8. Academic Policy, Planning and Research

a. University Academic Plan Consultations

The Academic Policy, Planning and Research Committee posed a series of questions of Senators to inform the development of the next University Academic Plan and help guide wider community consultations leading to Senate approval in the winter of 2016. Input obtained from Senators during the meeting was provided to APPRC in the form of a detailed summary of the discussion was provided to APPRC and posted on the dedicated UAP renewal Website.

The Committee was asked to share submissions gathered during the consultation process and to seek the consent of correspondents.

APPRC also provided Senate with timelines for the UAP renewal process.

9. Other Business

There being no further business, Senate *adjourned*.

G. Comninel, Chair _____

M. Armstrong, Secretary _____

OCTOBER - NOVEMBER

Osgoode Hall Law School and the University of Aruba have entered into a partnership. Aruba is Osgoode's first and only Caribbean exchange partner.

Fifty-nine students in the Dadaab refugee camps in Kenya each received a York University Certificate of Completion in Educational Studies on Thursday, October 15 during the fall convocation ceremonies. The students are the first graduates of a unique program designed to take postsecondary education to where refugees live.

Professor Norio Ota, coordinator of the Japanese Studies Program, Department of Languages, Literatures and Linguistics, has been awarded a commendation from Japan's Minister for Foreign Affairs.



Samara Thompson, a faculty member who teaches dance in the School of Kinesiology & Health Science, has just been appointed chair of the board at Dance Ontario.

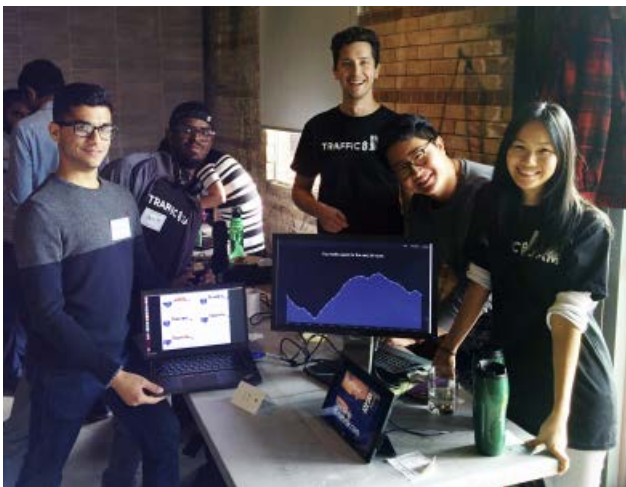


A recent graduate of the York University/Sheridan College joint program in Design, Joyce Dang (BDes '15), won the Adobe Design Achievement Awards (ADAA) prize for packaging. This is the fifth time in six years that a student from YSDN has captured top honours in this category.

Design Professor Paul Sych was named one of the 'Ten Masters of Typography' in the world by *Graphis*, a premiere international design journal.

Founders College is celebrating its 50th anniversary this year. The College, which was inaugurated on Oct. 15, 1965 as the first of its kind on Keele Campus, hosted a variety of events to mark the anniversary, including a roundtable and gala dinner.

PhD Psychology student Tim Leonard placed second for his Toronto traffic solution in TrafficJam, a 48-hour hackathon that saw 150 participants in more than 20 teams desiging to help solve Toronto's traffic problems.



The Honourable David Collenette, Glendon graduate and recent York honorary degree recipient, has been appointed by the government of Ontario as a special advisor to assist the province in bringing high-speed rail to the Windsor, London, Kitchener-Waterloo, and Toronto corridor.

Professor Emeritus of History Richard Hoffmann was awarded the Margaret Wade Labarge Prize by the Canadian Society of Medievalists for his book *An Environmental History of Medieval Europe*.

The Royal Society of Canada (RSC) has named three York professors to the College of New Scholars, Artists & Scientists:

- Mark Jurdjevic, professor of history at Glendon
- Kristin Andrews, professor of philosophy
- Fuyuki Kurasawa, professor of sociology



Film grad and AMPD benefactor Ivan Fecan was honoured with a Board of Directors' Tribute at the 2016 Canadian Screen Awards.

Amro Zayed, a biology professor and researcher in the Faculty of Science, and Leonard Foster, a professor of biochemistry and molecular biology at the University of British Columbia, have been awarded \$7.3 million in joint government-industry funding for a project they are leading to protect Canada's honeybees by developing a winter-hardy, disease-resistant breed. The project is being funded through Genome Canada's 2014 Large-Scale Applied Research Project Competition.

Seventeen individuals with connections to York have been elected to serve in Canada's next government. Alumnus Navdeep Bains (BAS '99) has been appointed Minister of Innovation, Science and Economic Development in the new federal cabinet. Honorary degree recipient Marc Garneau (DSc. [Hons.] '02) has been named Minister of Transport, and Osgoode adjunct professor Marco Mendicino has been elected as an MP for Eglinton-Lawrence. Other York alumni who have been elected as members of parliament include:

- Joe Peschisolido (LLB '89)
- Kamalpreet (Kamal) Khera (BScN '13)
- Rajvinder Grewal (MBA '10, JD '13)
- Lisa Raitt (LLB '96)
- Iqra Khalid (BA '07)
- Sven Spengemann (LLB '98)
- Majid Jowhari (MBA '92)
- Gary Anandasangaree (LLB '05)
- Ali Ehassi (LLB '99)
- Ahmed Hussen (BA '02)
- Omar Alhabra (MBA '00)
- Anita Vandenberg (MA '95)
- Mike Bassio (BA '89)
- Peter Van Loan (LLB '97)

Physics Professor Sampa Bhadra and her group are on the Tokai to Kamioka (T2K) team that received the 2016 Breakthrough Prize in Fundamental Physics on November 8. The prize is for "the fundamental discovery of neutrino oscillations, revealing a new frontier beyond, and possibly far beyond, the standard model of particle physics."

Six Vanier Canada Graduate Scholarships were awarded to York's PhD students. The results represent the University's highest-ever number of recipients, doubling the previous mark from last year's competition. The scholarships provide doctoral students \$50,000 annually for up to three years to support their work.

Alumnus Victor Phillip Dahdaleh, a Canadian business magnate based in the United Kingdom, has made a transformational donation of \$20 million for the expansion of the University's global health initiatives. The announcement was made October 27 during a reception at the High Commission of Canada in the United Kingdom.



Chemistry Professor Demian Ifa was awarded the Petro-Canada Young Innovator Award, which recognizes full-time faculty at the beginning of their academic careers.

The York Entrepreneurship Development Institute (YEDI) was ranked the number one university-linked accelerator in Ontario and in the top three in North America at the UBI Global and Ontario Centres of Excellence benchmarking conference and awards ceremony.

York Lions Men's Soccer team won its third straight Ontario University Athletics banner with a 2-1 victory over the McMaster Marauders in the championship final on Sunday, November 8. The Lions went on to defend their 2014 CIS Championship title by winning the Sam Davidson Memorial Trophy for the second consecutive year after a 2-0 victory over the University of New Brunswick Varsity Reds in the final match of the 2015 CIS men's soccer national championship at York Stadium on November 15. The win gives the Lions their fifth CIS title in program history (also 2014, 2010, 2008 and 1977) and marks the first time they have won back-to-back championships. It is also their first banner won at home.



A total of five graduate students were named recipients of the Joseph-Armand Bombardier CGS Doctoral Scholarship and Joseph-Armand Bombardier CGS Master's Scholarships, with the distinction of Canada Graduate Scholarship (CGS) to honour Nelson Mandela. Candidates selected are among the highest-ranked CGS award winners:

- Sabrina Paillé, sociology
- Vanessa Tomasino Rodriguez, political science
- Yolanda Weima, geography
- Kayla Hamel, psychology
- Nadine Martin, social anthropology

LA&PS Professor Susan McGrath and Faculty of Education Professor Stephen Gaetz are recipients of SSHRC's prestigious Impact Awards, announced Nov. 16 at a special reception in Ottawa. McGrath and Gaetz earned two of the five awards granted nationally.



Distinguished Research Professor Deborah Britzman has received the 2015 Hans W. Loewald Memorial Award from the International Forum for Psychoanalytic Education, in honour of her "international stature for original and outstanding contributions to the development of psycho-analytic theory, practice and application."

At the 2015 Bryden Alumni Awards event on November 19, four outstanding York alumni were honoured:

- Bruce Lourie – Outstanding Achievement
- Doug Bergeron – Outstanding Contribution
- Gail McVey – Tentanda Via
- Michael Prosserman – One to Watch



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of November 26, 2015

The Academic Policy, Planning and Research Committee met on November 5, November 12 and November 19, 2015 and submits the following report to Senate for action and information.

FOR ACTION

1. Chartering of the Global Health Research Institute at York University

Academic Policy, Planning and Research recommends

that Senate charter a Global Health Research Institute at York University for a term beginning January 1, 2016 and ending June 30, 2021.¹

APPRC's motion is based on a positive endorsement by its Sub-Committee on Organized Research Units of the Vice-President Research and Innovation's recommendation to charter the Global Health Research Institute at York University.

Members of the Sub-Committee were unanimous in expressing satisfaction that the application reflects:

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

¹ Documentation in support of the chartering applications is extensive. The "terms and expectations" agreement is attached as an appendix." Other documentation – the full application, letters of support and supplementary information) are available in hard copy at the University Secretariat and may be reviewed by Senators on request. The terms and expectations agreements are especially helpful as they have been designed to capture the main elements of applications and provide Senate with a full sense of the vision, value, make-up, mandate, aspirations, and range of support behind applications. As is required by the Senate Policy on Organized Research Units and its associated guidelines and procedures, members of APPRC and its Sub-Committee on ORUs absented themselves from all decision-making processes when proposals for ORUs to which they would belong were under consideration.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

There is no overlap with the mandates of other ORUs at York. An ORU in this domain fits well with the goals of the University Academic Plan and the Faculty of Health's own priorities.

In the course of deliberations both the Sub-Committee and APPRC worked with proponents to clarify aspects of the proposal with special regard to the scope and scale of the mandate, academic resources, the relationship between structures described by proponents, and distinctiveness.

The University has received a generous donation to support Global Health, a priority for the Faculty of Health as attested to by the undergraduate programs approved by Senate in February 2013 (BA and BSc Programs) and February 2015 (Honours Minor Option for the BA and BSc). Graduate programs are in development. The donation will be leveraged in a variety of ways -- wholly defined by York -- notably the recruitment and appointment of the GHRI Director, who is expected to be an international leader in Global Health research, along with direct support for two York Research Chairs in Global Health (which will be established in conformity with normal approvals processes). Funding will also be available for student scholarships and related research initiatives. The Sub-Committee suggested that consideration be given now to evolving staff placements commensurate with the ambitious plans for the ORU. Proponents agreed, and have built additional support into their forward budget plan as funding grows.

Several aspects of GHRI distinguish it from other North American and international ORUs. Proponents stress an emphasis on collaboration (as express in a *Social Innovation Think Tank*), a program of leadership development to support global health partners and assist them in developing social innovations, and a focus on equity. Regarding equity as a defining element, the proposal states that social justice and equity are foundational elements of the definition of global health as well as instrumental to GHRI's mandate. In recording her support, the Dean of the Faculty of Liberal Arts and Professional Studies extolled the strong interdisciplinary underpinnings of the GHRI (reflected in the membership of the Executive, which will have scholars from multiple Faculties and disciplines) and its desire to develop "innovative approaches to the study and support of eradicating the unequal distribution of health in international contexts." A strong motivation for developing partnerships with researchers in developing countries is to respect the tenet "nothing about us without us"..."a contextual understanding is the first step in developing global health research that our partners will help us to attain and ensure the research and social innovations generated support social justice and equity." In response to an APPRC member's comment about the apparent absence of a political economy dimension, the charter now contains this passage

Researchers...will critically analyse the political economy of global health to support our understanding of how global governance structures emerged and function. The research will involve clarifying the influence of political economic factors on various actors' roles and investigating the

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

laws, policies and programs affecting people across vulnerable jurisdictions to assess the extent to which they meet UN standards based on conventions of human rights. The goal of this research is to advance innovative evidence-based governance approaches that global organizations and networks could pursue to address the inadequacies.

Despite these unique characteristics, planned partnerships include positive working relationships with extant ORUs both here at York (such as Muscle Health Research Centre (MHRC) and the York Institute for Health Research (YIHR)). The Director of a University of Calgary program notes that the Global Health Program there along with “many universities across the country will be looking forward to having our national capacity built through the new Institute for Global Health Research and Innovation.” Reinforcing GHRI’s globe-spanning aspirations is an advisory board that will include internationally-recognized experts such as Professor Julio Frenk (former Dean of Harvard’s School of Public Health, former Minister of Health in Mexico) and a growing roster of other leading scholars. GHRI is also expected to incubate and sustain a number of constituent outreach initiatives, including the think tank that will be the hub of a virtual network of scholars and community-based leaders. Linkages will be made with similar networks such as Southern Voice (whose director is based in Bangladesh) and the Latin American Network for Research and Public Policy. It might be noted that select international Social Innovation Think Tank members will be invited to engage with the Global Health Initiative for one term as Community Leaders in Residence.

APPRC is pleased to recommend the granting of a charter to a worthy addition to York’s impressive assembly of ORUs.

Documentation is attached as Appendix A

FOR INFORMATION

2. Towards University Academic Plan 2015-2020

As of November 20, APPRC had received submissions from most Faculty Councils and was poised to review the results of a community survey in which there were more than 500 respondents. The survey and other input received during the recent consultation phase of the UAP renewal process will inform a discussion paper which will help animate discussion at a special forum on the next University Academic Plan at 9:00 a.m. on Thursday, December 10 in Founders Assembly Hall. An invitation will be forwarded in the near future.

APPRC has agreed to a request made at Senate that it make available the documents it has received during consultations. Senate Committees, Faculty Councils and the Libraries have been notified of this agreement. Survey respondents will be anonymous,

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

and individuals or collegial bodies making direct submissions will be afforded an opportunity to keep their identity confidential.

3. Autumn Reports of the Provost and Vice-President Finance and Administration

Provost Lenton and Vice-President Brewer reported to APPRC on November 19 in advance of their customary autumn updates for Senate. Their report covers Markham campus planning about which Senators have expressed a keen interest. It is a priority for APPRC in 2015-2016 to facilitate Senate awareness and discussion of academic planning for Markham, and this will be one in a series of regular opportunities of this kind. There will also be updates on implementation of the SHARP budget model, the overall budget, and other initiatives of relevance to academic planning. Documentation will be posted in advance of the Senate meeting.

4. Welcome to New Member

APPRC is pleased to welcome its newest member, Professor Kean Birch of the Faculty of Liberal Arts and Professional Studies.

Rebecca Pillai Riddell, Chair

Terms and Expectations Global Health Research Institute (GHRI): 2016-2021 Charter

1. Mandate

The Global Health Research Institute (GHRI) will be a catalyst for global health research that fosters social innovation. It will create a platform for international dialogue and collaboration to conduct research that addresses global public health themes of: a) global health policy, management & systems, b) global health promotion & disease prevention, c) global eHealth, d) global disability & human rights, e) global mental health, f) global health & the environment and g) integrative health (complementary and alternative medicine).

2. Lead Faculty

Faculty of Health (Sponsoring)

3. Participating Faculties

- Faculty of Environmental Studies (Participating)
- Faculty of Liberal Arts & Professional Studies (Participating)

4. Board

- Vice-President, Research & Innovation, CHAIR
- Dean, Faculty of Health
- Dean or designate, Faculty of Environmental Studies
- Representative, York University Knowledge Mobilization
- Associate Dean, Faculty of Liberal Arts & Professional Studies
- Director, York Institute for Health Research
- Associate Dean, Community and Global, Faculty of Health
- Canada Research Chair in Global Governance and Social Innovation, Faculty of Health
- Director, Global Health Research Institute

5. Advisory Body

The proposed membership for the Advisory Body includes:

- Alex Jadad, University of Toronto
- Ron Labonte, University of Ottawa
- Jennifer Hatfield, University of Calgary
- Vic Neufeld, McMaster University
- Karen Morrison, University of Guelph
- International Development Research Center (IDRC) representative
- Jennifer Corriero, TakingITGlobal

6. Objectives and Expectations for 2016-21

6.1 GOVERNANCE

The GHRI will be run by an Executive Committee chaired by the Director, whose members will offer representation from the Faculty of Health and collaborating Faculties across York University. As the Director will contribute her or his insights to ensure a responsive structure, the final parameters will be determined when the Director is in place.

Director: The Institute will be led by an internationally recognized Director with a primary academic tenure stream appointment in one of the Faculty of Health's Schools/Department. This recruitment will be initiated in January 2016 with a 5 year appointment term beginning July 1, 2016 as the Institute is established.

Executive Committee: This committee will be chaired by the Director and initially includes the a) Associate Dean, Community and Global Health, Faculty of Health; b) the Global Health BA/BSc Program Director, School of Nursing; c) the Canada Research Chair in Global Governance and Social Innovation, School of Health Policy & Management, d) a Professor of Geography from LA&PS, e) a faculty member from Environmental Studies and f) others that will be determined as the Institute is established.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

York University has received a \$20 million donation from a private donor, Victor Dahdaleh to support Faculty of Health's *Global Health Education and Research Initiative* including its sponsorship of the Global Health Research Institute. Specifically, a portion of this donation will be used to support and enhance the work of the GHRI through the appointment of several Academic and Community Leaders:

- *A Senior Chair in Global Health and Director of the Institute of Global Health*, endowed with \$4 million and supported with additional funding from York University. Standard academic hiring processes will be followed to appoint the Director.
- *2 Global Health York Research Chairs (YRC)*, drawing on the expendable fund of \$3 million: A co-investment with the University to attract, retain and support academic leaders in Global Health. The YRCs are approved by VPRI.
- *2 Community Action Leaders in Residence per year* funded through an expendable fund of \$1 million: Leaders in residence will engage with and mentor students, support research and help build the network of Global Partners in the Institute. The Leaders in Residence would be approved by the Board.

Each of these positions and appointments will be in a School/Department of the Faculty of Health and subject to Senate and Board approval.

This funding will also be leveraged to attain additional public and private funds by creating momentum in the area of global health research to increase the competitiveness of our faculty members in future funding opportunities. For example, the research would be

attractive to funders beyond the Tri-council such as Grand Challenges Canada, the Global Alliance for Chronic Disease, the IDRC and the Bill and Melinda Gates Foundation. Expertise and familiarity with international funders will be honed to support faculty members seeking funding from these research sources. Additional potential revenue would be attained from the overhead on contracts, events and cost recoveries on grants.

6.3 STRATEGIC RESEARCH DEVELOPMENT

Two themes distinguish the GHRI from centres in other universities: 1) an emphasis on collaboration through the *Social Innovation Think Tank*, and 2) a program of leadership development to support global health partners and assist them in developing social innovations.

Our aspiration is to be a leading international Global Health Research Institute that reflects the major donation received, and on which it will build. The research clusters and foci proposed for the GHRI to build on those of the Global Health BA/BSc and graduate programs (Health Policy and Equity, Critical Disability Studies for example). These themes are intentionally inclusive to position the GHRI as a research engine similar to the leading international Global Health Research Institutes with associated donations. At the same time, several GHRI themes are distinct: *global governance* (only in the University of Ottawa); *global eHealth* (only in the University of Toronto), *global disability and human rights*, *global health and the environment*, and *global human resources for health* are distinct in the Canadian context.

Global health governance: encompasses *global health policy, management & systems*, and involves an interdisciplinary lens that melds the areas of international relations and social policy. It involves questioning how current national and global structures have produced so much inequality with the potential to make the case for reform. As adverse health conditions are often the direct or indirect result of local and international political decision, two questions arise: How can global and local institutions collaborate to foster transformation by identifying common goals and building partnerships (with government, non-governmental and private organizations) to support research and action to address these concerns? How can we ensure that global systems of governance that seek social innovation incorporate the goals of social justice, equitable representation, collaboration and accountability within them? Researchers engaged in this area will critically analyse the ***political economy of global health*** to support our understanding of how global governance structures emerged and function. The research will involve clarifying the influence of political economic factors on various actors' roles and investigating the laws, policies and programs affecting people across vulnerable jurisdictions to assess the extent to which they meet UN standards based on conventions of human rights. The goal of this research is to advance innovative evidence-

based governance approaches that global organizations and networks could pursue to address the inadequacies.

Global health promotion & disease prevention addresses communicable and non-communicable diseases that are leading causes of death and disability. Developing an understanding of the determinants of health and addressing structural issues such as social justice including poverty and limited access to employment to support health. It involves working with local communities to study and understand threats to health and leveraging public policies, laws, regulations and resources through public, nonprofit and for-profit organizations in order to support health promotion and disease prevention. It also includes research on the epidemiology of non-communicable diseases.

Global eHealth involves the application of electronic processes and communication to support health promotion, prevention and healthcare in diverse contexts. It encompasses the field of health informatics including electronic and digital processes that promote health and support healthcare and can include health applications on mobile phones referred to as mHealth. Recent Federal Development Agency (FedDev) funding was attained by Dean Harvey Skinner in the Faculty of Health (\$15.5m, \$22m private sector) to advance innovations in eHealth including a Connected Health and Wellness and health coach program to prevent chronic diseases such as diabetes through collaboration with healthcare institutions in India.

Global disability & human rights involves upholding the UN's Convention on the Rights of Persons with Disabilities including the development of international standards on human rights monitoring systems for persons with disabilities. Distinguished Research Professor Marcia Rioux is working with the UN to support its Sustainable Development Goals.

Global health & the environment is guided by social justice through an *ecosystem* approach in which improvements in health are linked to the environmental context, and embodies a transdisciplinary and participatory framework that entails systems thinking. Professor Martin Bunch's research the environment and health and Professor Peter Tsasis' research on interprofessional interactions to support coordination of health care address this theme.

Global mental health is recognized as an area of pressing research need, as developing countries often have inadequate resources to address it and stigma disempowers those affected by it. A priority is thus placed on improving and achieving equity in mental health worldwide. Professor Michaela Hynie is engaged in research that addresses maternal depression in Rwanda using a social determinants of health framework.

Global human resources for health seeks solutions to the crisis in health human resources emerging particularly as populations age. Prof. Tamara Daly's research lies at the intersection between formal and informal care work and postdoctoral fellow Georges Danhoundo's research explores supports for midwives in preventing malaria in pregnant women and

infants in Benin.

Integrative Health is an umbrella term for alternative healthcare and wellness practices that are integrated with mainstream healthcare. Integrative Health is a holistic approach to medicine based on a model of health and wellness, as opposed to a model of disease; it encompasses such areas as yoga, mindfulness meditation, acupuncture/Chinese traditional medicine, traditional and indigenous health practices and complementary and alternative medicine. Faculty of Health's Integrative Health Task Force (IHTF) in 2014 investigated the growing international trend in integrative health service use, and the potential for integrative health research and educational programs. Integrative Health Certificates including in Mindfulness Meditation and associated research will be developed. The University of Alberta has an Integrative Health Institute with over 100 faculty members and collaborations will be built with this Institute.

Global health & education involves education to support global health. This includes supporting capacity building of health and related professions and shaping education systems to support global health. Professors Beryl Pilkington's research involves educating populations residing in refugee camps working with collaborators in Kenya. Professors Mina Singh, Elisabeth Jensen, and Farah Ahmad are collaborating with scholars in Brazil's Universidade Estadual Paulista in Sao Paulo to prevent violence against women and children.

The Institute will offer a supporting infrastructure for these themes by pursuing the following objectives:

Phase 1: Strengthen collaborative partnerships with institutions nationally and internationally with a priority for LMICs to achieve transdisciplinary research aimed at improving the health and well being of the communities where these institutions are based, including the achievement of policy impact and health system transformation.

Phase 2: Create a collaborative platform referred to as a Social Innovation Think Tank that serves as a hub for transdisciplinary research and mentorship. The electronic platform will support the formation and advancement of research on critical questions, testing of innovative ideas and concepts with the capacity to influence policies, programs and practices.

Phase 3: Leverage Social Innovation Think Tank collaboration to foster timely research and knowledge mobilization. The research and KT will address priorities through collaboration with LMIC partners, including IDRC Think Tanks and the WHO Alliance for Health Policy and Systems Research, in designing, implementing and evaluating innovative research. KT will occur through a collaboratively developed program of short courses, case studies and learning sessions. A global network will offer support through a virtual on-line community engaging three levels of health policy and public health advocates and health professionals: youth, early career professionals; and community leaders.

Phase 4: Support LMIC partners including IDRC Think Tanks as satellites with the capacity to host KT workshops for regional leaders, and tap into the virtual global network of scholars and mentors.

The *Social Innovation Think Tank* is not a structure per se, but rather an electronic network of scholars and community-based leaders engaged in global health research and innovation. The Canadian International Development Research Centre (IDRC) is supporting the GHRI's *Social Innovation Think Tank* by linking the GHRI with networks of think tanks who are working toward attainment of the UN's Sustainable Development Goals. These think tanks include *Southern Voice* (whose director is based in Bangladesh) and the *Latin American Network for Research and Public Policy*. The GHRI's *Social Innovation Think Tank* will collaborate with these partners to advance the UN's Sustainable Development Goals. Specific areas of collaboration will be determined as the research, social innovation and leadership development initiatives unfold and priorities are determined for collaborative initiatives. Select international *Social Innovation Think Tank* members will be invited to engage with the *Global Health Initiative* for one term as *Community Leaders in Residence*.

6.4 TRAINING

The Faculty of Health has developed a distinctive *Agents of Change Program* that supports student engagement to advance social innovation in health on which the Institute will build. Mobilizing the *Agents of Change Program*, we will offer undergraduate and graduate students short courses that allow them to develop an understanding of how complex adaptive systems operate, and equip them with the skills for community engagement and change management.

Students and postdocs will have the opportunity to engage with leaders in global health who have led social innovations. Through collaborative learning, undergraduate and graduate students and postdocs will acquire an understanding of complexity science as it pertains to global health and social innovation. The Institute will offer an annual postdoctoral award to support one postdoctoral candidate (to be developed). It will complement this by connecting postdocs to a network of York-based and international scholars. The Institute will also make seed funding (to be developed) available to support pilot projects that will position faculty and postdoctoral fellows' research as eligible for competitive national and international funding.

6.5 OUTREACH AND KNOWLEDGE MOBILIZATION

Integrated knowledge translation will be a key focus supported by the York Knowledge Mobilization Unit (York KMb). Emerging graduate and postdoctoral fellows will acquire skills in developing policy briefs with and for knowledge users that explain the implications of their research findings in order to effectively offer advice. These modules will be complemented by York KMb's Learning Sessions. The sessions will consider situations in which the creation of a

web-page, webinars and web-based network would be important in advancing knowledge translation to pivotal stakeholder groups. A 'how to' guide for engaging key groups in multi-level governance processes to support policy change will be developed and offered with policy experts as guest speakers and mentors. Community Leaders in Residence will be hosted by the GHRI to bring emerging and established local and international community leaders together for capacity building and professional development. Over a period of four weeks, they will be mentored in research, knowledge mobilization and leadership development that will include forming solutions to a real-life problem. Following the residency, a virtual network will offer ongoing mentorship and support.

7. Resource Commitments

VPRI: The Office of the VPRI will work with the lead Faculty of Health and other appropriate bodies to ensure that researchers have access to adequate space for the conduct of their research. Provisions are currently being made for such space by the VPRI with the expectation that the gift to the university will be involved in such support. .

Lead Faculty: The Faculty of Health will be the lead sponsoring Faculty for GHRI.

Resources: The anticipated donation will finance the operating expenses of the GHRI for its first five-year charter. These include part-time administrative support moving to full time by the third year of operation, phones, computer, office supplies and a modest events budget. The Faculty of Health will play an active role in supporting the Institute's Director and executive in moving toward financial sustainability over the longer term. This will manifest in a number of ways. First, the GHRI will be supported in establishing external partnerships and creating opportunities for collaboration, including revenue generation through sponsored research. As well, the existing Health Leadership and Learning Network (HLLN) will work with the GHRI to explore professional development offerings that would return a percentage of revenues to the Institute. Global health is obviously a priority in York's advancement efforts, and additional gifts may be realized over the initial charter period. We are confident that the combination of these mechanisms will bring additional funding to the GHRI to position it even more strongly by the end of the charter.

Executive Committee – Report to Senate

At its meeting of November 26, 2015

FOR INFORMATION

1. Senate Meeting in December

Based on a canvas of Senate committees, it is unlikely that it will be necessary for Senate to meet in December. This will be confirmed well before the scheduled date. However, Senators are asked to reserve time on December 10 until a definitive announcement is made in case the press of business requires a meeting. An open forum on the University Academic Plan is scheduled for the morning of December 10, and the Executive Committee joins Academic Policy, Planning and Research in encouraging Senators to attend and participate in this important event.

2. June Meeting of Senate

To avoid a conflict with convocation ceremonies, the June meeting of Senate will be held one week earlier than normal. The meeting is now scheduled for 3:00 p.m. on Thursday, June 16. Senators are asked to update their calendars.

3. Approval of Members of Senate Committees Nominated by Faculty Councils

Senate Executive has approved the membership of Professor Kean Birch -- nominated by the Council of Liberal Arts and Professional Studies -- on Academic Policy, Planning and Research.

4. Presidential Search Committee Nominations Process

The Secretary advised that one hundred of one hundred and thirty-six voters participated in the e-vote to designate Senate's nominees to the Presidential Search Committee. A turnout rate of 74.5 per cent is higher than the recent norm for Senate elections. There were no ties. The names of the individuals nominated by Senate will remain confidential until the Board of Governors formally ratifies and announces the committee's composition in early December. Senate Executive is grateful to all those who suggested prospective candidates, stood for election, and participated in the vote.

5. Senate Committee Vacancies

A call for expressions of interest in service on Senate committees has been issued in an effort to fill vacancies on the following four committees with non-designated seats:

- Academic Standards, Curriculum and Pedagogy (2 full-time faculty members)
- Awards (1 full-time faculty member)
- Tenure and Promotions (1 full-time faculty member)
- Tenure and Promotions Appeals (2 full-time faculty members)

Executive Committee – Report to Senate

Expressions of interest or questions about nominations and elections may also be directed to Robert Everett of the Secretariat beveretr@yorku.ca

6. Faculty Council Membership Lists Approved

In accordance with Senate rule A III. 3 (“Faculty Councils”) the Committee has approved the 2015-2016 membership lists for the following Councils:

- Arts, Media, Performance and Design
- Health
- Lassonde
- Liberal Arts and Professional Studies
- Osgoode
- Schulich

The Committee’s decision was based on a recommendation from the Secretary after a review of lists confirmed that they were in full compliance with applicable Senate and Council rules. Lists for the remaining Councils will be processed in the near future.

7. Senate Rules and Procedures Update

The Committee has agreed on a series of amendments to Senate’s Rules and Procedures. It is expected that they will be presented to Senate for approval in January.

8. Meeting of Senate Committee Chairs and Secretaries

The chairs and secretaries of Senate committees will meet earlier in the day on November 26 for the first of two annual gatherings. The Chair will have remarks at the Senate meeting.

George Comninel, Chair

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

At its meeting of 26 November 2015

Notice of Motion

1. Establishment of the Degree of Master of Real Estate and Infrastructure • Schulich School of Business / Faculty of Graduate Studies [Notice of Statutory Motion]

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation in a statutory motion:

That Senate approve the establishment of the degree of Master of Real Estate and Infrastructure, effective Fall/Winter 2016-2017.

Rationale

The proposed Master of Real Estate and Infrastructure (MREI) is a professional Master's degree to be housed in the Schulich School of Business. It will provide students with a comprehensive understanding of, and a broad skill base in, real estate and infrastructure, covering development, investment and finance in both the real estate and infrastructure industries. The MREI emanates from the existing MBA specialization and graduate diploma in Real Estate and Infrastructure, where the programming has maintained a strong and growing presence within the MBA, increased its international reputation, and established an extensive alumni base.

The new program's intent is to capture a sizeable untapped market of individuals in Canada and abroad who wish to pursue or enhance their careers in real estate or infrastructure but seek an alternative to the MBA. The Schulich School of Business is ideally situated to offer the degree program given its existing strength in this area, and its location within the extremely robust real estate and development market in the GTA. From an industry perspective, the MREI will address the need for graduates with leadership attributes, skills and knowledge specifically tailored to both the real estate and infrastructure industries.

Concrete program learning outcomes have been articulated. The MREI will provide prospective students the opportunity to obtain a master's degree at a top-ranked business school in Canada, where currently the only other option is a US program at substantial cost and a narrow focus on US based course content. The School is finalizing the remaining few new course proposals and the instructors for the program. It will commence with some shared courses in the MBA until MREI enrolments are sufficient to maintain separate course sections.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Once the degree type is approved by Senate, a companion resolution to establish the MREI degree program will come forward for approval. The proposal and supporting documentation is attached as Appendix A.

Approvals: FGS Council 5 November 2015 • ASCP 11 November 2015 • APPRC 19 Nov

For Action

2. Establishment of a PhD Program in Nursing • School of Nursing • Faculty of Health

ASCP recommends,

That Senate approve the establishment of a PhD program in Nursing anchored in the School of Nursing, Faculty of Health, effective FW 2016-2017; pending approval to commence by Quality Council.

Rationale

The impetus for the introduction of a doctoral program in Nursing at York is the very practical need for graduates. There is a looming shortage of doctorally-prepared nurses in Canada and a pending wave of retirements within the existing professoriate. Building on the Faculty's Master of Science in Nursing (MScN), the doctoral program will be structured around three areas of scholarship: *health for persons and communities; healthcare services and systems; and education in nursing*. The external reviewers of the proposed program concluded that the curriculum reflects the current state of the discipline, and that

"The introduction of a curriculum based on critical philosophies / theories / perspectives (post-colonial, post-structuralist, post-modern, feminist, queer, etc.) is very important and fills a gap across Canadian Nursing PhD programs. The proposed PhD program will be very distinct from those offered elsewhere in Canada."

The program requirements reflect the input and advice from the external reviewers to ensure both rigour and comparability with other doctoral programs in Canada. The reviewers confirm that, as finalized, the requirements and learning outcomes are clear and aligned with the graduate degree level expectations.

The School will proceed with modest enrolments at the outset, with 5-6 students every two years to safeguard its capacity for supervision. In consultation with the Office of the Dean, it is also preparing short (3 year) and longer-term (10 year) faculty complement plans in order to ensure an adequate pool of graduate supervisors. The Provost's

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statement of support confirms that two new tenure-stream appointments have been authorized for this academic year to support the launch of the new program.

The expansion of nursing to include a PhD program is aligned with each of the Faculty of Health and University academic plans. It is also encompassed within the program areas of strength in York's Strategic Mandate Agreement (*Healthy Individuals and Communities*) that have been sanctioned for growth by the MTCU.

The proposal and supporting documentation are included in Appendix B.

Approvals: FGS Faculty Council 5 November 2015 • ASCP 11 November 2015 • APPRC Concurrence 19 November

Consent Agenda

3. Change to the Requirements for the MA Program in Cinema and Media Studies • Graduate Program in Cinema & Media Studies • Faculty of Graduate Studies

ASCP recommends,

That Senate approve the following changes to degree requirements for the MA program in Cinema & Media Studies, effective F/W 2016-2017:

- Adding the option to fulfill the degree requirements by completion of 8 half courses (24 credits) and a Research / Creation MRP supplemented by a support paper of approximately 20 pages; and
- Adding the option to fulfill the degree requirements by completion of 8 half courses (24 credits) and a Field Placement MRP supplemented by a support paper of approximately 20 pages

Rationale

In the last ten years there have been over six new MA programs in Cinema and Media Studies introduced into post-secondary institutions in Ontario making this a very competitive field. The proposed two new options for completing the degree are intended to make the CMS Masters at York notable for its flexibility and unique blend of theory and field research and creation practice.

The field placement option will allow students to develop professional, transferrable skills and extend their specialized and/or practical knowledge base within the cinema and media arts and industry sectors. Experiential Education is a central priority in the Program's plan to expand its curriculum in producing, curation and archiving and take advantage of its expansive links to the Toronto film and media community. The

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placement will highlight the experiential learning and professional training component of the degree.

A research / creation MRP in Cinema and Media Studies is a work in which a key component is a media work, installation or film. Such forms of research / creation are recognized as a distinct and innovative form of research by SSHRC. Students working towards a research/creation MRP will be supported by CMS faculty members experienced with research / creation projects. The proposed new requirements are set out in Appendix C.

Approvals: FGS Faculty Council 5 November 2015 • ASCP 11 November 2015

4. Addition of a Delayed-Entry Option for the International Bachelor of Business Administration Program (iBBA) • Schulich School of Business

ASCP recommends,

That Senate approve the addition of a Delayed-Entry option for the International Bachelor of Business Administration Program (iBBA) in the Schulich School of Business, effective F/W 2016-2017.

Rationale

Presently, delayed-entry students are able to apply for entry into Year 2 only to the Bachelor of Business Administration (BBA) program. Given the very tight enrolment management for the BBA program, there is often no space for highly qualified applicants to take advantage of the delayed-entry option of the BBA. By adding the option of delayed-entry into the International BBA program (iBBA), Schulich will be supporting the retention efforts of the School and the University. Keeping the delayed-entry option viable increases the attractiveness of other York programs while allowing Schulich to replenish drops in enrolment from Year 1 to Year 2 due to attrition.

With the introduction and alignment of the new BBA and iBBA curricula in Fall 2016, an opportunity presents itself to introduce the iBBA delayed-entry option as it is more likely than the BBA to have space available each Fall.

Set out in Appendix D are the iBBA delayed-entry admission requirements, degree requirements and the mapping of the requirements to the degree learning outcomes. Students will need to complete certain courses at Schulich in order to satisfy pre-requisites and / or designations. As a result, summer offerings of the first-year accounting courses will be open to York students who have been pre-approved for admission to the iBBA delayed-entry option to minimize the number of Year 1 courses that need to be taken once admitted.

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Report to Senate

The Senate committee is pleased to recommend this new option as it provides an advantage to both students and the School.

Approvals: SSB Council 16 October 2015 • ASCP 11 November 2015

For Information

a. Sessional Dates for Su 2016

At its meeting in October, Senate received the sessional dates for the Summer 2016 academic session. Attached in Appendix E are revised sessional dates for Summer 2016 reflecting changes necessary to the exam start and end dates as well as final days of classes for the SU and S2 periods. The changes were required in order to ensure no overlap between the S1 exam period and S2 class start dates. Avoiding an overlap is necessary since there are large numbers of students enrolled in both S1 and S2 classes in the summer - approximately 2800 students would likely be affected by such an overlap.

Franck van Breugel, Chair

York University
Schulich School of Business

Proposal for a Master of Real Estate and Infrastructure (MREI)

November 2014

Vs. November 19, 2015



Master of Real Estate and Infrastructure

1. Introduction

The Program in Real Estate and Infrastructure (originally known as the Program in Real Property Development) was launched in 1992 as a concentration in the Schulich MBA. It was initiated by Canadian real estate industry leaders who foresaw a need for improved formal education within the field. In 2009, the Program was recast to include infrastructure in order to reflect growing international interest in addressing global infrastructure needs. The scope of the Program now covers development, investment and finance in both the real estate and infrastructure industries. MBA and IMBA students have the option of taking individual courses or pursuing a specialization via a *specialization* or the *Graduate Diploma in Real Estate and Infrastructure* (formerly the *Graduate Diploma in Real Property Development*). Since inception the Program has maintained a strong and growing presence within the MBA program, increased its international reputation, and established an extensive alumni base.

The Program is strongly committed to an applied field of study where academic and industry interaction is essential and experiential learning drives the curriculum. This commitment is reflected in the Program's administration through a tenured Academic Director and a practitioner Executive Director. This governance approach facilitates the creation of opportunities to expand and support an active co-curricular program and to engage students, alumni and industry in a variety of successful initiatives including the annual Perspectives Lecture, the annual Developers' Den case competition, the annual Real Estate and Infrastructure Networking Breakfast and the Schulich Real Estate and Infrastructure Student Experience Fund, amongst others. The Program has actively supported the development of Schulich's Real Estate and Infrastructure Student Club (the SRPSA), which offers an extensive and varied program of activities and events facilitating student/ industry engagement, and has supplemented the career counseling and placement services offered by the Career Centre. The primary focus of all these activities is to enrich student learning by creating real world learning opportunities that run parallel to the formal curriculum.

The Program's intent is to capture a sizeable untapped market of individuals in Canada and abroad who wish to pursue or enhance their careers in real estate or infrastructure but seek an alternative to the MBA through the creation of a Masters in Real Estate and Infrastructure (MREI). From an industry perspective, the MREI will address the need for graduates with leadership attributes, skills and knowledge specifically tailored to both the real estate and infrastructure industries. The MREI will address a significant resource need in both the real estate and infrastructure sectors for qualified professions capable of contributing to what is recognized as the single largest industry in the region (when combining real estate and infrastructure and measured by percent of GDP). It will be the only such program in Canada and sets itself apart from programs in the US and Europe designed only for real estate and typically offered through architecture or planning faculties; please see Section 3). There are no master's degrees in infrastructure in existence, anywhere, with the exception of some specializations in civil engineering faculties. Given its long and strong track record, combined with strong support from industry for this program (see support letters in Appendix 2), the Schulich School of Business is well

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positioned to attract students to the MREI both nationally and internationally and vault them into management and leadership careers across the globe.

This proposal intends to introduce a new Master's degree, commencing September 2016. The MREI is designed to appeal to highly motivated and intellectually strong students who demonstrate an appreciation of the social, environmental and ethical considerations affecting the real estate and infrastructure industries. Graduates of the MREI program will be positioned to be future leaders in both domestic and international markets.

The Master's program will only be available on a full-time basis and will span three consecutive terms through a highly structured curriculum. Similar to the MBA concentration, the MREI will be co-directed by a tenured Academic Director and a practitioner Executive Director. In the future, a joint MREI/ MBA program may be possible.

2. The Industry, the Vision and the General Objectives of the Program

2.1 Real Estate – an Evolving Industry

Over the past two decades the real estate industry has undergone a period of considerable change both domestically and internationally. These changes are driven by technology, demographics, financial volatility and the globalization of the economy, and are reflected in two major themes.

The first theme is the evolution of real estate into what is effectively a mainstream asset class. In Canada, pension funds have become dominant players in the commercial real estate market and on the international scene these funds are viewed as being at the leading edge of investment strategy. The public market for real estate continues to grow, as has the sophistication of industry participants. Moreover there has been a popularization of real estate as an investment option with significant growth in the retail-oriented investor market.

The second theme is the internationalization of real estate. In large part this theme is the product of the emergence of developing economies and the attendant demand for a variety of real estate product, which has attracted cross border capital flows from the US, Canada and Western Europe. Capital has also begun to flow from developing economies in the form of liquid sovereign wealth funds and other institutions.

Real estate today is one of the largest industry sectors in both developed and developing countries. It dominates the Canadian banking industry through the mortgage markets, attracts and manages large sums of private equity and debt, is the largest of the alternative asset classes among the institutional investors, and facilitates a thriving development and construction industry across the country. Real estate is the single largest source of personal and household wealth. Housing accounts for 40-60% of total household wealth and homeownership in North America and in Europe and is more widespread than the ownership of financial assets such as stocks and mutual funds. The numbers throughout Asia are much larger and increasing as the world's population accelerates their migration to existing and emerging cities.

2.2 The Emergence of Infrastructure

Infrastructure shares two important similarities with real estate: the creation and maintenance of a tangible asset, usually by the same contractors involved in buildings; and the investment of large sums of capital, usually capital that sees real estate and infrastructure as a preferred alternative asset class with long-term investment appeal. The demand for new infrastructure globally is overwhelming whether this is social infrastructure such as hospitals or schools, or economic infrastructure such as energy plants, ports and harbours, water and waste treatment, sewage and various transportation systems ranging from highways to bridges, tunnels to subways. Infrastructure is the backbone of any city, essential to the health and well-being of citizens and for moving goods and services to customers wherever they are located. The McKinsey Global Institute estimates that the global demand for infrastructure will be US\$75 trillion between 2013-2030.¹

Canada is currently in the fortunate position of being viewed as a world leader in the development of, and investment in, large-scale infrastructure projects. Almost every major global firm in the infrastructure field is active in Canada. On the investment side, three Toronto-based pension funds are among the top 10 in the world with a total investment in infrastructure of US\$32.2 billion (2014).

2.3 The Interaction of Real Estate and Infrastructure

In today's global economy, and due to the mutual drivers and trends that affect both industries, an understanding of both real estate and infrastructure is increasingly valuable for students anticipating a professional career in either industry.

Real estate and infrastructure are essential to addressing sustainability and quality of life issues. Both industries are building blocks for cities, directly affecting sustainability. These two industries are inextricably linked by providing the places in which we live and work as well as the means to connect the two. The links are strengthened by the increasing pace of urbanization across the globe, the nature and complexity of the opportunities that arise, and the increasing reliance on the private sector and private capital to implement public policy initiatives.

Financially, real estate and infrastructure are closely linked in the capital markets as the two primary alternative asset classes for investors. Recent studies have shown that infrastructure is the number one driver affecting real estate investments. Both real estate and infrastructure are capital intensive, require equity and debt often from the same sources, apply leverage, and are sensitive to similar systemic risks including interest rate swings. Large infrastructure projects now incorporate elements of both project and real estate finance and are attractive to institutional investors who desire long-term stable commitments.

Both real estate and infrastructure involve construction that requires most of the same service providers from architects and engineers to contractors and facility managers. On the capital side both are exposed to many of the same risks from controlling construction cost and timing of delivery, to building

¹ McKinsey Global Institute, Infrastructure Productivity: How to save \$1 Trillion a Year, January 2013.

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performance, obsolescence, and operating costs. Real estate, and more so infrastructure, increasingly involves formal arrangements to incorporate life-cycle costing as part of the value proposition. Both use similar methodologies and assumptions in their calculations and rely on the same or similar organizations to support asset maintenance and operations.

New partnership models are also needed in infrastructure and real estate that can affect new roles for the private and the public sector respectively and promote models that extend beyond risk allocation to address value creation. The move to increasing urban intensification will drive the need for more successful “brownfield” solutions that can integrate infrastructure and real estate to address urban redevelopment opportunities in new partnership arrangements. Infrastructure in brownfield situations must contend with the same conditions that affect real estate in similar situations from environmental remediation to regulatory regimes.

Finally, investors and developers, both in real estate and infrastructure, will continue to gravitate to markets where new opportunities exist and these opportunities may require the creation of new infrastructure as a foundation for proposed real estate initiatives.

2.4 The MREI Vision

The MREI will provide students with a more comprehensive understanding of, and a broader skill base in, real estate and infrastructure than is achievable within the MBA. By choosing this option, graduates may not have the benefit of the MBA first-year core curriculum, but will have the benefit of a highly specialized curriculum. The MREI will build upon the curriculum of the existing Program in Real Estate and Infrastructure, formalize certain co-curricular features of the Program, and add additional courses to provide students with a comprehensive foundation for their careers. In the MREI students will progress as a cohort by taking a common set of courses in two terms with the option to take real estate or infrastructure electives in the third and final term. The MREI offers a shared experience among a group of full-time students who enter and graduate together, not dissimilar to what EMBA students experience. The result is a one-year program that has a highly structured curriculum emphasizing leadership and supported by an intensive line-up of co-curricular activities, including mentorship and career planning. The aim is to assist graduates with their personal and professional growth, grounded in a value system reflective of the Schulich School.

Despite its narrower focus as compared to the MBA, graduates of the MREI must achieve a balance between specialist and generalist; specialist in the sense of expertise in real estate and infrastructure, and generalist in the sense of possessing the integrative skills necessary to manage projects, lead organizations, and advance one’s career. Students will be taught to appreciate the value of good design, understand the historical roots of the industry and why projects and organizations have succeeded or failed, and explore the social, cultural, environmental and economic impacts of real estate and infrastructure development.

2.5 Objectives of the MREI Program

The primary objective of the MREI is to prepare students for future leadership roles in real estate and infrastructure development, investment and management. The program seeks to:

- Provide a broad understanding of the real estate and infrastructure industries locally and in a global context;
- Impart the fundamental skills and knowledge of real estate and infrastructure investment and development;
- Develop strong communication and critical thinking skills;
- Engender self-awareness and commitment to personal growth; and
- Stimulate a desire to create and operate assets that are not only profitable but also socially and environmentally beneficial.

This proposed MREI reflects several dimensions of *University Academic Plan 2010-2015 (UAP)*'s. The new degree is a recognition of, and *"commitment to, global issues that face our communities and to the development of solutions to those issues"* (UAP, page 3). No greater challenge exists today than the need to provide for the rapid migration of populations from rural to urban environments that impact existing cities and require entirely new cities. This must be achieved in ways that address environmental sustainability, provide safe and healthy environments, and address the necessities of life including shelter, and food, water and energy sources. These challenges must be addressed in the context of *"globalization and internationalization, with their concomitants of increasing interactions of all kinds and new modes of thinking about the world, as well as opportunities for York to build upon its leadership in international partnerships for teaching, learning and research"* (UAP, page 4).

Building on the international successes achieved through the Program's *concentration* in the MBA degree and the Diploma program, the MREI will directly address the three overarching themes of the UAP: academic quality, student success, and engagement and outreach (UAP, page 6). **Academic quality** is reflected in the ability of our MBA students to consistently place at the top of various international case competitions and garner major scholarships and awards. The MREI will maintain this level of academic achievement. **Student success** can be measured by the increasing number of graduate students attracted to York, from here and abroad, to enroll in the Program and the MREI. Student success is also evident in the many career opportunities secured by our graduates and the strength of our alumni association. **Engagement and outreach** is a foundation of the current Program and the MREI will increase these opportunities, particularly in the area of experiential learning.

The MREI cannot achieve its objectives without a strong applied research orientation (UAP, page 8). We are *"committed to an inclusive understanding of scholarship that encompasses discovery, integration, collaboration, application, and dissemination. We take it as axiomatic that active researchers are active teachers, and we insist on the inseparability of research and pedagogy at all levels as part of this culture."* This commitment to experience-based learning will influence our hiring of new tenured faculty and extend into the classroom through assignments, independent work, and opportunities in the curriculum for creative thinking.

3. Need and Demand

3.1 Similar Programs in North America

There is a wide variety of real estate courses and programs at the undergraduate and graduate levels in both the U.S. and the U.K, in addition to a few undergraduate programs in real estate at Canadian universities. In Canada, real estate specializations are typically offered within a B.Com degree. These are available at Ryerson University, the University of Guelph and the University of British Columbia Sauder School of Business. Several graduate schools offer real estate courses including Ryerson University, the Rotman School of Management within their MBA, the Sauder School of Business and Queen's University in their urban planning program. Many graduate business schools in the U.S. offer real estate courses, primarily in the area of real estate finance. In the U.K. there is a long tradition of undergraduate courses, promoted in large part by the requirements of the Royal Institution of Chartered Surveyors (RICS), that cover a broad scope of real estate related topics such as valuation, appraisal and property management. This tradition provided a foundation for a host of Masters of Science degree programs in real estate at such U.K. universities as Cass, Kingston, Henley, Leeds, Glasgow, the Bartlett School and the London School of Economics.

Real estate undergraduate programs typically focus on local and regional industry needs and careers in the service and supporting industries. Starting in the mid-1980s, and following the successful launch of the MIT Masters of Science in Real Estate in 1984, numerous U.S. universities introduced one and two year Masters of Science real estate degree programs. Of the many Masters of Science programs there are a select few that have garnered strong national reputations and fewer still with a global reach. The notable masters programs include MIT, Columbia, NYU, Florida, Berkeley, Cornell, and USC. There are well over 75 such masters programs throughout the U.S. today. These programs are offered through various faculties including architecture and planning, business, and continuing and professional studies. Wharton, Columbia, Wisconsin, UCLA, USC, University of Texas, Berkeley and Cincinnati have well-established real estate concentrations within their MBA in a manner similar to what is offered at the Schulich School.

Masters programs in real estate in both the U.S. and the U.K. still focus largely on domestic markets. Several programs have attempted to expand curriculum to attract international students, primarily from China and India where building activity is intense and educational opportunities in the field are limited. These master degree programs still rely on a curriculum that is almost exclusively based on local and country practices despite an international cohort of students. When it comes to infrastructure, opportunities at the undergraduate and graduate level are largely non-existent beyond a select few courses offered by engineering schools.

3.2 Need and Demand for the Proposed Program

3.2.1 Real Estate

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Over the last two decades the Canadian real estate industry has transitioned from a locally-based and entrepreneur led industry to one that is increasingly “professionalized, institutionalized and globalized”. Commercial real estate is now dominated by large pension funds, a healthy public market sector, and a variety of private third party professional management businesses including investment advisory firms and private equity funds. On the residential side, firms are often considerably larger, more sophisticated in their structure and operations, and more likely to move into national and even international markets. Internationally, the emergence of the middle class in emerging markets has driven rapidly growing demand for housing and commercial real estate. This in turn is driving growing interest in tapping into the experience and expertise of developed economies and in taking advantage of educational opportunities in these markets. These changes are driving a need for better-educated employees with greater leadership capabilities, a more global orientation, and advanced investment, project management and risk management skills.

It should be noted that although the industry has changed significantly over the past two decades, the approach to real estate education has not. What is being taught in most programs is ‘how to make money’ and ‘how things are done’ rather than ‘how to add value’ and ‘how things should be done’. In particular, there is a lack of attention to examining the social purposes of the industry, promoting innovation and sustainability, exploring new ways of thinking, and developing future leaders that will think critically.

For prospective students seeking a graduate program, the choice in real estate is a U.S. program at substantial cost and seldom dealing with other than U.S. based course content. There are no similar programs available in Canada. The MREI would address the opportunity for students to obtain a master’s degree at one of the world’s top-ranked business schools in Canada.

3.2.2 Infrastructure

This is a highly skilled industry sector due to the large-scale and complexity of the projects, the substantial investment levels, the management of particular kinds of risk, the nature of the long-term commitments involved, and the global focus. The challenge is developing a curriculum and teaching materials when very little currently exist, where there is a paucity of academic research, and there is still no acknowledgment among business schools of the importance of this fast growing industry sector. For example, few business programs teach project finance as opposed to corporate or even real estate finance. This is an industry that requires sophisticated technical skills in such areas as the pricing of risk, investment analysis based on non-asset based lending, project management of complex projects, financial modeling with assumptions on revenues and costs over a 30 year period, and asset management of very large amounts denominated in various currencies. The forecasted growth in demand for infrastructure world-wide for the next several decades is an indication of the high demand for professionals on both the development and investment side of infrastructure in the years to come.

It should be noted that in the case of infrastructure the Schulich School currently enjoys a “first-mover” advantage as options for study elsewhere do not exist other than in some civil engineering programs.

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There are no programs comparable to the one being proposed. Schulich wishes to capitalize on this advantage given the rapid expansion of global career opportunities in infrastructure.

Industry has expressed a strong interest in supporting the MREI as it will contribute to maintaining Canada's status as an acknowledged world leader in both sectors. Well educated professionals are at the foundation of these intersecting industry sectors. . This interest is confirmed through support letters from several major organizations operating in these sectors, included in Appendix 2.

See Section 8 for enrolment projections.

4. Program Content and Curriculum

4.1 Program Requirements

The MREI will require students to complete 42 credit hours over an 11-month period, comprised of three consecutive terms that coincide with the Schulich academic calendar. In the first two terms, all students will enroll in a set of core courses that covers both real estate and infrastructure with the option of taking electives in either industry during the third term. The third term is highlighted by a workshop experience that focuses on collaboration and creative thinking. The workshop will direct students to opportunities that address significant environmental and social challenges. Over the duration of the MREI, students will attend a mandatory leadership course that will be taught on a non-credit basis, Pass/Fail basis, during the first two terms and, upon successful completion of the course during the final term of the MREI, students will receive course credit on a Pass/Fail basis. Course work will be delivered through a combination of lectures and assignments, utilizing case work where appropriate, and the extensive use of guest lectures.

The MREI curriculum is comprised of 6 existing 3-credit courses currently offered in the MBA concentration with new sections, and 10 new 3-credit courses, for a total of 16 courses. Graduates complete 36 course credits that are required courses, and 6 course credits that are electives. Advanced standing in, or waiver of, any core course in the MREI will not be permitted. Each student must complete 42 credit hours.

4.2 List of Courses

TERM 1 (Fall): Mandatory for all MREI students, 15.0 Course Credits

- PROP 6100 3.00 Real Estate Finance and Investment. (Existing Course)
- PROP 6150 3.00 Markets and Their Behavior (NEW)
- PROP 6200 3.00 Development Prototypes (Existing Course)
- PROP 6250 3.00 Site Planning and Design (NEW)
- PROP 6300 3.00 Public Private Infrastructure Delivery (Existing Course)
- PROP 6001 0.00 Leadership in Real Estate and Infrastructure I (NEW)

TERM 2 (Winter): Mandatory for all MREI students, 15.0 Course Credits

- PROP 6050 3.00 Changing Landscapes: Historical Perspectives on the Industry (NEW)
- PROP 6450 3.00 The Life of a Project (NEW)
- PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices (Existing Course)
- PROP 6750 3.00 Project Finance for Infrastructure (Existing Course)
- PROP 6850 3.00 Structuring Development Transactions (NEW)
- PROP 6002 0.00 Leadership in Real Estate and Infrastructure II (NEW)

TERM 3 (Summer): 12.0 Course Credits (2 electives and two mandatory courses)*

Mandatory for all students

- PROP 6080 3.00 Creative Workshop (NEW)
- PROP 6003 3.00 Leadership in Real Estate and Infrastructure III (NEW)

Select two electives

- PROP 6350 3.00 Infrastructure as an Asset Class (NEW)
- PROP 6600 3.00 Real Estate Portfolio Management (Existing Course)
- PROP 6650 3.00 Commercial Real Estate Asset Management (NEW)
- PROP 6780 3.00 Case Studies in Infrastructure (NEW)

* Courses taken during Term 3 will be offered on Fridays and weekends. Students will be encouraged to pursue internships or undertake research during Term 3 to enhance experienced-based learning.

The proposed course structure is illustrated in Appendix 5.

4.3 Course Descriptions

Appendix 4 contains a list of all 18 courses, along with their descriptions. These descriptions provide an overview of what these courses (will) contain. Of the twelve new courses, five are adapted from existing courses:

- PROP 6001, 6002, 6003 0.00, Leadership in Real Estate and Infrastructure I, II and III is derived from MGMT 5150, Skills for Leadership;

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- PROP 6850 3.00, Structuring Development Transactions, is based on PROP 6580, Structuring Real Estate Transactions and Managing Project Delivery;
- PROP 6150 3.00, Markets and their Behavior, is derived from ECON 5100, The Economic Environment of Business.

Rather than submitting preliminary course proposals well in advance of implementing the program, and then potentially changing them as staffing is solidified, it is the program's intent to involve those that (will) teach the courses in the course design in order to ensure that their delivery will be effective. This approach (defining the learning outcomes and content of a course upfront, but submitting detailed outlines at a later point) has worked well in the past. It is the Program's intent to complete the design of the one new and two adapted courses for Term 1 (to be taught in Fall 2016) plus the remaining two Leadership courses by the end of Fall 2015 and the remaining new or adapted courses by the end of Winter 2016.

Note to Senators: Full course proposals were submitted for the courses below, but have not been duplicated in the Senate material. Copies are available upon request.

PROP 6250

PROP 6150

PROP 6003

PROP 6002

PROP 6001

5. Program Structure, Learning Outcomes and Assessment

5.1 Program Learning Outcomes

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>1. Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> • Graduates should understand the global scope of real estate and infrastructure and the social, political, environmental and economic forces which impact risk and opportunity within these industries • Graduates should be sensitive to the role that real and infrastructure developers, financiers and investors play in shaping the quality of the built environment and impacting the social and economic success of the communities within which they operate • Graduates should be able to describe the structure of each industry and the roles, responsibilities, activities and relationships amongst the main industry players • Graduates should be able to differentiate amongst the various property and infrastructure types by reference to the activities, users, functional characteristics and business models in each case 	<p>Students take a required set of core courses in both real estate and infrastructure aggregating 36 credit hours. Students take an additional six credit hours in either real estate or infrastructure or a combination of both. The program addresses a broad spectrum of knowledge and skills, combines theory and practice, includes macro and micro perspectives and examines local and international environments.</p>	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

LEARNING OUTCOMES	How are the learning outcomes achieved?	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<ul style="list-style-type: none"> Graduates should have the fundamental knowledge and skills to evaluate and manage real estate and infrastructure developments, investments and operations 		√	√	√	√	√	√						√		√		
<p>2. Knowledge of Methodologies</p> <ul style="list-style-type: none"> Graduates should have the ability to relate effectively to the planning, design, construction and project management issues encountered in major capital projects Graduates should be familiar with the challenges and opportunities associated with the environmental impact and sustainability performance of real estate and infrastructure projects Graduates should be able to distinguish, quantify and analyze demand and supply factors that describe market conditions and set prices Graduates should be able to apply financial analytical methods, tools and techniques to assess investment opportunities Graduates should understand the regulatory and contractual framework governing real estate and infrastructure development and investments 	<p>Several of the required courses teach fundamental industry skills and methods including analytical methodologies, design and construction solutions, project management and the legal framework of prototypical transactions.</p>		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>3. Level of Application of Knowledge</p> <ul style="list-style-type: none"> • Graduates should have the ability to estimate investment returns including the impact of income tax and leverage • Graduates should be able to assess the economic viability of a proposed development site and to assess its highest and best use • Graduates should be able to translate user and performance requirements; market intelligence; and site, building and regulatory constraints into a schematic building form • Graduates should be able to identify features that contribute to enhanced building performance and sustainability • Graduates should be able to evaluate mortgage, direct real estate, REIT, private equity fund and international real estate investment opportunities in the context of portfolio strategy • Graduates should be able to describe and analyze various business models and approaches to partnership arrangements for infrastructure including the structure of contractual arrangements and the allocation of risk 	<p>Extensive use is made of case work in which knowledge and skills taught in the courses must be integrated and applied. The creative workshop serves as a capstone project in which students are guided through a creative process requiring the use and application of the skills and knowledge taught throughout the Program.</p>		√		√							√	√	√	√	√	√

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>4. Awareness of Limits of Knowledge</p> <ul style="list-style-type: none"> Graduates should be able to identify critical analytical assumptions Graduates should be cognizant of the need to utilize multiple analytical procedures and to synthesize quantitative and qualitative information Graduates should be able to identify and assess sources of risk in the context of development, finance and investment and to propose appropriate risk mitigation strategies 	<p>All courses emphasize sound research and critical thinking as an approach to risk management. Through case work, readings and guest lectures courses incorporate examples of failures, as well as successes, in order to convey the risks attached to poor research, analysis, execution and/ or governance.</p>	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
<p>5. Level of Communication Skills</p> <ul style="list-style-type: none"> Graduates should demonstrate literacy in the language and constructs of real estate and infrastructure development, finance and investment Graduates should have the ability to communicate analysis and recommendations clearly and persuasively in report form and oral presentations Graduates should have intermediate negotiating skills 	<p>The Skills for Leadership course serves as the base line for the acquisition and refinement of communication and negotiation skills. Most courses require students to write reports and make individual or group presentations. Written reports are evaluated based on content and clarity of exposition. Oral presentations present the opportunity to hone public speaking and general presentation skills. Cases requiring role playing are used to develop negotiation skills.</p>	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>6. Autonomy and Professional Capacity</p> <ul style="list-style-type: none"> • Graduates should recognize the value of one’s professional reputation and what it embodies in terms of integrity, ethical practices and social responsibility • Graduates should be able to characterize the organizations and firms involved in real estate and infrastructure and identify potential career options and competency requirements • Graduates should have an appreciation of the value of building a strong professional network and have the skills required to do this • Graduates should have an appreciation for the role of vision and entrepreneurship in advancing the industry and turning ideas into realities • Graduates should have the ability to work effectively in teams 	<p>Teamwork is emphasized throughout the program culminating in the Creative Workshop experience. Career paths are explored throughout many of the courses in the Program. The Skills for Leadership course encourages self awareness and prepares students to manage their careers. The importance of personal integrity, ethical practices and social responsibility is highlighted in this course and is reflected throughout the curriculum via the selection of case studies and guest speakers.</p>	√	√		√	√				√			√	√	√	√	√

5.2 Mode of delivery, methods and criteria for assessing students

The majority of courses in the Program will be delivered through a mix of lectures, research projects, and case studies, with the exception of the creative workshop that employs a studio format. Extensive use is made of real world cases and/ or real world research assignments such that students have multiple opportunities to apply theory and methods in realistic scenarios. This approach develops critical thinking skills and builds students' awareness and understanding of industry specific language, concepts and practices. Most courses will make frequent use of industry speakers to bring examples of current transactions and projects into the classroom and to illustrate application with practical examples. In addition, guest speakers often provide career advice, which assists students in understanding career options and developing effective career development strategies. Guest speakers will also embody leadership qualities. Student achievement will be assessed by a mixture of exams, group projects, individual projects, and class participation. Group work serves to develop team skills and participation marks encourage engagement and the development of public speaking skills.

5.3 Program Length

The Program is a continuous eleven months and will run concurrently with the Schulich School's three-term structure commencing with the Fall term. This structure will permit MBA students to catch up to the MREI curriculum during the fall term and be eligible to take the winter term electives alongside the MREI students. The Program will be preceded by a one week 'boot camp' to supplement basic accounting and finance skills for students lacking a business degree or wishing to improve on their skills. Non-lecture periods may be used for out-of-country field trips. The Summer term is structured with only nine electives that may be offered on Fridays and weekends to create opportunity for students to pursue part-time internships should they choose to do so. An internship will contribute to the experiential learning component of the MREI. Undertaking a research project in this period will also be an option for some students.

5.4 Co-curricular Activities

Although not a formal part of this proposal, the Program is planning to offer co-curricular activities to enrich the formal education of its students. Examples of such activities include field trips, internships and research opportunities offered in Term 3, local site visits and lunch and learn events. Co-curricular activities offer students opportunities to be inspired by new experiences, to develop their leadership skills, to enhance valuable relationships, to build professional networks, to apply what they learn in the classroom to the real world and to discover potential career paths. They are consistent with the one of the three overarching themes of the UAP, namely engagement and outreach, co-curricular activities are offered to supplement to the MREI curriculum. Even though encouraged, participation in the Program will be voluntary and carry no credits.

6. Admission Requirements and Academic Standards

6.1 Admission Criteria

- 4-year undergraduate degree from a recognized university with a minimum GPA in the final two years equivalent to a B.
- Acceptable scores on all measurements of the GMAT or GRE.²
- Two letters of recommendations one of which one should be from an academic, if possible.
- Relevant full-time work experience of 2-5 years strongly preferred.
- A supplementary application may be required.

In the future a joint MBA/MREI may be possible and students pursuing a joint degree will have to satisfy the admission requirements for both degrees.

Applicants whose first language is not English must submit evidence of English proficiency, with the exception that those who have studies for at least two years in a university where the language of instruction was English. Evidence, if required, shall be a TOEFL score of 600 (internet-based) or 250 (computer-based), 100 iBT, IELTS 7.0 or YELT score of Band 1, or equivalent.

The curriculum is designed to advance the careers of individuals who have already chosen real estate or infrastructure, or a related field; however, the admissions criteria shall not preclude the opportunity for highly motivated applicants with strong academic backgrounds to use the degree to launch or change career paths.

6.2 Academic Standards

The academic standards shall be governed by the *Graduate Student Handbook* and will encompass the following:

Master of Real Estate and Infrastructure students will be reviewed as follows to determine whether or not they have met promotion requirements below:

1. The Master of Real Estate and Infrastructure is a full time program.
2. Initial review upon completion of the Fall term (Term 1)
3. Subsequent review at the end of each following term (Terms 2 and 3).
4. To maintain their standing in the program, all students must maintain a GPA of at least 4.20.
5. Students who receive a grade of F in more than 3.00 credits of coursework will be withdrawn.
6. Students who fail a required course must retake it. Students who fail an elective course may repeat it, or may elect to take another course. Students who repeat a failed course and receive a second failing grade will be withdrawn. A student that is required to repeat a course will be permitted to take the equivalent course in a consecutive semester in the MBA program if offered

² For specialized Masters degrees Schulich typically requires a minimum GMAT score of 600 or an equivalent GRE score. Due to competitive reasons, minimum scores are not published and do not appear in calendar copies.

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and subject to the maximum limit of 18 credits per semester, or enroll part-time for the sole purpose of repeating this course.

7. Grades for all courses taken will remain on the official York University transcript
8. To graduate, a student must achieve an overall GPA of at least 4.40 (B-). For specific requirements, see 'Graduation Requirements' on page 10.
9. Students with a GPA of 6.95 (A-) or above will be placed on the Dean's Honour List upon graduation.

7. Resources

The program will be taught by Schulich's usual mix of tenure stream and contract faculty members, many of whom are delivering the current Real Estate and Infrastructure diploma and specialization. Indeed, the external reviewers positively commented on the capabilities of the current diploma's teaching faculty but pointed out that "new required courses have no syllabus or an instructor of record" (p. 3) and that "the existing faculty per se isn't sufficient to cover the teaching load for all of the newly required real estate offerings" (p. 6). They also noted that "the faculty at Schulich appears to have the necessary expertise to contribute substantively" (p. 5) with "several urban economists at Schulich" present (p. 8). The reviewers recommended that "at least one or more tenured or tenure track faculty" are necessary, also to "lend research credibility to this program" (p. 6).

It must be noted that the proposed program is not a research program; it is course-based and has no explicit research component. As such, the discussion of faculty resources focuses on graduate supervision from a teaching rather than research perspective. As well, since this is a Management program, no distinct physical spaces or equipment are required for program delivery. As noted in the Dean's statement, administrative resources (student services, career services, etc.) are already in place through the diploma program. They are sufficient for servicing a full cohort of about 45 students within the MREI program. Finally, while classroom capacity at Schulich is very stretched, Appendix 5 shows that, at least in the first year of the program's operation, space for a net of only 3 classes each for the Fall and Winter terms is needed. It will be possible to accommodate those within the current constraints. This reduced classroom requirement is the result of aligning the specialization courses offered within the MBA with those of the MREI. Having addressed the physical resources, the balance of this section focuses on the staffing required for course delivery.

The program always had two full time faculty members – one tenured, one contract. Over the past year Schulich has also hired a Sessional Assistant Professor (CLA) with a background in Management, Real Estate and Infrastructure and Law to complement the program. This colleague has not only teaching experience in the diploma program but also a publication track record, if mostly in the legal realm. Schulich's Operating Committee has prioritized a tenure track position for the Program, and the program is in the process of hiring into that position (the applications deadline just passed and hiring is expected to be completed during the early Winter semester). Finally, the Dean hopes to soon secure

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funding for a chaired position in Real Estate & Infrastructure. Particularly the latter two positions would help establish a research profile in this area.

As pointed out above, five of the twelve newly proposed courses are adapted from existing courses. The implication is that existing faculty can teach those courses, as follows:

- PROP 6001, 6002, 6003 0.00, Leadership in Real Estate and Infrastructure I, II and III and PROP 6150 3.00, Markets and their Behavior: as the demand for the MBA program is in a decline, no net resources will be required to staff these courses (all three Leadership courses are similar to one 3.00 credit course in terms of teaching effort).
- PROP 6850 3.00, Structuring Development Transactions: the original course, PROP 6580, Structuring Real Estate Transactions and Managing Project Delivery, will be retired; the new courses will be taught by the original instructor.

As the existing specialization will be aligned with the offerings of the proposed Masters program, 3 courses would be shared with the MBA program in the Fall and Winter semesters each, at least in the early years of the MREI (i.e., until the program can sustain sufficient enrolment for separate course sections). Appendix 5 shows the shared courses as well as a list of the faculty members capable of teaching these courses, Appendix 6 those faculty members' ranks and areas of specialization. The staffing of four courses needs to be determined – two in Term 2, and two in Term 3. It is expected that the new tenure stream position will provide some of the required capacity. Until the appointment of the chaired colleague, the program will be able to make use of overload assignments or hire qualified industry experts.

The Program intends to offer an optional internship during Term 3. The diploma program has a very long and rich track record with regards to co-curricular activities that facilitate students' socialization into the industry as well as job placement. These activities are directed by the diploma's Executive Director and strongly supported by a very active student club. As a result of these activities, Schulich student groups have won international competitions in Real Estate Management against venerable competitors, including MIT and Columbia. The Program has also raised a Student Experience Fund of \$100,000 that allows students to obtain training in analytical software or take part in field excursions. While students would ultimately be responsible themselves for securing internships, these resources will be used (in addition to those of Schulich's Career Development Center) to facilitate students' abilities to secure them.

8. Enrollment Projections

The new MREI anticipates an initial class size of 25 students at launch, with an expected growth to 40 students within three years of launch. These numbers would be in line with those experienced in other specialized Schulich Masters programs, enrolment trends in related programs in the USA, and consistent with the results of conversations the program proponents had with industry leaders in Canada and abroad with regards to need and career opportunities. The program will be marketed nationally and

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internationally. With the Schulich name and reputation, the MREI is well positioned to compete with similar graduate programs in the U.S. and the U.K. Toronto is very well positioned in both real estate and infrastructure with a vibrant real estate and infrastructure community that has already garnered international attention. In combination with Toronto's reputation as an attractive and safe place in which to reside, it should not be difficult to capture up to 50% of the class from international markets. Schulich's intake of visa students is currently around 40% and experience shows that specialized Masters programs are highly attractive to international students.

APPENDIX 1: A COPY OF THE MREI PROGRAM AS IT WILL APPEAR IN THE GRADUATE CALENDAR

The primary objective of the Master of Real Estate and Infrastructure (MREI) is to prepare students for future leadership roles in real estate and infrastructure development, investment and management. The MREI is an 11-month graduate degree with a highly structured curriculum emphasizing leadership qualities and supported by an intensive line-up of co-curricular activities including internships, research opportunities and career planning. It is only available on a full-time basis and spans three consecutive terms. In the first two terms all students enroll in a set of required courses that cover both real estate and infrastructure, with the option of taking electives in either real estate or infrastructure in the third term. The third term is highlighted by a workshop experience that focuses on collaboration and creative thinking that addresses significant environmental and social challenges. Students will attend a mandatory leadership skills course over the duration of the MREI. Course work is delivered through a combination of lectures and assignments, utilizing case studies where appropriate, with extensive use of guest lectures from industry. Graduates are expected to achieve a balance between specialist and generalist; specialist in the sense of expertise in real estate and infrastructure and generalists in the sense of possessing the integrative skills necessary to manage projects and lead organizations. Students are taught to appreciate the value of good design and environmental stewardship, respect the historical roots of the industry, and why projects and organizations succeed or fail. The curriculum offers the opportunity to explore the social, cultural, environmental and economic impacts of real estate and infrastructure development.

The MREI seeks to:

- Provide a broad understanding of the real estate and infrastructure industries locally and in a global context;
- Impart the fundamental skills and knowledge of real estate and infrastructure investment and development;
- Develop strong communication and critical thinking skills;
- Engender self-awareness and commitment to personal growth; and
- Stimulate a desire to create and operate assets that are not only profitable but also socially and environmentally beneficial

The curriculum is designed to advance the careers of individuals who have already chosen real estate or infrastructure, or a related field; however, the admissions criteria shall not preclude the opportunity for highly motivated applicants with strong academic backgrounds to use the degree to launch or change a career path.

Requirements for admission to the Master of Real Estate and Infrastructure include:

- 4-year undergraduate degree from a recognized university with a minimum GPA in the final two years equivalent to a B.
- An acceptable score on the GRE or GMAT.

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- Two letters of recommendation, one of which one should be from an academic, if possible.
- Relevant full-time work experience of 2-5 years strongly preferred.
- A supplementary application may be required.

Applicants whose first language is not English must submit evidence of English proficiency, with the exception that those who have studied for at least two years in a university where the language of instruction was English. Evidence, if required, shall be a TOEFL score of 600 (internet-based) or 250 (computer-based), 100 iBT, IELTS 7.0 or YELT score of Band 1, or equivalent.

APPENDIX 2: EXTERNAL SUPPORT FOR THE PROGRAM



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December 2, 2014

Prof. James McKellar
Academic Director
and
Andre Kuzmicki
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Dear Andre and James,

I would like to offer this letter of support in respect of the proposed new Master in Real Estate and Infrastructure (MREI) program. I have had the opportunity to meet and discuss this proposed program with Andre on two occasions earlier this year and have reviewed the MREI Abridged Proposal. My comments follow from those discussions and the document.

As a 35 year participant in the industry and senior executive within one of the largest real estate investment management firms in North America, I can attest to the value that such a program would deliver to our industry. As noted in the proposal, there is a very real need in Canada for a more in-depth curriculum which delivers some of the broader based skills embodied within an MBA program but which also delves deeper into key topics than can be achieved in an MBA or undergraduate program. I am familiar with the MIT and Columbia masters in real estate programs and from the graduates whom I know and have worked with of these two leading programs, their value proposition is very evident.

In particular, I am excited by several components of the proposed new MREI program;

- I have long admired Schulich for its commitment to Environmental, Social and Governance principles (ESG) and the incorporation of these. I am delighted to see that these important ESG considerations will be integrated into the curriculum and into the experiential learning components.
- Leadership development is a critically important topic within our industry. That is true in any industry, but in one such as ours where technical and quantitative abilities are highly sought after, it is often too late in an employee's career development that fundamental leadership and human capital management skills are taught and emphasized. I am very pleased to see the emphasis that will be placed on this topic in all

three semesters of the program. This will provide graduates with a perspective on the importance of leading and motivating others and give them a framework in which to develop their skills in this area.

- I believe strongly that ours is an industry in which experiential learning – in various ways – must be combined with in-classroom or research based learning in order for students to truly think integratively. The emphasis that the program will place on student experience via a major workshop exercise, a third semester internship, and continued participation in various other existing Schulich activities (such as the Developers' Den, networking events and the Perspectives Lecture series will all combine to reinforce and bring to life the learning accomplished through other methods.
- I am very pleased to see that the MREI would span both investment and development activities, and would include the range of considerations that go from the physical built form, to urban design and urban geography, to project economics and investment return. This comprehensive approach is almost impossible to treat in meaningful depth within a broader based multi-industry program. It testifies to the need for exactly this kind of more specialized and more foundational advanced degree.

Please accept this enthusiastic endorsement of both the objectives of the MREI as well as the curriculum specifics as outlined in the document. I sincerely hope that this program comes to fruition for the 2016 year, and would be pleased to participate via the provision of internship opportunities for students seeking their MREI.

Yours very truly,



Gary Whitelaw
Chief Executive Officer
Bentall Kennedy Group



11 CHURCH STREET, SUITE 401 TORONTO ON, CANADA M5E 1W1
TEL: 416 861 9404 FAX: 416 861 9209

December 5th, 2014

Andre Kuzmicki
Adjunct Professor & Executive Director
Schulich School of Business
York University
4700 Keele St
Toronto ON M5J 1P3

Dear Andre,

It was a pleasure to meet with you in September to discuss your proposed new eleven month Master in Real Estate and Infrastructure degree.

Based on examining your proposal and our discussions, I believe this program will provide candidates with the academic background to pursue a successful and fulfilling career in the Real Estate Industry. My personal view, as expressed to you, is that we need executives who are generalists and we certainly need talented people with entrepreneurial ability.

Your program, as outlined, will focus on the correct academic topics, which when combined with practical experience will prepare candidates to be the future leaders in our industry.

Best of luck and I look forward to continuing to work together.

Yours Truly,

Tom Schwartz



77 King St. W, Suite 4010 P.O. Box 159
Toronto Dominion Centre
Toronto, Ontario M5K 1H1
Tel: 647.925.7539
Cell: 647.938.2022 Fax: 416.861.1240

December 5, 2014

Mr. Andre Kuzmicki
Adjunct Professor and Executive Director
Program in Real Estate and Infrastructure
Schulich School of Business
York University

Re: Potential Implementation of a Master's of Real Estate and Infrastructure Degree / Program

Dear Andre,

I am writing to you in regard to the above noted topic and encourage you to share my letter with faculty and administration who may be involved with the implementation of the new degree / program.

You and I have spoken often about the significant growth in the overall professionalism and intellectual advancement in the Canadian real estate industry over the past ten or more years. I have on occasion wondered about the "cause and effect" aspects of this ten year growth. Has the industry become more professional and in turn created the rationale for undergraduate and post graduate real estate programs and curriculums or has the advancements in the industry been driven, at least in part, by such outstanding programs and resulting graduates produced by schools such as the Schulich School of Business? Ultimately, the answer is that it is all intertwined and most certainly without programs such as those Schulich offers, new entrants into the industry would neither bring about advancement nor be sought after by those hiring.

I believe that the real estate related programs, courses, teaching process and ultimately graduates produced by the Schulich School over the past many years has been nothing short of remarkable. Having taught, hired, worked with, sat across the table from or transacted with so many of these graduates, I consider myself fortunate to be part of an industry now populated by so many Schulich graduates who make it so much more professional than when I first joined the industry some thirty years ago.

The next stage in evolution of the program to me clearly fits within the bounds of the newly proposed Masters of Real Estate and Infrastructure. The obvious and multiple connections between these asset classes, both academically and in practice, the growth in both sectors and the huge capital allocations to these asset classes on a global basis to me represents a tremendous opportunity for Schulich and for the industry(s).

In virtually every way I can express my support for the implementation of the new degree / program, I do so enthusiastically and thoughtfully. Schulich was and is in my opinion the leader in advancement of graduate studies in real estate and is the rightful and logical future leader for a combined real estate and infrastructure program and master's degree.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom Heslip". The signature is stylized with a large initial "T" and a flourish at the end.

Tom Heslip
Chief Executive Officer
Granite REIT

AN OMERS WORLDWIDE COMPANY



E.M. Blake Hutcheson
President and CEO
Oxford Properties Group
Royal Bank Plaza, North Tower
200 Bay Street, Suite 900
Toronto, Ontario M5J 2J2
(416) 865-5353,
ehutcheson@oxfordproperties.com

December 12, 2014

Mr. Andre Kuzmicki
Executive Director
Program in Real Estate and Infrastructure
Room W362L
Schulich School of Business
York University
Toronto, ON M3J 1P3

To Whom It May Concern:

Please consider this an unqualified letter of support for the Schulich School for Business providing a new Master's Degree in Real Estate and Infrastructure to the Canadian business landscape and community. In my view it would be extremely well received, timely, valued – and successful. As background to my letter of support I make the following points:

1. As CEO of Oxford Properties, a real estate development and investment company supported by OMERS with over \$30 billion of assets under management globally, we are a major employer (approximately 2,000 employees in Canada alone) and have a respected window on the real estate industry at large. While we have employed several of your MBA students with a concentration in real estate, the concept of having a fully dedicated degree would position your students much better for success, as there will be no doubt about their commitment to the industry in the eyes of potential employers and they will launch, or enhance, their career with a full and appropriate academic foundation with no major holes to fill.

I also feel that the combination of both real estate and infrastructure will allow for a greater understanding of the interplay between these two important disciplines and provide more depth and opportunity for the next generation of leaders. Any discussion of city and community building now encompasses a comprehensive understanding of both disciplines and how they work together. I do not know of another respected school in the world that offers this combination at a masters level. In my view, this will track, and should track, a huge market demand.

I have also looked at the initial scope for the program and respect the focus that will be placed on sustainability and social responsibility. These areas are now an essential part of the fabric of both the real estate and infrastructure industries.

2. Knowing that a student can emerge from a great Canadian school with both real estate and infrastructure as a foundation is very exciting. In recent years we have done most of our hiring out of MIT, Columbia and New York University where we could focus on students with a dedicated MSc degree in real estate development. Your program will be a service to both the country and the industry. It will encourage employers like Oxford to shop within Canada first. It should also be noted that Canada and Canadians are among the most respected international entrepreneurs and professionals in both real estate and infrastructure. This new program should be a platform for both celebrating that fact, and building upon it. I am confident that you will get many industry leaders to become guest lecturers etc. in service of supporting and enriching this Canadian competitive advantage.
3. We have known Andre Kuzmicki very well over the years and our entire industry respects him immensely. If he can be one of the torch bearers for this initiative we know that it will be a success. Andre has also been a professor at the MSc program at Columbia so he will have learned both what to do, and in some areas what not to do, in order to make it a success. Having the right leadership in place is always critical when both conceiving of a plan and executing against it.
4. I personally graduated with an MSc in real estate from Columbia in 1989. It has served me incredibly well and several of my peers are now leaders at the highest level of the real estate business globally. I can speak with firsthand knowledge about what this background can do for a young Canadian with big ambitions, needing a strong and specialized academic foundation to get launched! I really think York has an opportunity to do this, in a globally competitive way, for a whole new generation of ambitious Canadian and international students.

I sincerely hope York makes the decision to proceed with this program. Oxford will support it as will OMERS through its infrastructure company Borealis – by hiring graduates, by being available to lend our minds and teams to assist with its success, and perhaps even financially as the program gets rolled out.

All the best with it and if you have any questions or comments please do not hesitate to call.



E.M. Blake Hutcheson
President and CEO

November 19, 2015

Received via Email (12/02/2014)

James,

Just went through the material and was quite impressed. Certainly addresses a gap as we face the need for huge infrastructure investments going forward. The only comment I would make is that the program is focused on financial and transactional elements. Will the graduates learn anything about the technical aspects of this? What's missing is "civil engineering 101". Can they be expected to assess risk when they don't know how it works? E.g. soils engineering, brownfields, bearing capacity etc.

They don't need to be civil engineers but they should be aware of what to be mindful of.
Regards,

John W. Campbell,

President and Chief Executive Officer, Waterfront Toronto

Received via Email (1/29/2014)

Jim,

I just read through your proposal and I think it's EXCELLENT. It's an impressive and well-conceived vision of what masters students should learn and how they should learn it. If you have the faculty that can live up to your course descriptions, I think you'll have one of the best one-year programs in the world.

I received a call late Friday afternoon from Andre Kuzmicki and will speak with him on Monday or Tuesday about our JV Negotiation event in San Francisco in January. It's a collaborative, international, experiential learning event that engages students, faculty and prominent industry practitioners around the topic of negotiating development joint ventures. It would be great if you thought it was a good co-curricular event for your students (I can assure you it is) and encouraged them to participate. Attached is the feedback we received from the JV Negotiation event we did with Columbia University (Business, Law, and MSRED) last month, in case it's helpful. I think our event in San Francisco will be even better.

Thanks for having Andre reach out to me, and I call you later in the week after we speak.

Tod McGrath,

Chairman, Center of Real Estate Advisory Board

Lecturer, MIT Center for Real Estate

Received via Email (12/08/2014)

Hi James,

Sorry for slight delay, we were in Vancouver Wednesday through Saturday.

Here are our thoughts on where the proposal could be slightly refined:

- It should stress upfront that high quality expertise is needed in the growing sector of public-private partnerships, particularly given the complexity of the arrangements. As Canada is a world leader in this industry, it is important to not only fill the labour force need domestically, but also capitalize on the expertise needed internationally.
- 3.22 is a real strong paragraph that accomplishes a lot of the point above. You may want to move some of this up front and distinguish P3s from traditional infrastructure.
- A need to continually scrutinize industry practices by conducting industry research will lead to a refinement of best practices

Overall thoughts:

- Strong proposal
- Fills a gap in academia and the labour force
- A lot of opportunity for industry (both public and private) to collaborate with the University to make the program a success

Statement of support:

The Canadian Council for Public-Private Partnerships has reviewed the proposal for a Master of Real Estate and Infrastructure and is supportive of its direction. Canada now has 220 P3 projects with a value over \$70B and is viewed as best-in-class when it comes to using the P3 approach. However, there is very little in the way of post-secondary courses that specialize in infrastructure and/or public-private partnerships. This proposal would help students gain the necessary knowledge and experience to succeed in a very specialized industry. The proposal provides opportunity for the public and private sector to partner with the University in ensuring students get the most out of this program. We would be pleased to engage our membership and help the University achieve its goals.

Steven Hobbs

Director, Strategic Planning and Partnerships
The Canadian Council for Public-Private Partnerships
55 University Avenue, Suite 608,
Toronto, ON M5J 2H7

APPENDIX 3: LIBRARY SUPPORT



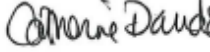
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MEMORANDUM

To: Dr. James McKellar, Director
Real Property Development Program, Schulich School of Business

From: Catherine Davidson, University Librarian 

Date: November 24, 2014

Subject: Library Support for the Proposed Master of Real Estate and Infrastructure program

Library resources housed in the Peter F. Bronfman Business Library are among the best in the world and are complemented by equally extensive collections in Scott Library. Students and faculty have access to an excellent collection of journals and books in both print and electronic form. Furthermore, York University Libraries license an ever-expanding array of electronic resources such as government statistical data bases, geospatial files, and economic and business databases. And, as Ms An notes in her accompanying statement, resources in the Osgoode Hall Law Library, and the Steacie Science and Engineering Library will further support study in this interdisciplinary area. We are well-positioned to support this proposed graduate program in Real Estate and Infrastructure, not just by means of our extensive collections but also through the array of other supports and services offered by the Libraries. These include instructional services, research and reference assistance, library facilities such as a dedicated graduate student study space and group study rooms and interlibrary loan services.

Reference assistance continues to be offered both in the libraries and online, and students may use the librarian consultation service which is available by appointment. York University Libraries' digital initiatives program provides electronic journal publishing services to graduate students and researchers and supports a variety of titles including the Journal of Income Distribution: an International Quarterly. Currently the Libraries are working with the Faculty of Graduate Studies to support the future publication of electronic dissertations.

In summary, York University Libraries are well-positioned to provide excellent library support for the proposed Master of Real Estate and Infrastructure program and look forward to expand the research collections to support the curricula for this program.

cc: Angie An, Business Librarian
Xuemei Li, Head, Peter F. Bronfman Business Library
Adam Taves, Acting Associate University Librarian, Collections and Research



APPENDIX 4: COURSE DESCRIPTIONS

TERM 1: Mandatory for all MREI students, 15.0 Course Credits

PROP 6100 3.00 Real Estate Finance and Investment (Existing Course)

This course provides the requisite quantitative skills for analyzing real estate investments and fosters the development of a critical perspective in financial decision-making. It covers valuation techniques, cash flow modeling, development feasibility analysis, tax considerations, debt and equity financing, risk assessment and also examines strategic and tactical investment considerations. The course uses a prescribed text, case studies, problem sets and group assignments and has a quantitative focus. Use of financial calculators and personal computers is required.

PROP 6150 3.00 Markets and Their Behaviour (NEW)

In market economies, the combined effect of market forces and deliberate government actions generate urban spatial structure. This course discusses how markets operate, the criteria for assessing market performance, and the circumstances under which markets perform well or poorly. The first half of the course covers skills for predicting market behavior including the supply and demand for space and capital as it influences investment decisions. The second half examines the rationale for government intervention in markets including problems of information, monopoly, externalities and collective or public goods. No prior exposure to economics is required and applications to urban planning and spatial analysis are stressed.

PROP 6200 3.00 Development Prototypes (Existing Course)

This course deals with development, developers and the products that they create. The course provides an understanding of the business of real estate development, insights into the economic, functional, and technical and aesthetic factors that shape dominant building forms, and an understanding of the link between demand and product development. Course content spans an understanding of the spatial economy of cities-where economic activity occurs and the interaction between demand and supply in the marketplace, a detailed examination of the products that are shaped by the market forces, and an overview of new prototypes that are emerging to meet emerging demands. The course is delivered through a combination of lectures, case studies, and guest speakers from industry.

PROP 6250 3.00 Site Planning and Design (NEW)

Acquiring a site is a prerequisite for any new real estate or infrastructure project. Site planning and design involves a myriad of factors that include sensitivity to various stakeholder and community interests, design issues, regulatory and code constraints, site configuration, topography, soil and other geotechnical factors, infrastructure requirements, traffic impacts, and intended uses. Improvements on the land include both below grade and above grade structures. Some of the most significant development risks occur at the site planning stage whether these are regulatory issues, access and egress constraints, limits on building height and massing, or foundation conditions. Site planning requires a myriad of technical investigations, site engineering, and architectural studies. The result is the translation of this information into 3-dimensional built forms and configuration of the site to handle traffic, landscaping and other development requirements. Decisions at this stage shape financial performance.

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PROP 6300 3.00 Public Private Infrastructure Delivery (Existing Course)

Infrastructure has been elevated to an international business of increasing scope and scale. This course examines the many “moving parts” of this business and explores the various models that are being employed to address a variety of infrastructure needs, from hospitals and schools to airports, highways, and energy plants.

PROP 6001 0.00 Leadership in Real Estate and Infrastructure I (NEW)

The objective of this course is to teach students the thinking and reflective skills required for business leadership. The course develops and enhances student ability to deliver compelling and coherent presentations; to apply analytic, critical and strategic thinking to complex business problems and to identify and reflect upon underlying assumptions and reframe them in order to drive to actionable outcomes. Students will attend this course throughout Terms 1, 2 and 3. The course will be taught on a non-credit basis during the first two terms and, upon successful completion of the course during Term 3, students will receive course credit on a pass-fail basis.

TERM 2: Mandatory for all MREI students, 15.0 Course Credits

PROP 6050 3.00 Changing Landscapes: Historical Perspectives on the Industry (NEW)

This course offers a unique opportunity to learn from the past through evidence of the key issues faced by the industry today. The framework for the course is built on three perspectives: a) the drivers of market cycles, what drove these cycles, and the impact of market cycles on value creation and destruction for investors as well as the spatial structure of cities and the development industry over time; b) the factors that drove and influenced the success or failure of key real estate and infrastructure projects as impacted by the evolution of technology, building systems, and assemblies and their influences on building form, functionality and infrastructure; and c) how successive generations of entrepreneurs built businesses which influenced perceptions of the industry, and the business organizations that they shaped. A primary objective for the course is to understand the dynamic relationship between market forces, technological advancements, and leading entrepreneurs. The course is built around a selection of projects that have gained international recognition. The course may involve travel to other cities.

PROP 6450 3.00 The Life of a Project (NEW)

The course covers project management concepts, needs identification, proposed solutions, and implementing the project, whether real estate or infrastructure. Project management concepts covers the definitions of a project and its attributes, the key constraints within which a project must be managed, how a project is ‘born’, the life of a project, and the steps in the project management process. Actual projects are discussed. Planning covers project definition, developing a work breakdown structure, assigning roles and responsibilities, and defining detailed activities. Scheduling deals with estimating activity duration and identifying the critical path of activities. Resource considerations leads to cost planning and performance and calculating a forecast of project costs at completion as well as approaches to controlling cost. The course also deals with the responsibilities of the key managers, characteristics of effective project teams, barriers to effectiveness and approaches assembling project teams. Finally, the course deals with the characteristics, advantages and disadvantages of the functional, project, and matrix organization structures, as well as the advantages and concerns about using project management software.

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PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices (Existing Course)

The course provides an understanding of issues related to the pace of urbanization across the globe and the impact on the demand for new infrastructure. The challenges for both developing and developed countries is examined from the perspective of potential new strategies, new technologies, new business models and new financing techniques that can begin to make a difference in addressing a full range of infrastructure needs. In terms of sustainability, this will include an understanding of the demand side and supply side, cultural factors, and the policy framework.

PROP 6750 3.00 Project Finance for Infrastructure (Existing Course)

Understanding the particular characteristics of project finance is fundamental to structuring all business models for the delivery of infrastructure. Financing is predicated on complex risk transfer arrangements and sources of revenue derived from long-term agreements that convey rights to collect user fees or receive availability payments. The course introduces the fundamentals of project finance as they affect infrastructure delivery that range from power and energy plants to mining, water and sewage and, more typical, infrastructure that supports our cities. The course examines project viability and risk, ownership and contractual structures, funding sources, financial modeling and structuring, and then examines a series of cases.

PROP 6850 3.00 Structuring Development Transactions (NEW)

This course serves real estate and infrastructure, both of which depend on the creation of an asset and involves the public and the private sectors in various roles and with respective responsibilities. The first half of the course deals with transactions that arise through the regulatory or public policy framework that affects the use of land and the environmental consequences. Particular attention is paid to the intended and unintended impacts of the public regulatory and policy framework on the built environments and resulting social and economic outcomes. Students gain a basic understanding of the theories, rationales, techniques, and implementing institutions involved in legally controlling the possession, use, development, and preservation of development rights. The second part of the course addresses the transactional details from inception through to completion and into the operational stages. The process is viewed from two perspectives. The first perspective involves the legal principles and related contracts necessary to properly structure transactions whether involving real estate or infrastructure. The second perspective relates to the process that commences with securing development rights, whether by acquisition or by concession, through to managing procurement and the delivery process.

PROP 6002 0.00 Leadership in Real Estate and Infrastructure II (NEW)

The objective of this course is to teach students the thinking and reflective skills required for business leadership. The course develops and enhances students' ability to deliver compelling and coherent presentations; to apply analytic, critical and strategic thinking to complex business problems and to reflect and identify underlying assumptions and reframe them in order to drive to actionable outcomes. Students will attend this course throughout Terms 1, 2 and 3. The course will be taught on a non-credit basis during the first two terms and, upon successful completion of the course during Term 3, students will receive course credit on a pass-fail basis.

Prerequisite PROP 6001 0.0

TERM 3: 12.0 Course Credits (2 required and 2 elective courses)

PROP 6080 3.00 Creative Workshop (NEW)

The workshop affords teams of no more than four and no less than two students the opportunity to integrate theory, skills and knowledge through a collaborative process and within a project framework. The project will be a test of creative thinking applied to a problem or project that embodies social and environmental challenges. Student teams may choose between a real estate or an infrastructure project and these projects may be drawn from both developed and developing economies. The course is intended to expose students to a broad range of issues that arise from the increasing pace of urbanization across the globe and better equip them to move into careers where creativity is an essential part of problem-solving. The course will be structured to promote self-awareness, curiosity, and independent thinking. The course replaces a lecture format with a studio format involving seminars and guests. Student teams will present their final work to a multi-disciplinary panel of experts.

PROP 6350 3.00 Infrastructure as an Asset Class (NEW)

The course offers an introduction to infrastructure as an asset class and provides an overview of the international infrastructure market with a particular focus on the demand for infrastructure assets and the expected capital requirements, as well as a comparison with and relationship to other asset classes. This is followed by an overview of the most important infrastructure sectors and the characteristics influencing performance in each sector. This course will also provide an examination of some of the most experienced/largest global infrastructure investors and the investment characteristics by sector and sub-sector. Finally, the course deals with direct investment in infrastructure assets and their evaluation, with a particular focus on the financing of such assets, their risk profiles, and the various kinds of capital and financing instruments that are used.

Prerequisite PROP 6300 3.0

PROP 6600 3.00 Real Estate Portfolio Management (Existing Course)

This course deals with the spectrum of investment styles, structures and strategies employed in the creation and management of institutional real estate investment portfolios in both the private and public markets. It includes a review of portfolio theory in a real estate context; examination of the concepts of risk, return, and diversification and how they influence portfolio planning decisions; consideration of the advantages and disadvantages of various investment vehicles; and the consequences of international diversification on portfolio performance.

Prerequisite PROP 6100 3.0

PROP 6650 3.00 Commercial Real Estate Asset Management (NEW)

This course examines various strategies for optimizing performance of an asset during the operational phase of the property life cycle. It covers the major components of a strategic asset management plan including leasing, capital expenditures, revenue enhancement, re-positioning, re-development and the hold/sell analysis. Attention is paid to all major property types included in a portfolio of assets including office, retail, industrial and multi-residential. Extensive use is made of case studies.

Prerequisite PROP 6100 3.0

PROP 6780 3.00 Case Studies in Infrastructure (NEW)

The course is structured as a seminar and draws upon a series of recently completed infrastructure projects representing a selection of sectors and sub-sectors – transportation, including road, rail and water; aviation; fresh/waste water and waste; energy; and social infrastructure including hospitals, schools, court houses and jails. Three to four cases will be selected each year for in-depth analysis. The

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analysis will include a detailed review of the development and management structure, the project agreement and the ancillary contracts, the risks and risk mitigation measures involved, the financial structure of the project, and assessment of specified performance requirements. The course relies upon lectures and field trips. Travel may be required.

Prerequisite PROP 6300 3.0

PROP 6003 3.00 Leadership in Real Estate and Infrastructure III (NEW)

The objective of this course is to teach students the thinking and reflective skills required for business leadership. The course develops and enhances students' ability to deliver compelling and coherent presentations; to apply analytic, critical and strategic thinking to complex business problems and to reflect and identify underlying assumptions and reframe them in order to drive to actionable outcomes. Students will attend this course throughout Terms 1, 2 and 3. The course will be taught on a non-credit basis during the first two terms and, upon successful completion of the course during Term 3, students will receive course credit on a pass-fail basis.

Prerequisite PROP 6002 0.0

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APPENDIX 5: PROPOSED COURSE STRUCTURE AND INSTRUCTORS

	Course No.	Credits	Course Title	Prerequisite(s)	Instructor
Fall	PROP 6100 ¹	3.00	Real Estate Finance and Investment		Andre Kuzmicki
	PROP 6150 ²	3.00	Markets and Their Behavior		Irene Henriques, Fred Lazar, Perry Sadorsky, Atipol Supapol
	PROP 6200 ¹	3.00	Development Prototypes		Neil Prashad
	PROP 6250 ³	3.00	Site Planning and Design		James Mckellar
	PROP 6300 ¹	3.00	Partnership Models for Infrastructure Delivery		Sherena Hussain
	PROP 6001 ²	0.00	Leadership in Real Estate and Infrastructure I		Alexandra Campbell, Ingo Holzinger, Detlev Zwick
	Total credits	15.00			
Winter	PROP 6050 ³	3.00	Changing Landscapes: Historical Perspectives		TBD
	PROP 6450 ³	3.00	The Life of a Project		TBD
	PROP 6550 ¹	3.00	Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices		James Mckellar
	PROP 6750 ¹	3.00	Financing Large Scale Infrastructure		Sherena Hussain
	PROP 6850 ^{1,2}	3.00	Structuring Development Transactions		Tyler Hershberg
	PROP 6002 ²	0.00	Leadership in Real Estate and Infrastructure II	PROP 6001	Alexandra Campbell, Ingo Holzinger, Detlev Zwick
	Total Credits	15.00			
Summer	PROP 6080 ³	3.00	Creative Workshop		TBD
	PROP 6003 ²	0.00	Leadership in Real Estate and Infrastructure III	PROP 6002	Alexandra Campbell, Ingo Holzinger, Detlev Zwick
	PROP 6350 ^{3,4}	3.00	Infrastructure as an Asset Class	PROP 6300	Melanie Cao, Mark Kamstra, Eli Prisman, Yisong Tian,
	PROP 6600 ⁴	3.00	Real Estate Portfolio Management	PROP 6100, PROP 6200	Andre Kuzmicki
	PROP 6650 ^{2,4}	3.00	Commercial Real Estate Asset Management	PROP 6100, PROP 6200	TBD
	PROP 6780 ^{3,4}	3.00	Case Studies in Infrastructure	PROP 6300	Sherena Hussain
	Total Credits	12.00			
	Program Cred.	42.00			
Legend	¹ Course shared with MBA specialization during program's startup phase ² New course adapted from existing course ³ Completely new course ⁴ Elective (choose 2 of the 4 electives); all other courses are core courses				

APPENDIX 6: INSTRUCTORS FOR THE MASTER OF REAL ESTATE AND INFRASTRUCTURE

Surname	Given Name	Rank	Area(s) of Specialization					
			Management	Economics	Finance	Marketing	OMIS	PROP
Bhanich Supapol	Atipol	Assoc.		x				
Campbell	Alexandra	Assoc.	x			x		
Cao	Melanie	Assoc.			x			
Henriques	Irene	Professor		x				
Kamstra	Mark	Professor			x			
Kristal	Murat	Assoc.					x	
Lazar	Fred	Assoc.		x				
McKellar	James	Professor					x	x
Prisman	Eliezer	Professor			x			
Sadorsky	Perry	Assoc.		x				
Tian	Yisong	Professor			x			
Zwick	Detlev	Assoc.	x			x		
Holzinger	Ingo	CLA	x					
Hussain	Sherena	CLA	x	x				x
Hershberg	Tyler	Lecturer						x
Kuzmicki	Andre	Lecturer						x
Prashand	Neil	Lecturer						x
Zandi	Farrokh	Lecturer		x				
Legend:	OMIS PROP	Operations Management and Information Systems Real Estate and Infrastructure						



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Memo

To: Rhonda Lenton, Vice-Provost Academic
Cc: Michael Schiff, Asst. Secretary, FGS; Cheryl Underhill, Secretary, Senate ASOP
From: Dezső J. Horváth, Dean
Date: February 20, 2015
Subject: Resource Statement for the Master of Real Estate and Infrastructure

I would like to express my full support for the proposed *Master of Real Estate and Infrastructure (MREI) Program*. The Schulich School has offered a diploma and a specialization in Real Estate Management since 1992. The program was revised in 2009 to include infrastructure management, making it a world leader and unique internationally. With a strong curriculum and co-curricular activities, the program has very successfully competed and developed a strong reputation internationally. It is proposed to expand this offering into a 3-term Masters program to better serve the real estate and infrastructure industries, as well as financial institutions, consulting enterprises and governments with expertise in these different but related fields.

Conversations with industry experts and experience from MBA graduates who have pursued the diploma or specialization provide a strong indication of a need for such a program. We expect that the program will be able to attract (and place) about 25 students in its first year and 40 students within 3 years. Given the attractiveness of specialized masters programs internationally (based on enrolment trends in our other specialized programs) we expect a substantial interest in this program from not only domestic but also visa students.

The new 42-credit program makes use of many courses that currently exist in the diploma and specialization. With commencement of the Masters program the offerings in the MBA will be reduced to diminish overlap and account for resource use.

Academic staffing for the current diploma and specialization includes two full time faculty members. Hiring into a full time CLA position is in progress. Professors from other areas will contribute to the program as well (e.g., Leadership courses). Faculty resources will be complemented as needed, particularly with view to further developing the program's research capabilities. Like other cross-functional areas, the area also relies on experienced industry leaders who, as part time instructors, bring their knowledge and experience to bear as instructors of highly specialized courses.

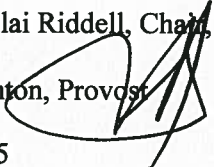
Administrative resources needed for the program (Admissions, Student Services, secretarial support, etc.) are already in place and will also be adjusted if needed.

The Faculty has made known that, despite offering courses in locations outside of Keele campus and on evenings and weekends, it currently suffers from a shortage of teaching space. The board of governors has approved the construction of a new building (subject to financing), which is expected to become available in 2016, thus alleviating the concern with regards to physical resources.

In conclusion, I wish to express my full support for this very innovative Masters program in Real Estate and Infrastructure and wish the program proponents much success in the approval and implementation process.



Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Rhonda Lenton, Provost 
Date: May 8, 2015

Subject: Proposal for Master of Real Estate and Infrastructure



I have undertaken an initial review of the proposal from the Schulich School of Business to establish a Master of Real Estate and Infrastructure (MREI). It is my intention to provide a more detailed statement with regard to this proposal, including its resource implications, following receipt of the reviewers' report, SSB's response, and the final version of the proposal incorporating any revisions to take account of the reviewers' comments. At this stage, however, let me signal that I am satisfied that this proposal is ready to go forward for consideration by the external reviewers.

The proposal for this degree program builds upon the success of the concentration in Real Property Development in the MBA, which was created in 1992 and was recast to include infrastructure 2009, and is now available as a diploma as well. It is consistent with institutional goals in relation to the expansion of graduate programming and enrolments through the offering of innovative programs. I am satisfied that the proposal sets out the case for the program in terms of its distinctiveness in the linking of real estate and infrastructure and the resulting demand from both domestic and international students. It also clearly describes the program structure and learning outcomes.

The program will add to the array of excellent programs offered by the Schulich School of Business, and the proposal enjoys strong support from the Dean of the School.

I look forward to seeing the reviewers' assessments of the proposal.

Cc: Dean D. Horvath

**York University Quality Assurance Procedures (YUQAP)
New Program Appraisal**

**External Appraisal Report on the Proposed New
Master of Real Estate and Infrastructure**

Schulich School of Business

Please provide feedback, as appropriate, on the evaluation criteria provided below.

External Reviewer(s) (Name, rank, university and unit/department/program)

Crocker H. Liu, Professor, Cornell, School of Hotel Administration, Finance,
Accounting and Real Estate Subarea

Jay Handelman, Associate Dean Research and Associate Professor, Queen's
University, School of Business, Marketing

1. Outline of the Visit

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

Over a two day period, May 19 and 20, 2015, the Review Team conducted an onsite review of Schulich School of Business. This on-site review was conducted in conjunction with Schulich's Cyclical Review. The review team was given full access to the both the York campus facilities of Schulich as well as the Miles Nadel Management Centre in downtown Toronto. The review team had interviews with all of Schulich's key stakeholders including the Management Committee, Directors of programs and areas of specialization, Research and Teaching support members, MBA and Master of Accounting students, some alumni and Board members, a few key University Administrators including the Vice Provost and the Associate Dean, Graduate Studies, as well as Professors McKellar and Kuzmicki who are directly involved in the design and implementation of the proposed Master of Real Estate and Infrastructure degree. The Review Team also had the opportunity to attend a part of an MBA and Master of Account class. Any request made by the review team during the visit for further documentation was immediately provided by Associate Dean Biehl and Dean Horvath. The Review Team is in agreement that they were given extensive access to Schulich School of Business.

2. General Objectives of the Program

- Is/are the program name and degree designation(s) appropriate?

The reviewers feel that the program name and degree designation is appropriate given the increasing demand for this specialized degree.

- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?

The fields indicated in the proposal are appropriate

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

The general objectives of the program are clear and they appear to be consistent with the University and Faculty missions and academic plans.

3. Need and Demand

- Is there sufficient explanation of need/demand for the program?

The existing concentration in real estate has been offered in the Schulich School of Business at York University for over 20 years which is a signal that there continues to be demand for real estate courses. The new program represents a logical progression from a concentration in real estate to a specialization in real estate where the goal is to offer students who wish to specialize in real estate more real estate courses in lieu of the required general MBA courses. The letters provided to us evidence of the support of Dean Horvath and industry support for this initiative. Industry participants appear to favor a more specialized focus. A related question is why offer a real estate specialization now when the real estate program has been around for over 20 years? There are a few responses to this question. In addition to the recent industry appetite for a more specialized real estate degree, real estate alumni from Schulich have finally become prominent in managerial roles and more recruiters have started to interview students from Schulich for front office jobs. Real estate alumni events are also larger than alumni events for other Schulich programs in general which is further evidence that a critical mass has been achieved.

4. Program Content and Curriculum

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.

The proposed curriculum represents a Reimagining of Real Estate where Infrastructure takes on a more important role in the real estate process and the World is the stage rather than the national or local market. The new globally oriented curriculum reconstitutes traditional pedagogy such as Real Estate Principles, Real Estate Law, Real Estate Appraisal, Real Estate Development, etc into infusing these topics into each course rather than having each of the aforementioned courses as a standalone course. This forces the instructor to have some familiarity in the various aspects of real estate (a generalist rather than a specialist). The goal of each course is on value added decision-making

with respect to a broad theme such as sustainable cities. I know of no real estate curriculum at any university offering real estate either in Canada or the United States that offers the curriculum that York University is proposing. This type of curriculum will give students a different mindset/perspective of the nature of the real estate business. Typically, urban planning, infrastructure and real estate are taught as separate disciplines with little, if any, cross fertilization between these real estate related disciplines. The new curriculum challenges this traditional perspective by integrating these real estate related disciplines which provides a more holistic perspective on the nature of the real estate business so that students can appreciate the multi-disciplinary nature of real estate.

- For undergraduate programs, comment on the appropriateness of the anticipated class sizes. For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?

Given the structure of the proposed 3-semester curriculum, students are required to take 2-semesters of required real estate courses so by default, each graduate student in the program must take a minimum of two-thirds of the course requirements from among graduate real estate level courses. In their last semester, students can take real estate electives based on their real estate area of interest.

5. Program Structure, Learning Outcomes and Assessment

- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?

Given the information provided on the new program, at a macro level the program requirements are clear. However since the new required courses have no syllabus or an instructor of record what is unclear is the learning outcomes for these new courses. The titles of the new courses and course descriptions appear to be relevant given the dynamic nature of real estate decision-making but without any information on the course content, we are unable to make any further assessment.

- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).

The program curriculum appears to be appropriate based on discussions with the existing real estate faculty although as stated previously, we are unable to obtain more in-depth knowledge about the program curriculum since there is no information on the content of the new course offerings other than a brief course description of each course. What we did see however is very encouraging. The curriculum is designed to be forward looking by using a cross-disciplinary platform

of integrating various real estate related disciplines. The end product is a fusion of real estate, facilities management, urban planning, architecture, and infrastructure management.

- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?

The mixture of exams, group projects, individual projects and class participation to assess student achievement is appropriate and effective. What is an innovative learning component is the new course entitled Creative Workshop where students will have the opportunity to integrate theory, skills and knowledge through a collaborative process and within a project framework. Student teams will present their final work to a multi-disciplinary panel of experts.

- For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.

Most real estate programs are either one or two year in length. The MREI program is 1.5 years in length, so falls within the boundaries of most real estate programs. There are good checks in place to ensure that “no student is left behind”. There is a review of student progress at the end of each term. Students are also required to maintain a GPA of at least 4.2.0. As in other real estate programs, students who fail a required course must retake it. What appears to be a little inconsistent however is the requirement that “to maintain their standing in the program, all students must maintain a GPA of at least 4.2”. However, a 4.2 is not sufficient to graduate from the program. “To graduate, a student must achieve an overall GPA of at least 4.4 (B-)”.

- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.

According to the MREI proposal entitled “Proposal for a Master of Real Estate and Infrastructure (MREI) dated December 2014, “The majority of courses in the Program will be delivered through a mix of lectures, research projects, and case studies, with the exception of the creative workshop that employs a studio format. Extensive use is made of real world cases and/or real world research assignments such that students have multiple opportunities to apply theory and methods in realistic scenarios . Most courses will make frequent use of industry speakers”. We find that this proposed mode of delivery is the typical delivery mechanism at most real estate professional programs. However, care must be taken to ensure that industry speakers are used to enhance learning rather than as a substitute for lectures.

6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning

outcomes?

We feel that the admission requirements are similar in nature to other schools in Canada and the U.S. that offer graduate real estate degrees although the preferred full time work experience required of 2-5 years is higher than the 2 years that most competitors require.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?

For students whose first language is not English, the program requires that they must submit evidence of English proficiency. There is sufficient explanation of this requirement. The program is silent on whether work experience can be substituted for class credit which would allow students to take another real estate course.

7. Resources

For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.

Discussions with the administration suggest that they are ready, able and willing to support the program in terms of human resources by hiring more faculty in real estate and providing space in the new building to house activities related to the new MREI program. The Dean's letter indicates that "administrative resources needed for the program (Admissions, Student Services, secretarial support, etc) are already in place and will also be adjusted if needed." As we were not provided any information on financial resources, we are unable to comment on the financial viability of the program.

- Appropriateness of the collective faculty expertise to contribute substantively to the program.

The faculty at Schulich appears to have the necessary expertise to contribute substantively. The finance and economics as well as the entrepreneurship departments in particular are well suited to contribute since mortgages are a type of fixed income/structured product, there are real estate securitization products such as REITs, and developers are a type of entrepreneur.

- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.

We met with Andre Kuzmicki and Jim McKellar. Both faculty members are capable of teaching and supervising based on our discussions regarding their practical experience. However, neither faculty has an academic research record. There needs to be at least one if not more academically qualified research active professors. To this end, the Dean is currently raising funding for new positions in Real Estate, and the Associate Dean Academic is in the process of searching for existing Schulich faculty who can contribute to this program. We were unable to meet with and thus comment on the other property part time faculty to assess their capabilities.

- Evidence that there are adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

There appears to be adequate resources to sustain learning quality produced by graduate students. Given the existing real estate concentration at Schulich, the basic real estate resources are already available. We expect with more specialized course offerings in real estate, the library will increase their collection of real estate related materials. While we did not explore and there was no formal discussion of computer resources, informal discussions suggest that there is currently no specialized real estate computer databases and software programs available such as ARGUS, CoStar, SNL, Means (<https://www.rsmeansonline.com/>), etc which will give students a comparative advantage, although the school does have Bloomberg which does have real estate information.

Additional criteria for undergraduate programs only

- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

Additional criteria for graduate programs only

- Evidence that faculty has the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

Although none of the current real estate faculty has recent research expertise, they do have a substantial amount of professional/clinical expertise. However, it is clear that the existing faculty per se isn't sufficient to cover the teaching load for all of the newly required real estate course offerings. Ideally, there needs to be at least one or more tenured or tenure track faculty with recent research expertise and a PhD to lend research credibility to this program. The new professors should be able to complement the existing faculty and have some empathy to real world issues. An ideal candidate should have some actual real

estate work experience, if possible in addition to an active research agenda and publications in academic real estate journals such as *Real Estate Economics*, the *Journal of Real Estate Finance and Economics*, and the *Journal of Real Estate Research* or urban economic journals such as the *Journal of Urban Economics* and the *Regional Science and Urban Economics*. Given the nature of the program, a more seasoned professor(s) is preferable for seamless integration. For some of the new course offerings, consideration might be given to using York faculty not currently affiliated with the business school. For example, <http://www.yorku.ca/laps/sosc/urst/faculty.html> is a listing of faculty at York affiliated with Urban Studies that could possibly teach the new proposed courses.

- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

The external review committee was not provided any information to address this issue.

- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

The external review committee was not provided any information to address this issue on supervisory loads. Faculty for the new MREI program has not yet been hired so it is impossible to determine the qualifications and appointment status of faculty.

8. Quality of Student Experience

- Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

Perhaps the best evidence of a quality learning experience is whether recruiters come to campus and where in the real estate organization former students are. Currently, a larger number of recruiters seek out real estate students who graduate from Schulich. We also met with a Schulich real estate alum who intimated that it is because of his education that he is now in a management position at a prominent real estate firm.

Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

9. Other Issues

Challenges, Concerns, and Opportunities

Succession Plan for Existing Real Estate Faculty: Given the seniority of the existing real estate faculty, the administration should consider identifying and possibly hiring more junior faculty with some seasoning who can eventually step into the roles of teaching, research, and industry outreach.

Center for Real Estate Excellence: What the proposal document is silent on is the creation of a center for real estate excellence to compliment the MREI and the existing concentration in real estate. The center provides a venue for real estate industry professionals and faculty to exchange ideas and turn those ideas into research that benefits both groups as well as students. Most top real estate programs do have a real estate center.

Taking Advantage of Existing Faculty: Currently there is little or no interaction with urban economists and finance faculty. Since urban economics provides a large portion of real estate theory and there are already several urban economists at Schulich, more should be done to engage these faculty members.

Taking Advantage of Real Estate Resources: Currently, students who are interested in real estate modeling are encouraged to purchase their own copy of ARGUS, the gold standard in real estate software. Although the computer lab does not have a site license for ARGUS, the site license for ARGUS is free since they do fly in an ARGUS trainer from Houston each year to train students. In addition to this, CoStar, the largest commercial real estate data provider has a university program that allows free access to their database. These resources are free and we recommend that these resources be available for all students since not all students might be able to afford a copy of ARGUS and the university can get a free license for the computer lab. The Urban Land Institute (ULI), which is a real estate development industry organization also provides student memberships at a deeply discounted price.

Taking Inventory of What's Available in Terms of Existing Real Estate Related Resources at York University outside of the Business School: Although our primary exposure was to resources at Schulich, we suggest that the faculty do an inventory of existing real estate related resources in other parts of the University. For example, a google search revealed that York University has access to Geospatial Data (GIS). GIS has many, wide-ranging applications. It can be used for cartography, resource management, urban planning, marketing, statistical analysis, environmental impact assessment, and for countless other areas. See for example,

<http://researchguides.library.yorku.ca/content.php?pid=245987&sid=2176381>

Work Experience as a Substitute for Class Credit (Opting Out of a Class): The program is silent on whether work experience can be substituted for class credit in a particular class which would allow students to take another real estate course.

Real Estate Related Courses taught at York University Outside Schulich: While there was no discussion of the extent to which a Schulich student can take courses offered at York University (courses outside of the business school), York University does offer other courses that appear similar in nature to those at the business school. No mention is made as to whether any of these courses can be substituted for or cross listed as a business school course. This faculty (see for example, <http://www.yorku.ca/laps/sosc/urst/faculty.html>) might also be considered to teach some of the courses in the proposed MREI program. For example, the Department of Social Science Urban Studies (<http://www.yorku.ca/laps/sosc/urst/>) at York takes a similar perspective.

Changes in Required Courses and/or Elective Courses: Given the dynamic nature of real estate and the roll out of the new curriculum in 2016, it is clear that course offerings will need to be changed from time to time. No mention was made in the documentation provided to the external reviewers regarding how often the existing faculty will do an introspection regarding the appropriateness of the new curriculum.

Real Estate Advisory Board: Most real estate programs have a formal real estate advisory board to provide input on trends in the industry, relevant course offerings, job placement opportunities, research that industry is interested in, funding support and other real estate related activities. We understand that the real estate advisory board needs to be reconstituted and has been relatively inactive in recent years. With the new MREI initiative, we suggest that the faculty consider reestablishing the real estate advisory board.

Urban Lab: The idea of an Urban Lab that Professor McKellar used to study the growth of cities and the role of financing is a novel idea that might further differentiate the real estate program at Schulich from other real estate programs. Since no documentation on the urban lab was provided to the external reviewers, we are unable to provide further comment on it.

10. Summary and Recommendations *(Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.)*

We find that the proposed Master of Real Estate and Infrastructure (MREI) Program is a natural progression from the specialization in Real Estate Management which the Schulich School has offered a diploma in since 1992. The program has support not only from Dean Horvath but also from the industry. This suggests that the resources will be available to support the new program and graduates from this program should be able to do well in terms of job placement. The methods and criteria for assessing student achievement are appropriate. The length of the MREI program of 1.5 years is the average of most real estate program which range from 1-2 years. There are appropriate checks in place to make sure that “no student is left behind” with respect to students’ time to

completion. The proposed mode(s) of delivery which consists of a mix of lectures, research projects, and case studies is appropriate. However, care must be taken to ensure that industry speakers are used to enhance learning rather than as a substitute for lectures. The admission requirements are similar in nature to other schools in the Canada and the U.S. that offer graduate real estate degrees.

A key concern is that much of the program's current success and near term future success is the continued presence of the two full time faculty who have been able to multi-task effectively not only from a teaching perspective but also from a placement perspective due to their industry engagement and presence. Consideration needs to be given to hiring other full time younger faculty who will be able to sustain the current faculty's achievements and who will also have a presence in terms of academic research to give the program academic (research) credibility. The school might consider reaching out to other faculty at York University both at Schulich and at other Schools within the university (where appropriate) who has the necessary expertise in real estate and infrastructure to help move the implementation of the program forward and help expand the teaching and research bandwidth. In terms of resources, we note that York University has real estate related resources outside of the business school such as access to Geospatial Data (GIS). To make sure that there is no duplication of resources, we suggest exploring what real estate related resources already exist outside the business school that would be available to Schulich students.

York University
Schulich School of Business

**Response to Report of External Consultants –
Master of Real Estate and Infrastructure (MREI)**

We are very pleased by the enthusiasm with which the consultants endorsed our proposed masters program in real estate and infrastructure. Comments such as “the proposed curriculum represents a reimagining of real estate” and “the curriculum is designed to be forward looking by using a cross-disciplinary platform of integrating various real estate disciplines” illustrate reviewers’ opinions on the innovativeness and relevance of our proposed program.

In their report, the consultants commented on several broad areas:

Admission requirements. The consultants questioned the 2-5 year work experience, noting that just two years experience is required by most similar programs. Of course, two years is our normal minimum as well. However, we have found in the existing real estate specialization in our MBA (on which the MREI proposal is based) that more work experience leads to students receiving more benefit from their study. Hence, the program *encourages* work experience that goes beyond the minimum of two years. In addition, since 2-5 years of relevant full time work experience are *preferred* rather than required, the program is able to admit unusually strong candidates who may have a bit less than 2 years of experience. The supplementary application form and the candidate’s letters of recommendation will assist the program in making such decisions.

Faculty and Research. The Schulich School is committed to engaging the necessary teaching staff to enable us to deliver each program effectively. Many of the teaching staff come from the real estate and infrastructure industries with substantial hands-on expertise and experience in dealing with the multiple diverse aspects of real property and infrastructure development and management.

Research faculty also are needed to support the program, especially at the senior level. To this end, Schulich’s Operating Committee has prioritized the MREI program for a tenure stream position. Hopefully, this position can be filled within the coming academic year. In addition, the program is in the process of filling a new CLA position. The Schulich Dean currently is negotiating a contract with a strong candidate. These two additional faculty members would significantly raise the program’s teaching capability and its research profile as well as ensuring the program’s sustainability.

The reviewers suggest that there are colleagues in other faculties of York University who are not currently involved in the MREI but who may potentially be available to support the program. The MREI Program Director is in the process of identifying those colleagues and gauging their interest. Their availability, of course, will depend on their willingness to cooperate as well as on the willingness of their home faculties to release them to teach some proportion of their course load in the MREI.

Courses. The proposed program consists of both (1) newly-designed courses and (2) existing courses that are being transferred from the existing MBA specialization in Real Estate and Infrastructure. Syllabi for the existing courses are available, while extended course descriptions for new courses are included in the program documentation. The syllabi for any new courses will, of course, be subjected to extensive review within the School as well as by the Faculty of Graduate Studies and the York University Senate. At Schulich, all courses are subject to a continuous development process. Syllabi are not fixed, but are modified regularly to improve effectiveness and to incorporate relevant new material and new experiences.

Electronic resources. The consultants have recommended a number of electronic resources that are not presently available within the School. Schulich will undertake to acquire additional resources that will assist the teaching, learning, and research objectives of the MREI program.

Conclusion. We greatly appreciate the time and energy that the consultants donated to reviewing our proposed new degree program and for providing us with a detailed and thorough report. We will continue our search for new faculty to join and strengthen the MREI program in teaching, research, and experiential learning experiences for the students. We have learned through our experience with the MBA Real Estate and Infrastructure concentration that the program is needed in the Canadian environment. The reviewers observe that we have “a clear and focused mission and vision.” We thank the reviewers for endorsing our proposal.

*Professor Dezső J. Horváth
Dean, Schulich School of Business
20 July 2015*

Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC

From: Rhonda Lenton, Provost 

Date: September 11, 2015

Subject: Proposal for Master of Real Estate and Infrastructure



I am writing to follow up on my initial letter of May 8, 2015 (attached) with regard to the Schulich School of Business proposal to establish a Master of Real Estate and Infrastructure (MREI). I now have in hand the external reviewers' report - which I am pleased to note is highly positive with regard to the program's design and distinctiveness - and SSB's response.

As I indicated in my earlier communication, the proposal is consistent with institutional priorities around expansion of graduate programming. As described in the proposal, this Masters program will build on the success of the concentration in Real Property Development in the MBA, which was created in 1992 and recast to include infrastructure 2009. The reviewers found this to be a logical progression for the program and one which will respond effectively to the needs of the industry for a more specialized degree in this area. They also found its curriculum, which draws upon aspects of urban planning, real estate, and infrastructure in a cross-disciplinary approach, and integrates theory and skills development, to be distinctive and appropriate.

With regard to resources, the reviewers were not able to comment in detail about the program's financial viability, but noted a strong commitment from the School and the Dean to provide appropriate resources. They urged that the School engage in succession planning for this area, and that at least one academically qualified research active faculty member be added to the complement to ensure research credibility of the program and to help cover teaching of new courses. The reviewers also suggested increased interaction with faculty from related areas of the university, e.g., urban studies, urban economics, in order to ensure that resources are not duplicated across programs, including the possibility that those faculty might teach relevant courses in the program. Dean Horvath has indicated that real estate is a priority hiring area for the School, and I am pleased to confirm that Schulich has been authorized to undertake a search for a tenure stream faculty member in the area of real estate and infrastructure during the 2015-2016 academic year, as well as the completion of a CLA

appointment to which he refers (effective September 2015). The Dean also reports that the School will draw on professionals from the field to teach in the program, and that discussions will be undertaken with other areas of the university. I am satisfied that sufficient resources will be in place to support this program.

I am pleased to record my support for this proposal.

Cc: Dean D. Horvath
VP Academic A. Pitt
ASCP

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York University

**Program Proposal Brief
PhD in Nursing**

Revised 16 November 2015

1. Introduction

- 1.1. Provide a brief statement of the degree program(s) being proposed, including commentary on the appropriateness and consistency of the degree designation(s) and program name with current usage in the discipline or area of study.*

This is a proposal for the establishment of a Doctor of Philosophy (PhD) in Nursing program, to be anchored in the School of Nursing, Faculty of Health. The proposed program will prepare nurse scholars to conduct independent research and assume leadership in settings including academia, research centres, healthcare settings and government. Building on theoretical and research foundations offered at the MScN level, the program is designed to provide a broad understanding of the philosophical foundations of nursing science, research methodology and substantive knowledge in a selected area of focus. The program will prepare graduates to respond to current and projected demographic and health changes in Canadian and global society through a curriculum that demands depth of nursing knowledge in a substantive area, high quality research, and embraces and supports philosophical pluralism and multiple theoretical perspectives in the advancement of nursing science and health care.

The PhD is the degree designation most widely used in doctoral programs in nursing across Canada and in the United States (USA). While in the US it is sometimes offered as a Doctor of Nursing Science (DNS/DNSc), this is less common and has caused some confusion. (There is also a Doctor of Nursing Practice [DNP] degree in the USA, but it is a non-thesis, professional doctorate [American Association of Colleges of Nursing, 2010].) In Canada, the designation of PhD for doctoral programs in nursing has been endorsed by the Canadian Association of Schools of Nursing (CASN) (2010).

- 1.2. For graduate programs that wish to have the Quality Council endorsed field(s), please indicate the field(s) for each of the master's and PhD programs.*

N/A

- 1.3. Provide a brief description of the method used of the development and preparation of the proposal, including faculty and student input and involvement.*

The development of the PhD program in Nursing was spearheaded by a task force struck in 2009, the membership of which has ranged from 4-10 members from the graduate program in Nursing. In April 2010, a graduate program retreat was held in order to define the focus of the new program. The following trends were identified at this meeting: an aging population and nursing professoriate, the increased prevalence of chronic illnesses in the general population, changing demographics related to immigration, and the globalization of communities. There was consensus that these trends call for responsive reforms in healthcare systems and nursing education; moreover, they point to the urgent need to prepare nurse researchers, educators, and leaders who can help to meet tomorrow's needs for nursing and healthcare. As the proposal was being developed, components were shared with program faculty to obtain feedback. In addition, in the Spring of 2011, a survey was administered to current students, alumni, and prospective students employed in Toronto healthcare organizations in order to determine their interest in doctoral education and in the proposed program (see Appendix A). More recently, while surveying alumni and current students as part of the periodic review for the Master of Science in Nursing program, questions were added to determine the level of interest in a PhD program in Nursing at York. As will be discussed, responses to this survey and the one conducted in 2011 indicated strong interest in the proposed new program.

1.4. Indicate the Faculty/unit in which the program will be housed (for undergraduate programs) or anchored (for graduate programs).

The proposed PhD program in Nursing will be based in the School of Nursing in the Faculty of Health. The School of Nursing has had a very successful MScN program since 2005. As part of the Faculty of Health, School of Nursing faculty members are afforded with unique opportunities for reciprocal interdisciplinary collaborations around health, health care and policy research with colleagues in other cognate units such as Health Policy and Management, Kinesiology and Health Science, and Psychology. In addition, nursing faculty engage in interdisciplinary research with programs outside the Faculty of Health such as Sociology and Social Work. Interdisciplinary collaboration in research is reflected in nursing faculty membership in several York University Research Institutes including the York Institute for Health Research and the *LaMarsh Centre for Child and Youth Research*. Recently nursing faculty expertise has been integral in the development of a new interdisciplinary York University Research Institute, i.e. the York University Centre for Aging Research and Education (YU-CARE).

York University's Faculty of Health is ideally situated for a nursing doctoral program as it is located in the heart of the rapidly developing York Region and the Central Local Health Integration Network, where immigration accounted for 60% of the population growth between 2001 and 2006 (York Region Community Services and Housing Committee, February 2008). The Faculty of Health has developed and continues to develop significant off-campus partnerships locally with community hospitals, the York-UHN (University Health Network) Nursing Academy and, in York Region, the Central LHIN (Local Health Integration Network). The diverse and rapidly growing region within which York University is located provides an excellent community laboratory for health education, research, and practice applications for the development of new knowledge.

The Faculty of Health has also developed several international collaborations with major institutions such as Rajasthan University of Health Sciences in India and the Health Professions Governance Initiative with Griffith University in Australia, which offer additional opportunities for research.

The unique composition of the Faculty of Health, its geographic location on the edge of the York region, and its vision of 'keeping more people healthier longer' together provide a constellation of bountiful opportunities for a new PhD Nursing program. The new program will complement the PhD in Health, housed in the School of Health Policy and Management, as well as PhD programs in other cognate units (Psychology, and Kinesiology and Health Science)

2. Objectives of the Program

2.1 Provide a brief description of the program objectives.

The proposed program will prepare nurse scholars who can conduct independent research and assume leadership in settings including academia, research centres, healthcare settings and government. Building on theoretical and research foundations offered at the MScN level, the program is designed to provide a broad understanding of the philosophical foundations of nursing science, research methodology and substantive knowledge in a selected area of focus. The program will prepare graduates to respond to current and projected demographic and health changes in Canadian and global society through a curriculum that demands depth of nursing knowledge in a substantive area, high quality research, and embraces and supports philosophical pluralism and multiple theoretical perspectives in the advancement of nursing science and health care. Ultimately the doctoral program will foster the development of transformative knowledge and innovations focused

on the following three areas of scholarship (we have not identified fields) in which faculty members of the School of Nursing are engaged:

- *Health for persons and communities.* This area of scholarship focuses on developing knowledge that informs the promotion and positive transformation of health across the lifespan (i.e., children, youth, adults, and older adults) at the individual, group, community, and global level.
- *Healthcare services and systems:* This area of scholarship aims at transforming healthcare services and systems through research, leadership, policy development, and organizational change, in order to enhance health, quality of life and system accessibility, efficiency and effectiveness.
- *Education in nursing:* This area of scholarship aims to expand knowledge on high quality undergraduate, graduate and continuing nursing education through research, transformative and caring pedagogies and other innovations in teaching-learning approaches and practices to support the development and sustenance of excellence in nursing practice.

Graduates will:

- a) Have a substantive knowledge base in a selected area of scholarship.
- b) Advance the discipline of nursing through knowledge generation i.e. research and theory development to inform nursing practice and education, policy development, and high quality healthcare;
- c) Provide leadership in nursing, in the health care system and within interdisciplinary teams through activities such as knowledge generation and mobilization; and
- d) Provide education in undergraduate and/or graduate and/or continuing nursing education programs that will prepare the next generation of nurses for careers across a full range of practice domains (clinical practice, nursing education, research and leadership).

2.2 Describe the consistency of the program objectives with University and Faculty missions and academic plans.

The PhD program objectives contribute to the advancement of York University's vision described in York University's Academic Plan (UAP), York University's Strategic Research Plan, the Faculty of Health's Strategic Plan and the School of Nursing's Strategic Priorities including complement planning. Further, health and medicine is a defined target area for expansion in the University's 2014 Strategic Mandate Agreement with the MTCU. Thus the objectives of the proposed PhD program align closely with the University, Faculty and School of Nursing's missions and academic plans.

First and foremost, health—the central concern of nursing as a discipline and a profession—is a priority area in which the University plans to continue expanding teaching and research activities over the next decade (the University Academic Plan 2005, 2010a 2010b; Monahan, 2010, York Strategic Research Plan, 2013). The establishment of the Faculty of Health in 2006 is a clear indication of the University's strategic prioritization of health. The Faculty, in its inaugural Strategic Plan, articulated its vision of becoming “a global leader in redefining and advancing health and human science” (Faculty of Health, 2007). In effect, this means ‘keeping more people healthier longer’ through broadly addressing health and its social determinants and creating an integrated health system that goes beyond medical care. In keeping with the University's deep commitment to interdisciplinarity, the mission of the Faculty of Health is “to provide an innovative and supportive environment for learning, teaching and discovery,” where “research addresses health and human science at all levels... [from] basic to applied and theory to practice... [building on] both disciplinary depth and inter-disciplinary breadth” (Faculty of Health, 2007). To realize this vision and mission, the

strategic thrust of the Faculty is to establish research alliances and partnerships within the University, with community partners in the York Region, and beyond. Consistent with this strategic direction, the proposed program will prepare nurse scholars and researchers with specific areas of content expertise in nursing, health care and health care policy to better understand the human experience with regard to health and the influences of society, who will provide leadership to nursing, to the health care system and to society in their areas of content expertise through knowledge generation and mobilization in multiple contexts locally and globally (e.g., healthcare, nursing education, health policy).

The program will benefit from unique opportunities in the Faculty of Health for interdisciplinary curricular offerings and contributions to research supervision. Moreover, graduates will be prepared to collaborate on interdisciplinary teams in academic and healthcare systems contexts.

In addition, the proposed program's emphasis on research, leadership, interdisciplinary collaboration, social justice, innovation, and community engagement are likewise aligned with the University's and Faculty's missions and academic plans (Senate of York University, 2010a, 2010b; Monahan, April, 2010). The Faculty of Health has led several community engagement meetings in pursuit of its vision of "an integrated health-promoting and health-care system" (Faculty of Health, August, 2010, p. 1) in the York Region. This program will also emphasize engagement in nursing practices at the individual, community, and global level, with the aim of promoting and improving health, healthcare services and systems. The School of Nursing faculty have excellent capacity to be active, accessible and engaged mentors to doctoral students, offering them diverse research and professional development opportunities during the doctoral program in areas of research in which School of Nursing faculty are engaged and externally funded. This is in line with York University's Strategic Research Plan asserting that building graduate student capacity and fostering their research experience are critical to advancing its strategic plan. It also supports society's need for doctorally-prepared nurses trained in a "dynamic metropolitan and multi-cultural milieu" (University Academic Plan). Graduates will be highly educated to examine, critique, and challenge systemic values, assumptions, and structures that limit and facilitate possibilities for health and healthcare systems; as well, they will be able to contribute to health and social policy development through community engagement and high quality research. Creativity and innovation will be fostered through openness to diverse kinds of knowledge and ways of knowing (empirical, theoretical, philosophical, ethical, and sociopolitical) in relation to students' approaches to inquiry in their selected area of focus.

3. Need and Demand

3.1 Identify similar programs offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed program.

The School of Nursing provides a strong academic environment that values, develops, supports and integrates philosophy and theory with research in the development of nursing knowledge and the education of nurses. York University's School of Nursing is known across Canada for its demonstrated excellence in the integration of philosophy, i.e., Human Science, into its baccalaureate and Master's nursing curricula. Philosophy, theory and research together inform the nursing profession (College of Nurses of Ontario, 2002) yet few Canadian doctoral programs in nursing excel in this area of expertise.

There are currently five doctoral programs in nursing offered in Ontario; they are located at the University of Ottawa, Queens University, the University of Toronto, McMaster University, and Western University. Like the proposed new program, all of the existing programs address health, healthcare, and nursing education; however, areas of specialization and fields vary.

The proposed doctoral program in nursing is distinctive in its strong embrace and support for multiple philosophical and theoretical (ontological and epistemological) perspectives including, but not limited to critical theory, hermeneutics, post-modernism, complexity science, feminist theory, post-constructivism, pragmatism and post-colonialism to help guide nursing research and knowledge development. In the current ever-changing health care environment, the focus on and support for philosophical and theoretical pluralism is critical to the development of nursing science that can effectively address: 1. the dynamic health care needs of society; 2. advances in nursing and health technologies; 3. the ongoing changes in nursing practice including increasing specialization and diversification of roles; 4. the increasing heterogeneity of populations with whom nurses work; and 5. the expanding educational needs of current and future nurses.

The integration of relevant theoretical perspectives (e.g. complexity science, human science, critical perspectives, feminist theory, nursing theories, systems theory, adult learning theories, and others) with the concepts of social justice, innovation and transformation provides a highly relevant foundation for scholarship in the areas of focus (*health for persons and communities, healthcare services and systems; and education in nursing*); this foundation will facilitate comprehensive innovative approaches to research and knowledge development in these areas, positioning the program on the leading edge of the current state of the discipline of nursing.

The proposed PhD program will build on our highly successful: 1. Master's (MScN) program that launched in May, 2005 with three offered foci, advanced practice, leadership, teaching-learning; and 2. Master's (MScN) program in the Primary Health Care Nurse Practitioner (PHCNP) field that launched in 2008 and is offered by a consortium of ten Ontario universities, including York. These Master's programs emphasize the philosophical and theoretical perspectives mentioned above, and include two required research courses (NURS 5200 3.0 *Qualitative Research Methods in Nursing Science*, NURS 5300 3.0 *Quantitative research Methods in Nursing Science*), and a third for those students completing the course based Master's program (NURS 5500 3.0 *Nursing Research Development and Knowledge Mobilization*) and the Master's program in the PHCNP field (NURS 5880 3.0 *Practice Based Research*). Originally, the program also required students to complete a Major Research Project, but this was eliminated in 2007, when a thesis option was introduced. Over time, more students are taking the thesis option, and there has been consistent interest from students in continuing their studies at the doctoral level; further details about this are provided in the next section.

3.2 Provide a brief description of the need and demand for the proposed program, 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.

Critical Need to Replace Retiring Professoriate

According to the Canadian Nursing Association (CNA) and the Canadian Association of Schools of Nursing (CASN), there is an urgent need to prepare more doctorally-educated nurses across Canada (CNA & CASN, 2003; CASN, 2011). Currently, only about 0.2% of Canadian nurses have doctoral degrees in the field (Jeans, 2005). Moreover, a survey on nursing education conducted in 2008-2009 indicated that the number of admissions to, and graduates from, doctoral programs grew very little during this time. Specifically, admissions increased 2.4% (N=84 in 2009) and the number of graduates increased from 39 to 42 (CASN, 2010). In its position statement titled *Doctoral Education in Nursing Canada*, CASN (2011) identified as a critical priority that the numbers of PhD graduates be increased in order to:

provide the faculty base to allow expansion of nursing education across the country to meet national human health resource needs; provide faculty to replace the retiring professoriate;

build research capacity that serves the diverse needs of communities and practice domains; advance knowledge in the discipline through high quality research training, discipline-specific and interdisciplinary knowledge and substantive content expertise; [and] build the discipline to improve nursing practice and to improve health care delivery and the health of Canadians (p. 2-3)

The most recent data on admission to and graduates of Nursing Doctoral programs are presented in Tables 1 and 2.

Table 1: Admissions to PhD Nursing Programs in Canada (CASN, 2014)

Year	Number of Students Admitted
2010-2011	89
2011-2012	84
2012-2013	64

Table 2: Graduates from PhD Nursing Programs in Canada (CASN, 2014)

Year	Number of Graduates
2010	77
2011	89
2012	66
2013	63

Key drivers of the demand for more PhD-prepared nurses are:

- a) The shift of the nursing education from colleges to universities; and
- b) The impending retirement of the aging nursing professoriate.

Since 2005, nursing education in Ontario has shifted from the colleges to universities. Prior to 2005, there were two educational routes to becoming a Registered Nurse in Ontario: baccalaureate programs, and college diploma programs, and most nurses were educated in the college programs. However, since 2005, in Ontario and most other provinces, a baccalaureate degree has been required to enter the nursing profession; nonetheless, colleges remain involved in nursing education via programs offered collaboratively with a university partner. The baccalaureate entry requirement for nursing meant an influx of students into university nursing programs, and this increased the need for qualified faculty to fill academic positions in colleges and universities. For instance, at York University, the nursing faculty complement has grown from 2.5 fulltime faculty equivalents (FTEs) at the inception of the BScN program 1993 to 41.4 FTEs in 2012; 27 of these FT positions are held by professorial (doctorally-prepared) faculty. Concurrent with the shift of nursing education to the universities, college faculty teaching in baccalaureate programs have had to upgrade their education to the master's level, and some are obtaining doctoral preparation. The trend toward doctoral preparation for college faculty is perhaps being accelerated by the push by Ontario colleges to receive degree-granting status (Colleges Ontario, 2010).

The majority of the nursing professoriate across Canada is over 50 years of age. One aspect contributing to this situation is the common career trajectory in nursing wherein individuals pursue

graduate studies after spending a number of years in practice, subsequently entering academia in mid-career. Nursing education statistics jointly prepared by the CNA and CASN show that in 2008-2009, the largest proportion (39%) of permanent faculty in Canada was in the 50-59 age cohort; moreover, the 60+ age cohort grew the most (CNA & CASN, 2010). Given Canada's relatively small cadre of doctorally-prepared nurses and an aging professoriate about to enter retirement, there is an urgent need to prepare qualified faculty who can teach in undergraduate and graduate level programs and supervise the research of graduate students (CHSRF, 2008; CASN, 2011). This urgent need is further reflected by the fact that Canadian Schools of Nursing were unable to fill 61 preapproved full-time nursing faculty positions in 2013 (CASN, 2014).

Responding to Societal Demographic and Health Changes

Beyond the critical need to prepare nurses to fill college and university academic positions, there is a societal need for nursing knowledge development in order to effectively respond to current and projected demographic and health changes, locally and globally. These changes include an increased prevalence of chronic illnesses, high concentrations of recent immigrants in certain regions (e.g., York Region and Toronto's inner suburbs), the globalization of communities, growing inequity, and the racialization of poverty in Canada (Ontario Council of Agencies Serving Immigrants, April 27, 2006). These trends call for responsive reforms in healthcare and nursing education; they also point to the urgent need to prepare nurse researchers, educators, and leaders who can help to meet tomorrow's needs for nursing and healthcare. The proposed program will seek to address these changes and challenges through the three areas of scholarship identified earlier (*health for persons and communities; healthcare services and systems, and education in nursing*).

Local Student Interest in a Doctoral Program

In order to assess the level of interest in the proposed program, the doctoral task force conducted an online survey (using Survey Monkey, an online survey software and questionnaire tool) in February 2011. Current students, alumni, and nurses employed at two Toronto teaching hospitals (Sunnybrook and University Health Network) were surveyed. The questions addressed interest in pursuing doctoral education, reasons for wanting a PhD in nursing, the area in which respondents wanted to work after obtaining a PhD, and interest in each of the proposed program's areas of focus. One hundred and seventy responses were received; of these, 61.8% were moderately interested (n = 38) or very interested (n = 67) in attaining a PhD in nursing. Among current students and alumni who responded to this question (n = 63), the most frequent reason for wanting a PhD was to become an academic (n = 32; 50.8%). Among other respondents (n = 63), the most frequent reason for wanting a PhD was to advance their career (n = 18; 28.6%). Current students and alumni showed the greatest interest in the three proposed areas of focus, with the majority indicating they were moderately interested or very interested in each of the three areas. The area with the highest level of interest (moderately or very interested) was 'teaching-learning in nursing' (n = 115; 67.6%). Among 'other' respondents (not current students or alumni), the area with the highest level of interest (moderately or very interested) was health services and systems (n = 50; 55%) (see Appendix A).

In summary, the strong need and demand for the proposed new PhD program is supported by the positive responses to the survey of potential prospective students, the projected shortage of doctorally-prepared nurses in Canada, and the pending retirement of the aging professoriate.

4. Program content and Curriculum

4.1 *Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components.*

The following areas of specialization and fields in extant PhD program in Nursing in Ontario provide a sense of the current state of the discipline and the breadth of its subject matter:

- Evidence informed decision making in nursing and healthcare; nursing practice and delivery systems; and the sociopolitical, educational, and historical contexts of nursing (University of Ottawa);
- Transitions in health and illness (Queens University);
- Health populations; wellness and healing across the lifespan; health services and policy; nursing leadership and practice; and nursing education (McMaster University);
- Effective care and health outcomes; critical approaches to health and health care; and nursing health systems (University of Toronto);
- Leadership in nursing education; nursing leadership in health services delivery; and nursing leadership in health promotion and healing (Western University).

The areas of focus in the proposed new program at York are: *health for persons and communities, healthcare services and systems; and education in nursing*. These foci build on and extend the three foci offered in the MScN program: advanced practice, leadership, teaching-learning. Several fundamental concepts with both disciplinary and interdisciplinary roots will be threaded throughout these areas, thus strengthening the overall coherence of the program; these concepts are complexity, social justice, critical inquiry, innovation, and transformation. These concepts were identified as being highly relevant to the kind of research and theory required to effectively respond to the issues in health, healthcare, and nursing. The issues were identified through an environmental scan conducted prior to development of this proposal and included an aging population and nursing professoriate, the increased prevalence of chronic illnesses in the general population, changing demographics related to immigration, increasing emphasis on health promotion, changes in health service delivery and the implications of global social forces that influence the health of our communities and the conditions within which nurses practice. These central concepts speak to the philosophical, theoretical, and axiological stances whereby the program seeks to make a contribution to bring about innovation and transformative change in nursing, healthcare and policy, and nursing education.

In the first area, health for persons and communities, the focus will be on promoting and transforming health across the lifespan (i.e., children, youth, adults, and older adults) at the individual, group, community, and global level. In the second area, healthcare services and systems, the focus will be on transforming healthcare services and systems through leadership, policy development, and organizational change, in order to enhance health and quality of life. And, in the third area, education in nursing, the focus will be on transforming nursing education through transformative and caring pedagogies and other innovations in teaching-learning approaches and practices.

Program requirements:

The program requirements include coursework, a dissertation proposal examination, and a dissertation. These components are described below.

1) Courses

Students will be required to complete a minimum of 18 credits, which are to be completed in the first two academic calendar years (5 terms) of the doctoral program. Of the 18 credits, 12 are required. The remaining 6 credits are elective. Students will participate in Doctoral Seminars (no credits) in Years 1 and 2. The course requirements are summarized below.

a) Required (12 credits):

- GS/NURS 7000 6.0 – Philosophical Foundations of Contemporary Nursing Science
- GS/NURS 7005 6.0 – Research Approaches in Nursing Science

b) Electives (6 credits):

- Two 3-credit electives at the graduate (Master's or PhD) level, inside or outside Nursing. Electives will be chosen by the student in consultation with her/his supervisor.

c) Required non-credit courses

GS/NURS 7015 0.0 – Doctoral Seminar Year I

GS/NURS 7020 0.0 – Doctoral Seminar Year II

2) GS/NURS 7105 0.0 - PhD Comprehensive Examination and Dissertation Proposal Defense

This examination/defense is conducted after coursework is completed. The examination is undertaken to appraise the PhD student's ability to defend the rationale, theoretical conceptualization, method, and implications of the proposed doctoral dissertation research orally and in writing. In addition the student will write one scholarly paper for future publication, in a related cognate area and defend it both orally and in writing. The purpose of the examination is to determine if students have sufficient mastery of their chosen areas of expertise, including the ability and preparedness to independently conduct original research and to write for scholarly publication, in order to continue to progress in the graduate program. Students who do not pass the examination will have the opportunity to try again within three months; however, if not successful, they will be withdrawn from the program. The PhD Comprehensive Examination and Dissertation Proposal Defense must be successfully completed within 28 months after starting the PhD program. Students, under normal circumstances, who have not completed the PhD Comprehensive Examination and Dissertation within the first 28 months of starting the PhD program, will be exited from the program.

3) Dissertation

GS/NURS 7100 0.0 – Dissertation.

This major program requirement will normally take four to six terms (two calendar years) and involves: a) completion of independent, original research that makes a contribution to nursing scholarship in the student's area of focus; b) the preparation of a traditional dissertation or equivalent (i.e., three publication quality papers); and c) the successful completion of an oral examination.

The first phase of the dissertation process is the establishment of the Supervisory Committee, followed by the preparation and successful defense of a dissertation proposal. Students are expected to present their dissertation proposal in the Doctoral Seminar Course, which is offered in the Fall and Winter terms in the first two years of the program.

The written report on the completed research will be presented either as a standard dissertation or as a manuscript-based thesis, i.e. a minimum of three papers of publication quality that report on

different aspects of the student's research together with substantial introductory and concluding chapters that explain in depth, content and length how these separate manuscripts fit together into a unified body of research. The doctoral student must be the main contributor to published manuscripts. There must be a written introduction preceding each published (or 'in press', or submitted) scholarly manuscript which clearly sets the context and draws out the overall implication of the work. In addition the preceding introduction should include what is the student's own work and what is the contribution of other researchers, as outlined above under Originality of a Thesis/Dissertation (see below). Students must ensure that they adhere to all general requirements of Originality of a Thesis/Dissertation identified by the Faculty of Graduate Studies, York University (see below).

Originality of a Thesis/Dissertation

By submitting a thesis or dissertation, a student is making the representation that it is entirely his or her own work and that it has been done while he or she was a graduate student at York University.

If such is not the case, then the student must indicate in a signed, written statement what part of the thesis or dissertation is solely his or her own or co-authored. If co-authored, the candidate must provide an account of its provenance. The supervisor must produce her or his own corroborative written statement.

If a thesis or dissertation is the result of collaborative work, then the nature of the collaboration and the extent of the candidate's contribution must be described in a written statement signed by the candidate and approved in writing by the candidate's supervisor. Where there has been collaboration with others in the collection or preparation of data, materials, or documentation included in the thesis or dissertation, then appropriate acknowledgment must be made in the thesis or dissertation.

If a thesis or dissertation – or any part thereof – has been published prior to submission of the thesis/dissertation, then the candidate must disclose this fact in a signed written statement, and the supervisor must approve in writing the inclusion of such work in the thesis or dissertation. In cases where one or more chapters of the thesis or dissertation have been previously published in a journal or book to which the author has assigned copyright, permission to include the chapter(s) in the thesis or dissertation must be obtained from the copyright holder(s). Please see the section on Copyright for more details.

A thesis or dissertation containing previously published material of which the candidate is the author and/or co-author should also contain a review of the literature that adequately explains the relationship to the literature of the work undertaken. In addition, it should contain a rationale for the study. These elements may form part of the body of the work – normally an introduction or opening chapter – that leads coherently into the publications. Furthermore, there should be a concluding chapter or section that discusses the body of the thesis or dissertation, including all previously published parts.

A false representation or failure to make a disclosure as outlined above is an academic offence and renders the thesis or dissertation ineligible for consideration of the relevant degree (<http://gradstudies.yorku.ca/current-students/thesis-dissertation/general-requirements/#section2ac>).

The choice of written report will be made by students in consultation with their Supervisory Committee. The written product(s) must be acceptable to the Supervisory Committee and formally approved as examinable by members of that committee. The dissertation process culminates in the successful completion of an oral examination focusing on the written work and the research on which it is based. The oral examination is conducted by an Examining Committee recommended by the program director for approval and appointment by the Faculty of Graduate Studies.

4.2 Provide a list of courses that will be offered in support of the program. 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 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.)

Listed below are the courses that will be offered in the program, including new required courses as well as new and existing electives in the MScN program and other graduate programs. Full course proposals for new courses are included in Appendix B.

REQUIRED COURSES

GS/NURS 7000 6.00 - *Philosophical Foundations of Contemporary Nursing Science* (new course)
Students inquire into philosophical traditions and related theoretical concepts that inform nursing scholarship, focusing on the interconnection of ontology, epistemology and axiology and related intersecting ideas. Philosophical traditions and theoretical concepts are explored in depth and applied in relation to students' particular research interests in the context of nursing practice, education, and leadership.

GS/NURS 7005 6.00 –*Research Approaches in Nursing Science* (new course) In this course students will explore methodologies, methods and research designs emerging from four major research traditions (positivist, interpretive, critical, and complexity) that contribute to knowledge development in the discipline of nursing. Methodologies, methods and research designs emerging from the research traditions will be examined within the content streams of: health for persons and communities, healthcare services and systems, and education in nursing. Students will inquire into the unique ways knowledge is developed with different methodologies, methods and designs and develop their own research question and proposal based on rationale.

GS/NURS 7015 0.0 - *Doctoral Seminar I* (new course)
Students in the first year of the PhD program explore critical issues in their doctoral work with peers in the first and second year and invited faculty members. Classes will consist of presentations and discussions facilitated by faculty, invited speakers and students addressing key topics of interest to students.

GS/NURS 7020 0.0 - *Doctoral Seminar II* (new course)
Students in the second year of the PhD program explore critical issues in their doctoral work with peers in the first and second year and invited faculty members. Classes will consist of presentations and discussions facilitated by students, faculty, and invited speakers addressing key topics of interest to students.

ELECTIVES

The list of electives presented below is not exhaustive but includes examples of relevant existing electives from the MScN program and other graduate programs, as well as new electives created for this program, organized according to the areas of focus in the proposed program. The courses are offered, on average, annually or every other year. Students are required to take two electives in the second year of the program. They may also opt to take another elective(s) in consultation with their dissertation supervisor.

Education in Nursing

NURS 5110 3.00 - *Nursing Education Science and Praxis* (existing course, Nursing)

This combination online and face-to-face course offers students opportunities for advanced experiential, theoretical, and research-based teaching-learning praxis that emphasizes phenomenological, narrative, and emerging postmodern views of becoming, knowing, and doing in teaching-learning.

NURS 5115 3.00 - *Advancing Nursing Practice through Nursing Education* (existing course, Nursing)

This course explores the scholarship of teaching in nursing education focusing on the development of core competencies for nurse educators. Emphasis is placed on learning theories, pedagogical approaches and nursing educational research preparing participants for various nursing practice roles.

NURS 5175 3.00 - *Sexual and Gender Diversity: Implications for Education, Policy and Practice in the Health Professions* (existing course, Nursing)

This course explores the health issues of lesbians, gay men, bisexuals and transgender/transsexual (LGBT) people and the implications of sexual and gender diversity for health professional practice in education, clinical and organizational setting in a Canadian context.

Health for Persons and Communities

GS/NURS 5120 3.00 - *Advanced Perspectives in Women's Health: Critical Feminist Analysis* (existing course, Nursing)

Through a collaborative online learning environment, students critically analyze issues affecting women's health/healthcare, including pathologization, medicalization, women healers, women's mental health, body image, environmental and occupational health, sexuality, violence, diversity, and societal marginalization, gender roles, and women's health research.

GS/NURS 5130 3.00 - *Health & Healing in the Global Context* (existing course, Nursing)

Global issues and trends related to present and future scenarios of human and planetary health.

GS/NURS 5150 3.00 - *Advanced Nursing Practice in Innovation & Change* (existing course, Nursing)

Explores multiple theoretical perspectives on change and innovation in health care organizations and within the context of nursing.

GS/NURS 5155 3.00 - *Women's Mental Health* (existing course, Nursing)

This hybrid course focuses on women's mental health and well-being. Women's mental health will be considered at international and national (Canada) levels. Focus will be on the intersections of social determinants of health with identity markers influencing women's mental health.

GS/NURS 5175 3.00 - *Sexual and Gender Diversity: Implications for Education, Policy and Practice in the Health Professions* (existing course, Nursing)

This course explores the health issues of lesbians, gay men, bisexuals and transgender/transsexual (LGBT) people and the implications of sexual and gender diversity for health professional practice in education, clinical and organizational setting in a Canadian context.

GS/NURS 5210 3.00 - *Theoretical Foundations of Nursing Praxis with Marginalized Persons: A Human Science Perspective* (existing course, Nursing)

This course examines approaches to nursing praxis with clients in marginalized situations, such as poverty and homelessness. It focuses on how nurses live caring from the human science perspective within this context, as they support persons as leaders in development of community and healthcare services.

GS/NURS 5230 3.00 - *Advanced Nursing Praxis with Persons Experiencing Loss and Grieving* (existing course, Nursing)

This course examines theoretical, philosophical, and research-based knowledge that guides nursing praxis with persons experiencing loss and grieving. It focuses on human science-based nursing praxis, with the goal of promoting personal/family health in the context of loss and grieving.

GS/NURS 5560 3.00 - *Understanding and Experiencing Suffering: Praxis as Attunement and Engagement* (existing course, Nursing)

Explores suffering and the meaning for nurses and other health professionals of experiencing and witnessing suffering.

GS/HLTH 5465 3.00 *Women and Health* (existing course, Health)

Women are not only the majority of the population; they are also the majority of those who need and provide care. While there are significant differences among women in terms of their health, there are also important similarities that result not only from their bodies but also from the ways those bodies are shaped by and interpreted within social, economic and physical environments. Women have also been active in constructing both their own possibilities for health and care and the health care system. This course will explore the research on differences and their consequences for the health of both women and men. Feminist political economy focused on Canada will guide this exploration, but other perspectives and other countries will also be considered.

Healthcare Services and Systems

NURS 7030 3.00 - *Systematic Review and Meta-Analysis of Healthcare Interventions* (New Course)

Synthesized evidence is increasingly recognized as the basis for clinical, administrative, and policy practices in nursing and related fields. Systematic reviews and meta-analyses are methods used to synthesize evidence on the effectiveness of nursing and clinical interventions. In this course, students will develop the ability to understand, critique, and conduct systematic reviews and meta-analyses of evidence derived from intervention research.

NURS 7035 3.00 –*Function-focused Models of Care in Addressing the Needs of an Aging Population with Complex Health Care Needs* (New Course).

Older adults' hospital admission is associated with poor health, functional and discharge outcomes. This course explores models of care that have been designed to improve health, functional and discharge outcomes for older adults with complex health care needs.

NURS 7040 3.00 *Designing and Implementing Mixed Methods Research* (New Course). Mixed methods research used elements of both qualitative and quantitative research approaches allowing for more comprehensive knowledge development about complex phenomena. In this course students will explore various mixed methods study designs, and develop the ability to design and conduct mixed methods research.

NURS 5175 3.00 - *Sexual and Gender Diversity: Implications for Education, Policy and Practice in the Health Professions* (existing course, Nursing)

This course explores the health issues of lesbians, gay men, bisexuals and transgender/transsexual (LGBT) people and the implications of sexual and gender diversity for health professional practice in education, clinical and organizational setting in a Canadian context.

NURS 5180 3.00 - *Leadership for Quality and Safety in Health Services Organizations* (existing course, Nursing)

Analyzes leadership for quality improvement and develops knowledge and skills necessary to strategically improve quality and patient safety.

NURS 5190 3.00 - *Enhancing Nursing Praxis through Health Policy* (existing course, Nursing)
Examines nursing's role in shaping, developing, implementing and evaluating policy from historical, theoretical, ethical, and developmental perspectives. Contemporary factors influencing policy processes are explored. Emphasis is on preparing nurses to provide leadership through engaging in all stages of health-enhancing policy development and advocacy.

GS/NURS 5220 3.00 - *Nursing Leadership: Developing Self-with-Community* (existing course, Nursing)

This on-line course focuses on the theoretical basis of leadership and how theory informs development of self-with-community. It emphasizes values, ethics, stories, and patterns in complex organizations. Complexity science, relational/nursing/educational theory, and aesthetics inform explorations of leadership in nursing.

GS/HLTH 5010 3.00 - *Health and Science* (existing course, Health)

This course will introduce students to the various areas of scientific inquiry that impact human health. It will focus on two main areas: the biomedical research paradigm and the relationship between health and environment. The course will also explore the integration between these areas and the relationship between advancements in science and human condition.

GS/HLTH 5410 3.00 - *Survey Design in Healthcare* (existing course, Health)

This course examines various aspects of survey design and survey data collection that are relevant in different health related environments. The course focuses on both questionnaire design and implementation issues, with a focus on achieving strong response through good design and procedures. Issues of validity and reliability of measurement are explored to the extent that they are important in survey design and measurement. Procedures and challenges associated with actual survey implementation and data collection are explored. Timely issues and challenges arising out of the confluence of research ethics and new privacy legislation along with other issues are also explored.

GS/HLTH 5420 3.00 - *Measuring and Improving Quality and Safety in Healthcare* (existing course, Health)

This course addresses both the measurement and improvement of quality and patient safety in healthcare organizations. Students will learn the principles and processes of quality improvement (QI) and patient safety including QI theory and tools, the importance of system level factors in understanding patient safety failure, and the role that measurement, leadership, culture, and inter-professional teams play in QI and safety. The principles and practices of quality management will be critically assessed including consideration of current methods used to measure and track quality and safety, the state of empirical support for process improvement techniques, and data quality challenges that are central to the measurement of patient outcome in healthcare. Legal and regulatory issues in healthcare quality and safety will also be explored.

GS/HLTH 5430 3.00 - *Evaluation in Research* (existing course, Health)

Evaluation differs from research in that it involves making practical decisions about real-life policies, programs, and practices. This course focuses on the theory and practice of evaluation as it applies to policy and equity studies in health. It considers both the similarities as well as differences of evaluation with research and reviews various paradigms and methodologies associated with the evaluation of policies in support of equity.

GS/HLTH 5450 3.00 - *Health Equity and Mental Health Policy* (cross listed to CDIS 5045 3.0; integrated with HLST 4140 3.0) (existing course, Health)

Involves an analysis of mental health policy from a political perspective, starting with early conceptualizations and approaches to mental health care in the 20th century. It will then explore more recent societal approaches, government initiatives and legislation in the Canadian context and draw on examples in other international contexts. Topics to be explored include: history of psychiatric care, definitions of mental health and mental illness, the meaning of therapy, legislation concerning community treatment orders and involuntary treatment, deinstitutionalization and the shift to community care, "trans-institutionalization," mental health policy development, competence in an emergency situation, consent to treatment issues, representation issues and the interests of clients and family members, and mental health policy in international jurisdictions.

GS/HLTH 5465 3.00 *Women and Health* (existing course, Health)

Women are not only the majority of the population; they are also the majority of those who need and provide care. While there are significant differences among women in terms of their health, there are also important similarities that result not only from their bodies but also from the ways those bodies are shaped by and interpreted within social, economic and physical environments. Women have also been active in constructing both their own possibilities for health and care and the health care system. This course will explore the research on differences and their consequences for the health of both women and men. Feminist political economy focused on Canada will guide this exploration, but other perspectives and other countries will also be considered.

GS/HLTH 5470 3.00 *Intra-Hospital Information Systems* (existing course, Health)

This course is designed to allow students to have an in depth knowledge of intra-hospital health related information systems, to understand the complexity of their design, the impact they have on health care information management, as well as their integration challenges. The course investigates the challenges related to streamlining information communication inside a hospital as well as the integration of intra-hospital information systems. Students will learn how to analyze new opportunities that intra-hospital information systems provide to hospitals as well as to analyze the integration requirements of these systems.

GS/HLTH 5480 3.00 *Public Health Policy: Canada and the Global Context* (existing course, Health)

Exposes students to both the domestic and the international legal/policy environment within which public health policy is developed and implemented. It will illustrate the important relationship between domestic public health policy development and implementation and the international context. The course will explore what constitutes public health policy domestically and what constitutes public health policy in selected other jurisdictions. The course is initiated with an in depth review of the Canadian public health legal context showing sources of public health policy as expressed in legal instruments (statutes, regulations, policy guidance, memoranda of understanding, technical standards) at provincial and federal levels. This will include the Canadian historical context and demonstrate the changing nature of what has come to be accepted as public health policy over time through an examination of how it has been expressed and implemented. The course will then examine what other modalities have been employed domestically to express public health policy and to implement public health policy objectives at the federal, provincial/territorial and municipal levels. There is also an opportunity at this point to consider aboriginal expressions of public health policy. The course will then embark upon an examination of the larger international context for implementation of common international public health risks.

GS/HLTH 6210 3.00 *Political Economy of Health Inequities* (existing course, Health)

Considers how the political and economic forces that shape the distribution of wealth, influence, and power within wealthy developed nations such as Canada create health inequities. The course focuses on three key areas related to the presence of health inequities: the economic system, the political system, and the ability of citizens to shape public policy.

GS/HLTH 6220 3.00 - *Human Rights and Health Equity* (existing course, Health)

This course considers health from a human rights and social justice perspective, exploring both domestic and international issues. It focuses on three areas: disability, reproductive technology and HIV/AIDS.

GS/HLTH 6230 3.00 - *Health Equity Analytic Orientations* (existing course, Health)

Exposes students to and grounds them in a comprehensive range of analytic orientations drawn from political science including public choice, class structure, neo-institutionalism, political economy and political philosophy, to guide their approach to policy analysis as it pertains to health equity issues. Different analytic lenses used to study political behavior and public policy will be addressed and compared. These will allow students to develop a rich and in-depth foundation in public administration and public policy analysis that they can apply to studying health equity issues. The course draws on various theoretical and analytic orientations to study the development of contemporary Canadian and international health policy. Most sub-areas studied will involve two sessions. In the first, the instructor will lead the presentation of the theoretical concept. In the second, a student will lead a discussion that applies that concept to the health policy field as it pertains to health equity. The latter half of the second term will involve an exploration of “path analysis” in comparing health policy & equity issues across international contexts. We also discuss research methods, including comparative, interview, and survey-based research approaches. The course thus supports students in determining the analytic orientation they will adopt in their dissertation research. The final paper will indeed involve students’ application of an analytic approach to a health equity issue concerning public policy.

GS/HLTH 6245 3.00 *Perspectives on Knowledge Transfer, Evidence and Decision Making in Organizations* (existing course, Health)

The study of the use of information, knowledge, and evidence in decision-making has long been an important part of organizational theory. Organizational scholars have focused on studies of decision-making because decision-making defines both the processes and the outcomes of organizations. Decisions shape the services and products of organizations and the experiences of those who work there. In healthcare, the growing focus on the development and application of evidence-based decision making has stimulated interest in adopting similar guidelines for decision-making in managerial practice in healthcare. This course will explore perspectives on decision making in the organizational literature and the move to evidence based Decision making in healthcare. Perspectives from other related disciplines will also be explored. This course will also explore models of knowledge transfer and exchange involving interactions between decision makers and researchers. This section of the course will focus on thinking about how mutual learning can be achieved through the process of planning, disseminating, and applying existing or new research in decision-making. Knowledge exchange is necessary to achieve a better understanding of each other's work, new partnerships, and the use of research-based evidence in health management and policy decision-making. More and better transfer of knowledge embedded in research is urgently needed to support improved performance in multiple areas of the health system. The conceptual and methodological dimensions of knowledge exchange will be discussed. Selected current best practices in Canada and other countries will be used for case study analyses. There will be a combined focus on the challenges associated with the individual role as knowledge broker as well as organizational capacity building. Specific seminar topics will include: knowledge as evidence; using

electronic communication to enable innovative liaisons; developing networks and communities of practice; and creating partnerships between policy, academia and practice.

GS/HLTH 6290 3.00 - *Genetic and Public Policy, Ethics and Law* (existing course, Health)
Explores the political, societal, ethical and philosophical issues concerning society's emerging understanding of genetics, its biotechnologic applications and the implications for health policy, regulation and legislation, covering a range of areas. These include the history of biotechnology, reproductive issues (prenatal and pre-implantation genetic testing) and their ethical, societal and economic implications. Other areas of exploration include gene therapy, epigenetics, cloning, genetically modified foods, biotechnology and patents (e.g. the Myriad patent on cancer gene testing), and societal legislative and policy responses. The implications of new technologies for the environment and public health care will be considered, including coverage decisions, the federal/provincial government regulatory role, and private insurance.

OTHER POTENTIAL ELECTIVE COURSES ON RESEARCH METHODOLOGIES

Statistics courses – Psychology

GS/PSYC 6130 6.00 - *Univariate Analysis* The course is designed to provide the student with foundational skills in designing and analyzing data for a single outcome variable (univariate analysis). The course will cover basic concepts in research design, exploratory data analysis and inferential concepts prior to focusing on the general linear model, which includes t-tests, ANOVA designs, and multiple linear regression. The course will also focus on properly applying these methods to empirical data, including making informed decisions about analytic strategies and methods, understanding and reporting results, and being able to evaluate the use of univariate methods used in research.

GS/PSYC 6140 6.00 - *Multivariate Analysis* This section of Psychology 6140 provides a conceptual and practical introduction to multivariate data analysis.

GS/PSYC 6170 3.00 - *Longitudinal Data Analysis* Introduce effective strategies for analyzing the data from longitudinal studies in psychology.

GS/PSYC 6180 3.00 - *Psychometric Methods* This course will familiarize students with the basic concepts and data analytic techniques in psychometric theory, which is the study of the construction, validation, and use of measurement instruments for unobservable psychological constructs. The first part of the course will focus on concepts in Classical Test Theory and the remainder of the course will address modern psychometric theory, i.e., Item Response Theory.

Education

GS/EDUC 5200 3.00 - *Qualitative Research Methods in Education* (existing course)
This course introduces the concepts, history and methodologies of qualitative research and their significance for the study of education. The major emphasis is on strategies for data gathering and data reduction (including naturalistic observation, participant observation, open ended interviewing, and category generation).

GS/EDUC 5216 3.00 - *Mixed-Research Methods in Education* (existing course)
Mixed-methods research is an approach for blending quantitative and qualitative data in a single case study or series of studies. This course considers the conceptual issues surrounding this approach as well as the practical aspects of study design, sampling, data collection, analysis, integration, and presentation in mixed-methods research.

GS/EDUC 5220 3.00 - *Narrative Inquiry* (existing course)

This course examines narrative as both epistemology and research method. It combines an exploration of narrative methods in the study of educational experience with an analysis of narrative as a fundamental form of meaning making.

GS/EDUC 5221 3.00 - *Life History Research Methods and Applications* (existing course)

This course examines both the methods and uses of life history research within the field of education. Various forms of life history research are explored through a variety of theoretical and thematic lenses. Contested terrain is also examined.

GS/EDUC 5222 3.00 - *Seminar in In-depth Interviewing* (existing course)

This seminar studies theories, philosophies, and practices of in-dept interviewing in qualitative research, explores a few orientations to the in-depth interview process, and considers problems of conceptualization and interpretation. A series of orientations are discussed, for example: phenomenological in-depth interview; the ethnographic interview; and topical, or issue-focused interviews. Topics may include: theories of representation, conceptualizing research problems and interview protocols, analyzing interviews, research relations, poetics and politics of listening; roles and qualities of interpretation.

GS/EDUC 5223 3.00- *Survey Research Methods* (existing course)

A complete introduction to the theory and practice of survey research, covering its historical development, research design, questionnaire and sample design and data collection. No prerequisite. Same as Sociology 6120 Cr=3.00.

EDUC 5224 3.00 - *Survey Design Practicum* (existing course)

This course provides a complete, hands-on-experience in designing a survey, gathering data and analyzing it. Students will design a web-based survey and then collect data using facilities at the Institute for Social Research. No prerequisite. Same as Sociology 6121

Social Work

GS/Social Work 7030 3.00: *Quantitative and Qualitative Data Analysis* (existing course)

This course is designed to develop and enhance students' skills in the analysis and interpretation of both quantitative and qualitative data. Emphasis is placed on issues and techniques of data analysis and interpretation.

Sociology

GS/SOCI 6095 3.00 - *Interviewing Methods* This course introduces a number of qualitative and survey interviewing methods, from focus groups to oral histories to survey questionnaires. The methods are examined critically, in light of epistemological inquiries, methods researchers' accounts, ethics controversies, insights from disciplines outside sociology, and students' practical experiences in course exercises. In addition to practicing data collection through interviewing, the basics of qualitative and bivariate statistical analysis methods will be covered.

GS/SOCI 6060 3.00 - *Qualitative Methods of Research* Sociologists employ qualitative methods in order to understand social experiences and their meaning and to examine social interaction as expressed through face-to-face interaction, images, and other practices. This course is designed to prepare students to understand, critically evaluate and employ qualitative research methods in Sociology. The course will start with a critical examination of the value of social research in the public arena, including the use of social research in policy-making and in the courts. The main purpose of this course is to engage actively in interviewing and in observation and to participate in discussions on approaches to qualitative research. We will consider critical analyses of social research methods, including feminist critiques, feminist methodologies, and post-colonial, post-racist

research. In our class discussions we will critically consider the value and effectiveness of employing qualitative research approaches, and we will examine the theoretical underpinnings behind advanced methods of collecting, analyzing and presenting qualitative information. The course combines 'hands on' experience and different forms of qualitative research strategies and practices with study of the literature, current debates and new directions in the field of qualitative methodology. Class discussions will engage with questions of epistemology, theory, methodological alternatives, analytical strategies as well as practices, techniques or procedures.

4.3 For graduate programs, comment on how the course offerings will ensure that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses.

Since the program requirements include 18 out of 24 credits at the 7000-level, more than two-thirds of the course requirements will be from among graduate level courses. In addition, all recommended elective credits are at the graduate level.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Graduate Calendar.

The program requirements as they will appear in the Graduate are provided in Appendix C.

5. Program Structure, Learning Outcomes and Assessment

The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated. With that in mind, and with explicit reference to the relevant degree level expectations, it would be useful to focus on what students in the program will know and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

Doctoral Program Learning Outcomes

Graduates of the program will:

1. Possess comprehensive understanding and a substantial knowledge base in a specific area of nursing and relevant knowledge outside of nursing (health for persons and communities, healthcare services and systems, education in nursing).
2. Advance the discipline of nursing through research and scholarship by generating knowledge to inform high quality nursing practice and education, and to improve health care delivery and the health of Canadians. This will include the ability to:
 - a) Conceptualize, design and implement research for the generation of new knowledge, applications (e.g. programs and practices) relevant to nursing and/or expanding understanding at the forefront of nursing. In addition graduates will have the knowledge and skills needed to adjust the research design and methodology to adapt to unforeseen problems in undertaking research.
 - b) Demonstrate advanced knowledge and skills needed to make informed decisions on complex issues in specialist fields within nursing and relevant areas of the health care system. In addition graduates will demonstrate the advanced knowledge and skills needed to develop and implement new innovative methods to address complex issues within their field of nursing and, when relevant, health care specialization.

- c) Produce high quality original research and other advanced scholarship that satisfies peer review and is publication worthy.
3. Provide leadership within nursing, within interdisciplinary teams and/or within the health care system through knowledge generation and mobilization in healthcare and social service systems. Graduates will have the capacity to:
 - a) Undertake basic and/or applied research at an advanced level.
 - b) Contribute to the development of professional and academic skills, techniques, tools, practices, ideas, theories, approaches, and/or materials within the discipline of nursing and when appropriate, within an interdisciplinary health care team and in the health care system.
 - c) Engage with practice and/or policy communities for effective knowledge translation and exchange, and dissemination of research findings including peer reviewed journal publications, presentations at scholarly meetings and in professional and scientific collaborations.
 - d) Contribute to the education of nurses and other relevant professionals.
 4. Exercise professional capacity/autonomy, i.e.:
 - a) Demonstrate the qualities and transferable skills necessary for employment within nursing leadership and/or other areas of the health care system (clinical practice, research, administration/leadership, education) requiring a high level of personal responsibility and autonomy in complex situations.
 - b) Demonstrate the high level of intellectual independence necessary to be academically and professionally engaged and current within nursing and relevant areas of health care.
 - c) Have the capacity to obtain competitive research and project funding.
 - d) Practice ethical behavior consistent with academic integrity upheld by institutions such as the College of Nurses of Ontario, the Canadian Nursing Association, health care facilities and universities, and use appropriate guidelines and procedures for the responsible conduct of research such as the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans*.
 - e) Evaluate the broader implications of applying knowledge to particular contexts.
 - f) Contribute to the education of nurses and other relevant health professionals.
 5. Communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
 6. Appreciate the limitations of one's own work, of the discipline of nursing, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Alignment of the Nursing Doctoral Program Description with the PhD Degree- Level Expectations of York University, the Council of Ontario Universities and the Canadian Association of Schools of Nursing (CASN)

According to the Council of Ontario Universities (COU),

“A doctoral degree program builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline. Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and

implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity” (COU, 2011).

In addition to matching the definition above, the goals of the program align with the critical attributes expected of graduates of Canadian Nursing PhD programs as outlined by The Canadian Association of Schools of Nursing (CASN, 2011):

- Obtain competitive research funding
- Conduct research that is both rigorous and original to address a problem of concern to the discipline.
- Articulate and establish a program of research that builds the discipline and furthers practice.
- Communicate effectively through peer-reviewed journal publication, presentation at scholarly meetings and in professional and scientific interactions.
- Effective engagement with practice community for knowledge translation and exchange, and dissemination of findings (CASN, 2011,p.2).

The table below shows how the program requirements and associated program learning goals align with PhD degree level expectations of the Council of Ontario Universities (COU, 2011), the Faculty of Graduate Studies and the CASN’s (2011) expectations of a Canadian Nursing PhD programs. The program requirements and associated learning goals are appropriate and align with PhD degree level expectations given that graduates are expected to: a) have a substantive knowledge base in a selected area of nursing; and b) be able to conduct independent research in order to generate knowledge to inform nursing practice and education, policy development, and high quality healthcare. Moreover, the program is designed to prepare nurse scholars who can assume leadership in various settings including academia, research centres, health policy and healthcare settings.

Table 1: Learning Outcomes and Degree-Level Expectations

FGS Doctoral Degree – Level Expectations	Goals of York’s Nursing Doctoral Program GRADUATES WILL:	PhD Nursing Program Requirements
<p>A. Depth and Breadth of Knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.</p>	<p>1. Possess comprehensive understanding and a substantial knowledge base in a specific area of nursing and relevant knowledge outside of nursing (health for persons and communities, healthcare services and systems, education in nursing).</p>	<p>Required courses: NURS 7000 6.00 Philosophical Foundations of Contemporary Nursing Science NURS 7005 6.00 Research Approaches in Nursing Science NURS 7015 0.0 Doctoral Seminar I NURS 7020 0.0 Doctoral Seminar II</p> <p>Elective courses Dissertation Proposal Defense / Examination</p>
<p>B. Research and Scholarship a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or</p>	<p>2. Advance the discipline of nursing through research and scholarship by generating knowledge to inform high quality nursing practice and education, and to improve</p>	<p>1) Courses (as above) 2) Dissertation Proposal Examination 3) Dissertation NURS7100 a) completion of independent, original research that makes a</p>

<p>understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, and/or other advanced scholarship.</p>	<p>health care delivery and the health of Canadians This will include the ability to:</p> <p>a) Conceptualize, design and implement research for the generation of new knowledge, applications (e.g. programs and practices) relevant to nursing and/or expanding understanding at the forefront of nursing. In addition graduates will have the knowledge and skills needed to adjust the research design and methodology to adapt to unforeseen problems in undertaking research.</p> <p>b) Have advanced knowledge and skills needed to make informed decisions on complex issues in specialist fields within nursing and relevant areas of the health care system. In addition graduates will have the advanced knowledge and skills needed to development and implementation new innovative methods to address complex issues within their field of nursing and when relevant health care specialization.</p> <p>c) Produce high quality original research and other advanced scholarship that satisfies peer review and is publication worthy.</p>	<p>contribution to nursing scholarship in the student's area of focus;</p> <p>b) the preparation of a dissertation or equivalent (i.e., three publication quality papers); and</p> <p>c) the successful completion of an oral examination.</p> <p>4) When appropriate receive research training within the research program of their PhD supervisor</p>
<p>C. Level of Application of Knowledge</p> <p>The capacity to</p> <p>a) Undertake pure and/or applied research at an advanced level; and</p> <p>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</p>	<p>3. Provide leadership within nursing, within interdisciplinary teams and/or within the health care system through knowledge generation and mobilization in healthcare and social service systems. Graduates will have the capacity to</p> <p>a) Undertake basic and/or applied research at an advanced level; and</p> <p>b) Contribute to the</p>	<p>1) Courses (as above)</p> <p>2) Dissertation Proposal Examination</p> <p>3) Dissertation GS/NURS7100</p> <p>a) Completion of independent, original research that makes a contribution to nursing scholarship in the student's area of focus;</p> <p>b) Preparation of a dissertation or</p>

	<p>development of professional and academic skills, techniques, tools, practices, ideas, theories, approaches, and/or materials within the discipline of nursing and when appropriate, within interdisciplinary health care team and in the health care system.</p> <p>c) Engage with the practice and/or policy communities for effective knowledge translation and exchange, and dissemination of research findings including peer reviewed journal publications, presentations at scholarly meetings and in professional and scientific collaborations.</p> <p>d) Contribute to the education of nurses and other relevant professionals.</p>	<p>equivalent (i.e., three publication quality papers); and</p> <p>c) Successful defense of an oral examination.</p>
<p>D. Professional Capacity/Autonomy</p> <p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>	<p>4. Exercise professional capacity / autonomy and:</p> <p>a) Have the qualities and transferable skills necessary for employment within nursing leadership, academia and/or other areas of the health care system (clinical practice, research, administration/leadership, education) requiring a high level of personal responsibility and autonomy in complex situations.</p> <p>b) Have a high level of intellectual independence to be academically and professionally engaged and current within nursing and relevant areas of health care</p> <p>c) Have the capacity to obtain competitive research and project funding.</p> <p>d) Practice ethical behavior consistent with academic</p>	<p>1) Courses (as above)</p> <p>2) Dissertation Proposal Examination</p> <p>3) Dissertation GS/NURS7100</p> <p>a) Completion of independent, original research that makes a contribution to nursing scholarship in the student's area of focus,</p> <p>b) The preparation of a dissertation or equivalent (i.e., three publication quality papers), and</p> <p>c) The successful completion of an oral examination.</p>

	<p>integrity upheld by institutions such as the College of Nurses of Ontario, the Canadian Nursing Association, health care facilities and universities, and use appropriate guidelines and procedures for the responsible conduct of research such as the <i>Tri-Council Policy Statement on Ethical Conduct of Research Involving Humans</i>.</p> <p>e) The ability to evaluate the broader implications of applying knowledge to particular contexts.</p> <p>d) Contribute to the education of nurses and other relevant health professionals.</p>	
<p>E. Level of Communication Skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>	<p>5. The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>	<p>1) Courses (as above) 2) Dissertation Proposal Examination 3) Dissertation GS/NURS7100 a) Completion of independent, original research that makes a contribution to nursing scholarship in the student's area of focus, b) Preparation of a dissertation or equivalent (i.e., three publication quality papers), and c) Successful defense of an oral examination.</p>
<p>F. Awareness of Limits of Knowledge An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>6. An appreciation of the limitations of one's own work, of the discipline of nursing, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>1) Courses (as above) 2) Dissertation Proposal Examination 3) Dissertation GS/NURS7100 a) Completion of independent, original research that makes a contribution to nursing scholarship in the student's area of focus b) Preparation of a dissertation or equivalent and c) Successful defense of an oral examination.</p>

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s) for degree completion.

(i) Coursework:

As described below, the required (core) courses in the program will provide students with depth and breadth of disciplinary and other relevant knowledge as well as requisite skills to conduct independent research in order to generate new knowledge. The elective courses will enable students to deepen their knowledge in a substantive and/or methodological area and to further develop skills, techniques, or tools in this area. Together, the required and elective coursework will enable students to develop awareness of the complexity and limits of knowledge and the ability to communicate complex ideas clearly and effectively. Students must complete the required courses (core and elective) by the end of the Winter term of the second year of the program (term 5).

Core courses in the first year include two full-year courses (12 credits in total): *Philosophical Foundations of Contemporary Nursing Science*, and *Methodological Approaches in Nursing Science*. The philosophical foundations course will provide a broad understanding, beyond that acquired at the master's level, of the various knowledge traditions that underpin and help inform contemporary nursing science. The methodological approaches course will complement the philosophical foundations course by enabling students to study in-depth various research designs used in nursing science, particularly in relation to the program's areas of focus (health for persons and communities, healthcare services and systems, and education in nursing). This course will build on and extend beyond master's level research methodology courses. Both of these core courses will enable students to acquire a deeper understanding of how different knowledge traditions and methodological approaches have informed knowledge and research methodology related to their phenomena of interest and to become aware of the complexity and limits of knowledge.

The *Doctoral Seminars I and II* will be taken in both the first and second year of the program. The *Doctoral Seminars* will provide a scholarly community for exploration of critical issues, techniques, and tools related to students' research interests. Students in both Year One and Year Two of the program will take the same course together; however, expectations will differ according to year with respect to responsibility for leading seminars. For example, students in their second year will be expected to present their dissertation proposal, which will present an important opportunity for the exchange of ideas with other students, faculty, and invited guests. The *Doctoral Seminars* provide an excellent opportunity for students to develop their ability to communicate complex ideas and issues clearly and effectively (as well as their professional capacity and autonomy, including the qualities and skills required of effective nurse scholars and leaders). The *Doctoral Seminars* are pass/fail. Evaluation will be based on attendance, participation, and leadership in seminars.

The two required elective courses are scheduled in the second year of the program, by which point students will be expected to have identified a particular subject for their research dissertation. However, students may opt to take additional elective courses while working on their dissertation. The purpose of the elective courses is to enable students to obtain in-depth knowledge in a substantive or methodological area relevant to their area of research. Courses will be selected in consultation with the supervisor in order to address students' particular learning needs. Electives may be inside or outside nursing and may be at the master's or doctoral level.

(ii) The PhD Comprehensive Examination and Dissertation Proposal Defense (GS/NURS 7105):

The PhD Comprehensive Examination and Dissertation Proposal Defense is a milestone event in students' PhD education. Students are expected to demonstrate their ability to defend the rationale, theoretical conceptualization, method, and implications of the proposed doctoral dissertation research orally and in writing. In addition the student will write one publishable scholarly paper in a related cognate area and defend it both orally and in writing. Both the scholarly paper and the research proposal will each be 15 to 20 pages, double spaced. The purpose of the examination is to determine if

students have sufficient mastery of their chosen areas of expertise, including the ability and preparedness to independently conduct original research and to write for scholarly publication, in order to continue to progress in the graduate program.

From the point of admission, students will be supported to succeed in this milestone event. First, in order to be admitted to the program, students must have: a) provided a clear statement of academic, research, and professional plans congruent with the PhD program; and b) identified a faculty member who agrees to be the dissertation supervisor. Thus, students will work towards preparing the dissertation proposal from the outset. Second, in collaboration with their doctoral supervisors and supervisory committees, students will explore and identify one cognate area on which to write a scholarly paper for publication in preparation for the comprehensive examination that tests cognate mastery at the doctoral level. Finally the Doctoral Seminar course in the first and second years of the program will provide support to students as they seek to clarify their cognate areas and research foci, research questions, and methodological approaches to conducting research.

Meeting the requirements of the PhD Comprehensive Examination will prepare students to develop scholarly publications of their academic work; and conduct independent research, inasmuch as its components (the written proposal and oral examination) shall address all essential elements of a sound research proposal, including justification for decisions. Students will be expected to demonstrate intellectual independence, including the ability to critically synthesize knowledge in a substantive area, pose a significant research question(s), conceptualize and design a research study, demonstrate awareness of the limits of the chosen methods, and communicate clearly and effectively.

(iii) Dissertation:

The dissertation will normally take four to six terms (two calendar years) to complete. Students are expected to demonstrate the ability to: conceptualize, design, and independently conduct original research for the generation of new knowledge; identify the implications of the knowledge produced; and articulate a plan for knowledge dissemination and mobilization. The coursework and dissertation proposal examination will prepare students to successfully conduct independent inquiry. Recognizing the diversity of knowledge, inquiry, and practices in the program areas of focus (health for persons and community, healthcare services and systems, and education in nursing) students in consultation with their supervisor and Supervisory Committee will be able to present the written report on their research presented as either a standard dissertation or else three papers of publication quality. The dissertation (or equivalent papers) and oral examination will provide the means for a summative evaluation of students' doctoral research. Students will be required to demonstrate that they have met all doctoral degree level expectations with respect to depth and breadth of knowledge, research and scholarship, application of knowledge, awareness of limits of knowledge, professional capacity and autonomy, and communication skills. Students will be given the option to do a mock defense in preparation for their dissertation defense.

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations.

The Table below summarizes the methods that will be used to assess student achievement with respect to program learning outcomes and degree level expectations.

Program Learning Outcomes	Methods of assessing learning	PhD Degree-Level Expectations
<p>Graduates of the program will be able to:</p> <p>1. Demonstrate a thorough understanding of diverse knowledge relevant to a selected area of focus (health for persons and communities, healthcare services and systems, teaching-learning in nursing).</p>	<ol style="list-style-type: none"> 1. Every 6 months student-supervisor meeting in which student's progress is reviewed 2. Doctoral Seminar presentation by the end of first year 3. Doctoral Seminar presentation by the end of second year on work to date on dissertation proposal 4. Successful comprehensive and dissertation proposal examination (written and oral). 5. Successful defense (written and oral) of dissertation (or 3 publication quality papers) and communication of research findings 	<p>1. Depth and breadth of knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.</p> <p>5. Level of communications skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p> <p>6. Awareness of limits of knowledge Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>
<p>2. Examine, critique, and challenge systemic values, assumptions, and structures that limit possibilities in relation to selected area of focus.</p>	<ol style="list-style-type: none"> 1. Successful completion of core courses 2. Doctoral Seminar participation 3. Successful comprehensive and dissertation proposal examination (written and oral) and communication of research findings 4. Successful defense (written and oral) of dissertation (or 3 publication quality papers) and communication of research findings 	<p>1. Depth and breadth of knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.</p> <p>5. Level of communications skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p> <p>6. Awareness of limits of knowledge Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>
<p>3. Effectively conduct original research in selected area of focus, including the ability to:</p> <ul style="list-style-type: none"> - Analyze, synthesize, and critically evaluate information; - Recognize the complexity of human phenomena in 	<ol style="list-style-type: none"> 1. Successful completion of <i>Methodological Approaches</i> course and elective course(s) on methods associated with dissertation research 2. Approval by York research ethics board and other reviews as required for dissertation research 	<p>1. Depth and breadth of knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline 2.</p>

<p>the selected area of focus;</p> <ul style="list-style-type: none"> - Make informed judgments that demonstrate appreciation of the importance of context (e.g., gender, socio-economic circumstances, cultural diversity, etc.) in conducting research; - Pose researchable questions concerning a phenomenon of interest; - Select valid, reliable measures as appropriate to the research inquiry; - Select and utilize appropriate methodological approaches to inquiry, according to the research question and context; - Adjust the research design or methodology in the light of unforeseen problems; - Recognize and address the ethical considerations relating to all aspects of the research process; - Contribute to policy development in the selected area of focus; and - Develop a plan for knowledge dissemination and mobilization.. 	<p>3. Successful comprehensive and dissertation proposal examination</p> <p>4. Dissertation (or 3 publication quality papers) and dissertation examination</p>	<p>Research and scholarship</p> <ul style="list-style-type: none"> a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, and/or advanced scholarship <p>3. Level of application of knowledge</p> <p>The capacity to:</p> <ul style="list-style-type: none"> a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. <p>4. Professional capacity/autonomy</p> <ul style="list-style-type: none"> a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts. <p>5. Level of communications skills</p> <p>The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p> <p>6. Level of communications skills</p> <p>The ability to communicate complex and/or ambiguous ideas, issues and</p>
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		conclusions clearly and effectively.
4. Contribute to the development of nursing knowledge through research, theoretical and philosophical inquiry.	1. Successful completion of core courses 2. Doctoral Seminar presentation by the end of first year	3. Level of application of knowledge The capacity to: b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. 5. Level of communications skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
5. Provide leadership in regards to innovation, knowledge generation, and knowledge mobilization in collaboration with diverse partners in various settings.	1. Successful completion of core courses 2. Dissertation (or 3 publication quality papers) and dissertation examination	4. Professional capacity/autonomy a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

The above-listed methods of assessing student achievement are appropriate and effective with respect to meeting the program learning outcomes and degree level expectations because they utilize several different means (coursework, dissertation proposal examination, and dissertation examination) which will provide thorough, rigorous and comprehensive assessment of students' achievements. Moreover, the different means of assessment include both formative and summative evaluation of students' work as they progress through each component of the program. These evaluations of students' work will be provided by multiple participants in the educational process, including course professors, peers, the student's faculty advisor/supervisor, and members of the Supervisory Committee, which further ensures rigorous and comprehensive assessments of achievement. If students do not meet course learning outcomes or fail the dissertation proposal examination, they will have the opportunity to review their progress with the course professor and faculty advisor/supervisor and to take the necessary remedial actions.

5.4 For graduate programs, indicate the normal full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program) and provide a clear rationale including how students' time-to-completion will be monitored and managed in relation to the program length to ensure that the program requirements can be reasonably completed within the proposed time period. The same information should be provided for graduate programs that will be available on a part-time basis.

The normal full-time program length is 12 terms (4 years). Students will be required to maintain continuous registration in all terms (Fall, Winter, and Summer) until graduation or withdrawal from the University subject to the time limits stated in the Faculty of Graduate Studies academic regulations. The program will be available on a full-time basis only. The program schedule is outlined below.

Year 1

Fall	GS/NURS 7000 6.00 - Philosophical Foundations of Contemporary Nursing Science (full year course, 6 credits total) GS/NURS 7005 6.00 –Research Approaches in Nursing Science (full year course, 6 credits total) GS/NURS 7015 0.00 - Doctoral Seminar I (full year course)
Winter	GS/NURS 7000 6.00 - Philosophical Foundations of Contemporary Nursing Science (full year course, 6 credits total) GS/NURS 7050 6.00 - Methodological Approaches in Nursing Science (full year course, 6 credits total) GS/NURS 7015 0.00 - Doctoral Seminar I (full year course)
Summer	May choose to take elective (inside or outside nursing) and/or work on doctoral dissertation proposal

Year 2

Fall	GS/NURS 7020 0.00 - Doctoral Seminar II (full year course) Elective (inside or outside nursing, 3 credits)
Winter	GS/NURS 7020 0.00 - Doctoral Seminar II (full year course) Elective (inside or outside nursing, 3 credits)
Summer	GS/NURS 7105* 0.0 PhD Comprehensive Examination and Dissertation Proposal Defense

Years 3 & 4

Fall	GS/NURS 7100 0.0 – Dissertation
Winter	GS/NURS 7100 0.0 – Dissertation
Summer	GS/NURS 7100 0.0 – Dissertation
Fall	GS/NURS 7100 0.0 – Dissertation
Winter	GS/NURS 7100 0.0 – Dissertation
Summer	GS/NURS 7100 0.0 – Dissertation

* GS/NURS 7105 must be successfully completed within 28 months of starting the PhD program.

In order to monitor and manage time to completion, students will be required to submit an annual progress report to the Graduate Program office and to meet with their faculty supervisor at least annually to discuss their progress. Students will receive notification of the outcome of their progress evaluation, including commendations, recommendations, a request for a meeting with the Graduate Program Director, or notice of withdrawal from the program.

The normal expectation of students is that they complete their course work within the first two years, and the Dissertation Proposal Examination at the end of the Winter term of the second year or no later than the Summer term. Preparation of the dissertation proposal begins with establishment of a

Supervision Committee during the Fall term of the second year, after which the committee will work closely with the student in the development of their proposal. In order to promote a mentoring relationship in which students' progress is supported and monitored, an appropriate residency schedule shall be negotiated between students and supervisors, with timelines and due dates. Another means of ensuring that students stay on track is the required Doctoral Seminar course taken in years 1 and 2 in which students will be expected to discuss and present on their dissertation proposal to peers and faculty. The course will provide a community of scholarship as students work toward clarifying their research focus, questions, and methodological approaches.

Work on the dissertation is expected to start in the Fall of the third year and be completed by the end of the fourth year. In order to ensure timely completion of the dissertation research, students and supervisors must ensure that the magnitude or scope of the research is such that it can be completed within a reasonable period of time. The Supervisory Committee is expected to meet with the student at least twice a year to ensure that the student's progress is satisfactory. In between these meetings, each student's progress will be monitored by her or his dissertation supervisor.

In sum, to facilitate the timely completion of the doctoral program students will be required to:

1. Successfully complete the comprehensive examination and proposal defense by 28 months into the doctoral program. If the comprehensive examination and doctoral proposal defense are not successfully completed within 28 months after entering the doctoral program, the student will be exited from the PhD program.
2. Meet, at a minimum, monthly with their doctoral supervisor to discuss their progress in the program.
3. Submit a Yearly Study Plan to their supervisor and dissertation committee (once established). The study plan must be congruent with the timeline of the doctoral program course work, the comprehensive examination and doctoral proposal defense, and the work on the doctoral dissertation. The Yearly Study Plan must be submitted by October 31 of each year and must be approved by the student's supervisor and the Graduate Program Director.
4. Meet with their supervisor and dissertation committee (once established) every 6 months to discuss the student's progress in the doctoral program. The supervisor and the dissertation committee (once established) will meet with the student every 6 months and evaluate the student's progress in the doctoral program as "satisfactory" or "unsatisfactory". The student's Yearly Study Plan and Nursing doctoral program trajectory will be used to evaluate the student progress on the *Nursing PhD Program Semi-Annual Progress Report* (see Appendix F). Students will receive a copy of their report at the end of the meeting. The *Nursing PhD Program Semi-Annual Progress Report* will be submitted to the Graduate Program Director. Students whose progress is unsatisfactory will meet with their supervisor and the Graduate Program Director to discuss the students' plan to improve their progress to a satisfactory level within the program. This meeting will occur within 4 weeks of receiving an unsatisfactory semi-annual progress report.

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

The proposed PhD program in Nursing will be offered via modes of delivery ranging from face-to-face classes, to blended learning (i.e., face-to-face and online, also known as hybrid), to fully online (Vail, May 2011; see Appendix D). The School of Nursing has a well-established online MScN program. Doctoral program core courses will be delivered face-to-face with Web-enhanced learning while electives may be delivered face-to-face with web-enhancements, or via blended learning, or fully online. A pedagogical approach based on complexity science embraces diverse ways of educating with a focus on emergent learning which can be supported and enhanced using different modes of curriculum

delivery (Clark & Collins, 2007; Davis & Sumara, 2010; Doll, 2012; Mennin, 2010; Lindberg & Lindberg, 2008). This diversity is appropriate to meeting the learning needs of students in a professional discipline, many of whom may be working as well as possibly living at a distance from the University. Diverse modes of delivery will allow for maximum flexibility in the teaching-learning process for students as well as course professors and supervisors. This diversity in modes of delivery will also be effective in meeting program learning outcomes and degree level expectations by enabling a variety of ways of engaging in emergent learning and teaching-learning according to the particular requirements of different courses and program components, as well as the different needs and strengths of students, course professors, and supervisors.

Engagement in a scholarly community is important for learning, and this will be accomplished through the various modes of program delivery mentioned above. Technology-enhanced modalities will make meetings and participation in the scholarly community possible even from a distance. A minimum residency requirement has not been specified; instead, the scheduling of on-campus attendance will be negotiated between students and their course professors and supervisors.

6. Admission requirements

6.1 Describe the program admission requirements, including how these requirements are appropriated aligned with the learning outcomes established for completion of the program.

The requirements for admission to the proposed PhD program will be as follows:

- 1) Master's of Science in Nursing (MScN/MSc Nursing) degree, with a minimum grade point average of B+ calculated over the courses of the program. However we will also consider (i) students with a Master's in Nursing (MN) who have the minimum grade point average and substantial research experience or equivalent will be considered for admission; and (ii) students who are registered nurses with a Master's degree in another discipline who have the minimum grade point average and substantial research (or equivalent) and nursing experience will be considered for admission.
- 2) Three satisfactory letters of reference (e.g., minimum rating of 'good' in all letters), including:
 - a) an academic reference from a faculty member who taught the applicant at the graduate level;
 - b) a reference from a direct workplace supervisor of the applicant within the past 5 years; and
 - c) a nurse in a leadership position who can evaluate the applicant's actual and potential contributions in the profession of nursing.
- 3) Statement of academic, research, and professional plans - clearly stated, logically developed, and congruent with the PhD program.
- 4) Identified supervisor: The applicant will have identified a supervisor from the PhD program faculty who agrees to be the dissertation supervisor.
- 5) For applicants who have not completed four full years of studies at the secondary-school level or university level in a country where English is a primary language or where English is the primary language of instruction, they must demonstrate their language proficiency in English. Accepted tests include TOEFL, IELTS, YELT and others. Detailed scores can be found here: http://futurestudents.yorku.ca/requirements/language_tests

The Graduate Program Admissions Committee will ensure that an appropriate graduate faculty member has been identified who has agreed to be the dissertation supervisor and that funding will be in place to support the student.

Taken together, the admission requirements for the program are appropriately aligned with the program learning outcomes.

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

N/A

7. Resources

7.1 Faculty resources: Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program. Plans for future development may include a faculty complement/renewal plan, together with indication of whether that plan has received approval and commitment of resources at the Faculty or central administration levels.

The School of Nursing Graduate Program Director and the Graduate Program Assistant will support the Nursing PhD program.

There are currently 28 faculty members holding an appointment to the Graduate Program in Nursing, which is the primary graduate program for the majority of them. Areas of strength and expertise of faculty who will participate in delivering the program are those identified earlier in this proposal (Section 2.1). To reiterate, they are health for persons and communities; healthcare services and systems; and education in nursing. Methodological expertise in these areas includes quantitative, qualitative, and mixed methodology research. The first two areas hold the largest concentration of expertise, with about 20 faculty members in each area, while the third area (education in nursing) is an area of expertise for six faculty members.

The first area of strength and expertise is *health for persons and communities*; it encompasses a broad range of interests and expertise related to promoting and transforming health across the lifespan (i.e., children, youth, adults, and older adults) at the individual, group, community, and global level. For example, some specific areas of expertise include mental health, immigrant and refugee health, cultural diversity, maternal health, women's health, girls' health, homeless and marginalized populations, public health, community health, social determinants of health, gender, violence, social justice, ethics, aging, physical activity, dementia and dementia care, chronic illness, cancer genetics, pediatric oncology, quality of life, loss and grieving, suffering, and resilience.

The second area of strength and expertise of faculty who will participate in delivering the program is *healthcare services and systems*; particularly, with respect to transforming healthcare services and systems through leadership, policy development, and organizational change. For example, some specific areas of faculty expertise are healthcare equity and access, primary health care principles, social justice, health policy, participatory policy development and knowledge translation/exchange, health services organization and management, quality improvement, patient safety, palliative care, home care, quality of care and the quality of work and life for nurses and other health care providers, nurses' health; professional issues related to recruitment, retention, change, innovation, and employment relationships; critical cultural perspectives and racialization in health care, organizational justice in healthcare, organizational behavior, and program evaluation. The third area of strength and expertise of faculty who will participate in delivering the program is *education in nursing*. The particular emphasis of faculty expertise relates to transforming education through transformative and caring pedagogies and other innovations in educational approaches and practices. Some examples of scholarship in this area are cultural diversity, critical cultural perspectives, gender and its intersections with other social relations (e.g., race/racism, sexuality, age, generation, ability), intercultural

competence with internationally educated nurses, feminist/critical pedagogy, knowledge mobilization, political practice, and social justice nursing curriculum.

Faculty members eligible for “Full Member” appointment to the Graduate Program in Nursing by virtue of having an active program of research will be eligible for principal supervision of doctoral dissertations (See Appendix E for Nursing Graduate Program Appointment Criteria). Prospective students will initiate identification of their dissertation supervisors upon admission. The Graduate Admissions Committee in consultation with the Graduate Program Director will confirm that the faculty members identified have agreed to undertake dissertation supervision for applicants being considered for admission. In the first five years after implementing the program, admissions are expected to be limited to 5-6 per year. Should particular faculty members accumulate three or more PhD students, they will be able to decline accepting additional students. In that case, prospective students will be referred to another faculty member who would also be able to provide supervision. This strategy will help to distribute supervisory loads across Full Members of the PhD program in Nursing.

Currently, the Graduate Program in Nursing consists of the Master of Science in Nursing program, which has several options: a) the coursework program, b) a thesis option, and c) the Primary Health Care Nurse Practitioner field (coursework only). Few students (i.e., 3-4 per year) take the thesis option. Therefore, apart from MRP supervision, graduate program faculty members have had limited opportunities for graduate supervision. However, many have served as external examiners or committee members for masters and PhD theses in other programs at York or at other universities. In order for faculty members with limited supervisory experience to develop this experience, they will be expected to seek opportunities to co-supervise doctoral dissertations and to supervise master’s theses prior to undertaking principal supervision of a doctoral dissertation. This strategy will help to develop the supervisory capacity for the new PhD program.

Resources available to Graduate Faculty in the School of Nursing also include York’s Teaching Commons which provides workshops on supervising graduate students for faculty members who wish to enhance their skills:

<http://teachingcommons.yorku.ca/supervising-graduate-students-york/>

Table 1 – Listing of Faculty

For graduate programs: The following table summarizes the program’s participating faculty members areas of specialization including all full-time faculty, retired faculty, adjuncts and sessional instructors who will be appointed to and who will actively participate in delivering the program.

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)		
			Area Health for persons & communities	Area Healthcare services and systems	Area Education in nursing
Associate Members (Note: does not apply to master’s-only programs)					
Beagrie, Lesley	Nursing	Yes			x
Bradley, Patricia	Nursing	Yes			X
Choiniere, Jacqueline	Nursing	Yes		X	
Dastjerdi, Mahdieh	Nursing	Yes	X	X	
Falk-Rafael, Adeline	Nursing	Yes	X	X	

Fox, Mary	Nursing	Yes	X	X	
Jeffrey, Janet	Nursing	Yes	X	X	
Jensen, Elisabeth	Nursing	Yes	X	X	
Johnston, Nancy	Nursing	Yes	X		
Jonas-Simpson, Christine	Nursing	Yes	X		
Khanlou, Nazilla	Nursing	Yes	X	X	
Kurtz Landy, Christine	Nursing	Yes	X	X	X
Lee, Tsorng-Yeh	Nursing	Yes	X		
Lum, Lillie	Nursing	No		X	
MacDonnell, Judith	Nursing	Yes	X	X	X
Malette, Claire	Nursing	Yes	X	X	X
Mitchell, Gail	Nursing	Yes	X		X
O'Grady, Caroline	Nursing	Yes	X		
Peisachovich, Eva	Nursing	Yes			X
Persaud, Malini	Nursing	Yes	X		
Pilkington, Beryl	Nursing	Yes	X	X	
Rogers, Martha	Nursing	Yes			X
Seto Nielsen, Lisa	Nursing	Yes	X	X	
Singh, Mina	Nursing	Yes		X	
Steele, Rose	Nursing	Yes	X	X	
Tang, Sannie	Nursing	Yes		X	X
Van Daalen-Smith, Cheryl	Nursing	Yes	X	X	
Walkerly, Shelly	Nursing	Yes	X	X	
Members Emeriti					
Falk-Rafael, Adeline	Nursing	Yes	X	X	
Daiski, Isolde	Nursing	Yes	X	X	

Full Members hold a tenure-track/tenured position at York University. They are eligible for the full range of teaching, examination and supervisory activities, including principal supervision doctoral dissertations.

Associate Members hold a tenure-track/tenured or contractually limited position at York University. They may be eligible for the full range of teaching, examination and supervisory activities, excluding principal supervision doctoral dissertations. They may serve as a co-supervisor of doctoral dissertations on the condition that the other co-supervisor is a full member of the graduate program.

Members Emeriti may be eligible to act as co-supervisor of doctoral dissertations and as the principal or as a co-supervisor of master's theses; may serve on supervisory and examining committees, and; may teach graduate course courses (including supervision of Major Research Papers/Projects).

Adjunct Members hold academic or professional positions external to York University, but whose academic and/or professional expertise is relevant to the graduate program in question. Adjunct members may be eligible to serve on supervisory committees but normally may not act as principal supervisor or co-supervisor of doctoral dissertations or master's theses. Adjunct members may be eligible to serve on examining committees but may not act as the Chair of or Dean's representative.

Instructor Members are eligible to each a specific graduate course or courses, based on program need and the members' academic and/or professional expertise. The appointment is coincident with the terms over which the graduate course(s) is/are taught.

Primary Graduate Program: An individual may be appointed to more than one graduate program, in which event they shall designate one of the programs as their primary graduate program. Although this designation is intended to signify an individual's principal, but not exclusive, commitment in relation to graduate supervision, teaching and service, a faculty member may shift their principal commitments over the course of their career.

PhD Faculty Resource Implications

With the implementation of the PhD program, the additional graduate faculty resource implications are an additional 1.4 Tenure Stream FTE (assuming a course load of 2.5 FCE) to address the additional 3.5 FCE/year graduate course needs (Please refer to Table 9.1 Faculty Resources for a breakdown of the course requirements/term). Dean Skinner supports the addition of 1.4 faculty (1.4 graduate faculty equivalent, see Dean's memo in Appendix G).

Faculty Resources (FTEs)

Faculty teaching	Terms in which courses are taken	Yearly faculty PhD course load	Faculty FTE for PhD program (2.5 course load = 1 FTE)
PhD Courses			
GS/7000 6.0 Philosophical foundations	1,2	Course 1.0	1.0 1.0/2.5= 0.4
GS/7005 6.0 Research approaches in nursing science	1,2	Course 1.0	1.0 1.0/2.5= 0.4
GS/7015 0.0 + GS/7020 0.0 Doctoral Seminars 1 and 2. <u>These courses are combined into one class</u>	1,2,4,5,	Course 0.5	0.5 0.5/2.5 = 0.2
2 Elective courses taught 3.0 each	4,5	Courses 1.0	1.0 1.0/2.5 = 0.4
Total		Courses 3.5	3.5 course/2.5 = 1.4 FTE / year

In the first and third year of the PhD Program implementation 1.0 additional faculty FTE is required to deliver the program courses. In the second and fourth year of the PhD Program implementation 0.6 additional faculty FTE will be required. In the fifth and subsequent years of the PhD program, when enrollment is fully implemented, the faculty complement will need to be increased by 1.4 FTE.

Table 2 – Graduate Supervision

For graduate programs: Identify the supervisorships of master’s major research papers/projects (MRP), master’s theses, doctoral dissertations, and post-doctoral students (PDF) by each faculty member who will be appointed to the proposed program completed within the past eight years and currently in progress. (In graduate programs that only provide masters education faculty members supervising Masters students are given associate memberships.)

Faculty Member	Completed (within past eight years)				In Progress			
	MRP	Thesis	Dissertation	PDF	MRP	Thesis	Dissertation	PDF
Associate Members								
Leslie Beagrie								
Patricia Bradley	5	1			1	1		
Jacqueline Choiniere								
Mahdiah Dastjerdi								
Mary Fox				1		1		1
Janet Jeffreys	8							
Elsabeth Jensen	1					3		
Christine Jonas Simpson	1	2						
Nancy Johnson	6	1						
Nazilla Khanlou	1		1				1	2
Christine Kurtz Landy						2		
Tsorng-Yeh Lee								
Judith MacDonell		1				1		
Claire Mallette								
Caroline O’Grady								
Eva Peisachovish								
Malini Persaud		1						
F. Beryl Pilkington	11	2				1		
Martha Rogers		1						
Lisa Seto Nielsen								
Mina Singh								
Rose Steele	4	1						
Sannie Tang								
Cheryl Van Daalen-Smith								
Shelley Walkerly								
Full Member								
Gail Mitchell	5	2					1	
Members Emeriti								
Adeline Falk-Rafael								
Isolde Daiski	3	3						

Table3– Research Funding Received by Faculty

For graduate programs: Identify the research funding received by members who will be appointed to the proposed program for the past eight years. This table is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table. Major equipment grants, which provide important resources for the work of faculty and students, may be listed separately.

Year	Source			
	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
2014**	\$ 466,278	\$1,538,826.	0	\$8000
2013*	\$ 406,420.00	\$242,584.47	0	\$ 15,000
2012	\$ 703,109.00	\$366,613.63	\$ 199,315.47	\$ 28,500
2011	\$2,600,736.00	\$350,000.00	\$3,652,696.00	\$209,408
2010	\$2,182,315.00	\$270,860.00	\$ 199,975.00	\$ 86,769
2009	\$2,306,380.00	\$444,660.00	\$ 2,125,551.00	\$ 24,337.85
2008	\$4,998,819.00	\$551,174.00	\$2,254,125.00	\$ 6,200.00
2007	\$ 444,804.00	\$167,258.00	\$ 580,000.00	\$15,000.00
2006	\$ 663,946	\$ 433,703	\$2,028,426	0
2005	\$ 700,519	\$ 220,700	0	\$5,000
subtotal	\$15,473,326.00	\$4586379.20	\$11,040088.46	\$398,214.00
Grand total = \$31,498007.86				

*Funding from January to June 2013

** July 2013 to October 15, 2014

7.2 Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.

There are currently just three retired faculty members who previously held an appointment as Associate Member in the Graduate Program in Nursing; two holds appointment as a member emeritus of the program. Several others are due to retire about the time this program is expected to commence or within several years thereafter. It is anticipated that some of these retired faculty members will wish to be available to act as co-supervisors of doctoral dissertations, serve on supervisory and examining committees, and teach graduate courses. However, no sessional instructors are expected to be involved in delivery of the program because few, if any, sessional instructors in Nursing hold a doctoral degree.

7.3 As appropriate, identify major equipment that will be available for use by graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

N/A

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty and graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

Graduate Program Resources Available for Research

Room	Study Desk	Computer Station	Chairs	Computer	Printer	Phone	Note
B14 HNES	12	2	12	2	1	1	Room Equip with landline & internet capacity

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

Letters of support are provided in Appendix G.

7.6 As appropriate, comment on the financial support that will be provided to master's and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students.

Students are expected to apply for external funding to support their doctoral education and research. Financial support for doctoral students is considered essential by the Faculty of Graduate Studies and the University, which guarantees four years of funding to eligible full-time doctoral students. The guaranteed minimum funding for eligible students ranges from \$19,400 to \$22,400 annually, depending on the grade point average of the student upon admission to the program and their year of study, as follows:

- A average (includes A+, A, A-) = \$22,400 for first year; \$19,400 for second to fourth year
- B+ average =\$19,400/year

External scholarships are included in the guaranteed minimum funding; students who receive external scholarships will receive additional funding from the University to top up to the guaranteed minimum funding level. Funding is guaranteed for four years of a doctoral program. Part-time students are not eligible for guaranteed University funding.

Faculty members research grants – the program anticipates that supervisors' operating grants will be an important source of funding but cannot rely solely on this.

8. Enrolment projections

8.1 Indicate the anticipated implementation date (i.e. year and term of initial in-take), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when it will be achieved.

The anticipated implementation date of the program is Fall, 2016. Enrollment in the first 4 years of the program will be 6 doctoral students alternating years in the first 4 years. This will allow for the

minimum class size needed to offer required courses, and for faculty to gain experience in PhD student supervision. After the initial 4 years, anticipated yearly intake will be five to six students, and the projected steady state enrollment will be 24-26 students, to be achieved in 2023. In the future additional resources may be provided to support additional students. If student attrition leads to a drop in enrollment below the minimum 20 students, enrollment of additional doctoral students into 1st year will be considered.

It is expected that on average approximately 20% of students will take five years to complete the program.

First 4 Years



Program Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Year One	6	0	6	0	6	6	6	6
Year Two		6	0	6	0	6	6	6
Year Three			6	0	6	0	6	6
Year Four				6	0	6	6	6
Year Five					1**	1**	2**	2**
Total number of students enrolled	6	6	12	12	13	19	26	26

* It is estimated that 6 students will graduate within the first 4 years; Another 5 to 6 will graduate year 5; and 1** student will complete the program in 5 years.

9. Support statements

Support has been received from:

- Dean of Faculty of Health
- University Librarian
- Graduate Program Directors in Health Policy, Psychology and Kinesiology
- University Registrar
- Vice-President Academic and Provost

See Appendix G.

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Note to Senators:

Some supporting material and the appendices to the Nursing proposal have not been copied for Senate; all is available for review upon request from the University Secretariat. The documents are as follows:

Curricula Vitae of the program faculty members

Appendix A: Results of Doctoral Program Survey Needs Assessment Targeting Nurses in Partner Organizations and Agencies, and MScN Students and Alumni.

Appendix B: New course proposals

Appendix C: Calendar copy of the PhD program requirements

Appendix D: PhD Nursing Program Semi-Annual Progress Report template

Appendix E: Nursing Criteria for Appointment to the Faculty of Graduate Studies

Appendix F: eLearning Continuum for PhD program in Nursing

Appendix G: Letters of support from Departments and Schools in Faculty of Health



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FACULTY OF
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Memo

Date: October 9, 2014

To: Rhonda Lenton, Vice President Academic & Provost

Cc: Alice Pitt, Vice-Provost Academic
Will Gage, Associate Dean Research & Innovation
Claire Mallette, Director, School of Nursing
Elsabeth Jensen, Nursing Graduate Program Director
Mary Verrilli, Health Executive Officer

Subject: PhD in Nursing Program Proposal

I am very pleased to give my enthusiastic support for the PhD in Nursing Program Proposal and thank my colleagues in the School of Nursing for their insight, dedication and innovation in achieving this most important milestone.

This proposed Ph.D. degree is a great opportunity for Nursing faculty to showcase their graduation education and research strengths in three key areas: a) health for persons and communities, b) healthcare services and systems and c) education in nursing. Also, a Ph.D. degree program is a significant development for the School to offer a full range of undergraduate and graduate education programs, to further intensify research, and to advance the mission of being a leading School in Canada and internationally.

In terms of resource implications, I fully support the need for additional faculty (1.4 graduate faculty equivalent), and a designated space HNES B14 for students. Staff support will be provided with the current complement. I reviewed the Strategic Enrollment Management model, and agree with the estimate of admissions (5-6 year) needed over the first 5 years to achieve a stable overall enrolment of 24 students.



Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Rhonda Lenton, Provost
Date: May 8, 2015
Subject: Proposal for PhD Program in Nursing



I have undertaken an initial review of the proposal from the Faculty of Health to establish a PhD program in Nursing. It is my intention to provide a more detailed statement with regard to this proposal, including its resource implications, following receipt of the reviewers' report, the School's response, and the final version of the proposal incorporating any revisions to take account of the reviewers' comments. At this stage, however, let me signal that I am satisfied that this proposal is ready to go forward for consideration by the external reviewers.

The proposal is consistent with institutional goals in relation to the expansion of health-related programming in support of a more comprehensive university. It is also consistent with objectives around the expansion of graduate programming and enrolments. The proposal sets out in some detail the rationale for the establishment of the PhD, including increasing demand for doctorate-prepared nurses to contribute to research and teaching in the nursing profession and to respond to changes in health care and demographics. It also provides full details with regard to the structure of the program and its learning outcomes.

The program will build on strong undergraduate and MScN programs already in place in the Faculty of Health, and enjoys support from the Dean of the Faculty and from colleagues within and beyond the University.

I look forward to seeing the reviewers' assessments of the proposal.

Cc: Dean H. Skinner

Office of the University Librarian

4700 Keele Street Toronto ON Canada M3J1P3 Tel 416 736 5601 Fax 416 736 5451
www.library.yorku.ca

Memo To: Dr. Christine Kurtz Landy

School of Nursing, Faculty of Health From: Cynthia Archer

Date: February 13, 2014 Subject: Library Support for Graduate Program in Nursing

York University Libraries' resources and services can successfully support a doctoral program in Nursing.

Existing collections are very strong and liaison between the Nursing Librarian and faculty in the School of Nursing ensures specialized materials will be acquired for emerging research interests. Students will benefit from the proposed research course which integrates opportunities for students to develop advanced library research skills. Graduate students may use the growing number of library online services and resources for their community based research activities. Graduate students and faculty may also take advantage of York University Libraries' scholarly research dissemination services including open access options in our institutional repository and research data management assistance. These same scholarly services facilitate the sharing of research and scholarship and can leverage and promote the success of community based research in the proposed PhD programs in Nursing.



cc: Ilo-Katryn Maimets, Head, Steacie Science & Engineering Library Catherine Davidson, Associate University Librarian, Collections and Research

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

External Appraisal Report on the Proposed New PhD in Nursing

External Reviewer(s)

Marilyn Macdonald, RN, PhD

Associate Professor
Associate Director Graduate Programs
School of Nursing
Dalhousie University

Dave Holmes RN, PhD

Professor
University Research Chair in Forensic Nursing
School of Nursing
University of Ottawa

1. Outline of the Visit

- Who was interviewed

See Appendix A

- What facilities were seen

See Appendix A for locations of interviews

- Any other activities relevant to the appraisal

No

2. General Objectives of the Program

- Is/are the program name and degree designation(s) appropriate?

Yes

- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?

N/A

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

General objectives are clear and consistent with the University Academic Plan 2010-2015

3. Need and Demand

- Is there sufficient explanation of need/demand for the program?

The proposal outlines the following related to need and demand: Aging population and professorate; prevalence of chronic illness; changing demographics related to immigration in the York region which they see as a community laboratory. The need and demand can be strengthened by including the annual number of PhD graduates in nursing (Canada), and the number of vacancies in the nursing professorate (Canada). This information is available via CASN.

4. Program Content and Curriculum

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.

The curriculum does reflect the current state of the discipline. The introduction of a curriculum based on critical philosophies/theories/perspectives (post-colonial, post-structuralist, post-modern, feminist, *queer*, etc.) is very important and fills a gap across Canadian Nursing PhD programs. The proposed PhD program will be very distinct from those offered elsewhere in Canada. The number of courses must be reduced (otherwise it will deter prospective students) and we suggest that four courses be the maximum. For example, philosophy 3 credits, research 3 credits, doctoral seminar 6 credits. Students may add courses (electives) as needed in consultation with their supervisor and committee. Seven new courses are proposed and this is excessive given what is already offered at York U. For example, there are multiple research courses across the Faculty of Health.

The requirements for Comprehensive exam seem excessive and should be looked at. We suggest looking at other PhD nursing programs in Canada as well as practices within other faculties at York U (see comment in section 5 below).

- For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?

Yes

5. Program Structure, Learning Outcomes and Assessment

- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?

In general program requirements and learning outcomes are clear and aligned with degree level expectations. In 4C, include that students demonstrate capacity for grant capture through success in obtaining student funding provincially and nationally, and that they work in the research program of the supervisor. There is no evidence of requirements for: research training in the program of the supervisor, and applications for awards and scholarships (could be added under section C (b)).

- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).

Comprehensive exam: Establish the exam structure. For example, two questions (one theoretically focused, one methodologically focused) 15-20 pages each, double-spaced. These can become publications at a later date. We understand there are multiple comprehensive formats used at York University. Completion of the comprehensive exam is essential by the end of year 2 so that the thesis can be well underway. Also, twice yearly thesis committee meetings are normally a minimum requirement of FGS. The more frequent the better to keep the momentum with fixed deliverables for each meeting.

- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?

To become independent scientists the evidence of research training needs to be articulated. For example, awards and scholarships, presentations, publications, participation in student life.

- For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.

The program length is appropriate, as is the requirement for full-time study. Delivering the doctoral courses over one year is a good strategy to provide for faculty and peer support. Again, yearly progress reports are not sufficient to keep students on track.

- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.

The proposed model of delivery is face-to-face and deemed appropriate.

6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning outcomes?

In general admission requirements are aligned with learning outcomes. It is noteworthy that the admission GPA falls below that required for students to be eligible for Tri-Council funding, a hallmark of doctoral training.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?

N/A

7. Resources

For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.

The governance structure for the programs in the school needs to be added to the proposal to make evident the supports in place for all programs. The school has a MScN program and a coordinator; therefore, it is logical this structure will support the doctoral program as well. The proposal has outlined linkages made across departments in the faculty, and with three research institutes among the 26 that York U has to offer. PhD students will receive \$20,000 annually for four years. Emphasis on additional award capture will be essential to allow students to move through the program in a timely manner.

We encourage the development of a human resource plan to make sure that human resources (with adequate nursing graduate training) will be sufficient in 3-5-10 years. The leadership team must consider the dramatic shortage of PhD graduates in nursing (Canada wide) and recruit their best PhD graduates upon completion of the program. Several schools/faculties of nursing in Canada are using this recruitment strategy.

- Appropriateness of the collective faculty expertise to contribute substantively to the program.

The proposal outlines three research foci around which the research programs of the faculty members are organized. The presentations made by faculty demonstrated congruence with these foci.

- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.

The school proposes admitting 5-6 students per year. This is too ambitious for a faculty not experienced in PhD supervision and where workloads are still oriented toward teaching and not research. We recommend beginning with 2-3 qualified students per year for the early years until you gauge the resources required and build faculty

experience. Six faculty members presented highlights of their programs of research demonstrating capacity to supervise PhD students. Although the SoN has 28 faculty with FGS membership, several retirements are pending, and all 28 faculty are not situated for PhD supervision. We recommend a careful start and attendance to progress and productivity in this exciting new program.

This school like all schools of nursing in Canada has experienced failed faculty member searches. The establishment of this program is an opportunity to prepare some future faculty for York U and elsewhere.

- Evidence that there are adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

Yes, well resourced.

Additional criteria for undergraduate programs only

- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

N/A

Additional criteria for graduate programs only

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

See comments above. CVs not provided.

- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

PhD students will receive \$20,000 annually for four years. Emphasis on additional award capture will be essential to allow students to move through the program in a timely manner. External funding is often essential to PhD studies (sometimes coupled with the supervisor's own research money) and the connecting of students and supervisors before admission to facilitate successful scholarship applications is an important strategy for success.

- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

Guidelines regarding assignment of supervisors are recommended. If 5-6 students are admitted a year, supervisory capacity will be exhausted quickly and we recommend beginning with 2-3 very strong candidates to situate the program for success.

8. Quality of Student Experience

- Is there evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

The faculty presentations (7) demonstrated intellectual quality. The students (3) we met after the presentations were very happy with the MSc program and would not hesitate to apply to the PhD program at York U.

9. Other Issues

N/A

10. Summary and Recommendations

This proposal for a PhD in Nursing grounded in a critical perspective is a most welcome addition to doctoral education in Canadian universities. The Vice-Provost Academic, Dean of the Faculty of Graduate Studies, Dean of Health, Director of Information Technology and all others interviewed enthusiastically support the proposed PhD in Nursing as do we. Based on the written proposal and the site visit we have the following recommendations:

1. Curriculum: Reduce the number of courses to four (e.g. Philosophy, 3 cr., Research 3 cr., Dissertation 6 credits). Minimize the development of new courses.
2. Comprehensive Exam: Establish an explicit format and reduce the requirements; for example: two questions (one related to theoretical perspectives, and one to methodology) 15-20 pages each (double-spaced).
3. Modify the number of planned admissions to 2-3 per year while building faculty resources and experience with supervision.
4. Develop a human resource plan to make sure that human resources (with adequate nursing graduate training) will be sufficient in 3-5-10 years.

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

Response to the External Appraisal Report on the Proposed New PhD in Nursing

Submitted by Dr. Christine Kurtz Landy, RN, PhD on behalf of the School of Nursing,

Doctoral Task Force, July 15, 2015

Dr. Marilyn MacDonald, RN, PhD and Dr. David Holmes, RN, PhD were the examiners who undertook the external onsite appraisal of the proposed new PhD program in Nursing on May 26, 2015. We thank the reviewers for their excellent review of our proposed program. In our response we will address the reviewers' comments by section examined in the external review.

1. Outline of the Visit

No response needed.

2. General Objectives of the Program

The reviewers identified that the program name and objectives are appropriate.

3. Need and Demand

The reviewers recommended we include the annual number of PhD Nursing graduates in Canada and the number of vacancies in the nursing professorate.

This information is documented in Section 3 of the Proposal Brief. However, a new report with more current information has been released since submitting the Brief (CASN, 2014). We are happy to update the information, as summarized below.

Admissions to PhD Nursing Programs in Canada (CASN, 2014)

Year	Number of Students Admitted
2010-2011	89
2011-2012	84
2012-2013	64

Graduates from PhD Nursing Programs in Canada (CASN, 2014)

Year	Number of Graduates
2010	77
2011	89
2012	66
2013	63

Canadian Schools of Nursing were unable to fill 61 preapproved full-time nursing faculty positions in 2013 (CASN, 2014).

4. Program Content and Curriculum

We are pleased that the reviewers recognized that our curriculum is unique and fills an important gap among Nursing PhD programs in Canada. In response to the reviewers' suggestion we have lowered the number of required credits student must complete by 6.0 credits (the doctoral seminars will no longer be for credit). Students will now complete two core courses, 6.0 credits each and two 3.0 credit electives at the graduate level. This is in line with other Ontario Nursing PhD program course requirements which range from 9 to 18 minimum credits (from review of PhD Nursing programs at the University of Toronto, Western University, McMaster University, University of Ottawa and Queens University).

We have developed 7 nursing graduate electives covering content area relevant to PhD nursing students and not available at York. Several of these courses also offer relevant content to graduate students in other Faculty of Health graduate programs. These courses will be offered based on demand and will not be offered on a yearly basis.

5. Program Structure, Learning Outcomes and Assessment

The reviewers identified that the program requirements and learning outcomes are clear. They recommend that we include the expectation that students apply for external student funding, awards and receive research training within the research program of their supervisor under the Doctoral Program Learning Outcomes on pages 19 and 20. We agree and will include these expectations in this section of the proposal.

The external reviewers expressed concern that "The requirements for Comprehensive exam seem excessive and should be looked at. We suggest looking at other PhD nursing programs in Canada as well as practices within other faculties at York U." They suggested a format : "For example, two questions (one theoretically focused, one methodologically focused) 15-20 pages each, double-spaced".

The comprehensive examination outlined in the proposal brief is in line with comprehensive examination requirements of other School of Nursing PhDs in Canada. The comprehensive examination is discussed on pages 9-10 and 25-26. Our requirements comprise one scholarly paper in a cognate area and a dissertation research proposal. We are happy to add more detail to the structure of the comprehensive examination, i.e. the maximum number of pages for scholarly paper in the cognate area and the research proposal.

The reviewers expressed concern that we only have yearly progress reports. This is incorrect. Within the proposal we indicate that students will submit a Yearly Study Plan to their supervisor and dissertation committee (once established). Students are expected to have monthly meetings with their doctoral supervisors to discuss their progress. In addition, students will meet with their supervisors and dissertation committees (supervisory committee meeting) every 6 months to evaluate the student's progress. At the semi-annual supervisory committee meeting the student and the committee will complete the Nursing PhD Program Semi-Annual Progress Report. Students are expected to summarize their achievements, including their awards, conference presentations, publications, participation in student life, etc. on the Nursing PhD Program Semi-Annual Progress Report (see form in Appendix F of the Doctoral Proposal Brief). In addition the student's progress will be evaluated as satisfactory or unsatisfactory at the semi-annual supervisory committee meeting. If the progress is unsatisfactory, the student, in consultation with her supervisory committee and the graduate program director will plan the necessary remediation needed to make satisfactory progress. This process is described on page 31 of the Doctoral Proposal Brief.

6. Admission Requirements

Although the minimum admission GPA (minimum B+) is below Tri-Council training funding awards, the GPA is in line with many graduate program minimum requirements across Canadian Universities and in PhD nursing programs.

7. Resources

The School of Nursing is developing a human resource plan which includes criteria to insure adequately trained faculty are available to support/supervise the education of nursing doctoral students.

The reviewers suggested that the governance structure for the School of Nursing be added to the proposal brief. They correctly identified that the School's graduate program director and the graduate program assistant will support the proposed PhD program. This has been added to the proposal brief.

The reviewers expressed concern that admitting 5 to 6 students per year when starting the PhD program may be too ambitious. After discussion with Dean Skinner we plan to admit 5 to 6 doctoral students alternating years for the first 4 years of the program. This will allow for the minimum class size needed to offer required courses, and for faculty to gain experience in PhD student supervision.

The reviewers noted that the School of Nursing, like all Schools of Nursing in Canada, has had failed faculty member searches. Our PhD program will provide opportunity to prepare future faculty for our School and elsewhere. We are also continuing to strategically search for faculty members that are a 'fit' with our program's needs.

The reviewers were not provided with our Graduate Faculty's CVs. The Graduate Faculty's CVs were sent to the Vice Provost Academic's office before the review. However the reviewers were provided with an overview of faculty research underway in the School of Nursing. They stated that we have faculty with programs of research that demonstrate capacity to supervise PhD students.

The reviewers noted the financial support available to PhD students provided by York. We will require students to apply for external training awards to help fund their PhD. Graduate faculty will also ask for student training funds when applying for research awards to help fund their doctoral students.

8. Quality of Student Experience

The reviewers noted that the faculty presentations demonstrated intellectual quality. In addition they commented the MScN program students they met were very positive about their MScN program and would not hesitate to apply to the PhD program at York.

9. Summary and Recommendations

The external reviewers stated that our proposed PhD in Nursing is a most welcome addition to doctoral education in Canada. We have responded to the reviewers' report.

1. We have reduced the minimum number of course credits required in the PhD program from 24.0 to 18.0.
2. We will add explicit detail to the structure of our comprehensive examination beyond what is already describe in the Proposal Brief. This will include page length for both documents. We do not propose reduction of requirements, i.e. one scholarly paper in a cognate area and a research proposal, as our requirements are in line with the variety of comprehensive examination requirements in Nursing PhD programs across Canada.

3. We have modified our planned admissions to 5 to 6 students every other year.
4. The School of Nursing is developing a human resources plan that will include adequate graduate faculty to support our PhD program.

References

Canadian Association of Schools of Nursing (CASN). (2014). *Registered Nurses Education in Canada: Statistics*. Revised report posted December 22, 2014. Ottawa: CASN. Retrieved from <http://www.casn.ca/2014/12/2012-2013-nursing-education-statistics-report/>

Dean's Response to the Appraisal of the New PhD in Nursing Program

Overview

The School of Nursing is one of the largest nursing schools in Canada with over 1200 students at the undergraduate and graduate level. The School is well positioned to implement significant changes which will further enhance education quality and research intensity. At the undergraduate level, the School has developed three innovative ways for students to complete a BScN degree: a) 4 year Collaborative BScN program with partners at Seneca and Georgian College, b) 2nd Entry BScN program that is a concentrated and continuous 6 semester program, and c) Internationally Educated Nurses BScN program specifically designed for recent immigrants with a nursing background. At the graduate level, an unique online Master of Science in Nursing (MScN) program was developed over 10 years ago in response to changing attitudes towards the practice of healthcare. This was the first online MScN program in Canada and is highly successful. More recently, the School developed two other MScN programs: Primary Health Care Nurse Practitioners Program (PHCNP) and Diploma to MScN Program. Building on this track record of successfully developing new undergraduate and graduate education programs, I am confident that the School has the leadership and experience to build a distinctive and highly successful PhD program in Nursing. The proposal is currently undergoing a process of review and approval with implementation expected in 2016.

Two significant developments underway will enable both the School and the Faculty of Health to address the challenges and opportunities facing the School (noted by the reviewers) and sustain the excellence and lead position of its education and research programs:

- a) **'Health @ 2020'** five year 2015-2020 Academic plan, that will include strategic directions, actions and outcomes for the School of Nursing along with a three year (2015-2018) faculty and staff complement plan. This plan is operationalized in the yearly Integrated Resource Plan (IRP) at the Faculty and School levels.
- b) Implementation of the new SHARP budget model that will provide additional resources and planning tools that will enable the Faculty and School of Nursing to address key challenges: eg. capacity to increase faculty and staff positions along with strategic investments for quality improvement and new initiatives for Nursing.

I commend my colleagues in the School of Nursing Graduate Program for their comprehensive review and response to the YUQAP Appraisal. Also, I thank the Reviewers for their thorough analysis and considered recommendations.

Key Challenges and Responses

- a) **Complete revisions, approvals and implementation of the PhD in Nursing program for the first cohort of students beginning September 2016.**

I fully support the four main revisions to the proposal by Prof Christine Kurtz Landy and colleagues in response to the reviewer's report:

1. Reducing the minimum number of course credits required in the PhD program from 24.0 to 18.0.
2. Adding explicit detail to the structure of the comprehensive examination including page length for both documents. The School does not propose reduction of requirements (i.e. one scholarly paper in a cognate area and a research proposal) because our requirements are in line with comprehensive examination requirements in Nursing PhD programs across Canada.
3. Modifying the planned admissions to 5 to 6 students every other year.
4. Developing a human resources faculty complement plan for the School that will ensure necessary graduate faculty to support the PhD program.

These revisions have now been accomplished, and the proposal is moving forward in the approval cycle aimed at completion in spring 2016.

b) Recruit the new Director of the School, as well as new tenure stream faculty members as part of the three year complement plan (2015-2018).

The search for the new Director of the School began this spring with the assistance of an Academic Search firm (Odgers Berndtson). The successful candidate will hold a full-time tenure-track position at the Associate or Full Professor level. Key attributes include an extensive academic leadership and administrative experience, an internationally recognized research record, and a passion for teaching with broad experience at undergraduate and graduate levels.

In addition, search for two tenure track positions are underway **selected from the following** areas. All successful candidates will hold Doctoral degrees and be eligible for membership in the School of Nursing Graduate Department (Faculty of Graduate Studies).

- a) Innovations in Nursing Education and Training, Professorial Stream.
- b) Oncology (prevention and care throughout the life course), Professorial Stream.
- c) Paediatrics (health promotion and care of children), Professorial Stream.
- d) Nurse Practitioner Research and Education (Doctoral Prepared), Professorial Stream.

Taken together, these three positions (new Director and two faculty) starting July 1, 2016 will add new faculty to support the PhD in Nursing program. And at least two tenure stream faculty searches will be undertaken in the 2016-2017 academic year for a start date of July 1, 2017. This will further build the faculty complement.

c) Increase and sustain support for graduate education and research programs in the School.

The School of Nursing is completing its five year 2015-2020 Academic Plan (lead by Janet Jeffrey, Interim Director) which will form part of the 'Health@2020' Faculty level 2015-2016 Academic Plan (lead by Harvey Skinner, Dean). A major planning Forum is being held October

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Harvey Skinner
September 2, 2015
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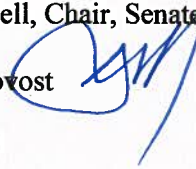


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Memorandum

To: Rebecca Pillai Riddell, Chair, Senate/APPRC
From: Rhonda Lenton, Provost 
Date: September 15, 2015
Subject: Proposal for PhD Program in Nursing



I am writing to follow up on my initial letter of May 8, 2015 (attached) with regard to the Faculty of Health's proposal to establish a PhD program in Nursing. I now have in hand the external reviewers' report and the Dean's response, as well as a revised proposal taking account of the reviewers' suggestions. I am pleased to note that the reviewers' report is very positive with regard to the importance of this program and its design. The reviewers make a number of suggestions to enhance the proposal, and recommend a somewhat less ambitious approach to curriculum and enrolment planning as the program is introduced.

As I noted earlier, this proposal is consistent with institutional goals in relation to graduate growth and the expansion of health-related programming in support of a more comprehensive university. It is designed to respond to significant demand for doctorate-prepared nurses in academia and the profession in Canada. In the response to the reviewers' report, the proponents have provided further details with regard to this demand in order to strengthen the case for the establishment of the program. Undergraduate and MScN programs are already in place in the Faculty of Health, and this PhD proposal will build on the strengths and resources of those programs.

The reviewers conclude that the curriculum, which is based on critical philosophies/theories/perspectives, is important and fills a gap in Canadian Nursing PhD programs. They suggest that the number of courses required for the degree be reduced in order to make the program more attractive to students and in light of the number of research courses already offered; the proposal has been amended to reflect this change. Other changes have been made to clarify comprehensive requirements, research expectations, and graduate student support structures; and the program has addressed other matters raised by the reviewers including admission and comprehensive requirements, noting that the proposal is consistent with Nursing PhD programs in Canada in relation to these aspects. The reviewers also recommend the development of a human resources plan to ensure that sufficient resources will be in place for

the next ten years, and suggest that the number of admissions to the program be reduced at the outset in order to build faculty experience and provide appropriate support for students. In response to the latter suggestion, the program's intake has been reduced to 5-6 students in alternating years for the first four years, with a projected steady state enrolment of 24-26 students by 2023. With regard to the complement, as the Dean notes, a complement plan is being developed for the next several years. I am pleased to confirm that, as a step towards further building the Nursing complement, a search for a new Director to lead the School is well under way and two professorial stream positions in Nursing have been approved for search in 2015-2016. Taken together with the complement already in place, I believe this will provide a strong foundation for the initiation of the program. Further appointments will be considered in future years as the program develops.

I am pleased to record my support for this important initiative.

Cc: Dean H. Skinner
Vice-Provost Academic A. Pitt
ASCP

Change to the Academic Requirements for the MA in Cinema & Media Studies

Existing Program Requirements (change from)	Proposed Program Requirements (change to)
<p>The MA degree may be earned in one of two ways:</p> <ol style="list-style-type: none"> 1. By completion of 8 half courses and a Major Research Paper of 40-50 pages (MRP). The majority of students in the Cinema and Media Studies MA will be expected to elect this option. 2. By completion of 7 half courses and a Thesis (80-100 pages). MA Students will be granted permission by the Program to pursue a thesis option on the basis of a rigorous and well-structured thesis proposal. 	<p>The MA degree may be earned in one of four ways:</p> <ol style="list-style-type: none"> 1. By completion of 8 half courses and a Major Research Project of 40-50 pages (MRP). The majority of students in the Cinema and Media Studies MA will be expected to elect this option. 2. By Completion of 8 half courses and a Research/Creation MRP supplemented by a support paper of approximately 20 pages. 3. By Completion of 8 half courses and a Field Placement MRP supplemented by a support paper of approximately 20 pages. 4. By completion of 7 half courses and a Thesis (80-100 pages). MA Students will be granted permission by the Program to pursue a thesis option on the basis of a rigorous and well-structured thesis proposal.
<p>Students should consult with the Cinema and Media Studies Graduate Program Director (CMS GPD) in order to determine which model best suits their interests and abilities. Students wishing to complete the degree under option 2 must make certain that they have the supervision in place as well as the research tools to complete a thesis.</p>	<p>Students should consult with the Cinema and Media Studies Graduate Program Director (CMS GPD) in order to determine which model best suits their interests and abilities. Students wishing to complete the degree under option 4 must make certain that they have the supervision in place as well as the research tools to complete a thesis.</p>
<p>Required Courses for MA in Cinema and Media Studies</p> <p>Film 6220 3.0 Methods and Research in Film Studies</p> <p>Film 6230 3.0 Contemporary Cinema & Media Studies Theory</p> <p>Film 5400 3.0 Graduate Seminar</p>	<p>Required Courses for MA in Cinema and Media Studies</p> <p>Film 6220 3.0 Methods and Research in Film Studies</p> <p>Film 6230 3.0 Contemporary Cinema & Media Studies Theory</p> <p>Film 5400 3.0 Graduate Seminar</p>

Admission for the iBBA delayed-entry option are based on two criteria:

- Academic Performance
- Supplementary Application
 - Leadership Profile
 - Video Interview

iBBA Delayed-Entry Admission Requirements

AP/ECON 1000 3.00 – Introduction to Microeconomics
 AP/ECON 1010 3.00 – Introduction to Macroeconomics
 AP/ADMS 2200 3.00 – Introductory Marketing
 SC/MATH 1550 6.00 or equivalent – Introductory Calculus
 SC/MATH 1131 3.00 or equivalent – Introductory Statistics
 6.00 credits language study
 6.00 credits non-business elective* or regionally-focused course

TOTAL: 30.00 credits

* The following courses will not be counted in the 30.00 credits required for admission:

- All AP/ADMS courses (excluding AP/ADMS 1000 3.000 and AP/ADMS 2200 3.00)
- All AP/HRM courses

Notes: Restrict eligibility to current York University students only. Candidates must complete ACTG 2010 3.00 and ACTG 2011 3.00 in the Summer term prior to Fall entry.

Summer course offerings

To minimize the number of Year 1 courses delayed-entry students are required to complete when they enter the program (Year 2), delayed-entry applicants who have submitted a satisfactory supplementary application will be given permission to enrol in SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00 in the Summer term prior to Fall entry.

Admission

Delayed-entry applicants must achieve a minimum 'C' grade in SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00 to be eligible for admission. Offers will be granted in August after a review of their Year 1 academic record including Summer courses.

PROPOSED CURRICULUM OVERVIEW	
Delayed-Entry iBBA (FALL 2016 ENTRY)	
YEAR 1	
30.00 credits completed at York University to be eligible for the iBBA Delayed-entry admission requirements	
Introduction to Microeconomics AP/ECON 1000 3.00	Introduction to Macroeconomics AP/ECON 1010 3.00
Introductory Marketing AP/ADMS 2200 3.00	Introductory Statistics I SC/MATH 1131 3.00 or equivalent
Introductory Calculus Total of 6.00 credits	
Language Study Total of 6.00 credits	
Non-Business Elective or Regionally-focused course Total of 6.00 credits	
Summer Term	
¹ Introduction to Financial Accounting I (S1) SB/ACTG 2010 3.00	¹ Introduction to Financial Accounting II (S2) SB/ACTG 2011 3.00
YEAR 2	
FALL TERM	WINTER TERM
Introduction to Finance SB/FINE 2000 3.00	Management Accounting Concepts SB/ACTG 2020 3.00
Managing Contemporary Enterprise SB/MGMT 1000 3.00	International Economics SB/INTL 2200 3.00
Business Analytics II or Operations Management SB/MGMT 2050 3.00 <u>or</u> SB/OMIS 2010 3.00	Business Analytics II or Operations Management SB/MGMT 2050 3.00 <u>or</u> SB/OMIS 2010 3.00
Individuals and Groups in Organizations SB/INTL 1300 3.00	Responsible Business in an International Context SB/INTL 2000 3.00
#Language Study (or Regionally-focused Elective) Total of 6.00 credits	
YEAR 3 & 4	
FALL TERM	WINTER TERM
Strategic Management for International Business SB/INTL 3000 3.00	Integrative International Business Simulation SB/INTL 4200 3.00
Schulich Electives Total of 24.00 credits	
#Language Study (or Regionally-Focused Elective) Total of 6.00 credits	
^Regionally-focused Elective(s) Total of 12.00 credits	
Schulich Electives or Non-Business Electives* Total of 6.00 credits	

student may take regionally-focused course in place of language study if advanced level proficiency has been completed

^ Can be reduced to 6.00 credits regionally-focused if course was taken in Year 1 in place of the non-business elective

* year level requirement does not apply for non-business electives

¹ Delayed entry applicants who have submitted a satisfactory supplementary application by the March deadline will be given permission to enrol in SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00 in the Summer term prior to Fall entry.

~ Delayed-entry applicants must achieve a minimum 'C' grade in SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00 to be eligible for admission. Offers will be granted in August after a review of their Year 1 academic record including Summer courses.

International Bachelor of Business Administration (iBBA), Schulich School of Business

Overall iBBA PROGRAM GOAL: Upon completion of this program, students should be able to assume positions of responsibility in management or management-related professions, equipped to function in the international business environment, cognizant of the role of business in society and the moral and ethical responsibilities thereof.

iBBA Learning Outcomes	The iBBA degree is awarded to a student who has demonstrated:	MGMT 1000	MGMT 1050 or SC/Math 1131 or equivalent	INTL 1200 or AP/Econ 1000	INTL 1210 or AP/Econ 1010	INTL 2200	ACTG 2010	ACTG 2011	ACTG 2020	INTL 1300	OMIS 2000	FINE 2000	MKTG 2030 or AP/ADMS 2200	OMIS 2010	INTL 3350	INTL 3400	INTL 3500	INTL 4400	SSB Electives	Non SSB or SC/Math 1550 or equivalent	Exchange
1. Depth and Breadth of Knowledge	A. Detailed knowledge of major disciplines used in business administration and the role of business in the international economy.	/	/	/	/	✓	/	/	/	X	/	/	/	/	/	✓	✓	✓			
	B. An understanding of how various disciplines of management intersect.	✓	/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓			
	C. Detailed understanding of the international economic and business environment.	X	X	/	/	✓	X	X	X	✓	✓	X	X	X	✓	X	✓	✓			
	D. An ability to differentiate between relevant and irrelevant information, and to apply critical skills of diagnosis, analysis, and judgment to a business-related problem or issue, (including cross-discipline issues).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓	✓			
	E. An understanding of the relationship between business and the environment and the role of sustainability in business practices and of the ethical responsibilities of businesses and managers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓	✓	✓	✓			
	F. Ability to apply business concepts to make business operating decisions.	✓	X	/	X	X	/	/	/	✓	✓	/	/	X	✓	✓	✓	✓			
	G. An advanced knowledge of theories, tools, methods and practice in one or more disciplines of Business Administration.	X	✓	X	X	✓	X	✓	X	X	X	X	X	✓	✓	X	✓	/			
	H. An understanding of one or more topics other than disciplines of business administration.	✓	/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓			
	I. Ability to adapt to and function within an unfamiliar culture.	✓	X	/	/	✓	X	X	X	✓	X	X	X	X	✓	X	✓	✓			
2. Knowledge of Methodologies	A. An understanding of theories and methods of analysis that are used for evaluating business problems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓			
	B. An understanding of theories and analytical methods that apply across business disciplines and that can be used to develop appropriate responses to both current and emerging issues.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓			
	C. An ability to select the appropriate theories and methods of analysis to solve business management problems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓			
	D. An ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.	✓	✓	✓	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	X	✓			
3. Knowledge	A. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.	/	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	/	X	X	/			
	B. An understanding of how to manage organization resources effectively and efficiently.	✓	X	✓	✓	✓	✓	/	✓	✓	✓	✓	✓	✓	✓	✓	X	✓			

International Bachelor of Business Administration (iBBA), Schulich School of Business

Overall iBBA PROGRAM GOAL: Upon completion of this program, students should be able to assume positions of responsibility in management or management-related professions, equipped to function in the international business environment, cognizant of the role of business in society and the moral and ethical responsibilities thereof.

iBBA Learning Outcomes	The iBBA degree is awarded to a student who has demonstrated:	MGMT 1000	MGMT 1050 or SC/Math 1131 or equivalent	INTL 1200 or AP/Econ 1000	INTL 1210 or AP/Econ 1010	INTL 2200	ACTG 2010	ACTG 2011	ACTG 2020	INTL 1300	OMIS 2000	FINE 2000	MKTG 2030 or AP/ADMS 2200	OMIS 2010	INTL 3350	INTL 3400	INTL 3500	INTL 4400	SSB Electives	Non SSB or SC/Math 1550 or equivalent	Exchange
		Application of	C. An ability to gather, review, evaluate and interpret information pertaining to management or organizational environment issues.	✓	✓	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓	✓	✓	✓	✓	
D. Ability to evaluate quantitative and qualitative information within the context of research.	/		✓	/	/	✓	X	✓	✓	/	X	/	✓	X	✓	/	✓	✓			
E. The ability to utilize business technology when analyzing an issue or problem.	✓		✓	X	X	X	X	X	X	X	✓	✓	✓	✓	X	/	X	✓			
F. The ability to use business administration theories to develop strategy for making business decisions and solve business problems.	/		X	X	X	✓	X	✓	/	✓	✓	✓	✓	✓	✓	✓	✓	✓			
G. The ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
H. The ability to reach actionable conclusions and recommendations that satisfy the needs of the various stakeholders.	X		X	✓	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓	✓	✓	✓			
4. Communication Skills	A. The ability to work effectively in groups and teams, both within a discipline and across disciplines.	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	B. The ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	✓	/	✓	/	/	/	/	✓	✓	✓	/	✓	/	✓	✓	✓	✓			
5. Awareness of Limits and Knowledge	A. Help students understand the limitations of acquired knowledge and abilities, and encourage an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
6. Autonomy and Professional Capacity	A. The ability to function professionally and effectively in employment, community involvement, and other activities.	✓	X	X	X	✓	✓	✓	X	✓	X	X	X	X	✓	/	✓	✓			
	B. The ability of the student to transferskills effectively to new situations and environments.	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	C. Encourage the student to drive his/her learning in changing circumstances and to demonstrate an ability to conduct independent research.	✓	X	/	/	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	D. An understanding of the obligation to act in a socially and ethically responsible manner at all times.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

Notes: Orange-filled course fields denote substitute courses for delayed-entry students. The SSB BBA/iBBA program has analyzed the syllabi of these courses and concluded that these substitute courses overlap sufficiently in content to warrant the achievement of the respective ELOs.

Note: Econ 1000 & Econ 1010 only partially fulfill ELOs 1a, 1c, 1i, while the Schulich equivalent courses INTL 1200 & INTL 1210 fulfill these ELOs fully. This discrepancy is not deemed problematic

Summer 2016, Revised November 2015

Following are the revised Summer 2016 sessional dates; changes are indicated in red. Revisions were required to ensure no overlap between S1 term exams and S2 term start dates. The resulting impact was to SU and S2 exam dates, final day of classes and some corresponding study days.

Term	Start Date	End Date	Exam Start	Exam End	Notes
SU	May 9, 2016	August 8, 2016	August 11, 2016	August 19, 2016	See note 3
S1	May 9, 2016	June 20, 2016	June 22, 2016	June 24, 2016	
S2	June 27, 2016	August 9, 2016	August 11, 2016	August 19, 2016	See notes 1,3
S3	May 9, 2016	July 15, 2016	N/A	N/A	In class exams
D2	July 4, 2016	July 29, 2016	N/A	N/A	In class exams
I1	May 9, 2016	May 30, 2016	N/A	N/A	In class exams
I2	May 31, 2016	June 20, 2016	N/A	N/A	In class exams
I3	June 21, 2016	July 15, 2016	N/A	N/A	In class exams
J1	May 9, 2016	June 6, 2016	N/A	N/A	In class exams
J2	June 7, 2016	July 8, 2016	N/A	N/A	In class exams
J3	June 7, 2016	July 22, 2016	N/A	N/A	In class exams

Notes:

1. Due to the impact of statutory holidays on the meeting schedule, final **Friday** classes for S2 period will be held on **Tuesday, August 9**
2. All period codes comply with the standard number of meeting weeks required
3. Study days SU: Aug 2,3,4,6,7,9,10; Study Day S1: June 21; Study Day S2: Aug 10