



York University Senate

Notice of Meeting

Thursday, May 26, 2016, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

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Consent Agenda

Consent agenda items are deemed to be approved unless, prior to the start of the meeting, one or more Senators ask that they be dealt with as regular business.

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13. Bachelor of Arts Programs in Psychology, Glendon: Changes to Degree Requirements
14. Graduate Program in Philosophy: Changes to Degree Requirements
15. Graduate Program in Francophone Studies: Changes to Degree Requirements
16. Graduate Program in Social and Political Thought: Changes to Degree Requirements (Appendix E, page 181)

M. Armstrong, Secretary



On April 8, York University celebrated the official opening of the [Bergeron Centre for Engineering Excellence](#). York community members were joined by The Honourable Reza Moridi, Minister of Training, Colleges and Universities and principal donors Douglas Bergeron, Pierre Lassonde and Ignat Kaneff, whose generosity and vision made the new facility and School a reality.



AMPD MFA student [Meghan Greeley](#) was one of six Canadian playwrights nominated for the RBC Tarragon Emerging Playwright Prize, one of Canada's most prestigious prizes for new artists.



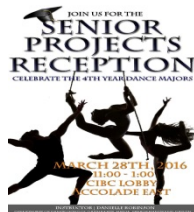
Faculty of Science professors Derek Wilson (Chemistry), Sergey Krylov (Chemistry) and Chun Peng (Biology) were awarded a Natural Sciences and Engineering Research Council (NSERC) [Collaborative Research and Development grant](#) worth more than \$1.7M to advance research and development of biopharmaceuticals in collaboration with industry partners.



The 2015 President's Report website, designed by Spark Branding in collaboration with the Office of the President and York's Marketing & Creative Services, won the [Gold Hermes Award](#) in the Educational Institution category at the Hermes Creative Awards.



For the success of its integrated marketing strategy, including new programs for the 2015 academic year, York's YU-card received the [Marketing Excellence Award](#) at the National Association of Campus Card Users (NACCU) conference in San Francisco.



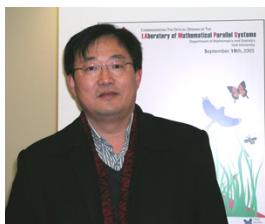
On March 28, AMPD professor Danielle Robinson hosted the Department of Dance's 2016 Senior Projects Reception, which showcased the research excellence of undergraduate students in the fields of dance education, pedagogy, social justice, performance and ethnography.



Faculty of Education professors Jennifer Jenson and Stephen Gaetz received the Faculty's [Dean's Research Impact Award](#) in recognition of their research excellence for the 2014-15 and 2015-2016 academic years respectively.



A team led by Faculty of Science Dean Ray Jayawardhana received an NSERC CREATE grant of \$1.65M for [Technologies for Exo-Planetary Science](#) (TEPS), a program that aims to forward research and training in the field of exoplanetary and planetary science.



Faculty of Science professor [Huaiping Zhu](#) received a grant from Ontario's Ministry of Environment and Climate Change to support his team's research on improving climate risk assessments in the province—the first team in Ontario to consolidate the large number of existing province-specific climate projections into a common set of scenarios.

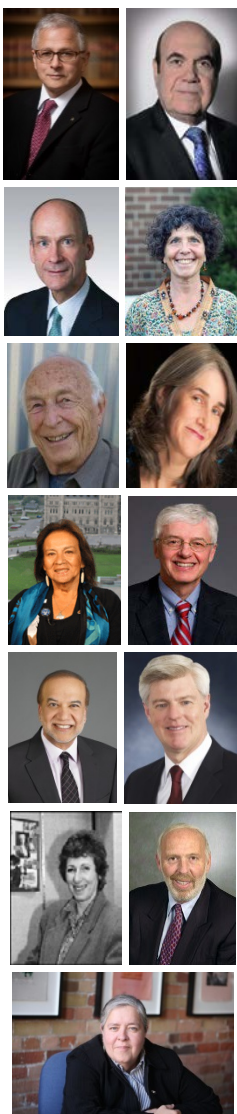


The Province of Ontario selected MA student Amber Reid and PhD student Edward Hon-Sing Wong as recipients of the [Hilary M. Weston Scholarship](#) in recognition of their outstanding efforts and commitment to the study of mental health.



The 2016 recipients of the [President's University-Wide Teaching Awards](#) will be celebrated at Spring Convocation in June:

- Senior Full-Time Faculty Member – R. Darren Gobert, English (*pictured top left*)
- Full-Time Faculty Member – Kabita Chakraborty, Humanities (*top right*) and María L. Figueredo (*bottom left*), Languages, Literatures and Linguistics
- Contract / Adjunct Faculty Member – Krista Hunt (*bottom right*), Gender, Sexuality and Women's Studies
- Teaching Assistant – Matthew J.P. Strang, Sociology



Thirteen exceptional community leaders and innovators will receive honorary degrees at this year's Spring Convocation:

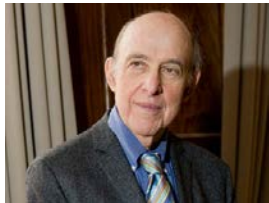
- Joseph Arvay
- Victor Phillip Dahdaleh
- David Denison
- Debbie Field
- John Friedmann
- Jillian Keiley
- Jeannette Corbiere Lavell
- The Honourable Kevin Lynch
- Roger R. Mahabir
- The Honourable John Manley
- Sylvia Maracle
- Dr. James Harris (Jim) Simons
- Ann B. Shteir



[Two York community members](#) have been recognized as 2016 Pioneers for Change [Award winners](#). LAPS Dean Ananya Mukherjee-Reed received the Excellence in Social Impact award and Dr. Marat Ressin, founder of York Entrepreneurship Development Institute, received the Excellence in Innovation award.



Osgoode PhD candidate [Ghuna Bdiwi](#) was awarded the distinguished 2016 John Peters Humphrey Fellowship in International Human Rights from the Canadian Council on International Law (CCIL).



Osgoode professor [Frederick Zemans](#) will receive The Law Society of Upper Canada's Law Society Medal at the 2016 Law Society Awards on May 25.



Lassonde professor [Dan Zhang](#) was elected as Fellow in the American Society of Mechanical Engineers.



[Two York Lions](#) were drafted by the Toronto Argonauts in the 2016 CFL draft. Linemen Jamal Campbell and Chris Kolankowski were selected in the third and sixth rounds, respectively.



Lassonde MA student [Mavara Turab](#) received the 2016 École Polytechnique Montreal Women's Memorial Scholarship to support her research on hydraulic functions for unsaturated soils.



PhD candidate Sabrina Scott was nominated for the prestigious [Doug Wright Spotlight award](#) for her comic book *Witchbody*, created as a part of her Masters of Environmental Studies, which she defended in August 2015.



FES professor Lewis Molot's province-wide Ontario EcoSchools project received the [Minister's Award for Environmental Excellence](#) from Ontario's Ministry of the Environment and Climate Change.



Osgoode student George Anderson was named one of this year's recipients of the [British Columbia Community Achievement Award](#). Anderson is one of the youngest politicians ever elected to Nanaimo City Council in BC.



LAPS professor [Judith Adler Hellman](#) was selected by the Canadian Association of Latin American and Caribbean Studies (CALACS) Board of Directors as the recipient of the 2016 Distinguished Fellow Award.



Fay Faraday, Osgoode visiting professor and Packer Visiting Chair in Social Justice in LAPS, was awarded the 2016 Spirit of [Barbra Schlifer Award](#) for her work in human rights.



FES professor emeritus [David Bell](#) was awarded the prestigious Harry Jerome President's Award from the Black Business and Professional Association (BBPA). The award recognizes excellence in the African-Canadian community and honours Bell's lifetime dedication to sustainability, education and voluntarism.

APPOINTMENTS



York alumnus and Court of Appeal [Justice Michael Tulloch](#) (LLB '89) was appointed to head the provincial review of police oversight bodies.



[Professor Paul W. McDonald](#) has been appointed to the position of Dean, Faculty of Health commencing July 1, 2016. Professor McDonald joins York from Massey University in New Zealand, where he has held the position of Professor and Founding Pro Vice-Chancellor of the College of Health since 2013.



[Robert Haché](#) was reappointed to a second five-year term as Vice-President Research and Innovation commencing July 1, 2016.

Executive Committee – Report to Senate

At its meeting of May 26, 2016

The Executive Committee met on May 17, 2016 and makes this report to Senate for action and information.

For Action

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

Senate Executive recommends the following candidates for election to Senate Committees (non-designated seats) for three-year terms beginning July 1, 2016 and ending June 30, 2019, and for other positions with specified terms. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees will be forwarded to Senators prior to the meeting of May 26.

Final approval for the slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate.

Any balloting required will be conducted by e-vote commencing May 27.

Senate Nominee for Membership on the Board of Governors (Full-time faculty member; 1 vacancy; two year term; must be a member of Senate to stand for election) Board of Governors normally meets five times each year; Senate Executive meets on the third Tuesday each month at 3:00 p.m.; Senate meets on the fourth Thursday of the month at 3:00 p.m.

David Mutimer, Professor, Political Science, Liberal Arts and Professional Studies
Lauren Sergio, Professor, Kinesiology and Health Science, Health

Academic Colleague to the Council of Ontario Universities (Full-time faculty member; 1 vacancy; two-year term; incumbent attends COU meetings and reports to Senate as a member, and is a member of Academic Policy, Planning and Research which meets Thursdays at 9:30 a.m. normally twice monthly)

David-Leyton Brown, Professor, Political Science, Liberal Arts & Professional Studies

Executive Committee – Report to Senate

Academic Standards, Curriculum and Pedagogy (Full-time faculty members; 4 vacancies; three-year terms; meets Wednesdays at 1:30 p.m., normally twice each month)

Negriz Canefe, Associate Professor, Political Science, Liberal Arts & Professional Studies
Celia Popovic, Assistant Professor, Education

Appeals (Full-time faculty members; 4 vacancies; meets in panels at the call of the Chair)

Beryl Pilkington, Associate Professor, School of Nursing, Health
Sheila Colla, Assistant Professor, Environmental Studies
Jan Hadlaw, Associate Professor, Design, Arts, Media, Performance and Design
Alexey Kuznetsov, Professor, Mathematics & Statistics, Science
Simone Pisana, Assoc. Professor, Electrical Engineering & Computer Science, Lassonde
Michael de Robertis, Professor, Physics and Astronomy, Science

Awards (Full-time faculty members; 4 vacancies) (Meets 4-5 times annually; Friday a.m.)

Tara Haas, Associate Professor, Kinesiology and Health Science, Health
Brenda Spotton Visano, Professor, Economics, Liberal Arts & Professional Studies
William van Wijngaarden, Professor, Physics and Astronomy, Science

Tenure and Promotions (Full-time faculty members; 5 vacancies; meets in panels at Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level; candidates must fulfil all membership criteria)

Idil Boran, Associate Professor, Philosophy, Liberal Arts & Professional Studies
Lily Cho, Associate Professor, English, Liberal Arts and Professional Studies
Tom Kirchner, Associate Professor, Physics and Astronomy, Science
Sarah Parsons, Associate Professor, Visual Art and Art History, AMPD
Pat Lakin-Thomas, Associate Professor, Biology, Science

Tenure and Promotions Appeals (Full-time faculty members; 4 vacancies; meets at the call of the Chair as needed; candidates must fulfil all membership criteria)

Marko Horbatch, Professor, Physics and Astronomy, Science
Rene Fournier, Professor, Chemistry, Science
Parissa Safai, Associate Professor, Kinesiology and Health Science, Health

FOR INFORMATION

2. Institutional Integrated Resource Plan Working Group Plans and Senate

Senate Executive understands that IIRP working groups are now finalizing their reports. Some working groups are expected to be make recommendations to Senate and its committees, or to address issues within Senate's mandate. The Committee has asked that Senate be provided with an update at the May meeting.

Executive Committee – Report to Senate

3. Remaining Senate Vacancies / Nominations Process for 2017-2018 Terms

The Executive Committee continues to seek prospective candidates to fill a few remaining vacancies (on ASCP, Tenure and Promotions and Tenure and Promotions Appeals). Suggestions or expressions of personal interest are welcome.

For Senate, spring has long been the traditional season for nominations and elections. This is also true of Faculty Councils. However, the formal call for nominations is issued after many faculty members have worked out their teaching schedules and other commitments for the year ahead. One way to enhance the process is to issue the call in the autumn, something the Executive Committee will do in future. More informally, the Committee will also seek to identify prospective candidates on an ongoing basis in order to establish a pool of nominees.

George Comninel, Chair

Senate Committee on Awards – Report to Senate

At its meeting of May 26, 2016

For Information

1. 2016 University Professors

A University Professor is one “who has made an extraordinary contribution to the University as a colleague, teacher and scholar” and the committee found that these nominees wholly fulfilled the criteria, sharing a deep dedication to the University. The Senate Committee on Awards selected the following to be awarded University Professorships in 2016.

Paul Delaney (Division of Natural Science, Department of Science and Technology Studies, and Department of Physics and Astronomy, Faculty of Science)

Professor Delaney is the public face of astronomy at York University, engaging the community with many open activities at the York Observatory. He is one of the most in-demand commentators in Canada on astronomy and space. He has been recognized by the Royal Astronomical Society of Canada and the Canadian Astronomical Society, and the Royal Canadian Institute for the Advancement of Science for outstanding contributions to the public understanding of science. Professor Delaney is also an exceptional teacher who revitalized the Natural Science general education courses, affecting every undergraduate degree at York. Among his many stellar contributions to administrative and collegial service at all levels of the University, particularly notable are his nine years as chair of Access York, a committee dedicated to fostering an inclusive environment for persons with disabilities at York; he began this work almost a decade before the Ontarians with Disabilities Act required the University to consider their needs. Professor Delaney is above all an astronomer, with a special interest in variable stars, who is able to clearly communicate complex ideas with infectious enthusiasm. As Ernst Hamm’s letter of nomination states, Professor Delaney “has had a transformative effect on large parts of the university and his work as an astronomer has greatly raised the public profile and enhanced the academic standing of our university.”

Eileen Fischer (Marketing, Schulich School of Business)

As Dean Horváth’s letter of nomination notes, Professor Eileen Fischer’s “career has been characterized by an immensely constructive balancing of commitments to service, to teaching, and to research,” making important and lasting contributions to the University. She has played a leading role in building both the Marketing Area and the Entrepreneurship Program into two of the Schulich School of Business’ most successful externally recognized programs, through strategic identification and hiring of top notch scholars and development and renewal of curriculum. Professor Fischer is herself a top notch scholar in both these areas where her highly cited work has earned her an

Senate Committee on Awards – Report to Senate

international reputation. In addition to service to the School, Professor Fischer has been continuously involved in institutional development work at the University level for more than 25 years. She has ably served on and chaired several Senate committees as well as University-wide committees and task forces where she pushes to stay focused on the agenda and to think more critically and creatively about how to best advance the University. At the same time, Professor Fischer is a stellar teacher, recipient of the Faculty Outstanding Educator Award, and a sought-after supervisor and mentor. In sum, not only is Professor Fischer an internationally acclaimed scholar in two fields, she is also an exceptional teacher and colleague dedicated to the advancement of the University as a whole.

Professors Delaney and Fischer have clearly made extraordinary contributions as colleagues, teachers and scholars and are fully worthy of the title University Professor.

2. 2016 Distinguished Research Professors

A Distinguished Research Professor is a member of the faculty who has made outstanding contributions to the University through Research. The Senate Committee on Awards selected **Dr. Laurence Packer** (Biology, Faculty of Science) as the recipient of a Distinguished Research Professorship in 2016.

Professor Packer is the pre-eminent world authority in the field of bee systematics. His greatest international impact is seen in his pioneering work in the field of DNA barcoding. He spearheaded the Bee Barcode of Life project, a major international initiative to develop genetic barcodes for all bees on earth. His work has been published in the top journals, *Nature* and *Science*, as well as in leading specialist academic journals. Professor Packer is prolific, well-cited and his continuous funding has supported a productive lab and numerous high quality personnel; his doctoral graduates all hold tenured positions or post-doctoral fellowships. The reference collection of over 20,000 bees is among the very best in the world at an academic institution.

Professor Packer's impact is both sustained and remarkably broad, as substantiated by his highly cited research papers, numerous invited talks, impressive cadre of former PhD trainees, extensive bee collection, leadership roles in the scientific community, and popular books. His exceptional work wholly fulfills the criteria and he is most deserving of a Distinguished Research Professorship.

Senate Committee on Awards – Report to Senate

3. Awards for Part-time Students

In response to a comment at the April 28, 2016 meeting of Senate on the need for more awards for students in part-time programs, the Office of Student Financial Services provided a list of awards available to part-time students, attached as Appendix A. Of the 33 awards listed, the six **highlighted** awards are available only to part-time students. As many of these awards are program-specific, there may be students who are unable to find suitable awards. The Office also noted that, in the absence of a part-time Faculty, it is sometimes difficult to actually determine which of our students are completing their studies on a part time basis especially in light of the fact that students with disabilities can take a reduced course load and still be considered full-time. Additionally, students studying on a part time basis are often working full time so do not demonstrate the same level of financial need as our full time students.

Robert Kennedy, Chair

AWARDS AVAILABLE TO PART-TIME STUDENTS

NAME	LEVEL	DESCRIPTION
Graduating Class 1994 Part-Time MBA Scholarship	GR	The MBA graduating class of 1994 created this scholarship to be offered to a part-time student in the final semester of the MBA/MPA program who has achieved a minimum grade point average of 6.0 (B+) and demonstrates financial need.
MBA Part-Time Bursary	GR	Each semester a limited number of bursaries are available to part-time MBA students. Recipients must be Canadian citizens permanent residents or protected persons, residents of Ontario and demonstrate financial need.
The Galin Foundation MSW Bursary	GR	The Galin Foundation Master of Social Work Bursary will provide financial assistance to graduate students registered in the part-time program who are entering their practicum year. Preference will be given to students who are sole support parents. The bursary amount will be paid at the commencement of the practicum.
The Madeleine Lerch Bursary	UG	The bursary will be given to a part-time mature undergraduate student, with a learning disability, who is registered with a York University service provider. Recipients must be Canadian citizen, permanent residents or protected persons, residents of Ontario and demonstrate financial need.
Fine Arts Students Scholarship	UG	To assist fine arts students, full-time or part-time, who demonstrate a past record of fine arts involvement in student government, department-related activities or other appropriate York University involvement, while maintaining satisfactory progress in their studies.
Molière Prize	UG	Awarded to a full- or part-time student who has made important contributions to Theatre Glendon.
Martin Cohnstaedt Graduate Research Award for Studies in Non-Violence	GR	This research costs award is open to full or part-time Canadian and International doctoral and master's candidates engaged in researching some aspect of pacifism or non-violence (biographical, historical, international, philosophical, political, religious, social action, etc., or some combination of the above).
Harry W.W. Rowe Arts of the Americas Bursary	UG	The Harry W.W. Rowe Arts of the Americas Bursary is open to Year 3 and 4, full-time or part-time, visual arts majors who demonstrate financial need and who demonstrate a strong interest in, and commitment to, the study of the art history, art criticism and/or visual cultures of South, Central and/or North America.

Morguard Award	GR	The Morguard Award will be provided each year to a second-year full-time or part-time MBA student who places in the top quartile of the class. The recipient will have identified Real Property Development as the focus on major area of study. Demonstrated leadership and/or contribution to the Real Property industry will be identified through a short detailed resume and cover letter. The award recipient must also interview for internship matching at Morguard Investments. The internship component of the award is optional.
Dance Department Fund	UG	Available to full-time and part-time students in the Dance Department who achieve high grades, consistency in studies and who demonstrate legitimate need for financial assistance.
Peggy Sampson		Bursaries are available to full-time and part-time students in the Music Department.
President's Creative Writing Prize		The President's Creative Writing Prize is a literary competition held annually and is open to full or part-time York University undergraduate students. Four prizes are awarded for the best entry in poetry, prose fiction, screenplay and stage play. The competition will be judged by a panel of writers who are members of the York community.
The Margaret R. Awards	GR	Awarded to full and part-time students enrolled in the School of Gender, Sexuality and Women's Studies Master's Program who have achieved a strong academic standing. A recipient must demonstrate financial need, be a Canadian citizen, permanent resident or protected person, and be a resident of Ontario.
Doris Anderson Canadian Bursary	GR	The Doris Anderson Canadian Bursary is offered each year to a full-time or part-time Graduate student in the School of Gender, Sexuality and Women's Studies who studies at York University but whose permanent address is outside of Ontario. The applicant must also demonstrate financial need.
Reed, Graham Memorial Bursary	GR	Graham Reed Bursary is to assist a highly qualified student in the graduate Program in Psychology who has demonstrated financial need. The value is between \$500 and \$1,000. To be eligible you must be either a full or part-time student in the graduate program in Psychology with first class standing and demonstrate financial need. It is tenable for the students in the Graduate Program in Psychology at York university and to apply please refer to the Psychology Graduate Program Office listing. The deadline is May 15th but the department deadline might be a little earlier.

Laya Liberman Memorial Scholarship	UG	An endowed scholarship in memory of Laya Liberman will be given to a full-time or part-time student in the Department of Visual Arts, School of the Arts, Media, Performance & Design, in Year 3 or 4 of study with special interest, dedication and enthusiasm in painting or sculpture. Prime consideration for the award is merit in one of these two areas taking into consideration good overall academic standing.
Professional Development Tuition Bursary	GR	Awarded to students of the part-time LLM program. Recipients must be Canadian citizens/permanent residents or protected persons, residents of Ontario and demonstrate financial need.
Atkinson College Alumni Bursary for PT and Mature Students	UG	Awarded to an undergraduate student who is a Canadian citizen, permanent resident or protected person, and a resident of Ontario who demonstrates financial need. Preference will be given to students admitted under the mature student basis of admission or are pursuing their studies on a part-time basis (completed less than 18 credits in the prior Fall/Winter academic session and are currently enrolled in less than 18 credits. Where no candidate of preference applies, selection will be based on the balance of criteria.
Schulich School of Business Alumni Bursary		Established by generous annual contributions of alumni and friends, the Schulich School of Business Alumni Bursary will support undergraduate and graduate Schulich School of Business students, part-time or full-time, who demonstrate financial need.
Graduate Program in Nursing Major Research Project	GR	Awarded to a student in the Graduate Program in Nursing (full-time or part-time) who had defended the Major Research Project in any one calendar year, whose Major Research Project shows significant contribution to nursing knowledge and is deemed to be academically exceptional when compared to their peers. The award will be granted annually or semi-annually during each convocation ceremony or during the School of Nursing Awards ceremony, whichever comes first.

Helena Orton Memorial Scholarship	GR	This scholarship honours the life and work of Helena Orton, whose tragic death in 1997 cut short a distinguished career dedicated to using law as a tool to pursue equality for women, especially for women in the workplace. This scholarship is available to a student undertaking either full-time or part-time thesis graduate studies, at Osgoode Hall Law School or York University School of Women's Studies, whose graduate work will explore relationships between law and social equality. Preference will be given to students committed to studying workplace issues of benefit to women. Students will be evaluated on the basis of academic achievement, and demonstrated commitment to equality issues.
Grad Education Major Research Project Prize	GR	The Graduate Program in Education Major Research Project Prize is awarded annually to a graduate student in the Graduate Program in Education (full-time or part-time) who had defended the Major Research Project in any one calendar year and whose Major Research Project is deemed to be academically exceptional when compared to their peers. Students do not need to apply for this award. Supervisors together with the Outside Reader (Second Reader) will nominate students to the Graduate Program in Education Awards Committee. The award will be granted annually during the Spring convocation ceremony.
Faculty-Fine Arts Opportunity Award		School of the Arts, Media, Performance & Design Opportunity Awards are open to School of the Arts, Media, Performance & Design majors enrolled in full or part-time studies in any School of the Arts, Media, Performance & Design program, at any year level, who demonstrate exceptional academic and/or artistic achievement/potential. Recipients must be Canadian citizens/permanent residents or protected persons, residents of Ontario and demonstrate financial need.
Galín Foundation BSW Bursary	UG	The Galín Foundation Bachelor of Social Work Bursary will provide financial assistance to part-time undergraduate students (currently registered in less than 9 credits per term) who are entering their practicum year and demonstrate financial need. Preference will be given to students who are sole support parents.

Joe Cicero Scholarship	GR	Awarded to a second year part-time MBA student with a minimum grade point average of 6.00 (B+) and demonstrated community contribution and/or worthwhile extracurricular involvement. The recipient must be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need. This award was established by the family of Schulich alumnus Joe Cicero (MBA '87), in his memory. Extremely active in the community in general, and with the Knights of Columbus, Joe Cicero rose to the ranks of senior management at Kodak Canada in his early thirties.
Fitzhenry-Weatherhead Theatre Award	UG	The Fitzhenry-Weatherhead Theatre Award is given in recognition of excellence and achievement in academic studies or creative work in theatre to a Year 3 or 4 theatre major enrolled in any of York's theatre programs. Selection/eligibility criteria include completion of at least 48 academic credits, and sound academic standing (minimum 6.00 (B) average). Recipients must be Canadian citizens, permanent residents or protected persons, residents of Ontario and demonstrate financial need. Both part-time and full-time students are encouraged to apply.
Cunnington Family Memorial Bursary	UG	The Cunnington Family Memorial Bursary will be awarded to an undergraduate student enrolled in their 2nd, 3rd or 4th year of study. To be eligible, recipients must be admitted under the mature basis of admission category; preference will be given to those who are enrolled in part-time studies and registered with the Atkinson Centre for Mature and Part-time Students. Students must demonstrate financial need and maintain good academic standing (min. 6.0 gpa).
Eva Wien Prize	GR	The Eva Wien Prize will be awarded to a full-time or part-time graduate student for the best thesis, master's research project or dissertation in early childhood education. This prize was established in honour of Eva Wien who lived a quiet, private life that was disrupted by war, loss and unexpected hardship; yet she was recognized within her family as a remarkable presence with uncanny abilities to support the growth and development of children.

Linda Briskin Bursary in Honour of Activism	UG	The Linda Briskin Bursary in Honour of Activism will be given to a full or part-time undergraduate student enrolled in a major or minor in Women's Studies. Recipients must have a commitment to some form of activism, demonstrate financial need and be a Canadian citizen, permanent resident or protected person and a resident of Ontario. In support of York University's stated commitment to improving access to higher education among mature, part-time students and first-generation students, students who are single parents and/or reside in York University's Black Creek community are encouraged to apply.
Mingay Family Award	UG	The Mingay Family award was created to support a student who has already earned a minimum of 30 credits, is studying in the Faculty of Liberal Arts and Professional Studies and has a minimum GPA of 7.50 (B+). Preference will be given to a student with a background in agriculture, and who is currently employed on a part-time basis. If a student meeting these preferences cannot be identified, then the award will be given to a student who can demonstrate an interest in pursuing a law degree after completion of their current degree. The recipient must be a Canadian citizen, permanent resident or protected person, and a resident of Ontario who demonstrates financial need.
Robert Tiffin Student Leadership Award	UG	Recipients must currently be enrolled at York University in either a full-time or part-time program and be in good academic standing at time of nomination. Leadership and involvement should be considered in relation to good academic standing. The value of the student's contribution, rather than an office held, should be the major criterion considered.
Community Arts Practice Award for Local Artists		The Community Arts Practice Award for Local Artists supports local artists with significant experience in community-engaged art practice who are accepted as direct entry students in the Community Arts Practice (CAP) certificate, a 24-credit certificate that can be completed part-time over a two year period (www.yorku.ca/cap). Candidates should be self-directed and ready to undertake academic work around community art theory and practice. They should be committed to reflecting critically on their practice and further developing their skills, while maintaining an active residency in the community. Priority will go to local artists from the Jane-Finchneighbourhood. This award is supported by friends and Faculty of the Community Arts Program, as well as broader community arts networks.

Bertrand Gerstein Scholarship	UG	<p>The Bertrand Gerstein Scholarships will be awarded each year as follows: 1. A disadvantaged student or a student admitted under the mature student basis of admission demonstrating financial need and wishing to undertake a program in one of the professional Faculties at York such as Osgoode, Schulich, Fine Arts or Environmental Studies. This scholarship is renewable for two years, on the condition that the students maintains an academic average of 6.00 (B). 2. Glendon student whose circumstances are such that they might not be able to begin or to continue a program in bilingual study. This scholarship is renewable for two years, on the condition that the students maintains an academic average of 6.00 (B). 3. Awarded to a student in high academic standing (minimum average of 7.00 (B+) who has completed at least 30 credits in part time study. This scholarship is renewable for one year.</p>
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Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 26 May 2016

For Action

- a. Establishment of the Degree of Bachelor of Commerce • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies (Statutory Motion)

Having provided notice of the motion to Senate in April, the Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve the establishment of the degree of Bachelor of Commerce at York University, effective FW 2017-2018.

Rationale

The recommendation to establish the new degree of Bachelor of Commerce at York is one component of an initiative to change the degree designation of the existing Bachelor of Administrative Studies (BAS) to a Bachelor of Commerce (BCom). There are three distinct governance stages necessary to implement the change; the next two follow as separate recommendations for approval.

As the proposal sets out in detail (Appendix A) the change in degree designation is to better enable graduates' career success. The Bachelor of Commerce (BCom) is a highly recognized degree that is in place in many universities in Ontario and Canada, and the nomenclature is well-known externally; the BAS was proving to be less familiar terminology to employers. The student learning outcomes and the degree requirements of the BAS program are not changing with the migration to the BCom. Clarity about the nature of the degree program, the skills and knowledge it imparts will be improved by the title of Bachelor of Commerce; this in turn will support graduates' employment opportunities.

The School of Administrative Studies and the Dean of Liberal Arts & Professional Studies are keen advocates of this change. ASCP found the case to migrate the existing program to a Bachelor of Commerce degree persuasive for its significant importance to York's students and alumni; the Academic Policy, Planning & Research Committee concurs with the recommendation.

The Schulich School of Business was consulted about the initiative. Dean Horvath noted that distinct mandates and program names (BBA at Schulich and BAS within LA&PS) have enabled the two Schools to operate successfully on the same campus. The change from a BAS to a BCom degree designation maintains the name distinction between the programs and, with the student learning outcomes and requirements untouched, it holds

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the mandates of the Schools constant. To that end, the initiative has the support of Schulich. A copy of the Dean's statement is included in the appendix. The Provost has recorded her support for the initiative as well and is satisfied that the consultation between Schulich and LA&PS has resulted in agreement to move forward.

It is proposed that the new degree and program name take effect FW 2017-2018. As has been done in prior instances of degree designation modifications, alumni will be offered the option to change the designation of their BAS degree to BCom. The School of Administrative Studies and the Faculty of Liberal Arts & Professional Studies are working with the Office of the Registrar to develop the implementation plans and timelines.

Approvals: LA&PS Council 10 March • ASCP 23 March • APPRC (concurrence) 7 April

**b. Change in name of the Bachelor of Administrative Studies Degree Program •
School of Administrative Studies • Faculty of Liberal Arts & Professional
Studies**

Upon approval of Item 7 a. above, the Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve the renaming of the Bachelor of Administrative Studies degree program housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, to the Bachelor of Commerce degree program, effective FW 2017-2018.

Rationale

As set out in the rationale above changing the name of the existing BAS program to a BCom¹ program is the second step of the umbrella initiative.

Approvals: LA&PS Council 10 March 2016 • ASCP 23 March 2016

**c. Closure of the Bachelor of Administrative Studies Degree Designation •
School of Administrative Studies • Faculty of Liberal Arts & Professional
Studies**

Upon approval of Items 7 a and b above, the Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve the closure of the Bachelor of Administrative Studies degree designation at York University, effective FW 2017-2018.

¹ Note with the change of the BAS program to a BCom program, the name of the existing BAS-ITEC program will concurrently change to BCom-ITEC.

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Rationale

As set out in the rationale for Item 7 a, closing the existing BAS degree type is the third component to effect the shift to the Bachelor of Commerce degree. The School of Administrative Studies does not intend to use the BAS degree designation for any other type of programming. Closing the designation maintains clarity about the University's degree offerings.

Approvals: LA&PS Council 10 March • ASCP 23 March • APPRC (concurrence) 7 April

d. Establishment of a Bilingual BA Program in Communications • School of Translation • Glendon

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve the establishment of a Bilingual BA program in Communications housed in the School of Translation at Glendon, effective FW 2017-2018.

Rationale

Glendon's vision is to become the Southern Ontario Centre of Excellence for Francophone and Bilingual Postsecondary Education, and it has received significant government funding to enhance its bilingual degree program offerings. To that end Glendon has been expanding its bilingual program options to meet the need and demand for bilingual education from the growing francophone population in Southern Ontario. Recent program additions on that campus include Bilingual BSc degrees in Psychology and Biology. The proposed BA program in Communications - to include Honours BA, iBA and Honours Minor degree options - further advances Glendon's academic plan and is also aligned with the program directions articulated in the University's Strategic Mandate Agreement with the Province. The Bilingual BA in Communications will be the only program offered in both French and English in Southern Ontario.

As the proposal sets out in detail (Appendix B) the new program in Communications will be comprised of communications courses already offered across several departments at Glendon and new curriculum specifically designed for this program, which collectively will support the degree and student learning outcomes. The Senate Committee is satisfied that the student learning outcomes have been effectively articulated and mapped to the program requirements.

The proposed Communications program will complement the BA program in *Communication Studies* in LA&PS in its focus on communication theory and methodology, but also be distinct by its organization around three areas of concentration: Communication, Culture & Society; Organizations and Communication; and Technology and Communication for students wanting to choose a sub-field of study. As indicated in

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the statements of support from the Chair of the Department of Communication Studies and the Dean of LA&PS, program development discussions will continue between the two units in LA&PS and Glendon in the context of collaboration and coexistence.

The Principal and the Provost confirm through their written statements the new program's alignment with University and Faculty academic plans and, citing the MTCU funding awarded to Glendon, the availability of resources to launch and sustain the program including three new full-time appointments to the School of Translation to support the Communications program. The Senate Academic Policy, Planning & Research Committee concurs with the recommendation to establish the program at Glendon.

Approvals: Glendon Council 1 April • ASCP 20 April • APPRC (concurrence) 12 May

e. Establishment of an iBA – BBA Dual Credential Degree Program, York University - EM Lyon • International Studies • Glendon

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve the establishment of an International Bachelor of Arts (iBA) – Bachelor of Business Administration (BBA) dual credential program offered jointly by York University and EM Lyon Business School, and housed at York in the Department of International Studies, Glendon College, effective FW 2017-2018.

Rationale

Dual credential programs, as defined in the York University Quality Assurance Procedures, are a program of study offered by two or more universities or by a university and a college or institute, in which the successful completion of the requirements is confirmed by a separate and different degree/diploma being awarded by at least two of the participating institutions. There are several such programs offered by York in conjunction with peer institutions at both the graduate and undergraduate levels. The new dual credential program being proposed partners the undergraduate program in International Studies at Glendon and the undergraduate business program at the EM Lyon Business School in France to provide students the opportunity to receive both an iBA degree from York and a BBA degree from EM Lyon in four years.

As referenced above in Item 7 d, with the support of the Province Glendon is expanding its bilingual programming in response to the needs of the growing francophone population in southwestern Ontario. The dual credential initiative is another component of the expansion plans in recognition of the steady student demand for business degrees.

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The proposed iBA-BBA program consists of four years of full-time study with 2 years at each institution. The York cohort of students will complete years 1 and 2 at Glendon and years 3 and 4 at EM Lyon. Conversely Lyon students complete years 1 and 2 at their home institution and years 3 and 4 at Glendon. The detailed structure, curriculum and requirements of the program are set out in the full proposal attached as *Appendix C*. In sum, each institution is recognizing the equivalent of 60 credits towards the completion of their respective degree program. In due course Glendon plans to add an internship / placement requirement for students to incorporate an experiential learning component to the program. ASCP is satisfied that the unique set of requirements for the program will satisfy the degree level expectations and student learning outcomes of the iBA degree that will be awarded by York University, and that its design creates a high quality, innovative interdisciplinary program of study that provides an enhanced opportunity for students.

The projected Glendon enrolments are 25 students annually, reaching a steady state of 88 in the year 2020. Provincial funding will support the delivery of the program, including the addition of three new tenure-stream faculty appointments in the Department of International Studies (the hiring process for which is underway). The Schulich School of Business was consulted on this initiative. It has agreed in principle to the occasional secondment of French-speaking faculty members to teach the foundational business courses that are part of the curriculum to be offered at Glendon. Additionally it commits to accommodate from time to time a request from an eligible student to transfer from the iBA – BBA program into its iBBA program. The statement from the Dean of Schulich speaks to the planning discussions with Glendon and conveys his support for the establishment of the dual credential program. The Principal and the Provost have recorded their strong support for this program; their statements are included in the supporting documentation.

Approvals: Glendon Faculty Council 29 April 2016 • ASCP 11 May 2016

f. Closure of the York – Ryerson Universities Co-Registration Option

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve the closure of the York University – Ryerson University Co-registration Pilot, effective FW 2016-2017.

Background and Rationale

York wanted to seek opportunities to partner on joint programs and initiatives that would build on respective strengths and enhance student mobility and access. The York-Ryerson Co-registration option was one such initiative. It allows York students to concurrently enrol in a maximum of 24 credits at Ryerson University for credit towards their degree programs at York, and Ryerson students to concurrently enrol in 24 credits at York for credit towards their degree program. The intent of the option was to provide

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greater choice and flexibility to students at each university, and promote mobility and resource sharing among the institutions as encouraged by the Province.

It was approved by Senate as a five-year pilot, between FW 2013-14 to FW 2017 -18. The arrangement was that students pay fees to their home institution for all courses taken through the Co-registration option, with the enrolment, registration and grades uploading managed collaboratively by the Registrars' Offices. The Office of the Vice Provost Academic monitored the program.

An evaluation of the pilot three years in was recently completed by the Vice-Provost. The review included the enrolment and registration data, the financials for York, the functioning of the administrative process and the student experience of participants. The results of the initiative to date are as follows:

- For every York student who co-registered at Ryerson through this option, three Ryerson students co-registered at York; actual enrolments were:

Academic Year	York to Ryerson	Ryerson to York
2013- 2014	43	136
2014-2015	32	106
2015-2016 (excl. SU16)	32	22
Total	107	296

- The 3-1 Ryerson-York enrolment pattern and the tuition fee arrangements resulted in loss of tuition and grant monies for York
- a loss of revenue through administrative fees that are normally charged for services such as application to the university and letter of permission
- very labour-intensive administrative work was required of registrarial staff at both institutions to support the option (online applications could not be used and significant staff time was required to negotiate space in courses and provide individualized support for Ryerson students.)

In sum, the results of the pilot do not warrant continuing with the co-registration option. It was an experiment worth trying for the possible benefits to students. The relatively low participation of York students in the program coupled with the negative financial and resource implications for the university however make it unsustainable. Ryerson University concurs with the recommendation to close the option. York students who wish to enrol in courses at Ryerson and have them recognized as transfer credits toward their York degree program may continue to do so through the existing Letter of Permission process.

Approvals: ASCP 20 April 2016

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Consent Agenda

g. Changes to Education Diploma Requirements • Graduate Program in Education • Faculty of Graduate Studies

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve changes to requirements for the Type 2 and Type 3 diplomas in Early Childhood Education; Language and Literacy Learning; Postsecondary Education: Community, Culture and Policy; and Education in Urban Environments as set out in Appendix D, effective FW 2016-2017.

Rationale

The proposed changes to the set of diplomas offered by the Graduate program in Education are to calibrate their requirements with the recently (winter 2015) revised requirements of the Master of Education (MEd) degree program. Most students who pursue a diploma do so concurrently (Type 2) with the MEd program. The changes to the MEd saw a reduction in the number of required course credits for each of the program options (i.e., course-only, MRP, thesis). The primary change to the diploma requirements is a comparable reduction in the number of course credits to align them proportionally with the degree program options. The graduate program also took the opportunity in this review exercise to align the structure of all the Education diplomas to enhance clarity and consistency for students. The proposed changes maintain the diplomas' congruency with the Senate Guidelines for Diplomas.

Approvals: FGS Faculty Council 3 March 2016 • ASCP 11 May 2016

h. Changes to Requirements for Bilingual BA and BSc Programs in Psychology • Department of Psychology • Glendon

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve changes to the requirements for each of the degree options within the Bilingual BA and BSc programs in Psychology at Glendon as follows:

- Increase in the number of major credits from 54 to 57, and the requirement that students to maintain a cumulative GPA of at least 7.0 (B+) in their major courses for the Specialized Honours BA, iBA, BSc and iBSc options
- Increase in the number of major credits from 42 to 45 for the Honours BA, iBA, BSc and iBSc options

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- Increase in the number of major credits from 36 to 39 for the 90-credit BA and BSc options
- Increase in the number of major credits from 30 to 33 for the Honours Minor option

Rationale

The addition of 3 credits to the total number of major credits required is to include another half-course in statistics to supplement the existing 3-credit statistics course. The program has concluded that 6 credits of statistics will better support the achievement of the program learning outcomes. The changes to the credit totals and GPA requirements (the latter for the Specialized Honours options only) also bring better harmonization between the Psychology programs at Glendon and the Faculty of Health.

Approvals: Glendon Faculty Council 29 April 2016 • ASCP 11 May 2016

i. **Changes to Requirements for the PhD Program in Philosophy • Graduate Program in Philosophy • Faculty of Graduate Studies**

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve changes to the requirements for the PhD program in Philosophy such that the time to complete the logic requirement is extended from one year to two, and the deadline for completion is extended until the end of the second year in the program, effective FW 2016-2017.

Rationale

The graduate program wants to give students additional time to fulfil the logic requirement (two years instead of one), as well as the opportunity to take it more than twice if needed. The changes do not affect the content or substance of the requirement. Two years of experience implementing this requirement has taught the program that students would be better served if they were given more flexibility in fitting it in their first two years of study, during which they are doing their course work.

Approvals: FGS Faculty Council 3 March 2016 • ASCP 11 May 2016

j. **Changes to Requirements for the PhD Program in Francophone Studies • Études Françaises Program • Faculty of Graduate Studies**

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve revisions to the requirements for the PhD program in Francophone Studies such that the time to completion be changed from 6 to 4 years, effective FW 2016-2017.

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Rationale

After a review of the curriculum, the graduate program determined that it can effectively offer a comprehensive and rigorous curriculum in a four year structure that will lead to a more dense and effective thesis focusing on the research intensity. This timeline would bring the program into alignment with similar doctoral programs in Canada (e.g, UQAM, University of Montreal, Queen's, Dalhousie, McMaster, Ottawa and University of Toronto) The change mainly focuses on the individual progress of the students and would help students to graduate faster, thereby improve their employability. Furthermore the change is expected to contribute to research intensification among students, by allowing more PhD students to participate in the same time period (i.e. in a 12-year period, three students could finish, instead of 2).

The doctoral program in Francophone Studies is in its initial years of existence. Rigorous work has been undertaken this year to provide students with resource documents, as well as a mentoring program that will support their progress in the program. In addition to having seminars that favour small groups (6-12 students), students in the program are involved in teaching through teaching assistantships. From a financial perspective, the program suffers from a lack of resources, which resulted last year in the program's admitting 3 students without funding and without teaching duties. This situation will be avoided in part by reducing the program's average length from six to four years.

Approvals: FGS Faculty Council 5 May 2016 • ASCP 11 May 2016

k. Changes to Requirements for the PhD Program in Social and Political Thought • Graduate Program in Social & Political Thought • Faculty of Graduate Studies

The Academic Standards, Curriculum and Pedagogy Committee recommends:

That Senate approve changes to the requirements for the PhD program in Social and Political Thought as set out in Appendix E, effective FW 2016-2017.

Rationale

As the proposal articulates in more detail, the primary impetus behind the set of changes to the requirements is to address extended time to completion challenges within the Social and Political Thought program. Secondly the new field requirement and the maximum number of directed reading courses is to broaden the program of study, enhance students' exposure to other areas of thought in the program and ensure a measure of interdisciplinary breadth.

The changes were put forth after considerable discussion within the program, including with student representatives. Students currently enrolled in the program (2015/16 and

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before) will be given the option of either opting into the new program degree requirements or being grandparented with the current degree program requirements.

Approvals: FGS Faculty Council 7 April 2016 • ASCP 20 April 2016

For Information

1. Minor Modifications to Curriculum

The following Minor Modifications / proposals were approved:

Education

Minor changes to the requirements for the International Education Specialization within the BEd degree program

Graduate Studies

Minor changes to the requirements for the Graduate Program in Social Anthropology

Lassonde

Minor change (nomenclature change) to the requirements for the BEng program in Software Engineering

Correction to the supporting documentation for the change to the General Education regulation for BA programs in the Lassonde School of Engineering

Science

Establishment of ISCI as a rubric for the integrated first-year program

2. Report on External Program Decisions: MTCU Approvals

Once new academic programs have been approved by Senate and the Quality Assurance Council has approved them to commence, new “non-core” undergraduate program proposals and all new graduate program proposals must be submitted to the Ministry of Training, Colleges and Universities (MTCU) for funding approval. The new programs must also be ministry-approved in order for students who are enrolling in these programs to be eligible to receive assistance from the Ontario Student Assistance Program (OSAP).

The establishment of the Master of Real Estate and Infrastructure (anchored in the Schulich School of Business), Master of Leadership and Community Engagement (anchored in the Faculty of Education) and the PhD in Nursing programs (anchored in the School of Nursing) at York received MTCU approval in May 2016. The full list of all Ontario university program approval decisions issued by MTCU in May is attached as **Appendix F** for Senate’s information.

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3. Implementation Planning for New “Academic Forgiveness” Policies

In February of this year Senate approved the establishment of the *Policy and Guidelines on Withdrawn from Course Option* and the *Policy on Course Relief* as four-year pilots. They are intended to enhance academic support for students while balancing academic standards, cultivate student success and improve the integrity of the University’s student records.

The introduction of these policies reframes Faculties’ review of petitions for late withdrawal and its decisions on students’ eligibility to continue in or return to their studies. The ASCP Coordinating & Planning Sub-committee, including the Vice-Provost Academic, recently met with Chairs and staff of Faculty petition committees and the Senate Appeals Committee, Associate Deans and Faculty Council / student services staff to discuss the application of the new policies and associated guidelines in order to support a smooth transition and consistent decision-making across Faculties.

The Sub-committee is also continuing to liaise with the Office of the Registrar on the many technical and communication aspects of the implementation of the new policies.

Franck van Breugel, Chair

York University
New Program Brief
of the
Bachelor of Commerce
March 15, 2016

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 to establish the Bachelor of Commerce degree (BCom) at York University, effective September 2017. The BCom is one of the two most recognized management undergraduate degree types in Canada and is offered by several universities in Ontario, including the University of Toronto, McMaster University, University of Ottawa, Laurentian University, Carleton University and the University of Ontario Institute of Technology.

With the approval of the Bachelor of Commerce degree, this new designation will replace the existing designation for the program, the Bachelor of Administrative Studies (BAS)ⁱ. The BAS designation will be expired.

1.2 Provide a brief description of the method used of the development and preparation of the New Program Brief, including faculty and student input and involvement.

The proposal to establish the degree type and to change the degree designation of the Bachelor of Administrative Studies (BAS) and program(s) name to the new degree type Bachelor of Commerce (BCom) does not imply a change in substance, focus or direction of the program in general or program(s) in particular. The fundamental motivation for changing the name of the degree granted by York is to address the challenges that student and alumni are having in career pursuits. The proposed new degree type and change of name represents the culmination of a process initiated by alumni and students who have stressed the critical need to clarify for external communities and employers that the degree program is a business degree. The establishment of the BCom degree and changing the BAS designation to BCom will achieve that outcome for York graduates.

The degree level expectations articulated for the BAS degrees, Bachelor (90 credits), Specialized Honours (120 credits), and the Specialized Honours BAS – ITEC program, are not changing for the BCom degree (See Appendix C). Similarly, no changes to the admission (see 6.1), academic progression or graduation requirements for the BCom degree are proposed in conjunction with the establishment of the new degree type.

This submission follows the YUQAP guidelines for a new program under expedited approval; accordingly, a Bachelor of Commerce will be established as a new degree designation, the existing Bachelor of Administrative Studies programs will be approved as meeting the BCom requirements in their current forms and the designation changed to BCom, and the Bachelor of Administrative Studies will be retired as a degree designation at York.

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

The Bachelor of Commerce will be housed in the School of Administrative Studies in the Faculty of Liberal Arts and Professional Studies. The other degree offered by the School is the Bachelor of Disaster and Emergency Management. This last program is not affected by the change from BAS to BCom. The Honours Minor programs in Business, Marketing and Disasters and Emergency Management are not affected.

2. General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program.

The Bachelor of Commerce offered by the School of Administrative Studies aims to meet the diverse needs of traditional, mature, part-time, evening and online students seeking management education with flexibility and accessibility so they will become responsible and informed citizens with capabilities to face future challenges. Areas of disciplinary focus within the new program are as follows: Accounting, Governance and Law; Audit, Management Information Systems & Income Tax Law; Finance; Management; Management Science; Marketing. These areas are consistent with areas currently offered under the Bachelor of Administrative Studies designation.

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

The Bachelor of Commerce program will continue to play an important role within York by contributing to the achievement of both the University's and Faculty's academic priorities.

The proposed change in degree type is not a new idea and was originally proposed in 2002. More recently, it has been put forth as a key priority in multiple planning documents discussed at the Faculty and University levels. In support of the Integrated Institutional Resource Plan and LA&PS' five-year academic plan 2015-2020, the School of Administrative Studies identified the establishment of the new degree type and change over as a specific initiative towards the achievement of the goal to bring "Better Recognition, Image and Visibility for the School".

Further, it was included as an initiative in the Decanal Implementation Plan of Nov 2nd, 2015 in response to the external reviewer's report on the recent Cyclical Program Review of the School of Administrative Studies.

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 Bachelor of Commerce nomenclature is not currently used by any unit within York University. There is one degree that has the term 'commerce' in it, but there is no duplication in content or focus (Mathematics for Commerce - MATC).

The use of the BCom designation does not change the clear distinction between it and the Bachelor of Business Administration offered by the Schulich School of Business. A significant number of students in the current BAS program are university and college transfers and international students. The majority of the program courses are available during the day, evenings, weekends and throughout the year with many summer course offerings. In contrast, Schulich's undergraduate student population is derived primarily from direct-entry high school students and the program is based upon the full-time cohort model.

The proposed change of degree designation will clarify, particularly to the broader community outside of York, the content and outcomes of the degree program. With the creation of the BCom degree, York University will be ensuring that our students, who are graduating into the global workplace, are provided with a sense of clarity knowing that the content and nature of their studies is reflected in the designation of a BCom as understood in the business community locally or internationally. As highlighted in Appendix D, the proposed name is consistent with the names of similar programs offered in Canada and several other countries.

3.2 Provide 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.

The robust enrolments in the BAS program confirm the ongoing need and demand for this degree program at York. In the 2014 academic year the program had 3,475 students registered (over 3,000 full time equivalents). There are several units within the University that might benefit from this change in name (admissions, York International, career center). External stakeholders that have endorsed this change in name include CPA Ontario, which has recently accredited offerings that were originally accredited by the three legacy organizations (CA, CMA and CGA), and the Office of the General Auditor – Ontario. The programs have been successful in attracting qualified international students, and our recruitment efforts will be well-served by a degree designation that is internationally recognized. However, most importantly all current student and alumni, who are disadvantaged due to current perceptions of various stakeholders and software screens used by employers and firms, will significantly benefit from this change. Given the program's historical role of serving non-traditional students, the proposed change in degree designation will significantly enhance the outcomes for students.

With respect to the change in degree designation, there is considerable student interest in that outcome. With the approval of that change, it is anticipated that the number of students pursuing a Bachelor of Commerce or the other programs currently offered by the School such as the Honours Minors in Business or Marketing, will grow given the degree name recognition.

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 program requirements for the Bachelor of Commerce will not change from the Bachelor of Administrative Studies. Similarly the various degree options (90-credit and Specialized Honours) will not change. They are set out in Appendix A. The review report from a very recent cyclical program review endorses the program offerings and has encouraged better clarity in terms of marketing them. The review process has yet to be fully culminated; however, the quality of the program was recognized and endorsed.

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.

There are no new courses required to offer in the Bachelor of Commerce (BCom). Instead the courses that are currently part of the BAS will continue to be offered. They are listed in Appendix B.

4.3 For undergraduate programs, comment on the anticipated class sizes.

Currently the class size in the BAS courses ranges from [35 – 150]. Introductory courses have higher enrolments; upper year courses where choice is broader have smaller enrolments. No increases to the class size for the Bachelor of Commerce program are anticipated.

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

Detailed information about degree requirements as displayed on the LAPS websites and University Calendar is in Appendix A. The change will only affect the BAS (90 credits and specialized honours) and BAS-ITEC (specialized honours). No other program currently offered by the School of Administrative Studies will experience any change (Bachelor of Disasters and Emergency Management, honours minors or certificates).

5. Program Structure, Learning Outcomes and Assessment

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.

The degree level expectations of the BCom degree are not changing from those articulated for the BAS degree. The current BAS and BAS-ITEC Degree-Level Expectations will become the BCom and BCom-ITEC Degree-Level Expectations. See Appendix C for details.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

See Appendix C

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.

See Appendix C

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

The admission requirements in place for the BAS program will continue to support the BCom program. The established requirements prepare students to tackle the analytical rigour of the curriculum. In addition to the standard university admission requirements (OSSD, ENG4U and five additional 4U or M courses), students entering the BCom are required to have completed one 4U mathematics MHF4U (Advanced Functions), or the equivalent.

Students also must meet the University's English Language Proficiency Requirements.

7. Resources

7.1 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.

Faculty associated with the existing Bachelor of Administrative Studies will continue to deliver courses in the Bachelor of Commerce program. The University is committed to sustaining the program. See Table 1 for the faculty member listing and their area of expertise. The recent reviewer's report for the cyclical program review recognizes the current capacity of the Faculty to provide adequate resources for the program offerings, and the Dean's Implementation Plan has committed to renewal in specific areas of demand due to retirements.

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

As is currently the case with the BAS programs, retired and contract instructors play a role in delivering the program, based on collective agreement clauses and strong requirements for part-time instructors to provide active and current professional expertise in a rapidly-changing landscape. The requirements to be invited as a part time course director depend on the area of expertise. For instance to teach accounting or finance courses there is a clear preference for professional designation holders (such as CFA, CFP, CPA and any of its legacy designation CA, CMA or CGA).

7.3 As appropriate, identify major laboratory facilities/equipment that will be available for use by undergraduate or graduate students and to support faculty research, and commitments/plans for the next 5 years.

N/A

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or 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.

The School of Administrative Studies recognizes the importance of student space, especially at a commuter university like York. The Faculty of Liberal Arts & Professional Studies is undertaking a comprehensive long-term space planning exercise, the Dean's Office is exploring options to provide additional student space, including for students within the BCom program; also there are plans to enhance the professional and academic image of the School's front desk, main administrative office and Directors' suite.

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

The majority of the courses, if not all, have a dedicated course web site on Moodle. The course web sites contain multiple instructional resources designed to enrich the student's learning experience. The content of a course web site includes power point presentations used in class, recorded classes, additional exercises with solutions, assignments, quizzes, discussion forums, past examinations with complete solutions, etc.

Several initiatives are designed and offered jointly with other members of York to enhance the student's learning experience and academic achievements. Several introductory and intermediate courses offer tutorial sessions outside the hours of classes. For courses perceived as specially challenging, the New College offer PASS sessions. Recently a math boot camp has been included in the regular offerings in late summer with the aim to get students ready for quantitative courses.

There are an array of courses that go beyond the norm by engaging students in more intense types of experiential learning such as: 1) use of accounting or MRP software (SAP), 2) simulations of management or marketing decisions, 3) preparation for community services (tax clinics), etc.

7.6 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

The class sizes and mode of delivery for courses required for the Bachelor of Commerce will not be fundamentally different; the School of Administrative Studies is committed to continuous improvement of the student experience. Almost all courses have experiential learning components built in. In a business degree, reading the news and developing the ability to analyse reports in combination with case studies provides relevant experiential learning.

In addition, through the Career Center at York University, students in the Bachelor of Commerce will continue to be able to access a set of internships in the various fields of specialization: finance, marketing, management and accounting. There is no expectation to change the mode of operation; therefore no new resources would be needed.

Table 1 – Listing of Faculty

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

Area	Faculty Member	Rank
Accounting, Governance and Law	Evans, Paul	Assistant Professor
	Gaber, Brian	Professor (retires July 2016)
	Gelinas, Patrice	Associate Professor
	Kwon, Sung	Professor
	Lai, Liona	Associate Professor
	Leblanc, Richard	Associate Professor
	Ma, Mary	Assistant Professor
	Parkinson, John	Professor
	Peng, Songlan	Associate Professor
	Porporato, Marcela	Associate Professor
	Spraakman, Gary	Professor
	Wang, Haiping	Assistant Professor
	Waweru, Nelson	Associate Professor
Audit Management Information Systems / Tax	Hwong, Thaddeus*	Associate Professor
	Jones, Joanne C	Associate Professor
	Magee, Joanne*	Associate Professor
	Sanchez-Rodriguez,	Associate Professor
	Splettstoesser, Ingrid	Associate Professor
Finance	Domian, Dale	Professor
	Ho, Kwok	Associate Professor
	Li, Xiaofei	Associate Professor
	Lim, William	Associate Professor
	Letkiewicz, Jodi	Assistant Professor
	Robinson, Chris	Associate Professor
	Tahani, Nabil	Associate Professor
	Yildirim, Semih	Associate Professor
Management	Chuang, You-Ta	Associate Professor
	Deutsch Salamon,	Associate Professor
	Lehrer, Keith	Assistant Professor
	Richardson, Julia*	Associate Professor
	Shen, Jung-Chin	Associate Professor
	Schwartz, Mark	Associate Professor
	Thomson, Kelly	Assistant Professor
	Tsasis, Peter**	Associate Professor
	Marcus, Joel	Assistant Professor
	Karakowsky, Len*	Professor

Area	Faculty Member	Rank
Management Science	Bartel, Henry	Professor
	Huang, Rong Bing	Associate Professor
	Karakul, Mustafa	Associate Professor
	Ng, Peggy	Professor
	Qudrat-Ullah, Hassan	Associate Professor
	Solis, Adriano	Associate Professor
	Toyasaki, Fuminori	Associate Professor
Marketing	Carbonell-Foulquie, Pilar	Associate Professor
	Li, Lee	Professor
	Maute, Manfred	Professor
	Rusetski, Alex	Associate Professor
	Snow, Kim	Associate Professor
	Strebinger, Andreas	Associate Professor
	Whelan, Jodie	Assistant Professor

Note: * Cross-appointed to another LA&PS unit; ** Cross-appointed to Faculty of Health.

8. Enrolment Projections

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

It is anticipated that the change of degree type will attract more applicants as the nomenclature is more familiar. For example, we might anticipate increased enrolments in terms of students pursuing a degree on a part-time basis as well as students transferring credits from other post- secondary institutions to complete a degree.

	Enrolment Heads	Fiscal Full-Time Equivalent
BAS 2013	3,461	3,091
BAS 2014	3,475	3,067
BAS 2015	3,412	3,022
BAS 2016	3,512	3,115
BCOM 2017	3,512	3,115

9. Support Statements

Support statements are required from:

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program

- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

All support statements received to date are included in **Appendix E**.

ⁱ The name of the Bachelor of Administrative Studies is rooted in York University's history. In the origins of York there were two separate academic units: (1) the Faculty of Administrative Studies, renamed Schulich School of Business in 1995, and (2) the Department of Administrative Studies in Atkinson College, later renamed the School of Administrative Studies. The former Faculty of Administrative Studies (later the Schulich School of Business) started offering the Master of Business Administration (MBA) and later started with the Bachelor of Business Administration (BBA) as a delayed entry program. More recently, the BBA moved to a full 4-year program. The Department of Administrative Studies (later the School of Administrative Studies) started offering a Bachelor of Arts with major in Administrative Studies, and later a new degree was created: the Bachelor of Administrative Studies (BAS). The BAS degree was created to offer significantly more business/management content while still maintaining strong ties with liberal arts education. At that time Atkinson Administrative Studies was a brand, so it was natural to adopt the BAS name. The proposal to change the name of BAS to BCom will apply to all BAS degrees issues by York University, but not to the BA with major in Administrative Studies.

Appendix A

Calendar copy as posted on the LAPS website:

Bachelor of Commerce (BCom)

Bachelor of Commerce – Information Technology (BCom – ITEC)



Administrative Studies

Bachelor of Commerce (BCom) to replace Bachelor of Administrative Studies (BAS)

School of Administrative Studies

Program Requirements

Students prior to entering the **BCom** are required to have completed one 4U mathematics MHF4U (Advanced Functions), or the equivalent.

AP/ADMS 1000 3.00, Introduction to Administrative Studies must be successfully completed prior to taking a course for which it is a prerequisite. For all other ADMS courses, AP/ADMS 1000 3.00 may be taken concurrently (corequisite) with the first ADMS course(s) taken.

For students with a prior degree in business-related programs, AP/ADMS 1000 3.00 is waived as a prerequisite for administrative studies courses. Students must replace the course with three credits in administrative studies.

The following notes apply to the Honours **BCom** and **BCom** programs:

Notes:

1. *These courses will not count toward the fulfillment of the 18 credits outside the major.*

AP/PHIL 3570 3.00 *Ethics of Administration*
HH/PSYC 3570 3.00 *Organizational Psychology*

2. *4000-level courses are open only to students in the Honours program who have completed a minimum of 78 credits, except for certain courses included within certificates where there is a C+ grade requirement on prerequisite courses. Any student may take these courses provided requirements are met.*

2. *Students are recommended to consider, when choosing their 18 required credits outside the major, the following courses in related disciplines through the School of Public Policy and Administration: AP/PPAS 2910 6.00 (cross-listed to: AP/POLS 2910 6.00).*
3. *Faculty of Liberal Arts and Professional Studies courses are recognized towards certification in a number of professional programs.*
4. *Students of professional associations should note that degree requirements must be followed. Those who wish to combine a degree and professional designation or otherwise take courses at the Faculty of Liberal Arts and Professional Studies, in accordance with Faculty requirements, are advised to obtain full details from the organizations involved which include:*

- Appraisal Institute of Canada (Ontario)
- Canadian College of Health Service
- Executives
- Canadian Institute of Marketing
- Canadian Institute of Traffic and Transportation
- Chartered Professional Accountants (CPA) Ontario
- Credit Union Institute of Canada
- Financial Planners Standards Council
- Human Resources Professionals
- Associations of Ontario
- Institute of Canadian Bankers
- Institute of Materials Management
- Societies
- Institute of Municipal Assessors of Ontario
- Ontario Association of Certified
- Engineering Technicians and Technologists
- Information Systems Audit and Control Association (ISACA)
- Purchasing Management Association of Canada
- Real Estate Institute of Canada (Toronto Chapter)
- Supply Chain & Logistics Canada (SCL)
- The Canadian Institute of Certified Administrative Managers



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- The Institute of Chartered Secretaries and Administrators in Canada
- The Insurance Institute of Ontario

Specialized Honours BCom: 120 Credits

There are at present seven streams in the Specialized Honours **BCom** program. The prerequisites and requirements appear below.

Students prior to entering the **BCom** are required to have completed one 4U mathematics, MHF4U (Advanced Functions) or the equivalent.

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

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 and a major grade point average of at least 5.50.

General education: 18 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science. Minimum six credits in each of three areas: humanities, modes of reasoning, natural science and social science. Modes of Reasoning is recommended.

Major credits: 78 credits including:

(i) Required Honours standard core courses: 45 credits including:

- AP/ADMS 1000 3.00;
- AP/ADMS 1010 3.00;
- AP/ADMS 2200 3.00;

- AP/ADMS 2320 3.00;
- AP/ADMS 2400 3.00;
- AP/ADMS 2500 3.00;
- AP/HRM 2600 3.00 (cross-listed to: AP/ADMS 2600 3.00);
- AP/ADMS 2510 3.00;
- AP/ADMS 2511 3.00;
- AP/ADMS 2610 3.00;
- AP/ADMS 3330 3.00;
- AP/ADMS 3530 3.00*;
- AP/ADMS 3660 3.00;
- AP/ADMS 4900 3.00;
- three additional credits in ADMS.

*Students in the human resources stream may substitute any 3000 level or above ADMS course in place of AP/ADMS 3530 3.00.

Students who wish to meet the requirement of CHRP certification should take AP/HRM 3430 3.00 (cross-listed to: AP/ADMS 3430 3.00).

(ii) 33 additional credits at the 3000 level or above as specified in the requirements for one of the seven streams as described below. At least 18 credits in the major must be at the 4000 level.

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

Credits outside the major: at least 18 credits including AP/ECON 1000 3.00 and AP/ECON 1010 3.00.

Accounting Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3510 3.00;
- AP/ADMS 3520 3.00;
- AP/ADMS 3585 3.00;



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- AP/ADMS 3595 3.00;
- three additional credits in ADMS at the 3000 level or above;
- AP/ADMS 4515 3.00 or AP/ADMS 4551 3.00;
- AP/ADMS 4561 3.00;
- AP/ADMS 4590 3.00;
- AP/ADMS 4510 3.00 or AP/ADMS 4520 3.00;

Six credits at the 4000 level in administrative studies to be selected from:

- AP/ADMS 4510 3.00;
- AP/ADMS 4520 3.00;
- AP/ADMS 4540 3.00;
- AP/ADMS 4552 3.00;
- AP/ADMS 4553 3.00;
- AP/ADMS 4560 3.00;
- AP/ADMS 4562 3.00;
- AP/ADMS 4563 3.00;
- AP/ADMS 4570 3.00.

Note: students must complete at least 18 credits at the 4000 level in the major.

Business Research Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3300 3.00;
- AP/ADMS 3352 3.00 (cross-listed to: AP/ECON 3130 3.00);
- AP/ADMS 4250 3.00;
- AP/ADMS 4260 3.00;
- AP/ADMS 4265 3.00;
- AP/ADMS 4300 3.00;
- AP/ADMS 4370 3.00;
- 12 additional credits at the 3000 level or above in administrative studies.

Note: students must complete at least 18 credits at the 4000 level in the major.

Finance Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3531 3.00;
- AP/ADMS 3541 3.00;
- one of: AP/ADMS 4501 3.00, AP/ADMS 4540 3.00;

At least 12 credits chosen from the following:

- AP/ADMS 4501 3.00;
- AP/ADMS 4502 3.00;
- AP/ADMS 4503 3.00;
- AP/ADMS 4504 3.00;
- AP/ADMS 4505 3.00;
- AP/ADMS 4506 3.00;
- AP/ADMS 4535 3.00;
- AP/ADMS 4536 3.00;
- AP/ADMS 4540 3.00;
- AP/ADMS 4541 3.00;
- AP/ADMS 4542 3.00;
- 12 additional credits at the 3000 level or above in administrative studies.

Note: students must complete at least 18 credits at the 4000 level in the major.

Human Resources Management Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/HRM 3400 3.00 (cross-listed to: AP/ADMS 3400 3.00, HH/HLST 3240 3.00);
- AP/HRM 3410 3.00 (cross-listed to: AP/ADMS 3410 3.00);
- AP/HRM 3422 3.00 (cross-listed to: AP/ADMS 3422 3.00);



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- AP/HRM 3470 3.00 (cross-listed to: AP/ADMS 3470 3.00);
- AP/HRM 3490 3.00 (cross-listed to: AP/ADMS 3490 3.00);
- AP/HRM 4460 3.00 (cross-listed to: AP/ADMS 4460 3.00);

15 credits at the 4000 level in administrative studies chosen from:

- AP/ADMS 4010 3.00;
- AP/ADMS 4370 3.00;
- AP/ADMS 4444 3.00 (cross-listed to: AP/HRM 4444 3.00);
- AP/ADMS 4910 3.00;
- AP/HRM 4050 3.00 (cross-listed to: AP/ADMS 4050 3.00);
- AP/HRM 4410 3.00 (cross-listed to: AP/ADMS 4410 3.00);
- AP/HRM 4420 3.00 (cross-listed to: AP/ADMS 4420 3.00);
- AP/HRM 4430 3.00 (cross-listed to: AP/ADMS 4430 3.00);
- AP/HRM 4440 3.00 (cross-listed to: AP/ADMS 4440 3.00);
- AP/HRM 4470 3.00 (cross-listed to: AP/ADMS 4470 3.00);
- AP/HRM 4480 3.00 (cross-listed to: AP/ADMS 4480 3.00);
- AP/HRM 4481 3.00 (cross-listed to: AP/ADMS 4481 3.00);
- AP/HRM 4485 3.00 (cross-listed to: AP/ADMS 4485 3.00);
- AP/HRM 4490 3.00 (cross-listed to: AP/ADMS 4490 3.00);
- AP/HRM 4495 3.00 (cross-listed to: AP/ADMS 4495 3.00).

Notes:

1. Courses outside the major that may be of interest to human resources management students are: AP/ECON 3590 3.00, AP/ECON 3259 6.00, AP/ECON 3620 3.00, AP/ECON 3790 3.00, AP/ITEC 1010 3.00, HH/NURS 3770 3.00, AP/PHIL 3020 3.00, AP/POLS 3415 6.00, HH/PSYC 2120 3.00,

HH/PSYC 2130 3.00, HH/PSYC 2210 3.00, HH/PSYC 2230 3.00, HH/PSYC 3410 3.00, HH/PSYC 3420 3.00, HH/PSYC 3540 3.00, AP/SOCI 2030 6.00, AP/SOCI 3480 6.00 (cross-listed to: AP/HREQ 3480 6.00), AP/SOCI 3680 3.00 (cross-listed to: AP/REI 3680 6.00), AP/SOSC 2410 6.00, AP/REI 3580 3.00, AP/GL/WMST 3510 6.00 (cross-listed to: AP/SOSC 3130 6.00, GL/WKST 3610 6.00), AP/HREQ 3414 6.00 (cross-listed to: AP/SOCI 3414 6.00).

2. Under the certification process, HRP AO requires an average of 70 per cent with the lowest acceptable grade in any required course of 65 per cent.
3. Students must complete at least 18 credits at the 4000 level in the major.

Management Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3930 3.00;
- AP/ADMS 4010 3.00;
- AP/ADMS 4910 3.00;

(iii) nine additional credits selected from the following:

- AP/ADMS 3300 3.00;
- AP/ADMS 3960 3.00;
- AP/ADMS 4444 3.00 (cross-listed to: AP/HRM 4444 3.00);
- AP/ADMS 4940 3.00;
- AP/HRM 4495 3.00 (cross-listed to: AP/ADMS 4495 3.00);

(iv) 15 additional credits selected from AP/ADMS 3000 and 4000 level courses.

Note: students must complete at least 18 credits at the 4000 level in the major.



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Management Science Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

Nine credits:

- AP/ADMS 3300 3.00;
- AP/ADMS 3331 3.00;
- AP/ADMS 3351 3.00 (cross-listed to: AP/ECON 3120 3.00);

18 additional credits selected from the following:

- AP/ADMS 3345 3.00;
- AP/ADMS 3350 3.00;
- AP/ADMS 3352 3.00 (cross-listed to: AP/ECON 3130 3.00);
- AP/ADMS 3353 3.00;
- AP/ADMS 3360 3.00;
- AP/ADMS 4300 3.00;
- AP/ADMS 4331 3.00;
- AP/ADMS 4333 3.00;
- AP/ADMS 4340 3.00;
- AP/ADMS 4345 3.00;
- AP/ADMS 4353 3.00;
- AP/ADMS 4360 3.00;
- AP/ADMS 4370 3.00.

An additional six credits at the 4000 level in administrative studies. This may include courses not previously taken from the list above.

Note: students must complete at least 18 credits at the 4000 level in the major.

Marketing Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3210 3.00;
- AP/ADMS 3220 3.00;
- AP/ADMS 4250 3.00;
- AP/ADMS 4260 3.00;
- 15 additional credits in marketing to be chosen from any AP/ADMS marketing course (starting with the numbers 32 or 42);
- six additional credits from any 4000-level administrative studies courses.

Note: students must complete at least 18 credits at the 4000 level in the major.

BCom: 90 Credits

Students prior to entering the **BCom** are required to have completed 4U mathematics, MHF4U (Advanced Functions) or the equivalent.

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

Graduation requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements. The cumulative grade point average for must be at least 5.00 and the major grade point average 5.00.

General education: 18 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science. Minimum six credits in each of three areas: humanities, modes of reasoning, natural science and social science. Modes of reasoning is recommended.

Major credits: 54 credits including:

(i) Required core courses: 42 credits including:

- AP/ADMS 1000 3.00;



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- AP/ADMS 1010 3.00;
- AP/ADMS 2200 3.00;
- AP/ADMS 2320 3.00;
- AP/ADMS 2400 3.00;
- AP/ADMS 2500 3.00;
- AP/HRM 2600 3.00 (cross-listed to: AP/ADMS 2600 3.00);
- AP/ADMS 2510 3.00;
- AP/ADMS 2511 3.00;
- AP/ADMS 2610 3.00;
- AP/ADMS 3330 3.00;
- AP/ADMS 3530 3.00;
- AP/ADMS 3900 3.00 or AP/ADMS 3920 3.00;
- three additional credits in ADMS.

(ii) 12 additional administrative studies credits at the 3000 level or above.

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

Credits outside the major: at least 18 credits including AP/ECON 1000 3.00 and AP/ECON 1010 3.00.

Course Substitutes

Subject to course exclusions, program requirements/restrictions and residency requirements, the following courses are acceptable substitutes for the purpose of meeting BAS program requirements.

Program Course	Course Substitutes
AP/ADMS 1010 3.00	AP/ADMS 2420 3.00, AP/ADMS 2410 3.00
AP/ADMS 2600 3.00 (cross-listed to: AP/HRM 2600 3.00)	AP/ADMS 3480 3.00
AP/ADMS 3530 3.00	AP/ECON 4400 3.00
AP/ADMS 4540 3.00	AP/ECON 4410 3.00

Program notes for BAS ITEC courses: the following chart refers only to courses completed prior to entry to the BAS program.

BAS ITEC program course	BAS ITEC program course substitutes if completed prior to entering the program
AP/ITEC 1620 3.00	SC/CSE 1020 3.00
AP/ITEC 2620 3.00	SC/CSE 1030 3.00
AP/ITEC 3220 3.00	SC/CSE 3421 3.00
AP/ITEC 3230 3.00	SC/CSE 3461 3.00
AP/ITEC 1000 3.00	Students who have successfully completed CSE courses prior to entering the program may replace ITEC 1000 3.00 with any CSE course that has already been used towards the fulfillment of another requirement. Should no course remain, students may replace ITEC 1000 3.00 with any ITEC course not specifically required for completion of the major core.
SC/MATH 2320 3.00 and SC/MATH 2565 3.00	SC/MATH 1550 6.00 completed prior to entering the program.
SC/MATH 2565 3.00	SC/MATH 2560 3.00, SC/MATH 2570 3.00, SC/MATH 1131 3.00 completed prior to entering the program.



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Program notes for BAS: the following chart refers only to courses completed prior to entry to the BAS program.

BAS Program course	BAS course substitutes for Schulich courses complete prior to entering the program
AP/ADMS 1000 3.00 and three credits at the 1000 level	SB/MGMT 1000 3.00 and SB/MGMT 1010 3.00
AP/ADMS 1010 3.00	SB/MGMT 1010 3.00
AP/ADMS 2200 3.00	SB/MKTG 2030
AP/ADMS 2400 3.00	SB/OBIR 2000 3.00
AP/ADMS 2500 3.00	SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00
AP/ADMS 2510 3.00	SB/ACTG 2020 3.00
AP/ADMS 2600 3.00	SB/OBIR 4200 3.00
AP/ADMS 3422 3.00	SB/OBIR 4250 3.00
AP/ADMS 3510 3.00	SB/ACTG 4400 3.00
AP/ADMS 3520 3.00	SB/ACTG 4710 3.00
AP/ADMS 3530 3.00	SB/FINE 2000 3.00
AP/ADMS 3531 3.00	SB/FINE 3200 3.00
AP/ADMS 3541 3.00	SB/FINE 4050 3.00
AP/ADMS 3585 3.00	SB/ACTG 3110 3.00
AP/ADMS 3595 3.00	SB/ACTG 3120 3.00
AP/ADMS 3660 3.00	SB/MGMT 1040 3.00
AP/ADMS 3920 3.00 and AP/ADMS 4000 3.00 unspecified	SB/ENTR 4600 3.00, SB/ENTR 4700, SB/ENTR 4800 3.00, SB/ENTR 4950 3.00
AP/ADMS 4210 3.00	SB/MKTG 4400 3.00
AP/ADMS 4225 3.00	SB/MKTG 4250 3.00
AP/ADMS 4240 3.00	SB/MKTG 4100 3.00
AP/ADMS 4245 3.00	SB/MKTG 4560 3.00

AP/ADMS 4260 3.00	SB/MKTG 3100 3.00
AP/ADMS 4285 3.00	SB/MKTG 4550 3.00
AP/ADMS 4510 3.00	SB/ACTG 4200 3.00
AP/ADMS 4520 3.00	SB/ACTG 4160 3.00
AP/ADMS 4540 3.00	SB/FINE 3100 3.00
AP/ADMS 4551 3.00	SB/ACTG 4600 3.00
AP/ADMS 4552 3.00	SB/ACTG 4620 3.00
AP/ADMS 4553 3.00	SB/ACTG 4610 3.00
AP/ADMS 4562 3.00	SB/ACTG 4720 3.00
AP/ADMS 4570 3.00	SB/ACTG 4450 3.00
AP/ADMS 4900 3.00 and must replace AP/ADMS 3900 3.00 with another 3000 or 4000 level ADMS course	SB/SGMT 4010 3.00



Information Technology/Administrative Studies

Bachelor of Commerce ITEC (BCom ITEC) to replace Bachelor of Administrative Studies ITEC (BAS ITEC)

School of Information Technology /School of Administrative Studies

Program Requirements

Note: students should refer to the Courses of Instruction section of information technology course prerequisites. Students prior to entering the **BCom** ITEC are required to have completed one 4U high school mathematics course or the equivalent within the last five years.

General prerequisites for all 3000 level or above courses: students must have successfully completed all 1000 and 2000 level required courses in information technology and mathematics required for their program option.

Student must obtain a minimum grade of C in either AP/ITEC 2610 3.00 or AP/ITEC 3010 3.00 in order to graduate.

Specialized Honours **BCom**: 120 Credits

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

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 and a major grade point average of at least 5.50.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: 75 credits including:

(i) Core: 60 credits including:

45 credits as follows:

- AP/ADMS 1000 3.00;
- AP/ADMS 2500 3.00;
- AP/ADMS 2510 3.00;
- AP/ADMS 2511 3.00;
- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00 or LE/EECS 1020 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00 or LE/EECS 3421 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4030 3.00;
- AP/ITEC 4040 3.00;
- SC/MATH 1190 3.00.

Six credits as follows:

- AP/ADMS 2320 3.00 and AP/ADMS 3330 3.00; or SC/MATH 2320 3.00 and SC/MATH 2565 3.00; or AP/ECON 2500 3.00 and AP/ECON 3480 3.00;

Nine additional credits in ITEC or ADMS from:

- AP/ADMS 2200 3.00;
- AP/ADMS 2400 3.00;
- AP/HRM 2600 3.00 (cross-listed to: AP/ADMS 2600 3.00);
- AP/ITEC 2210 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 3030 3.00;
- AP/ITEC 3500 3.00;
- AP/ITEC 3505 3.00;
- AP/ITEC 4000 3.00;
- AP/ITEC 4100 3.00;
- AP/ITEC 4101 3.00;
- AP/ITEC 4230 3.00.



Notes:

1. ITEC 3500 is a mandatory course in the information technology auditing and assurance stream, ITEC 3020 and ITEC 3230 are mandatory courses in the e-commerce development stream and ITEC 4101 is a mandatory course in the business systems analysis stream.

2. At least 18 credits in the major must be at the 4000 level.

(ii) Stream: an additional 15 credits from one of the following streams:

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

Credits outside the major (ADMS and ITEC): at least 18 credits including AP/ECON 1000 3.00 and AP/ECON 1010 3.00 and AP/WRIT 3988 3.00 or AP/WRIT 39890 3.00.

Information Technology Auditing and Assurance Stream

- AP/ITEC 3500 3.00
- AP/ADMS 3521 3.00;
- AP/ADMS 4515 3.00;
- AP/ADMS 4517 3.00;
- AP/ADMS 4518 3.00.

E-Commerce Development Stream

- AP/ITEC 3020 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4020 3.00;
- AP/ITEC 4220 3.00;
- AP/ITEC 4305 3.00.

Business Systems Analysis Stream

- AP/ADMS 3502 3.00;
- AP/ADMS 3521 3.00;
- AP/ADMS 4511 3.00;
- AP/ADMS 4900 3.00;
- AP/ITEC 4101 3.00.

Note to Senate:

Appendices B and C have **not** been copied. They are available upon request from the University Secretariat.

Appendix D

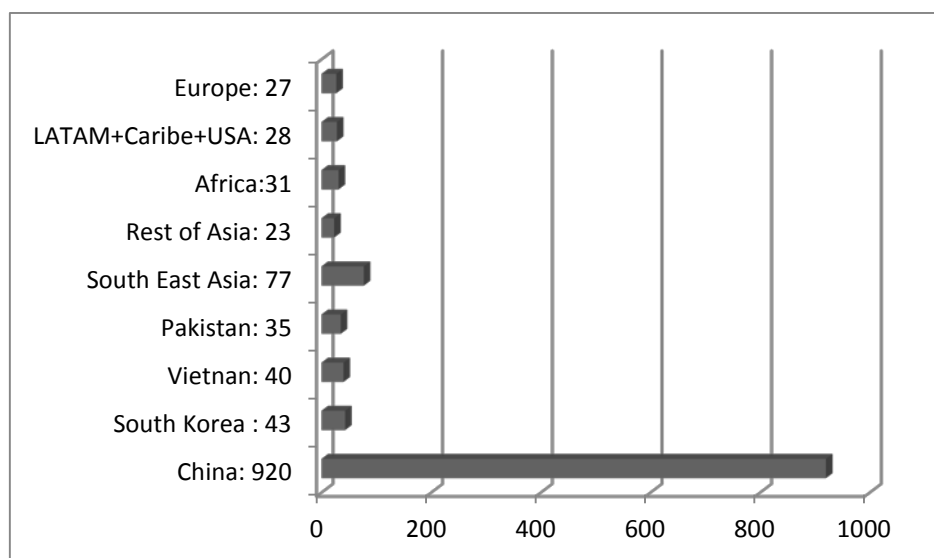
Table 2 - Bachelor of Commerce post 2002

BComm	BCom
1. MOUNT ALLISON UNIV. https://www.mta.ca/degrees/commerce/ 2. NIPPISSING UNIVERSITY http://www.nipissingu.ca 3. RYERSON UNIVERSITY http://www.ryerson.ca 4. UNIVERSITY OF GUELPH https://admission.uoguelph.ca/bcom	1. LAURENTIAN UNIVERSITY https://laurentian.ca/program/commerce-online 2. MACEWAN University http://www.macewan.ca 3. ROYAL ROADS UNIVERSITY http://www.royalroads.ca 4. THOMPSON RIVERS UNIVERSITY http://www.tru.ca/distance/programs/business-management/bachelor-of-commerce.html 5. UNIVERSITY CANADA WEST https://ucanwest.ca/undergraduate/bachelor-of-commerce 6. UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY http://businessandit.uoit.ca/undergraduate/bachelor-of-commerce/index.php

Table 3 - Bachelor of Commerce in the World

Australia & New Zealand	China	India	Others
University of New South Wales (Australia)	Chinese University of Hong Kong	Indian Institute of Management and Commerce	University of Wollongong in Dubai
University of Queensland (Australia)	Hong Kong Baptist University	Jain University	Varsity College (South Africa)
University of Canterbury (New Zealand)		The Bhopal School of Social Sciences Mangalayatan University	

Graph 1: International students in the BAS program as of December 2015: 1,224



Appendix E

Letters of Support to change degree name from BAS to BCom

Office of the Dean

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
DeanLA_PS@yorku.ca
www.yorku.ca

Memorandum

To: Senate Committee on Academic Standards, Curriculum and
Pedagogy Committee (ASCP)

From: Ananya Mukherjee-Reed, Dean

Date: March 16, 2016

Subject: Proposal to Rename BAS Qualification to BCom

I am writing to communicate the Faculty's support to the change of nomenclature of our BAS degree to a Bachelor of Commerce (B.Com) degree. This has been a long-standing demand of our students and alumni. We are extremely pleased to finally bring this project to fruition.

I understand that for most or all tasks carried out by Admissions, Recruitment or Registrar's Office, there will be a corresponding set of tasks and requirements for review, testing, feedback or input by the faculty and/or department and therefore will require designated lead(s) within the department as a single point of contact. The departmental lead has been identified as Professor Marcela Porporato, Undergraduate Program Director, School of Administrative Studies.

The Communications requirements, to students and to alumni, will be attended to by our staff in Communications, Advancement & Alumni Engagement and IT team, with the lead responsibility residing with our Director of SEM, Mathew Harper.

Matters related to courses and curriculum will be attended to by AD Programs, and Manager of Curriculum. We routinely hire YUTA personnel to assist with these tasks which include:

- Updates to all CAS rules to reflect new academic qualifications
- Updates to any course description content
- Participate in testing and review required for averages and decisions to operate correctly

Matters related to Records and Degree Audit will be overseen by AD Students and his staff. Members of the Faculty's SEM Committee will participate in reviews and approvals that may be required for records updates as well as the review and



testing of degree audit for BCom.

Let me reiterate that this is an extremely important project for us, and on behalf of the Faculty, I would like to assure ASCP and the relevant stakeholders in the York community that we will do everything possible at our end to bring it to completion.

To: Ananya Mukherjee-Reed, Dean, Faculty of Liberal Arts & Professional Studies
CC: Rhonda Lenton, Provost; Alice Pitt, Vice Provost Academic; J.J. McMurtry, LA&PS; Cheryl Underhill, Senate ASCP; Robert Everett, Senate APPRC
From: Dezsö Horvath, Dean, Schulich School of Business
Date: March 21, 2016
Subject: Proposal to change the program name of the *Bachelor of Administrative Studies (BAS)* to *Bachelor of Commerce (BCom)*

OFFICE OF THE DEAN

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

<http://schulich.yorku.ca>

Thank you for sending the above proposal and asking Schulich to comment on it.

York University finds itself in the unusual situation of having two business schools, plus other programs with significant business elements, at the same university. While there are examples of universities that have multiple business programs, those programs are typically delivered through different campuses. I am in fact unaware of any university that delivers two competing business programs on the same campus.

Both the Schulich School of Business and the School of Administrative Studies (SAS) have been offering business programs on Keele campus for a very long time. SAS's mandate has been to focus on the education of undergraduate part-time students (mostly 105s, but more recently also 101s) while Schulich's mandate was to run an undergraduate business program for full time students and provide graduate education. The differentiation between the two business schools has also been aided by the dissimilar names of the degree programs offered – the Bachelor of Administrative Studies (BAS) in the case of SAS and the Bachelor of Business Administration (BBA) and International BBA (iBBA) in the case of Schulich. This delineation of mandates and the use of distinct program names has allowed the two schools to operate successfully on the same campus.

Schulich has been supportive of various SAS initiatives, including some at the graduate level. For example, it has provided letters of support to various undergraduate business certificates. It has provided letters of support for SAS to implement Masters and PhD programs in Human Resource Management (now offered by the School of Human Resource Management in LA&PS), a Master of Financial Accountability, a Master in Disaster and Emergency Management and, more recently, a Diploma in Professional Accounting. Schulich is not opposed to SAS further expanding its portfolio of graduate degree programs as long as those are in non-core business areas, and subject to the usual consultation process.

Schulich supports the proposal to change the SAS undergraduate program name to Bachelor of Commerce, understanding that with this change it will be necessary to maintain and perhaps strengthen the existing differentiation of our offerings consistent with our original mandates, in order to ensure that such a change in name does not increase the possibility of confusion in the minds of those in our respective stakeholders.

There are two critical elements to our differentiation. The first relates to undergraduate programming. SAS has structured its undergraduate activity for very effective delivery in a format suited to part time studies and has built a considerable strength in its ability to respond to the needs of students wishing to pursue studies in this manner. Of course, a proportion of its activity attracts full time students and if the current ratio were maintained in the future, that would meet the differentiation requirement. As has been the case, Schulich's undergraduate activity would remain a "full time only" program.



Schulich
School of Business
York University

OFFICE OF THE DEAN

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

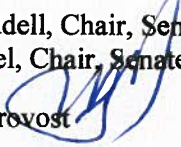
<http://schulich.yorku.ca>

The second critical element relates to graduate studies. Here as well, we believe we must reinforce the status quo. It will be important to ensure that Schulich retains a clear mandate to provide graduate business management programs in all core areas of business management. As is now the case, SAS would have the ability to expand graduate programming in business-related areas (such as Disaster Management or Sports Management). This does not preclude LA&PS from offering management courses within non-management graduate programs (as it already does) as long as those courses do not make up a substantial part of the program and no separate diploma or degree is offered for the completion of such courses.

Our experience with prospective students and faculty, with potential employers, with ranking and accreditation bodies, and with our donors clearly indicates the importance of differentiation in situations such as the one we are now facing with the proposed name change. By ensuring clear differentiation between Schulich programs and SAS programs, both Schools will be able to maintain and build on their mandates, strengthening themselves and the University as a whole.

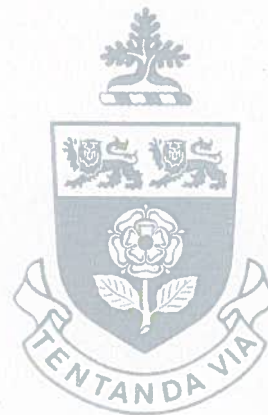
Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
Franck van Breugel, Chair, Senate ASCP

From: Rhonda Lenton, Provost 

Date: March 22, 2016

Subject: Proposal to establish BCom degree designation and
discontinue the BAS degree designation, School of Administrative Studies



I have reviewed the proposal from the School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies to establish a Bachelor of Commerce (BCom) degree designation, which will replace the Bachelor of Administrative Studies (BAS) degree currently offered by the School; and I am writing to express my support for this proposal.

Replacement of the BAS degree designation with a BCom is not a new idea: it has been raised for discussion from time to time over the past ten years. Now, however, this change has become increasingly important. Common degree nomenclatures for business programs at most Canadian and international universities tend to be either the BBA or BCom. Input from our graduates, students and potential employers indicates that the BAS designation is not well understood in the business community, and, as a result, its equivalence with the BCom in substance and quality is not appreciated. Furthermore, employers are increasingly utilizing online application mechanisms that screen for particular qualifications which do not recognize the BAS. This represents a significant disadvantage for our BAS graduates as they seek to pursue the meaningful careers for which their degrees have prepared them. The program continues to attract strong enrolments, but this confusion in nomenclature is also a factor in our ability to present the program clearly to potential students and to recruit to the program students seeking a high quality business degree, both locally and internationally. The BAS has for many years been an important program for York in terms of our institutional identity and our ability to achieve enrolment objectives. The proposed degree designation change recognizes the evolution of the program since its establishment and reflects the program as it is currently offered. It is important to note that there will continue to be a clear distinction, in relation to mandate, content and audience, between this program and the BBA offered by the Schulich School of Business; in fact, this proposed degree change may provide opportunities to clarify and strengthen that distinction.

It is intended that this change from the BAS to the BCom will be introduced for students entering the program in Fall 2017. However, students currently in the program and graduates of the program will have the option of requesting that it apply to them as well.

It is important to emphasize that the proposed change is in the degree designation only – there will be no changes in the content and curriculum of the program, admission and progression/graduation requirements, learning objectives and outcomes, etc.. As a result, it is not anticipated that there will be resource implications. Consultations with other relevant programs have been undertaken. I note the letter of support from the University Registrar indicating the importance of development of a communications plan in relation to this change, as well as the letter from the Schulich Dean.

I strongly support this proposal, and urge its approval by the relevant university bodies.

Cc: Dean A. Mukherjee-Reed
AVP Academic A. Pitt

Office of the Associate
Vice-President
International

Toronto, February 23 2016

200 YORK LANES
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5177
F 416 736 5176
yorkinternational.yorku.ca

Dear Committee Members,

I understand that ADMS is proposing a change of degree designation from a Bachelor of Administrative Studies (BAS) to Bachelor of Commerce (BCom).

I support the proposal for the following reasons:

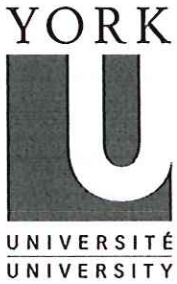
- BCom is a most commonly used degree designation in Commonwealth countries. The change would establish some consistency.
- ADMS counts a large number of international students for whom a degree designation well recognized in other countries, has great value. The same applies to many ADMS students who are considering a global career.
- Lastly, BAS, as an acronym, may actually be confused with Bachelor of Applied Sciences. The change would certainly reduce ambiguity.

Sincerely,



Dr. Marilyn Lambert-Drache
Associate Vice-President International





February 2, 2016

To whom it may concern,

CAREER CENTRE

Tel 416 736 5351
Fax 416 736 5684
career@yorku.ca
www.yorku.ca/careers

The York University Career Centre would support a change in the Faculty of Liberal Arts and Professional Studies BAS designation to a B.Com. designation as it would assist with marketing York students within this program to employers looking to recruit York students for full time, part-time, summer, and experiential education opportunities such as internship and /or co-op positions. Employers are familiar with the B.Com. designation as it is common among many universities across Canada and as such would help put York students on an equal footing with students at other post-secondary institutions.

The Career Centre also agrees that a revised designation could help students compete more effectively with students from other B.Com. programs, such as McMaster University's, and this could, in turn, support the Faculty's and York University's recruitment efforts.

Kind regards,

A handwritten signature in blue ink, appearing to read "Julie Rahmer", with a long horizontal flourish extending to the right.

Julie Rahmer

Director, Career Centre

York University



February 8th, 2016

Bartosz Amerski CPA, CA

Audit Manager
Office of the Auditor General of Ontario
20 Dundas St. West, Suite 1530
Toronto, Ontario

To the attention of:

Dr. Adriano Solis
Associate Professor
Acting Director, School of Administrative Studies
York University

Dear Mr. Solis:

Please accept this letter as my support for the Faculty of Liberal Arts and Professional Studies School of Administrative Studies proposal:

- To establish a new degree type, Bachelor of Commerce (BCom), School of Administrative Studies, Liberal Arts & Professional Studies
- To change degree designation from a Bachelor of Administrative Studies (BAS) to Bachelor of Commerce (BCom).
- To close the BAS degree type.

I support this proposal because I witnessed firsthand the challenges that York BAS degree holders face when they seek employment opportunities at the Office of the Auditor General of Ontario (Auditor General). Although the Auditor General has hired BAS degree holders, this only took place after I personally intervened and brought forward to HR resumes that failed to pass the initial screening. The resumes were rejected, as the screening process failed to identify BAS as a valid business degree name. Since I am a part-time faculty at York, concerned students/applicants were able to directly forward to me their resumes that were unjustly rejected. If this didn't happen, qualified BAS degree holders wouldn't even be invited for an interview.

As an alumnus of School of Administrative Studies, I understand and agree with the students' comments presented in Appendix B of the proposal document. These comments are reflective of the challenges and questions that I faced for the past ten years about my BAS degree.

Sincerely



Bartosz Amerski CPA, CA

February 8, 2016.

Dr. Adriano O. Solis
Acting Director, School of Administrative Studies
Atkinson College
York University
4700 Keele Street
Toronto, ON M3J 1P3

Collins Barrow Toronto LLP.
11 King Street West
Suite 700
Toronto, Ontario
M5H 4C7 Canada

T. 416.480.0160
F. 416.480.2646

www.collinsbarrowtoronto.com

Dear Dr. Solis,

Please accept my congratulations on the wonderful work York University's faculty have been performing in building and enhancing student careers.

I write to affirm my support to change the degree name from Bachelor of Administrative Studies to Bachelor of Commerce.

Opportunities for candidates:

The key words used to search for candidates with skills as listed in your BAS courses is not Administrative Studies rather is BCom. Thus in our searches your graduates will not show up. While your graduates are best of breed, as they do not show up in our search they are at a disadvantage from the very beginning. They do not get the required opportunity to present themselves and compete with other candidates.

Title as a representation of skills:

BAS reflects specialization in areas of administration which more often than not means the back office administrative work and does not reflect the expertise in commerce that the course trains your students.

For the above stated reasons I strongly believe that the change in name will be more reflective of the course content & training and will provide York Graduates the necessary opportunity they deserve.

I am available for any additional discussion or if you require any clarification.

Kind regards



Charan Kumar Bommireddipalli
Partner, Enterprise Governance

Email: ckumar@collinsbarrow.com

Cell: 416-670-6476

From: Brian Leader <bleader@cpaontario.ca>
To: "Gary Spraakman (garys@yorku.ca)" <garys@yorku.ca>
Cc: "porpomar@yorku.ca" <porpomar@yorku.ca>

Date: Friday, February 12, 2016 04:12PM
Subject: Faculty of the Liberal Arts and Professional Studies, School of Administrative Studies Proposed Change from BAS to BCom

History: ➔ This message has been forwarded.

Dear Gary:

I have reviewed the proposal by the Faculty of the Liberal Arts and Professional Studies, School of Administrative Studies to:

Establish a new degree type, Bachelor of Commerce (BCom);

Change degree designation from a Bachelor of Administrative Studies (BAS) to Bachelor of Commerce (BCom); and

Close the BAS degree type. But the real effect is to replace in the calendar and degree issued by York BAS with BCom.

I also note that this student-led initiative is fully supported by the Dean's Office of LA&PS and that the fundamental motivation for changing the name of the degree granted by York is to address student and alumni concerns that the current name, BAS, disadvantages them in their careers. And, that the new degree type and change of name represents the culmination of a process initiated by alumni and students who are currently disadvantaged due to perceptions of various stakeholders and screens used by employers and firms.

Based on my review the proposal details, which I agree do not imply a change in substance, focus or direction of the program in general or program(s) in particular and, the fact that the change from BAS to BCom is fully supported by the Dean, faculty and students, this e-mail confirms CPA Ontario's support.

In closing, CPA Ontario looks forward to continuing to work closely with the Faculty of the Liberal Arts and Professional Studies, School of Administrative Studies, York University. If you need anything further, please do not hesitate to contact me.

Yours truly,

Brian

Brian Leader FCPA, FCA
Vice President & Learning Advisor
bleader@cpaontario.ca

Chartered Professional Accountants of Ontario
69 Bloor Street East Toronto ON M4W 1B3
T. 416 969.4273 M. 416 720.2699
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cpaontario.ca



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York University

Major Modification

**Bilingual BA Program in Communications:
Honours BA
Honours iBA
Honours Minor**

Glendon College

12 May 2016



School of Translation
COLLÈGE UNIVERSITAIRE GLENDON
UNIVERSITÉ YORK



1. Program

Communications

2. Degree Designation

Honours Bachelor of Arts (BA)

3. Type of Modification

The addition of new Bilingual Honours BA, iBA and Honours Minor degree options in Communications at Glendon College to an existing program in Communication Studies in the Faculty of Liberal Arts and Professional Studies

4. Effective Date

2017

5. Description of Proposed Changes

The Bilingual Bachelor of Arts (BA) in Communications at Glendon College, York University, will provide a bilingual Honours degree program for students interested in Communications. The program is designed to offer all speakers of French the opportunity to study communication theory and methodology in French. Students will acquire the conceptual framework of the field and be able to demonstrate their ability to analyse material, write papers, and conduct research in French, or in both French and English, and be able to go on to graduate work if that is their goal.

The program thus develops the analytic and communication skills needed for a grounding in the academic discipline and the intellectual development expected of a liberal arts degree. In addition, there is a component to prepare students for professions in which they will make use of their language expertise. As bilingual communicators, graduates will be able to assess communication needs, develop strategic communication plans, revise the work of others and explain the reasons for their decisions. Consistent with Glendon's bilingual mandate, there are advanced courses in French and English teaching both language skills and an understanding of the specificity of communication in those languages. There are also courses on

developments in technology so that graduates understand the needs of the workplace and experiential components that enhance work preparedness. Graduates of communications programs need to be able to work independently as well as in a team, and the Bilingual Program in Communications addresses this expectation. In addition, it is a program that will enhance opportunities for mobility.

Proposed Changes and Rationale for the Changes

The program uses the name *Communications* because the term is both French and English and the program is designed to fill a need for a Communications program for speakers of French. The program will cover the major fields in Communication Studies.

The Glendon College Bilingual Program in Communications will both complement and differ from the program in Communication Studies in the Faculty of Liberal Arts and Professional Studies. Broadly, the addition of the Bilingual BA in Communications at Glendon will offer French-language speakers as well as graduates of immersion programs the opportunity to take a full communications program in French as well as in English. As a result, it will offer students the preparation necessary to make use of their bilingualism in a variety of fields and develop the multiple skill sets necessary for the application of knowledge about communication in a multilingual and multicultural world.

The bilingual program will be housed in the School of Translation, and will take advantage of the fact that communications courses are offered across several departments at Glendon. This interdisciplinarity will diversify the course offerings in this field for all York students and add to the breadth of choice.

Students who are not Communications majors at Glendon can still take courses in the Communications program. Whether Communications courses are credited toward other programs depends on the regulations governing those programs. Whether a course is offered in French or English or both in a given year depends on the specific course, enrollment, and teaching resources. The Glendon practice regarding languages and course offerings is that where courses exist in both languages and there is sufficient interest, courses are offered in both languages every year. Where there is not sufficient enrollment every year, courses are offered in French or English in alternate years.

There are also instances of courses mounted every year that are designed specifically for delivery in one of the two languages. This is true of courses in the two certificate programs in communications already offered at Glendon: the Certificate Program in Technical and Professional Communication offered in English through the School of Translation, and the *Certificat en rédaction professionnelle* offered in French for speakers of French as a first language and French as a second language, which is housed in the Département d'études françaises.

Most importantly, the provision of a bilingual Communications degree will address a number of needs and demands related to the provision of post-secondary French language programming in southern Ontario. No university in Ontario offers a bilingual

undergraduate program in Communication Studies. Furthermore, no university in southern Ontario offers a French-language program in Communications. The only French-language undergraduate program in Communication is in the French department at the University of Ottawa. The Glendon Bilingual Honours BA in Communications will be the only program offered in both French and English in Southern Ontario.

This modification to the existing program in Communication Studies means that all students admitted to Glendon, as with all degree programs, must satisfy the **Bilingual Requirement**. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the 2000 level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

All students accepted into a degree program at Glendon are tested for language ability, either French or English as a Second Language, and depending on the results are placed in the appropriate level of language course. Given the level of language that students have when they enter the College, and given the necessity of a high level of proficiency for students hoping to make use of their languages professionally, students will often need to start courses offered in the English and French departments at lower levels and build their skills to complete the requirement. We expect this to be particularly true as the GTA continues to receive French-dominant immigrants.

French speakers in Ontario come from a variety of backgrounds, which complicates their preparation to work in the public or private sectors that serve the diversity of the *Francophonie*. Native-born or immigrant French speakers may have done their schooling in English or another language and have had limited opportunity to use French as an academic vehicle. Glendon is ideal for helping students meet their goal of using the French language in a professional capacity: classes are small, and students get individualized attention. Glendon offers courses in French as a first language (FRAN) in addition to courses in French as a second language (FSL).

The fact that French is in a minority environment in Ontario means that both populations, French speakers and learners of French, need support to maintain and build communication skills in the language. That support takes several forms in the program which distinguishes it from the program on the Keele campus. The Glendon program includes courses which focus on language for communication, for example GL/Fran 2210 3.000 *Pratiques de rédaction : résumé et synthèse*, which develops reading and conceptual skills related to language use, and GL/Tran 2250 *Comparative Stylistics/ Stylistique différentielle* which focuses on the differences between English and French and the most common interferences in people working with both. These courses allow for both conceptual learning and the building of communication skills.

6 Rationale for the Program

Student Interest

The Department of Communication Studies is one of the fastest growing departments at York. On the Glendon campus, the Recruitment Office has noted the regular requests for Communications courses, and courses with Communication in the title consistently attract students: GL/SOSC/NATS 1605 6.00 Communication, Health, and Environment, for example, now comprises three sections and still exhibits some unmet need.

Social Need

The primary rationale for the new bilingual Communications program is that it will address the lack of post-secondary French language programming in southern Ontario. Not a single university in Ontario offers a bilingual undergraduate program in Communication Studies. In fact, no university in southern Ontario offers a French-language program in Communications. The only French-language undergraduate program in Communications is in the French department at the University of Ottawa.

The Glendon Bilingual BA Program in Communications will be the only program offered in both French and English in Southern Ontario.

The need for post-secondary French language programming in southern Ontario is documented by the difference in education paths of French speakers living in different parts of Ontario. Although in Central Ontario the proportion of French speakers who have received university education is higher than the overall population (32.2% vs. 28.3%), in Southern Ontario, French-speaking students as well as graduates of French immersion programs pursue university studies primarily in English.¹ This situation can be traced in large part to the limited range of French-language programming available.² For example, a recent survey conducted by the Office of the French Language Services Commissioner (2013) revealed a poor representation of 0-3% in French programming at colleges and universities in the Central-Southwestern region of Ontario.² To cite a 2009 Ministry study:

The absence of comprehensive programming at the college level and the fact that only a single faculty (attached to York University) offers a limited range of programs—essentially in social sciences and humanities—leads to an exodus of high school graduates to the English-language universities of the region (linguistic transfer) or an exodus from the region (geographical transfer) for those who study in French.³

¹ Office of the French Language Services Commissioner, Government of Ontario (October 24, 2013). *Action plan for French-language postsecondary education in Central-Southwestern Ontario*. Retrieved November 2, 2015 from <http://news.ontario.ca/tcu/en/2013/10/action-plan-for-french-language-postsecondary-education.html>

² Translated from *Éducation en langue française en Ontario: un monde de possibilités*. Documentation de l'éducation en langue française, DDPPELFG, ÉDU-FCU, décembre 2009, p 152.

With the creation of the Glendon's Bilingual BA in Communications, southern Ontario's French-speaking students and graduates of immersion programs will have the same opportunity as English-speaking students. More than a third of the French-dominant speakers in Ontario live in southern Ontario. In fact, it is the only region where the French-speaking population continues to grow. By the end of the decade, southern Ontario will contain half of Ontario's French-speaking population.³ Further, there are 25 French-language high schools in the GTA and southern Ontario, and southern Ontario contains the largest concentration of French immersion students in the country. The GTA alone has 40% of Ontario's immersion students.⁴

To sum up, this program responds to the policy of the Ontario government to provide more equitable educational opportunities for its French-speaking population, and by extension to enhance economic and employment opportunities. In addition, the government is concerned with enhancing the sustainability of the culture for people who have grown up speaking French. A Bilingual Program in Communications ties together culture, language use, and opportunity. And in addition, as the PAL: A French-Language Policy Framework for Postsecondary Education and Training in Ontario states, "Linguistic and cultural skills are increasingly valued in today's competitive global market..."⁵

7. Alignment with Faculty and University Plans

The Strategic Mandate Agreement between York University and the Ministry of Training, Colleges and Universities lists bilingual programs as an area of current institutional strength and as one of five programs slated for growth.⁶ Communications has been recognized by the Ministry as a target for bilingual programming, and funding has been made available to the College for this purpose.⁷

A Canadian leader in the delivery of bilingual education⁸, Glendon College was recognized by the Ontario government as the Centre of Excellence for French-language and Bilingual Postsecondary Education in southern Ontario in 2008. Expansion is already underway with a new building, new meeting and study space as well as capacity to offer additional programming with important implications for southern Ontario and York University.

³ Ministry of Training, Colleges and Universities. *Expanding French Postsecondary Education*. October 24, 2013 (News release).

⁴ Statistics Canada, Government of Canada (2012). The evolution of English–French bilingualism in Canada from 1961 to 2011. Retrieved November 13, 2015 from <http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11795-eng.htm>

⁵ Government of Ontario (2011) *Politique d'aménagement linguistique (PAL) A French-Language Policy Framework for Postsecondary Education and Training in Ontario* p 4 Retrieved November 9, 2015 from <http://www.tcu.gov.on.ca/eng/document/document.html>

⁶ Ontario Ministry of Training, Colleges and Universities and York University Strategic Mandate Agreement (2014-17), p 13.

⁷ News Ontario Ministry of Training, Colleges and Universities, *Action plan for French-language Postsecondary Education*. Retrieved November 2, 2015 from <http://news.ontario.ca/tcu/en/2013/10/action-plan-for-french-language-postsecondary-education.html>

⁸ York University (2016). *YUP* Retrieved May 12, 2016 from <http://secretariat.info.yorku.ca/files/UAP-2015-2020.pdf>

The York University Academic Plan for 2015-2020 notes in the preamble how expanded francophone programming at Glendon College has strengthened York's reputation in leading-edge interdisciplinary curriculum and inspired new collaborations. As well, the mission statement in the Plan specifically states that York encourages bilingual study,

Intercultural communications, a component in a number of courses in the Bilingual Program in Communications, and multilingual communications, one of the areas targeted under Technology and Communications, are key in facilitating globalization, knowledge management, and knowledge diffusion. This aligns again with York's Academic Plan which mentions in its mission statement that it is multicultural and addresses global concerns.

On the level of the College, both the previous **Glendon College Academic Plan** and the Academic Plan for 2015-2020 prioritize efforts to increase the number of French-language students in the College.⁹

Labour Market Demand

The federal government has identified communications as an area of growth:

Over the last few years, employment in professional occupations in public relations and communications has risen significantly. The increase is due to the growth in company demand for communications in order to reach both internal and external clientele. This significant rising trend in employment should continue over the next few years.¹⁰

The need for bilingual communicators is evident in postings on the web. A search of the Government of Canada job bank for bilingual communications personnel yielded 1409 positions for a single day.¹¹ The same day's search for the Government of Ontario returned 253 positions for bilingual communicators¹², and a search for bilingual communications positions in Ontario listed 2993 positions¹³. There are also opportunities in the private sector both at home and abroad as exports from French-speaking countries represent 19 per cent of world exports, creating a market for graduates who can communicate in French.¹⁴

Furthermore, the world of work in the language industries is changing dramatically. Communication today is instantaneous and interactive. It used to be that documents

⁹ Glendon College Academic Plan (2015-2020), p 6

¹⁰ Service Canada. (2012, updated 2014) *Professional Occupations in Public Relations and Communications*. Retrieved November 13, 2015 from http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/5124.shtml

¹¹ Retrieved December 6, 2015 from

http://www.jobbank.gc.ca/job_search_results.do?searchstring=bilingual+communications&action=Search

¹² Retrieved December 6, 2015 from <http://ca.indeed.com/jobs?q=Bilingual+government+communications&l=Ontario>

¹³ Retrieved December 6, 2015 from <http://ca.indeed.com/jobs?q=Bilingual+communications&l=Ontario>

¹⁴ Retrieved December 6, 2015 from http://www.huffingtonpost.ca/2012/07/04/bilingual-benefits_n_1628679.html

were written and translation followed. We see from reports of student work placements in translation that a student may be asked to translate a web site for educational purposes, but then is asked to respond to the comments engendered in response to the site, in other words communicate directly rather than act as a language broker.

The private sector uses the term 'client-facing employees' to group people from a variety of disciplines who work as a team. One of our graduates who came back to the School of Translation hoping to hire bilingual communicators manages a department that is typical of the trend in large institutions, meaning it combines learning and development, news messages, procedural writing, translation and social media in one department.

The combination of technological grounding and the experiential component built into several of the courses, as is the case for the Programs in Communication Studies, provides the necessary flexibility and enhances the potential for the mobility of bilingual graduates and their ability to work independently. Because communications is a field where the work is delivered electronically, this is important.

8. Changes to Requirements

Requirements for Admission

The requirements for admission to the Bilingual Honours BA Program in Communications are the same as the requirements for admission to the Honours BA Program in Communication Studies in the Faculty of Liberal Arts and Professional Studies with the exception of the requirement that applicants from Ontario high schools have 4U French (FRA4U, FIF4U, or FEF4U) and 4U English (ENG4U or EAE4U) or the equivalent.

As Glendon offers programs in English and in French, applicants can demonstrate proficiency in either language during the admission process and are not required to show proficiency in both.

The complete list of admission requirements is presented in the Appendix.

Requirements to Complete the Program

The Bilingual Program in Communications at Glendon is an Honours degree program and requires at least four years of full-time study and at least 120 credits with a cumulative overall and major average of 5.00 (C+).

The program meets the BA degree Matrix regulations at York University for the general education requirement, number of credits required in upper level courses and courses outside the major. In addition, Glendon College has a **Bilingual Requirement** which was explained in the introduction to the modifications section and is presented again in the Appendix.

9. Program Content and Curriculum

For the Honours Major in the Bilingual Program in Communications, students will be required to complete 51 credits. This program adds a bilingual option to the Stand-Alone Major Honours in Communication Studies in the Faculty of Liberal Arts and Professional Studies, which requires 48 credits.

The 3-credit difference in the credit requirement is needed to help satisfy the Bilingual Requirement at Glendon.

Of the 51-credit total, 36 credits must be at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

It will also be possible to do an Honours Minor in the Bilingual Program in Communications. The Minor will require 30 credits of which six will be at the 4000 level. The program is structured to develop critical thinking and writing skills so that graduates will better understand aspects of communication and can contribute in a meaningful way to society. It will also prepare students for roles as bilingual communicators.

The fact that Glendon is small and interdisciplinary by nature contributes to the breadth of ways a student can choose to look at communication, from the ethical questions it poses, to the way it provides insight into sociological and linguistic phenomena, to organizational and interpersonal interaction. More specifically, it will introduce and build on knowledge of the different fields in Communication Studies as an academic discipline so that students who choose to can go on to graduate work. Students will learn a variety of methodologies corresponding to the different sub-fields in the discipline and will make use of these methodologies in their research.

Second, the bilingual focus of the program, in its overall structure and in specific course offerings, will prepare students to understand the relationship between language and culture and develop their language and language transfer skills. Students who choose to focus on skill development courses will be well prepared for professions that require bilingual communication. French language speakers and bilinguals in Southern Ontario will be able to study Communications as an academic discipline and go on to further study in French, as well as English, and be able to offer professional expertise in the use of the two languages.

The new Bilingual Program in Communications will be organized into three areas of concentration:

- 1. Communication, Culture and Society**, which will cover topics such as cross-cultural communication, sociological dimensions of communication, and communication and political, social, and economic change.
- 2. Organizations and Communication**, which will cover topics such as institutional relations, marketing and media, and ethics.

- 3. Technology and Communication**, which will cover topics such as digital communication and issues in multilingual communication.

Curriculum

Please note:

The language of a course title indicates the language of instruction. If it is listed only in French or only in English, it is offered only in that language. A course listed in both languages separated by a backslash (/) means it is offered in both languages. Depending on enrolment, there may be one or more sections taught in French and one or more sections taught in English in a given year, or the language of instruction may alternate from year to year. A number of the new courses will be taught by the new tenure-stream appointments.

The identifier COMN will be used for the new courses. This identifier is consistent with the usage in Communication Studies and it avoids confusion that might stem from using the TRAN prefix. Once the program is established, the program co-ordinator can work with the Chairs of the other departments involved to add the COMN indicator to the relevant courses from their departments.

Core courses (21 credits):

GL/COMN 1xxx 6.00 Introduction to Communication Studies/ Introduction aux études en communication

GL/COMN 3xxx 6.00 Théories contemporaines en communication/ Contemporary Theories in Communications

GL/SOSC 4505 6.00 Communication professionnelle et expérience pratique/ Professional Communication and Field Experience

GL/Fran 2210 3.00 Pratiques de rédaction : résumé et synthèse

OR

GL/TRAN 3310 3.00 Problems in Professional Communication

Some of these courses are also required by the *Certificat en rédaction professionnelle* or the Certificate in Technical & Professional Communication. Students may choose to do one or more of these certificates in addition to the degree. Additional courses in these programs may count as approved electives.

In addition to the core courses, students will choose 30 credits from the list of approved electives. As a guide for students who want to concentrate in a particular area, the electives have been grouped to show the courses particularly relevant to given areas of concentration.

*Suggested electives in **Communication, Culture and Society**:*

GL/NATS/SOSC 1605 6.00 Communication, Health and Environment/
Communications, santé et environnement (French section to be created)

GL/COMN 2xxx 3.00 Communication, Language, Media and Meaning/ Communication :
langue, médias, et construction du sens

GL/COMN 2xxx 6.00 Information and Technology/ L'information et la technologie

GL/SOSC 2100 6.00 Introduction to Communication: Theory and Practice/ Introduction
à la communication: théorie et pratique

GL/TRAN 2250 3.00 Stylistique différentielle du français et de l'anglais/ Comparative
Stylistics of English and French

GL/COMN 2xxx 3.00 Les médias sociaux : publicité et marketing/ Social media,
Marketing and Advertising

GL/FRAN 2212 3.00 Pratiques de rédaction : l'argumentation

GL/COMN 3xxx 3.00 Enjeux en communication interculturelle/ Practices in Intercultural
Communications

GL/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et
changement (French section to be created)

GL/HIST 4310 6.00 Histoire vivante : créer l'histoire du grand Toronto

GL/SOCI 4275 6.00 Religion, Media & Culture

GL/TRAN 4310 3.00 Techniques in Business and Technical Writing I

GL/TRAN 4250 3.00 Techniques de la révision/ Techniques of Textual Revision

GL/COMN 4xxx 3.00 Méthodes de recherche en communication I/ Methods in
Communication Research I

GL/COMN 4xxx 3.00 Méthodes de recherche en communication II/ Methods in
Communication Research II

GL/COMN 4xxx 3.00 La dissémination des connaissances/ Knowledge and
Dissemination

*Suggested electives in **Organizations and Communication:***

GL/COMN 2xxx 3.00 Les médias sociaux : publicité et marketing/ Social Media, Marketing and Advertising

GL/COMN 2xxx 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens

GL/COMN 2xxx 6.00 Information and Technology/ L'information et la technologie

GL/FRAN 2212 3.00 Pratiques de rédaction : l'argumentation

GL/TRAN 2250 3.00 Stylistique différentielle du français et de l'anglais/ Comparative Stylistics of English and French

GL/COMN 3xxx 3.00 Communicating in a Transnational World/ La communication dans un monde transnational

GL/COMN 3xxx 3.00 Enjeux en communication interculturelle/ Practices in Intercultural Communications

GL/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement (French section to be created)

GL/ECON/PHIL/SOSC 3642 3.00 Business Ethics

GL/POLS/SOSC/HUMA 3647 3.0 Médias et politique

GL/COMN 4xxx 3.00 Médiation et conflit / Mediation and Conflict

GL/TRAN 4xxx/5165 3.00 Communication, traduction et éthique (currently an MA course Traduction et éthique. Content will be changed and it will become an integrated course, i.e. also open to 4th yr students)

GL/TRAN 4310 3.00 Techniques in Business and Technical Communication I

GL/TRAN 4250 3.00 Techniques de la révision/ Techniques of Textual Revision

GL/COMN 4xxx 3.00 Méthodes de recherche en communication I/ Methods in Communication Research I

GL/COMN 4xxx 3.00 Méthodes de recherche en communication II/ Methods in Communication Research II

Suggested electives in *Technology and Communication*:

GL/COMN 2xxx 6.00 Information and Technology/ L'information et la technologie

GL/ITEC 2915 3.00 Computer Usage and Software Applications I / L'utilisation de l'ordinateur et des logiciels d'application I

GL/ITEC 2925 3.00 Computer Usage and Software Applications II / L'utilisation de l'ordinateur et des logiciels d'application II

GL/COMN 2xxx 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens

GL/COMN 2xxx 3.00 Les médias sociaux : publicité et marketing/ Social media, Marketing and Advertising

GL/COMN 3xxx 3.00 Digital Discourse and Design/ Le discours numérique et le design

GL/COMN 3xxx 3.00 Communicating in a Transnational World/ La communication dans un monde transnational

GL/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement (French section to be created)

GL/FРАН 3214 3.00 Rédaction administrative et technologie du texte

GL/FРАН 4312 3.00 Rédaction professionnelle : genres, domaines, usages

GL/TRAN 4310 3.00 Techniques in Business and Technical Writing I

GL/TRAN 4320 3.00 Techniques in Business and Technical Writing II

GL/COMN 4xxx 6.00 Practices in Emerging Technologies/ Les applications des technologies de pointe

GL/COMN 4xxx 3.00 Méthodes de recherche en communication I/ Methods in Communication Research I

GL/COMN 4xxx 3.00 Méthodes de recherche en communication II/ Methods in Communication Research II

Note: Course descriptions are provided in Appendix 3

Requirements for upper level courses

36 credits are required at the 3000 and 4000 level. Of these 18 are required at the 4000 level. It will be possible to fulfill these requirements in each of the areas of concentration should students choose to specialize.

10. Changes to Requirements

The number of credits required in the Bilingual BA in Communications has been adjusted because this is a bilingual program with a Bilingualism Requirement. The language experience needs to be facilitated. In other words, students will take not only language courses, but also courses in their major, general education or elective requirements in their non-dominant language, and the goal is that they will be able to participate fully in these courses. The development of the self-assurance to do so and the required language skill takes place in classes which use both languages, and in language and language-oriented courses which are part of the curriculum.

Here is a comparison between the number of credits in Communications required by the programs on the two campuses:

<p style="text-align: center;">Glendon College Bilingual Program in Communications</p>	<p style="text-align: center;">Faculty of Liberal Arts and Professional Studies Communication Studies</p>
<p>Honours BA: 51 credits for a major Honours Minor: 30 credits</p>	<p>Honours Major BA: 48 credits for a major</p>
<p><i>Glendon also offers an Honours Double-Major, an Honours Major/Minor, an Honours iBA, an Honours Double-Major iBA, and an Honours Major/Minor iBA</i></p>	<p><i>The Faculty also offers a Specialized Honours BA, an Honours Double-Major, an Honours Major/Minor, an Honours iBA, an Honours Double-Major iBA, and an Honours Major/Minor iBA</i></p>

For more details about the programs and respective requirements, please see the side-by-side comparison in Appendix 1.

Mode of delivery

There is no change in the mode of delivery or in the assessment of teaching and learning.

The Bilingual Program in Communications features lecture and seminar-style courses. These courses require frequent essay assignments, classroom presentations, and case studies, all of which develop writing competencies and analytic thinking. A number of courses include experiential content: TRAN 3310 3.00, TRAN 4310 3.00, GL/HIST 4310 6.00, GL/SOSC 3205 6.00, GL/SOSC 4505 6.00, GL/COMN 4xxx 3.00 (I and II)

11 Assessment of Teaching and Learning and Quality Indicators

Students graduating from the Glendon Bilingual Program in Communications will have a depth of knowledge of Communication Studies and a breadth of understanding of communications across disciplines. They will become aware of the strengths and limitations of scientific enquiry and of their own knowledge. They will be able to identify areas in which the nature of the field and their own goals will require further learning and/or on-going learning.

The charts which follow indicate the **Program Expectations** and the **Program Learning Objectives**.

Nature of Expectation	Program-Level Expectations	Learning Objectives (with assessment embedded in the outcomes)
A Depth and Breadth of Knowledge	<p>This degree will be awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1 A knowledge and critical understanding of the concepts, theories and models central to the discipline of Communications. 2 A knowledge of differences in disciplinary and interdisciplinary fields and sub-fields. 3 An awareness of current issues in communications from a number of perspectives. 4 An awareness of some of the links between culture, language, and social organization. 	<p>By the end of the program, students will be able to:</p> <ol style="list-style-type: none"> 1 Structure arguments logically and appropriately to support a position orally and in writing using the terminology and conceptual apparatuses of the field and sub-field. 2 Carry out research at levels appropriate for professional life and for graduate studies. 3 Identify communications issues through a process of analysis. 4 Articulate reasons for choices in rhetorical and other language choices. 5 Work both independently and as a member of a team.

Nature of Expectation	Program-Level Expectations This degree will be awarded to students who have demonstrated:	Learning Objectives (with assessment embedded in the outcomes) By the end of the program, students will be able to:
B Knowledge of Methodologies	1 The ability to recognize and apply appropriate methodology in a number of approaches to communication. 2 An awareness of the constructs defining approaches to situated communication and the ability to explain them to others. 3 The ability to analyze a communication situation and select the relevant methodology for research and for problem-solving.	1 Distinguish between different approaches to Communication Studies in sub-fields and across disciplines. 2 In the 2000 and 3000 level courses, focus on methodologies specific to the area of concentration. Apply methods appropriately. 3 In advanced courses, students will have learned to set their own problems/assignments as well as choose the methodologies to write up their assignments. In some courses there will be experiential components so that students get to transfer their classroom knowledge into real-world situations.

<p>Nature of Expectation</p>	<p>Program-Level Expectations</p> <p>This degree will be awarded to students who have demonstrated:</p>	<p>Learning Objectives (with assessment embedded in the outcomes)</p> <p>By the end of the program, students will be able to:</p>
<p>C Applications of Knowledge</p>	<p>1 The ability to recognize phenomena in areas of communication on the basis of their exposure to other examples in class and in their readings.</p> <p>2 The ability to select appropriate readings for research in a given area.</p> <p>3 The ability to analyze a communication situation, identify relevant factors, and suggest relevant research or communication solutions.</p> <p>4 An understanding of the relationships between languages in a bilingual or multilingual context.</p>	<p>1 Select appropriate research methods according to the phenomena they find and the sub-field.</p> <p>2 Recognize the nature of change as communication technologies, media, social environments etc. change.</p> <p>3 Be able to develop independent projects and work in teams or by themselves.</p>

<p>Nature of Expectation</p>	<p>Program-Level Expectations</p> <p>This degree will be awarded to students who have demonstrated:</p>	<p>Learning Objectives (with assessment embedded in the outcomes)</p> <p>By the end of the program, students will be able to:</p>
<p>D Communication Skills</p>	<p>1 The ability to develop an argument in their written work and oral presentations that matches the expected academic writing and publishing standards.</p> <p>2 An increasing ability and willingness to participate in discussions in their non-dominant language.</p> <p>3 The ability to analyze a communication situation and convey a description of the relevant issues for research.</p> <p>4 An understanding of the differences and similarities between communication in English and French</p> <p>5 An understanding of the differences between academic and professional communication.</p>	<p>1 Choose an appropriate scholarly style for presenting research in a given discipline or sub-field and in the language of the research.</p> <p>2 For creative projects, choose the form of production that best suits the audience and intent.</p> <p>3 Work independently or as part of a team to develop communication strategies in one or more sub-fields.</p> <p>4 Demonstrate appropriate choices for academic and professional style.</p>

Nature of Expectation	Program-Level Expectations	Learning Objectives (with assessment embedded in the outcomes)
E Awareness of the Limits of Knowledge	<p>This degree will be awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1 A recognition that different disciplines, fields and sub-fields view communication from different perspectives. 2 An understanding that communication studies, like all studies of human behaviour, will evolve as technology, policy, social organization and intellectual understanding change. 3 An appreciation for the need for life-long learning. 	<p>By the end of the program, students will be able to:</p> <ol style="list-style-type: none"> 1 Assess their own needs for further study. 2 Be able to identify gaps in their knowledge for professional and personal purposes and research appropriate sources to fill those gaps.

Nature of Expectation	Program-Level Expectations	Learning Objectives (with assessment embedded in the outcomes)
F Autonomy and Professional Capacity	<p>This degree will be awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1 The ability to recognize pertinent issues of communication on their own. 2 The ability to work independently and as a member of a team. 3 The capacity for sensitivity to differences in language choice, language use, and expression of values. 4 The ability to transfer learning from material provided to new examples and situations and to incorporate the experiences gained from field trips, work placement and other experiential learning opportunities into their skills. 	<p>By the end of the program, students will be able to:</p> <ol style="list-style-type: none"> 1 Identify social and ethical issues in communication practices. 2 View communications material with an analytic and a critical eye. 3 Be able to analyze communication needs and suggest solutions. 4 Write clearly and appropriately for a given audience.

Key to chart with Mapping of Learning Objectives onto Curriculum

A Depth and Breadth of Knowledge

- A1** Structure arguments logically and appropriately to support a position orally and in writing using the terminology and conceptual apparatus of the field and subfield.
- A1 a** Structure arguments logically and appropriately to support a position orally and in writing.
- A2** Carry out research at levels appropriate for professional life and for graduate studies.
- A3** Identify communications issues through a process of analysis.
- A4** Articulate reasons for choices in rhetorical and other language choices.
- A5** Work both independently and as a member of a team.

B Knowledge of Methodologies

- B1** Distinguish between different approaches to Communication Studies in subfields and across disciplines.
- B2** In the 2000 and 3000 level courses, focus on methodologies specific to the area of concentration. Apply methods appropriately.
- B2** In advanced courses, students will have learned to set their own problems / assignments as well as choose the methodologies to write up their assignments. In some courses there will be experiential components so that students get to transfer their classroom knowledge into real-world situations.

C Applications of Knowledge

- C1** Select appropriate research methods according to the phenomena they find and the subfield.
- C2** Recognize the nature of change as communication technologies, media, social environments etc. change.
- C3** Be able to develop independent projects and work in teams or by themselves.

D Communication Skills

- D1** Choose an appropriate scholarly style for presenting research in a given discipline or subfield and in the language of the research.
- D2** For creative projects, choose the form of production that best suits the audience and intent.
- D3** Work independently or as part of a team to develop communication strategies in one or more subfields.
- D4** Demonstrate appropriate choices for academic and professional style.

E Awareness of the Limits of Knowledge

E1 Assess their own needs for further study.

E2 Be able to identify gaps in their knowledge for professional and personal purposes and research appropriate sources to fill those gaps.

F Autonomy and Professional Capacity

F1 Identify social and ethical issues in communication practices.

F2 View communications material with an analytic and a critical eye.

F3 Be able to analyze communication needs and suggest solutions.

F4 Write clearly and appropriately for a given audience.

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	A Depth and Breadth of Knowledge						B Knowledge of Methodologies			C Applications of Knowledge		
	A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3

A. Core Courses (All three areas of concentration)

COURSE NUMBER	COURSE TITLE	A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3
GL/COMN 1xxx 6.00	Introduction to Communication Studies	X						X					
GL/COMN 1xxx 6.00	Introduction aux études en communication	X						X					
GL/COMN 3xxx 6.00	Contemporary Theories in communications	X		X	X			X				X	
GL/COMN 3xxx 6.00	Théories contemporaines en communication	X		X	X			X				X	
GL/SOSC 4505 6.00	Professional Communication and Field Experience				X		X			X			X
GL/SOSC 4505 6.00	Communication professionnelle et expérience pratique				X		X			X			X
GL/FRAN 2210 3.00	Pratiques de rédaction : résumé et synthèse		X		X	X							
OR													
GL/TRAN 3310 3.00	Problems in Professional Communication	X			X	X							X

B. Communication, Culture and Society

COURSE NUMBER	COURSE TITLE	A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3
GL/NATS/SOSC 1605 6.00	Communication, Health and Environment	X			X			X			X		
GL/NATS/SOSC 1605 6.00	Communication, santé et environnement	X			X			X			X		
GL/COMN 2xxx 3.00	Social Media, Marketing and Advertising	X		X				X	X			X	
GL/COMN 2xxx 3.00	Les médias sociaux : la publicité et le marketing	X		X				X	X			X	

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations		A Depth and Breadth of Knowledge						B Knowledge of Methodologies			C Applications of Knowledge		
		A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3
Student Learning Outcomes		A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3
GL/COMN 2xxx 3.00	Communication, Language, Media and Meaning	X		X	X	X		X	X				X
GL/COMN 2xxx 3.00	Communication : langue, médias et construction du sens	X		X	X	X		X	X				X
GL/COMN 2xxx 6.00	Information and Technology	X							X				X
GL/COMN 2xxx 6.00	L'information et la technologie	X							X				X
GL/SOSC 2100 6.00	Introduction to Communication Studies: Theory and Practice	X	X		X								X
GL/SOSC 2100 6.00	Introduction à la communication : théorie et pratique	X	X		X								X
GL/FRAN 2212 3.00	Pratiques de rédaction: l'argumentation		X										
GL/TRAN 2250 3.00	Comparative Stylistics English and French	X			X	X							
GL/TRAN 2250 3.00	Stylistique différentielle du français et de l'anglais	X			X	X							
GL/COMN 3xxx 3.00	Practices in Intercultural Communications			X	X				X		X		
GL/COMN 3xxx 3.00	Enjeux en communication interculturelle			X	X				X		X		
GL/SOSC 3205 6.00	Leadership, Influence and Change			X	X		X			X			X
GL/SOSC 3205 6.00	Leadership, influence, et changement			X	X		X			X			X
GL/COMN 4xxx 3.00	Methods in Communications Research I			X	X		X			X	X		X
GL/COMN 4xxx 3.00	Méthodes de recherche en communication I			X	X		X			X	X		X
GL/COMN 4xxx 3.00	Methods in Communications Research II			X			X			X	X		X
GL/COMN 4xxx 3.00	Méthodes de recherche en communication II			X			X			X	X		X
GL/COMN 4xxx 3.00	Knowledge and Dissemination	X	X	X			X	X	X	X		X	X
GL/COMN 4xxx 3.00	La dissémination des connaissances	X	X	X			X	X	X	X		X	X
GL/TRAN 4250 3.00	Techniques of Textual Revision	X			X	X							
GL/TRAN 4250 3.00	Techniques de la révision	X			X	X							
GL/SOCI 4275 6.00	Religion, Media & Culture	X		X	X					X	X		
GL/HIST 4310 6.00	Histoire vivante			X						X	X		X
GL/TRAN 4310 3.00	Techniques in Business and Technical Writing I				X		X						X

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	A Depth and Breadth of Knowledge						B Knowledge of Methodologies			C Applications of Knowledge		
	A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3

C. Organizations and Communication

COURSE NUMBER	COURSE TITLE	A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3
GL/COMN 2xxx 3.00	Social media, marketing and advertising	X		X	X			X	X			X	
GL/COMN 2xxx 3.00	Les médias sociaux : la publicité et le marketing	X		X	X			X	X			X	
GL/COMN 2xxx 3.00	Communication, Language, Media and Meaning	X		X	X	X			X			X	
GL/COMN 2xxx 3.00	Communication : langue, médias et construction du sens	X		X	X	X			X			X	
GL/COMN 2xxx 6.00	Information and Technology	X						X	X			X	
GL/COMN 2xxx 6.00	L'information et la technologie	X						X	X			X	
GL/FRAN 2212 3.00	Pratiques de rédaction: l'argumentation		X				X						
GL/TRAN 2250 3.00	Comparative Stylistics English and French	X			X	X							
GL/TRAN 2250 3.00	Stylistique différentielle du français et de l'anglais	X			X	X							
GL/COMN 3xxx 3.00	Communicating in a Transnational World				X				X		X	X	
GL/COMN 3xxx 3.00	La communication dans un monde transnational				X				X		X	X	
GL/COMN 3xxx 3.00	Practices in intercultural communications			X	X				X		X		X
GL/COMN 3xxx 3.00	Enjeux en communication interculturelle			X	X				X		X		X
GL/SOSC 3205 6.00	Leadership, Influence and Change			X	X		X			X		X	X
GL/SOSC 3205 6.00	Leadership, influence, changement			X	X		X			X		X	X
GL/ECON 3642 3.00	Business Ethics	X							X		X		
GL/COMN 4xxx 3.00	Mediation and Conflict			X	X					X	X	X	X
GL/COMN 4xxx 3.00	Médiation et conflit			X	X					X	X	X	X
GL/TRAN 4xxx 3.00/5165	Communication, traduction et éthique			X	X					X	X		
GL/COMN 4xxx 3.00	Methods in Communications Research I			X			X			X	X		X
GL/COMN 4xxx 3.00	Méthodes de recherche en communication I			X			X			X	X		X
GL/COMN 4xxx 3.00	Methods in Communications Research II			X			X			X	X		X
GL/COMN 4xxx 3.00	Méthodes de recherche en communication II			X			X			X	X		X
GL/TRAN 4250 3.00	Techniques of Textual Revision	X			X	X							
GL/TRAN 4250 3.00	Techniques de la révision	X			X	X							
GL/TRAN 4310 3.00	Techniques in Business and Technical Writing I				X		X				X		X

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	A Depth and Breadth of Knowledge						B Knowledge of Methodologies			C Applications of Knowledge		
	A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3

D. Technology and Communication

COURSE NUMBER	COURSE TITLE	A1	A1a	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3
GL/COMN 2xxx 3.00	Social Media, Marketing and Advertising	X		X					X			X	
GL/COMN 2xxx 3.00	Les médias sociaux : la publicité et le marketing	X		X					X			X	
GL/COMN 2xxx 3.00	Communication, Language, Media and Meaning	X		X	X	X			X				
GL/COMN 2xxx 3.00	Communication : langue, médias et construction du sens	X		X	X	X			X				
GL/COMN 2xxx 6.00	Information and Technology	X							X			X	
GL/COMN 2xxx 6.00	L'information et la technologie	X							X			X	
GL/ITEC 2915 3.00	Computer Usage and Software Applications I	X											
GL/ITEC 2915 3.00	L'utilisation de l'ordinateur et des logiciels d'application I	X											
GL/ITEC 2925 3.00	Computer Usage and Software Applications II												
GL/ITEC 2925 3.00	L'utilisation de l'ordinateur et des logiciels d'application II												
GL/COMN 3xxx 3.00	Digital Discourse and Design	X		X					X			X	
GL/COMN 3xxx 3.00	Le discours numérique et le design	X		X					X			X	
GL/COMN 3xxx 3.00	Communicating in a Transnational World				X				X			X	
GL/COMN 3xxx 3.00	La communication dans un monde transnational				X				X			X	
GL/SOSC 3205 6.00	Leadership, Influence and Change			X			X			X			X
GL/SOSC 3205 6.00	Leadership, influence, changement			X			X			X			X
GL/FRAN 3214 3.00	Rédaction administrative et technologie du texte			X		X							
GL/COMN 4xxx 6.00	Practices in Emerging Technologies			X						X	X	X	X
GL/COMN 4xxx 6.00	Les applications des technologies de pointe			X						X	X	X	X
GL/COMN 4xxx 3.00	Methods in Communications Research I			X			X		X	X	X	X	X
GL/COMN 4xxx 3.00	Méthodes de recherche en communications I			X			X		X	X	X	X	X
GL/COMN 4xxx 3.00	Methods in Communications Research II			X			X		X	X	X	X	X
GL/COMN 4xxx 3.00	Méthodes de recherche en communications II			X			X		X	X	X	X	X
GL/FRAN 4312 3.00	Rédaction professionnelle : genres, domaines, usages				X								
GL/TRAN 4310 3.00	Techniques in Business and Technical Writing I				X		X						X
GL/TRAN 4320 3.00	Techniques in Business and Technical Writing II				X		X						X

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	D Communication Skills				E Aware. Limits of Knowledge		F Autonomy and Professional Capacity			
	D1	D2	D3	D4	E1	E2	F1	F2	F3	F4
Student Learning Outcomes										
A. Core Courses (All three areas of concentration)										

COURSE NUMBER	COURSE TITLE	D1	D2	D3	D4	E1	E2	F1	F2	F3	F4
GL/COMN 1xxx 6.00	Introduction to Communication Studies										X
GL/COMN 1xxx 6.00	Introduction aux études en communication										X
GL/COMN 3xxx 6.00	Contemporary Theories in communications	X			X	X	X				X
GL/COMN 3xxx 6.00	Théories contemporaines en communication	X			X	X	X				X
GL/SOSC 4505 6.00	Professional Communication and Field Experience	X		X	X	X	X	X		X	X
GL/SOSC 4505 6.00	Communication professionnelle et expérience pratique	X		X	X	X	X	X		X	X
GL/FRAN 2210 3.00	Pratiques de rédaction : résumé et synthèse				X						
OR											
GL/TRAN 3310 3.00	Problems in Professional Communication				X	X			X	X	X

B. Communication, Culture and Society

COURSE NUMBER	COURSE TITLE	D1	D2	D3	D4	E1	E2	F1	F2	F3	F4
GL/NATS/SOSC 1805 6.00	Communication, Health and Environment	X				X					
GL/NATS/SOSC 1805 6.00	Communication, santé et environnement	X				X					
GL/COMN 2xxx 3.00	Social Media, Marketing and Advertising		X		X	X	X	X	X		X
GL/COMN 2xxx 3.00	Les médias sociaux : la publicité et le marketing		X		X	X	X	X	X		X

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations		D Communication Skills				E Aware. Limits of Knowledge		F Autonomy and Professional Capacity			
		D1	D2	D3	D4	E1	E2	F1	F2	F3	F4
Student Learning Outcomes		D1	D2	D3	D4	E1	E2	F1	F2	F3	F4
GL/COMN 2xxx 3.00	Communication, Language, Media and Meaning	X	X		X	X			X		X
GL/COMN 2xxx 3.00	Communication : langue, médias et construction du sens	X	X		X	X			X		X
GL/COMN 2xxx 6.00	Information and Technology			X		X	X				
GL/COMN 2xxx 6.00	L'information et la technologie			X		X	X				
GL/SOSC 2100 6.00	Introduction to Communication Studies: Theory and Practi								X		
GL/SOSC 2100 6.00	Introduction à la communication : théorie et pratique								X		
GL/FRAN 2212 3.00	Pratiques de rédaction: l'argumentation	X			X	X					
GL/TRAN 2250 3.00	Comparative Stylistics English and French										
GL/TRAN 2250 3.00	Stylistique différentielle du français et de l'anglais										
GL/COMN 3xxx 3.00	Practices in Intercultural Communications			X			X	X			
GL/COMN 3xxx 3.00	Enjeux en communication interculturelle			X			X	X			
GL/SOSC 3205 6.00	Leadership, Influence and Change					X				X	
GL/SOSC 3205 6.00	Leadership, influence, et changement					X				X	
GL/COMN 4xxx 3.00	Methods in Communications Research I					X	X		X		
GL/COMN 4xxx 3.00	Méthodes de recherche en communication I					X	X		X		
GL/COMN 4xxx 3.00	Methods in Communications Research II										
GL/COMN 4xxx 3.00	Méthodes de recherche en communication II										
GL/COMN 4xxx 3.00	Knowledge and Dissemination			X	X	X	X	X	X	X	
GL/COMN 4xxx 3.00	La dissémination des connaissances			X	X	X	X	X	X	X	
GL/TRAN 4250 3.00	Techniques of Textual Revision		X						X		X
GL/TRAN 4250 3.00	Techniques de la révision		X						X		X
GL/SOCI 4275 6.00	Religion, Media & Culture	X							X		
GL/HIST 4310 6.00	Histoire vivante		X				X	X			
GL/TRAN 4310 3.00	Techniques in Business and Technical Writing I		X	X	X		X	X		X	X

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	D Communication Skills				E Aware. Limits of Knowledge		F Autonomy and Professional Capacity			
	D1	D2	D3	D4	E1	E2	F1	F2	F3	F4

C. Organizations and Communication

COURSE NUMBER	COURSE TITLE	D1	D2	D3	D4	E1	E2	F1	F2	F3	F4
GL/COMN 2xxx 3.00	Social media, marketing and advertising		X		X	X		X	X		X
GL/COMN 2xxx 3.00	Les médias sociaux : la publicité et le marketing		X		X	X		X	X		X
GL/COMN 2xxx 3.00	Communication, Language, Media and Meaning	X			X	X		X	X		X
GL/COMN 2xxx 3.00	Communication : langue, médias et construction du sens	X			X	X		X	X		X
GL/COMN 2xxx 6.00	Information and Technology		X	X							
GL/COMN 2xxx 6.00	L'information et la technologie		X	X							
GL/Fran 2212 3.00	Pratiques de rédaction: l'argumentation	X			X						X
GL/TRAN 2250 3.00	Comparative Stylistics English and French										
GL/TRAN 2250 3.00	Stylistique différentielle du français et de l'anglais										
GL/COMN 3xxx 3.00	Communicating in a Transnational World	X	X	X				X			
GL/COMN 3xxx 3.00	La communication dans un monde transnational		X	X				X			
GL/COMN 3xxx 3.00	Practices in intercultural communications	X		X	X			X			
GL/COMN 3xxx 3.00	Enjeux en communication interculturelle			X	X			X			
GL/SOSC 3205 6.00	Leadership, Influence and Change				X	X		X		X	
GL/SOSC 3205 6.00	Leadership, influence, changement				X	X		X		X	
GL/ECON 3642 3.00	Business Ethics							X	X		
GL/COMN 4xxx 3.00	Mediation and Conflict	X	X	X		X	X		X	X	
GL/COMN 4xxx 3.00	Médiation et conflit	X	X	X		X	X		X	X	
GL/TRAN 4xxx 3.00/5165	Communication, traduction et éthique							X	X		X
GL/COMN 4xxx 3.00	Methods in Communications Research I		X			X			X		
GL/COMN 4xxx 3.00	Méthodes de recherche en communication I		X			X			X		
GL/COMN 4xxx 3.00	Methods in Communications Research II										
GL/COMN 4xxx 3.00	Méthodes de recherche en communication II										
GL/TRAN 4250 3.00	Techniques of Textual Revision		X		X				X		X
GL/TRAN 4250 3.00	Techniques de la révision		X		X				X		X
GL/TRAN 4310 3.00	Techniques in Business and Technical Writing I		X	X	X	X			X	X	X

BILINGUAL BA PROGRAM IN COMMUNICATIONS

LEARNING OUTCOMES - CURRICULUM MAPPING

Program Level Expectations	D Communication Skills				E Aware. Limits of Knowledge		F Autonomy and Professional Capacity			
	D1	D2	D3	D4	E1	E2	F1	F2	F3	F4

D. Technology and Communication

COURSE NUMBER	COURSE TITLE	D1	D2	D3	D4	E1	E2	F1	F2	F3	F4
GL/COMN 2xxx 3.00	Social Media, Marketing and Advertising		X		X			X	X		X
GL/COMN 2xxx 3.00	Les médias sociaux : la publicité et le marketing		X		X			X	X		X
GL/COMN 2xxx 3.00	Communication, Language, Media and Meaning	X	X		X			X	X		X
GL/COMN 2xxx 3.00	Communication : langue, médias et construction du sens	X	X		X			X	X		X
GL/COMN 2xxx 6.00	Information and Technology		X	X							
GL/COMN 2xxx 6.00	L'information et la technologie		X	X							
GL/ITEC 2915 3.00	Computer Usage and Software Applications I		X								
GL/ITEC 2915 3.00	L'utilisation de l'ordinateur et des logiciels d'application I		X								
GL/ITEC 2925 3.00	Computer Usage and Software Applications II		X								
GL/ITEC 2925 3.00	L'utilisation de l'ordinateur et des logiciels d'application II		X								
GL/COMN 3xxx 3.00	Digital Discourse and Design			X		X	X				X
GL/COMN 3xxx 3.00	Le discours numérique et le design			X		X	X				X
GL/COMN 3xxx 3.00	Communicating in a Transnational World			X				X			
GL/COMN 3xxx 3.00	La communication dans un monde transnational			X				X			
GL/SOSC 3205 6.00	Leadership, Influence and Change					X					X
GL/SOSC 3205 6.00	Leadership, influence, changement					X					X
GL/FRAN 3214 3.00	Rédaction administrative et technologie du texte				X						X
GL/COMN 4xxx 6.00	Practices in Emerging Technologies			X		X					X
GL/COMN 4xxx 6.00	Les applications des technologies de pointe			X		X					X
GL/COMN 4xxx 3.00	Methods in Communications Research I										
GL/COMN 4xxx 3.00	Méthodes de recherche en communications I										
GL/COMN 4xxx 3.00	Methods in Communications Research II										
GL/COMN 4xxx 3.00	Méthodes de recherche en communications II										
GL/FRAN 4312 3.00	Rédaction professionnelle : genres, domaines, usages		X		X						X
GL/TRAN 4310 3.00	Techniques in Business and Technical Writing I		X	X	X						X
GL/TRAN 4320 3.00	Techniques in Business and Technical Writing II		X	X	X						X

BILINGUAL BA PROGRAM IN COMMUNICATIONS PROGRESSION OF LEARNING OUTCOMES

A. Core Courses (All three areas of concentration)

COURSE NUMBER	LANGUAGE	COURSE TITLE	INTRO	INTERM.	ADVAN.
GL/COMN 1xxx 6.00	ENGLISH	Introduction to Communication Studies	IN		
GL/COMN 1xxx 6.00	FRENCH	Introduction aux études en communication	IN		
GL/COMN 3xxx 6.00	ENGLISH	Contemporary Theories in communications		INT	
GL/COMN 3xxx 6.00	FRENCH	Théories contemporaines en communication		INT	
GL/SOSC 4505 6.00	ENGLISH	Professional Communication and Field Experience			A
GL/SOSC 4505 6.00	FRENCH	Communication professionnelle et expérience pratique			A
GL/FRAN 2210 3.00	FRENCH	Pratiques de rédaction : résumé et synthèse	IN		
OR					
GL/TRAN 3310 3.00	ENGLISH	Problems in Professional Communication	IN		

B. Communication, Culture and Society

COURSE NUMBER	LANGUAGE	COURSE TITLE	INTRO	INTERM.	ADVAN.
GL/NATS/SOSC 1605 6.00	ENGLISH	Communication, Health and Environment	IN		
GL/NATS/SOSC 1605 6.00	FRENCH	Communication, santé et environnement	IN		
GL/COMN 2xxx 3.00	ENGLISH	Communication, Language, Media and Meaning	IN		
GL/COMN 2xxx 3.00	FRENCH	Communication : langue, médias et construction du sens	IN		
GL/COMN 2xxx 6.00	ENGLISH	Information and Technology	IN		
GL/COMN 2xxx 6.00	FRENCH	L'information et la technologie	IN		
GL/SOSC 2100 6.00	ENGLISH	Introduction to Communication Studies: Theory and Pract	IN		
GL/SOSC 2100 6.00	FRENCH	Introduction à la communication : théorie et pratique	IN		
GL/TRAN 2250 3.00	ENGLISH	Comparative Stylistics English and French	IN		
GL/TRAN 2250 3.00	FRENCH	Stylistique différentielle du français et de l'anglais	IN		
GL/COMN 2xxx 3.00	ENGLISH	Social Media, Marketing and Advertising	IN		
GL/COMN 2xxx 3.00	FRENCH	Les médias sociaux : la publicité et le marketing	IN		
GL/FRAN 2212 3.00	FRENCH	Pratiques de rédaction: l'argumentation		INT	
GL/COMN 3xxx 3.00	ENGLISH	Practices in Intercultural Communications		INT	
GL/COMN 3xxx 3.00	FRENCH	Enjeux en communication interculturelle		INT	

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GL/TRAN 2250 3.00	FRENCH	Stylistique différentielle du français et de l'anglais	IN	
GL/COM 2xxx 3.00	ENGLISH	Social Media, Marketing and Advertising	IN	
GL/COM 2xxx 3.00	FRENCH	Les médias sociaux : la publicité et le marketing	IN	
GL/FRAN 2212 3.00	FRENCH	Pratiques de rédaction: l'argumentation		INT
GL/COM 3xxx 3.00	ENGLISH	Practices in Intercultural Communications		INT
GL/COM 3xxx 3.00	FRENCH	Enjeux en communication interculturelle		INT
GL/SOSC 3205 6.00	ENGLISH	Leadership, Influence and Change		INT
GL/SOSC 3205 6.00	FRENCH	Leadership, influence, changement		INT
GL/HIST 4310 6.00	FRENCH	Histoire vivante		A
SOCI 4275 6.00	ENGLISH	Religion, Media & Culture		A
GL/TRAN 4310 3.00	ENGLISH	Techniques in Business and Technical Writing I		A
GL/TRAN 4250 3.0	ENGLISH	Techniques of Textual Revision		A
GL/TRAN 4250 3.0	FRENCH	Techniques de la révision		A
GL/COM 4xxx 3.00	ENGLISH	Methods in Communications Research I		A
GL/COM 4xxx 3.00	FRENCH	Méthodes de recherche en communications I		A
GL/COM 4xxx 3.00	ENGLISH	Methods in Communications Research II		A
GL/COM 4xxx 3.00	FRENCH	Méthodes de recherche en communications II		A

C. Organizations and Communication

COURSE NUMBER	LANGUAGE	COURSE TITLE		
GL/COM 2xxx 3.00	ENGLISH	Social media, marketing and advertising	IN	
GL/COM 2xxx 3.00	FRENCH	Les médias sociaux : la publicité et le marketing	IN	
GL/COM 2xxx 3.00	ENGLISH	Communication, Language, Media and Meaning	IN	
GL/COM 2xxx 3.00	FRENCH	Communication : langue, médias et construction du s	IN	
GL/COM 2xxx 6.00	ENGLISH	Information and Technology	IN	
GL/COM 2xxx 6.00	FRENCH	L'information et la technologie	IN	
GL/FRAN 2212 3.00	FRENCH	Pratiques de rédaction: l'argumentation		INT
GL/TRAN 2250 3.00	ENGLISH	Comparative Stylistics English and French	IN	
GL/TRAN 2250 3.00	FRENCH	Stylistique différentielle du français et de l'anglais	IN	

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GL/COM 3xxx 3.00	ENGLISH	Communicating in a Transnational World	INT	
GL/COM 3xxx 3.00	FRENCH	La communication dans un monde transnational	INT	
GL/COM 3xxx 3.00	ENGLISH	Practices in intercultural communications	INT	
GL/COM 3xxx 3.00	FRENCH	Enjeux en communication interculturelle	INT	
GL/SOSC 3205 6.00	ENGLISH	Leadership, Influence and Change	INT	
GL/SOSC 3205 6.00	FRENCH	Leadership, influence, changement	INT	
GL/ECON 3642 3.00	ENGLISH	Business Ethics	INT	
GL/COM 4xxx 3.00	ENGLISH	Mediation and Conflict		A
GL/COM 4xxx 3.00	FRENCH	Médiation et conflit		A
GL/TRAN 4xxx 3.00/5165	FRENCH	Communication, traduction et éthique		A
GL/TRAN 4310 3.00	ENGLISH	Techniques in Business and Technical Writing I		A
GL/TRAN 4250 3.0	ENGLISH	Techniques of Textual Revision		A
GL/TRAN 4250 3.0	FRENCH	Techniques de la révision		A
GL/COM 4xxx 3.00	ENGLISH	Methods in Communications Research I		A
GL/COM 4xxx 3.00	FRENCH	Méthodes de recherche en communications I		A
GL/COM 4xxx 3.00	ENGLISH	Methods in Communications Research II		A
GL/COM 4xxx 3.00	FRENCH	Méthodes de recherche en communications II		A

D. Technology and Communication

COURSE NUMBER	LANGUAGE	COURSE TITLE	
GL/COM 2xxx 6.00	ENGLISH	Information and Technology	IN
GL/COM 2xxx 6.00	FRENCH	L'information et la technologie	IN
GL/ITEC 2915 3.00	ENGLISH	Computer Usage and Software Applications I	IN
GL/ITEC 2915 3.00	FRENCH	L'utilisation de l'ordinateur et des logiciels d'application	IN
GL/ITEC 2925 3.00	ENGLISH	Computer Usage and Software Applications II	IN
GL/ITEC 2925 3.00	FRENCH	L'utilisation de l'ordinateur et des logiciels d'application	IN
GL/COM 2xxx 3.00	ENGLISH	Communication, Language, Media and Meaning	IN
GL/COM 2xxx 3.00	FRENCH	Communication : langue, médias et construction du sens	IN
GL/COM 2xxx 3.00	ENGLISH	Social Media, Marketing and Advertising	IN

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GL/COM 2xxx 3.00	FRENCH	Les médias sociaux : la publicité et le marketing	IN	
GL/COM 3xxx 3.00	ENGLISH	Digital Discourse and Design		INT
GL/COM 3xxx 3.00	FRENCH	Le discours numérique et le design		INT
GL/COM 3xxx 3.00	ENGLISH	Communicating in a Transnational World		INT
GL/COM 3xxx 3.00	FRENCH	La communication dans un monde transnational		INT
GL/SOSC 3205 6.00	ENGLISH	Leadership, Influence and Change		INT
GL/SOSC 3205 6.00	FRENCH	Leadership, influence, changement		INT
GL/FRAN 3214 3.00	FRENCH	Rédaction administrative et technologie du texte		A
GL/FRAN 4312 3.00	FRENCH	Rédaction professionnelle : genres, domaines, usages		A
GL/TRAN 4310 3.00	ENGLISH	Techniques in Business and Technical Writing I		A
GL/TRAN 4320 3.00	ENGLISH	Techniques in Business and Technical Writing II		A
GL/COM 4xxx 6.00	ENGLISH	Practices in Emerging Technologies		A
GL/COM 4xxx 6.00	FRENCH	Les applications des technologies de pointe		A
GL/COM 4xxx 3.00	ENGLISH	Methods in Communications Research I		A
GL/COM 4xxx 3.00	FRENCH	Méthodes de recherche en communications I		A
GL/COM 4xxx 3.00	ENGLISH	Methods in Communications Research II		A
GL/COM 4xxx 3.00	FRENCH	Méthodes de recherche en communications II		A

12. Projections for Enrolment

The expected steady-state enrolment for the Bilingual Program in Communications at Glendon is 88 FFTEs (Fiscal Full-Time Equivalent students).

This figure is based on an assumed 1-year retention rate of 75% and a 2-year retention rate of 65%. We assume that all students retained after 2 years will graduate.

Year	# 1 st Year Full-Time Students in Glendon's Bilingual Program in Communications	Total # Full-Time Students in Glendon's Bilingual Program in Communications
2016-17	8	8
2017-18	16	22
2018-19	24	42
2019-20	30	64
2020-21	30	78
2021-22	30	86
2022-23	30	88

13. Resources

The program is composed of new and existing courses. Some of the new courses will be taught by new tenure stream faculty. Three new faculty positions have been approved by the Vice-President Academic and Provost and advertised to ensure the delivery of the new program. All new faculty positions, including course directors, will be financed by the Ministry of Training, Colleges and Universities (MTCU). The following table shows the budget submitted to the MTCU:

COMMUNICATIONS	2016-2017
Full time T/S professors	\$600 000
Contractually Limited Appointments	\$520 000
Course directors	\$110 000
TOTAL	\$1,230,000

On the administrative side, the program will require release time for a Co-ordinator as courses will be offered across a number of different departments, and there will be significant new initiatives as courses are added. There will be an increased need for support staff as well.

There is no need for additional physical facilities.

The table that follows shows the proportion of courses taught by full-time, part-time, and contractually limited faculty. Some part-time faculty teaching in the School of Translation are labelled industry experts, meaning that they use their industry or government positions to provide field experience of some kind to students.

Total number of full-time faculty teaching in the program: 10

Marie-Christine Aubin
Tuan Cao-Huu
Sylvie Clamageran
Lyse Hebert
Aurelia Klimkiewicz
Audrey Pyée
Candace Seguinot

And three new tenure-stream faculty as of July 1, 2016

BILINGUAL BA PROGRAM IN COMMUNICATIONS		
COURSE NUMBER	COURSE TITLE*	INSTRUCTOR**
GL/COMN 1xxx 6.00	Intro to Comm Studies	FT (new)
GL/NATS/SOSC 1605 6.00	Comm, Health and Environment	CI
GL/COMN 2xxx 3.00	Comm, Language, Media and Meaning	FT (new)
GL/COMN 2xxx 6.00	Information and Technology	FT (new) and 1 CI
GL/COMN 2xxx 3.00	Social Media, Marketing and Advertising	FT (new)
GL/SOSC 2100 6.00	Intro to Comm: Theory and Practice	CI
GL/FRAN 2210 3.00	Pratiques de rédac: résumé et synthèse (FR)	CLA
GL/FRAN 2212 3.00	Pratiques de rédaction: l'argumentation (FR)	CLA
GL/TRAN 2250 3.00	Comp Stylistics English and French	3 FT
GL/ITEC 2915 3.00	Computer Usage and Software Apps I	FT
GL/ITEC 2925 3.00	Computer Usage and Software Apps II	FT
GL/COMN 3xxx 3.00	Comm in a Transnational World	FT (new)
GL/COMN 3xxx 3.00	Digital Discourse and Design	FT (new)
GL/COMN 3xxx 3.00	Practices in International Communications	FT (new)
GL/COMN 3xxx 6.00	Contemporary Theories in Comm Studies	FT (new)
GL/FRAN 3214 3.00	Rédac admin et techno du texte (FR)	CI
GL/TRAN 3310 3.00	Problems in Prof Comm (EN)	FT and 1 CI/ IE
GL/ECON 3642 3.00	Business Ethics (EN)	CI
GL/SOSC 3205 6.00	Leadership, Influence and Change	CI
GL/COMN 4xxx 3.00	Methods in Comm Research I	FT (new)
GL/COMN 4xxx 3.00	Methods in Comm Research II	FT (new)
GL/COMN 4xxx 3.00	Knowledge and Dissemination	FT (new)
GL/COMN 4xxx 3.00	Mediation and Conflict	FT (new)
GL/COMN 4xxx 6.00	Practices in Emerging Technologies	FT (new)
GL/TRAN 4xxx 3.00/5165	Communication, traduction et éthique (FR)	FT
GL/TRAN 4250 3.00	Techniques of Textual Revision (EN)	FT and 1 CI/ IE
GL/SOCI 4275 6.00	Religion, Media & Culture (EN)	FT (new)
GL/TRAN 4310 3.00	Techniques in Bus and Tech Writing I (EN)	CI/ IE
GL/HIST 4310 6.00	Histoire vivante (FR)	FT
GL/FRAN 4312 3.00	Rédac prof: genres, domaines, usages (FR)	CLA and 1 CI/ IE
GL/TRAN 4320 3.00	Techniques in Bus and Tech Writing II (EN)	CI/ IE
GL/SOSC 4505 6.00	Prof Comm and Field Exp	CI
* Unless indicated otherwise, all courses are taught in English and French (two sections).		
FR = Course taught in French only EN = Course taught in English only		
**FT = Full-time; IE = Industry Expert; CI = Contract Instructor; CLA = Contractually Limited Appointment		

14. Consultations and Accommodations for Students Currently in the Program

The process of consultation began in the spring of 2015 when the Principal's Office brought together faculty from the departments which had an interest in a Communications Program: Multidisciplinary Studies, the School of Translation, Sociology and the language and certificate programs of the Département d'études françaises.

In the fall of 2015 it was decided to house the Program in the School of Translation, and the Proponent of the Proposal and the Chair of the School went to the Chair of each of the departments where relevant courses were offered or might be of interest to discuss the project and get their input.

The Department of Communication Studies was contacted and a meeting was held between the Proponent of the Proposal and the Associate Principal, Academic, of

Glendon College and the Chair of the Department of Communication Studies and the Undergraduate Program Director at LAPS. We discussed the motivation for the Glendon program, and the potential for students from either campus to take courses in the other program.

It was understood that with their high enrollment in the Department of Communication Studies seats would have to be reserved for Glendon students if they showed an interest in taking specific courses. On the Glendon side, we explained the additional Bilingual Requirement that students registered in the major at Glendon would have, but pointed out that often courses are offered in English or in French in alternate years so that students in the Communication Studies Department would be able to take advantage of some courses in the Glendon program. After the meeting, Glendon followed up with a written Rationale explaining the motivation, orientation, and structure proposed for the Program.

The following people have been consulted:

At Glendon College

In the consultation, there was agreement on the need for a Bilingual Program in Communications and on the structuring and concentrations that were under consideration.

Donald Ipperciel, Principal, Glendon College
Mario Roy, Associate Principal, Academic, Glendon College
The Executive Council of the School of Translation (all full-time faculty members)
Geoffrey Ewen, Chair, Multidisciplinary Studies
Brian Singer, Chair, Department of Sociology
Stanislav Kirschbaum, Chair, Department of International Studies
Sylvie Clamageran, Directrice du programme de langue et coordonnatrice du Certificat en rédaction professionnelle, Département d'études françaises
Ian Martin, Coordinator, Discipline of Teaching English as an International Language, English Department
Philippe Bourdin, Coordinator, Linguistics and Language Studies Programme
Mark Jurdjevic, Chair, History Department

Department of Communication Studies, LAPS

David Skinner, Chair
Mary-Louise Craven, Undergraduate Program Director

Outside York University

Jamie Roberts, Senior Information Developer, IBM offered advice on content of required courses

Appendix 1

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

NOTE: NOT COPIED FOR SENATE, AVAILABLE ON REQUEST

Appendix 2

Requirements for Admission

The minimum requirements for admission to the Bilingual B.A. in Communications at Glendon are as follows:

Ontario high-school students are required to have:

- Ontario Secondary School Diploma (OSSD), with the minimum overall grade average set by Glendon;
- a minimum of six 4U or 4M courses, including 4U French (FRA4U, FIF4U, or FEF4U) and 4U English (ENG4U or EAE4U) or the equivalent.

As Glendon offers programs in English and in French, proficiency in either language can be demonstrated during the admission process – it is not required to show proficiency in both languages.

To be considered for admission as a mature applicant, a prospective student must:

- be at least 20 as of the first day of classes;
- have been out of full-time high school studies for at least two years or have returned to upgrade after a two-year absence;
- have attempted less than one full year of studies at an accredited college or university;
- not have an unfavourable academic record;
- have demonstrated potential for success through academic, professional or volunteer activities, and other accomplishments.

To be admitted as a university transfer student, an applicant will be required to:

- have completed at least four full-year courses or one year of full-time studies at an accredited university;
- have obtained a minimum overall average of 2.0 on a 4-point scale (C/60% or equivalent);
- have earned a minimum overall average of 2.3 on a 4-point scale (C+/65% or equivalent) if applying to one of the Honours-level programs.

To be admitted as a college transfer student, an applicant will be required to:

- have completed a diploma program or at least two full semesters or one year of full-time studies at an accredited college;
- have maintained a minimum overall average of 3.0 on a 4-point scale (B/70% or equivalent) including all attempted courses.

Appendix 3

Course Descriptions

A backslash (/) between an English title for a course and a French title means that there are two sections, one taught in French and another in English.

GL/NATS/SOSC 1605 6.00 Communication, Health and Environment/ Communications, santé et environnement (French section to be created)

This multidisciplinary course connects the three areas of communication, health and environment. This allows students to get a taste of different disciplines and approaches before deciding what to specialize in.

GL/COMN 1xxx 6.00 Introduction to Communication Studies/ Introduction aux études en communication

This course introduces the main sub-fields in communication studies and the approaches to studying them from the perspective of the individual, organizations, and society.

GL/FRAN 2210 3.00 Pratiques de rédaction : résumé et synthèse

Ce cours a pour objet le traitement synthétique de l'information. Il s'appuie sur une méthodologie ayant pour objectifs la sélection pertinente de l'information et l'utilisation optimale des outils linguistiques. Les étudiants auront à produire des synthèses et des résumés à partir de sources variées.

Condition préalable : GL/FRAN 1745 3.00 avec un minimum de C, ou test de placement.

GL/FRAN 2212 3.00 Pratiques de rédaction : l'argumentation

Ce cours a pour objet l'analyse et la rédaction de textes argumentatifs et s'appuie sur l'observation et la mise en oeuvre de la description, de l'explication et de l'argumentation dans la phrase, le paragraphe et le texte. Il inclut l'étude systématique des outils linguistiques nécessaires à la compréhension et à la production de textes argumentatifs.

Condition préalable : GL/FRAN 2210 3.00 avec un minimum de C.

GL/SOSC 2100 6.00 Introduction to Communication : Theory and Practice/ Introduction à la communication : théorie et pratique

Students are introduced to the theories, experiences, processes and practices of communication. The course explores major questions and emerging issues in communication studies and reviews the impact of communication on individuals, organizations, and society in a multicultural and bilingual context.

GL/COMN 2xxx 3.00 Les médias sociaux : publicité et marketing/ Social Media, Marketing and Advertising

The focus of this course is the study of interactive, mobile and immediate communication forms (Twitter, YouTube, blogs, etc.) in the service of marketing and the production of promotional material.

GL/COMN 2xxx 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens

How organizational cultures and discourse communities are constructed through the use of language and shaped by different media. A variety of theoretical approaches will be considered.

GL/TRAN 2250 3.00 Stylistique différentielle du français et de l'anglais/ Comparative Stylistics of English and French

Students will learn to avoid common errors arising from the differences in the structure and stylistics of English and French, access appropriate references, and explain their choices using the terminology of the field.

GL/COMN 2xxx 6.00 Information and Technology/ L'information et la technologie This course will look at the development of technologies, their influence on societies, and regulatory mechanisms associated with them.

GL/ITEC 2915 3.00 Computer Usage and Software Applications I / L'utilisation de l'ordinateur et des logiciels d'application I

The course will present: the main computer components (hardware and software), advanced topics for the use, edition and layout of documents alone or as part of a team, the creation and use of dynamic Web pages, advanced internet information search techniques, and the design and implementation of a relational database using a database management system (DBMS) with applications to specific environments.

GL/ITEC 2925 3.00 Computer Usage and Software Applications II / L'utilisation de l'ordinateur et des logiciels d'application II

This course presents advanced options in Microsoft Word and Excel used to format; correct a document automatically; create and manipulate a collaborative document; create, use, and store macros in a document; secure a document. The students will learn how to enhance a Web site using image animation and sound.

GL/COMN 3xxx 3.00 Communicating in a Transnational World/ La communication dans un monde transnational

This course will study the implications of organization and power on language use in a global world.

GL/COMN 3xxx 3.00 Enjeux en communication interculturelle/ Practices in Intercultural Communications

In this course there will be a presentation of theory and practice exploring notions of language and power across and between cultures.

GL/COMN 3xxx 6.00 Théories contemporaines en communication/ Contemporary Theories in Communications

This course will examine current theory in communication studies.

GL/COMN 3xxx 3.00 Digital Discourse and Design/ Le discours numérique et le design

Students will look at the delivery and reception of digital communication, focussing on effective visual and interaction design.

GL/ECON/PHIL/ SOSC 3642 3.00 Business Ethics

This course is an examination of the central moral issues raised by business activities and practice. It begins with an exploration of various utilitarian and respect-for-persons ethics, and

traces out the very different results they yield in ethical decision-making. Then, by way of case studies, we will examine a host of specific business-related issues: employee rights, affirmative action, “reverse discrimination,” fairness in advertising, and the duties of corporations in protecting the environment. This course is open to students in their second, third or fourth year of study. Others may register with permission of the instructor.

GL/SOSC 3205 6.00 Leadership, Influence and Change / Leadership, influence, et changement (French section to be created)

This course examines the special responsibility of leadership for positive strategic outcomes in professional contexts. Students learn how to navigate organizational politics to achieve business results, to effectively influence others, to enable effective decision making and judgment in challenging situations, to create business alliances and proactively facilitate change across organizations and how to focus on individual and team strengths to enhance talent capability and performance. The course applies theoretical knowledge to real case studies and special topics from the workplace.

GL/TRAN 3310 3.00 Problems in Professional Communication

Students will learn to problem-solve through writing, the essence of good professional communication. They will learn to select information for a given audience and choose effective language for the needs of government, business, and industry.

GL/FRAN 3214 3.00 Rédaction administrative et technologie du texte

Ce cours vise à former les étudiants à la rédaction et à la mise en page de textes administratifs en exploitant pleinement les outils informatiques servant à la production de documents, le tout dans l'optique d'une efficacité communicationnelle accrue.

Condition préalable : GL/FRLS 2240 6.00 ou GL/FRAN 2212 3.00 avec un minimum de B, ou équivalent.

GL/POLS/SOSC/HUMA 3647 3.0 Médias et politique

Ce cours vise à analyser de façon critique les enjeux du paysage médiatique actuel et les liens avec le domaine politique. Les thèmes abordés sont les suivants : médias et propagande, nouvelles technologies et information continue, concentration de la presse et débats démocratiques, mondialisation et standardisation. Cours ouvert aux étudiants de deuxième, troisième et quatrième années.

GL/COMN 4xxx 6.00 Practices in Emerging Technologies/ Les applications des technologies de pointe

How do new media change organizational practices? This course will explore the worlds of text, graphics, audio, and video as well as virtual worlds to explore how the processes and the content of communication has changed.

GL/COMN 4xxx 3.00 La dissémination des connaissances/ Knowledge and Dissemination

This course will explore definitions of information versus knowledge and notions of transfer to a variety of audiences. In any one year the domain of enquiry will change, starting with the health sciences.

GL/COMN 4xxx 3.00 Mediation and Conflict/ Médiation et conflit

This course will explore the role of communication in a variety of approaches to mediation and conflict.

GL/COM 4xxx 3.00 Méthodes de recherche en communication I/ Methods in Communication Research I

This course is dedicated to an exploration of research methods used in field studies.

GL/COM 4xxx 3.00 Méthodes de recherche en communication II/ Methods in Communication Research II

In this course students will learn to apply research methods to a case study.

GL/FРАН 4312 3.00 Rédaction professionnelle : genres, domaines, usages

Le cours propose une réflexion critique sur les usages rédactionnels dans différents milieux et domaines de travail ainsi que des travaux pratiques de rédaction de documents variés (notes, communiqués, procédures, brochures, rapports...) en y intégrant une démarche générale d'écriture professionnelle. Prérequis: GL/FРАН 3240 3.00 avec un minimum de C ou GL/FRLS 3241 3.00 avec un minimum de B. Cours incompatible : GL/FРАН 3212 3.00.

GL/TRAN 4250 3.00 Techniques de la révision/Techniques of Textual Revision

Through this course students learn to analyse texts from the perspectives of communication theory, discourse and revision practice. The course will also help students hone their advanced communication and revision skills.

GL/SOCI 4275 6.00 Religion, Media & Culture

This course is an interdisciplinary investigation of how religion is mediated in culture through mass media (television, radio, the press) as well as through electronic media (internet, video games) and popular culture (film).

Prerequisite: GL/SOCI 2672 3.00 (formerly GL/SOCI 2525 3.0) or permission of the department. This course is open to students in their third or fourth year of study.

GL/HIST 4310 6.00 Histoire vivante : créer l'histoire du grand Toronto

Ce cours expérientiel explore les approches, méthodes, et pratiques de l'histoire publique dans le cadre de la mémoire canadienne. La classe visite des lieux d'histoire publique, reçoit des experts et les étudiants construisent une commémoration du passé du grand Toronto.

Ouvert aux étudiant(e)s en troisième ou quatrième année.

GL/TRAN 4310 3.00 (EN) Techniques in Business and Technical Writing I

Builds on the skills learned in TRAN 3310. Students learn to direct their writing to a given audience, to begin to work with layout and design of documents, and develop the skills required by team and project writing. *Prerequisite:* GL/TRAN 3310 3.00.

GL/TRAN 4320 3.00 Techniques in Business and Technical Writing II

Students will develop the analytic, writing, and documentation skills needed to produce software user manuals, reference guides, tutorials, online and hypertext information. They will learn to work in a team-based production environment on a real software documentation problem. *Prerequisite:* GL/TRAN 4310 3.00.

GL/TRAN 4xxx/5165 3.00 Communication, traduction et éthique

Currently an MA course, will be created as an integrated course

L'éthique permet de faire le lien entre les questions traductives et communicatives d'ordre professionnel et la société. Dans ce séminaire nous explorerons comment différentes pratiques (pragmatique, littéraire, localisation, interprétation) peuvent contribuer soit au changement social, soit au maintien de l'ordre établi.

GL/SOSC 4505 6.00 Communication professionnelle et expérience pratique/ Professional Communication and Field Experience

Students work for an organisation engaged in professional communications practice with the intent that they will relate their field experience to their academic studies. This experience combined with coursework will provide students with the opportunity to connect and apply communications theory to real life experience. Field placements will be in francophone, anglophone or bilingual environments, but class discussion is expected to be in both languages. / Les étudiants travailleront dans une entreprise ayant un département de communication où ils peuvent mettre en pratique les connaissances acquises dans ce cours. Ce stage combiné aux travaux académiques donnera aux étudiants une meilleure compréhension de la théorie et de la pratique de la communication. Les stages seront donnés dans un environnement où on communique soit en anglais, soit en français, soit dans les deux langues. Les discussions en classes se dérouleront dans les deux langues.

Appendix 4

Letters of Support



GLENDON COLLEGE

**COLLÈGE
UNIVERSITAIRE
GLENDON**

**Office of the
Principal**

**Bureau du
Principal**

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F/T 416 487 6786
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www.glendon.yorku.ca

April 11, 2016

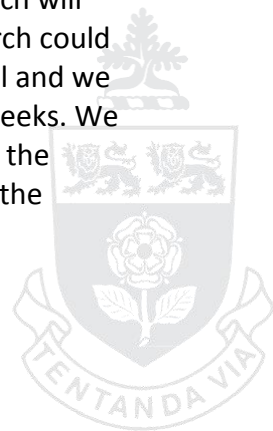
Chair
Faculty Council
Glendon College

Dear Chair,

I am pleased to support the proposal to establish a bilingual honours B.A. in Communications at Glendon. This program will be housed in Glendon's School of Translation and will build in part on existing expertise from the School and from other programs.

This B.A. program will be secured through funding provided under the Ministry of Training, Colleges and Universities (MTCU) action plan for the expansion of French-language postsecondary programming in Central and Southern Western Ontario. MTCU funding was already used to hire administrative support needed for the program and will be used to hire three new faculty members, as well as meet other needs (including space renovation, if needed).

A search for three tenure-track professor positions commencing on July 1, 2016 was approved by the Vice-President Academic and Provost and is currently underway. Should the search fail, basic courses in the program will nonetheless be offered in 2016-17 thanks to faculty from the School of Translation, as well as current and new MTCU-funded CUPE course directors. A number of required program courses are already being offered, as well as required General Education courses, which will reduce the burden on newly hired course directors. If needed, a new search could start as soon as Fall 2016. That being said, the search process is going well and we should be in a position to announce the program's new faculty in a few weeks. We intend to offer new faculty a course release to help them further develop the program and ensure effective coordination and proper consultation with the Communication Studies Department in LAPS.



It should also be noted that we expect no new students and only few transfer students to join the new program in September 2016, as the program was not available at the beginning of the last recruitment cycle and will not be advertized before late in the summer.

With regard to physical space, offices will be provided to the new faculty members. Classroom space is also sufficient to allow for additional classes.

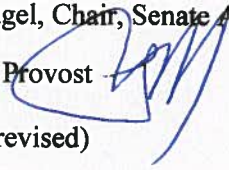
Sincerely,

Donald Ipperciel

A handwritten signature in blue ink, appearing to read "Donald Ipperciel". The signature is fluid and cursive, with the first name "Donald" written in a larger, more prominent script than the last name "Ipperciel".

Donald Ipperciel
Principal

Memorandum

To: Franck van Breugel, Chair, Senate ASCP
From: Rhonda Lenton, Provost 
Date: April 22, 2016 (revised)
Subject: Proposal for establishment of a Bilingual Honours BA in
Communication Studies at Glendon College



I have reviewed the proposal to establish a bilingual Honours BA (including iBA and Honours Minor options) in Communications at Glendon College; and I am writing to express my support for this proposal. The bilingual program, to be housed in Glendon's School of Translation Studies, is being proposed as a new option in the Communication Studies program, which is currently offered by the Department of Communication Studies in the Faculty of Liberal Arts & Professional Studies.

The rationale for the establishment of this bilingual program is stated in the proposal: it is "designed to offer French speakers and graduates of immersion programs in secondary schools the opportunity to study communication theory and methodology in French." In keeping with Glendon's mandate, the program provides an opportunity to study communication in French and English with bilingual requirements for both French and English speakers.

The proposal presents evidence of strong demand for this program from both students and the labour market. Glendon's distinctive position in Ontario will be enhanced by the addition of this program, which will be the only bilingual communications studies program in southern Ontario. Student interest is demonstrated by the popularity of communications-related courses currently offered; and the program addresses student interest in an interdisciplinary field that has also been identified as an area of growth in terms of employment opportunities. The program expands academic and professional opportunities for the growing population of French speakers in Southern Ontario, as well as English speakers with a demonstrated commitment to French/English bilingualism. The program is consistent with York University's commitment to bilingual education, and aligns with institutional priorities as articulated in the new *University Academic Plan*. It also aligns with Ontario government policy objectives in relation to French and bilingual education as reflected in York's Strategic

Mandate Agreement with government. As a result of this government commitment, funding is being provided by the Ministry of Training, Colleges and Universities to support bilingual program development at Glendon.

It is anticipated that the bilingual program will be available to students in Fall 2017 and that its enrolment will grow to 88 students at steady state. It is designed to provide students with a combination of communication theory and methodology, as well as skills in relation to analysis, research, collaboration, and technology. It will be organized into three areas of concentration: communication, culture and society; organizations and communication; and technology and communication. At the outset, the program will comprise communications-related courses offered across several departments at Glendon. Government funding has been secured to support the appointment of three new tenure stream faculty members to contribute to this program, and searches for these positions have been approved and are under way. Principal Ipperciel's letter of support confirms these plans and the availability of resources in support of the introduction of the program. It is anticipated that, as new faculty members come on board, the program's curriculum will be further developed.

It is important to note that this program option has been developed through consultation and collaboration with relevant units at Glendon College and with colleagues in the LA&PS Communication Studies program; and the proposal includes letters of support from these programs. The letter from the Chair of the Department of Communication Studies expresses support for the program and the new opportunities for collaboration it presents; and further notes that ongoing discussion is necessary to ensure the academic integrity of both programs as they continue to develop. I look forward to these continuing discussions and to the further development of this distinctive program.

I strongly support this proposal and urge its approval.

**Cc: Principal D. Ipperciel
Dean A. Mukherjee-Reed
AVP Academic A. Pitt**

Office of the Dean

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4700 KEELE ST.
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Memorandum

To: Professor Franck van Breugel, Chair of ASCP

Cc: Dr. Donald Ipperciel, Principal
Dr. Rhonda Lenton, Provost
Dr. Alice Pitt, Vice-Provost Academic
Professor David Skinner, Chair, Communication Studies (LA&PS)

From: Professor Ananya Mukherjee-Reed, Dean

Date: April 22, 2016

Subject: Proposal for a Bilingual Communications Program at Glendon

I am pleased to support the proposal for a Bilingual Communications program at Glendon as a Major Modification to the Faculty of Liberal Arts and Professional Studies' Communication Studies program. As we understand, there will be opportunities for ongoing discussions between Communication Studies and Glendon as to how the two programs might collaborate and co-exist, so as to best optimize the potential for Communication Studies at York.





Mario Roy, Ph.D.
Vice-principal aux affaires académiques / Associate Principal, Academic
Collège universitaire Glendon - York University

April 11, 2016, 2016

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

**Department of
Communication Studies**

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Dear Mario:

The Department of Communication Studies is pleased to support the proposal for a Bilingual Communications program at Glendon as a Major Modification to the Faculty of Liberal Arts and Professional Studies' Communication Studies program. As we understand, as the bilingual program develops in 2016-17 there will be discussions between Communication Studies and Glendon to decide if there is a need to develop a separate program in Bilingual Communications Studies on that campus or whether the two programs might co-exist within a broad umbrella of relatively independent communication programs at York. Either way, the creation of this new program marks an exciting time for Communication Studies at the University and we are glad that we are able to contribute to the developments taking place at Glendon.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Skinner", enclosed within a blue oval scribble.

David Skinner, Ph.D.
Chair and Associate Professor



12 May 2016

To: Mario Roy, Associate Principal Academic, Cheryl Underhill, Secretary, ASCP
Cc: Marla Chodak/fs/YorkU@YORKU, principal@glendon.yorku.ca, rpr@yorku.ca,
ananya@yorku.ca, council@glendon.yorku.ca, skinnerd@yorku.ca

Bilingual Honours BA in Communications (APPRC Concurrence with ASCP Recommendation)

I am writing on behalf of the Academic Policy, Planning and Research Committee of Senate to confirm that it has concurred with a recommendation of the Academic Standards, Curriculum and Pedagogy Committee that Senate approve an Honours Bilingual BA in Communication's, Glendon. The Committee's decision was made at a meeting held at Glendon on Thursday, May 12, 2016.

In reaching its decision the Committee took note of certain aspects of the text that proponents may wish to consider amending in the final version submitted to Senate relating to the language of students along with references to an institutional academic planning context in which the 2015-2020 UAP's commitment to bilingual education should play a prominent part. I am grateful to my Secretariat colleague Cheryl Underhill for promptly conveying these points to proponents. (In addition, please note that the **Provostial** White Paper has a window from 2010-2020).

The Committee also took note of the letters of support provided to proponents and ASCP. The Dean of Liberal Arts and Professional Studies expressed her expectation that there will be ongoing consultations between Glendon and Keele programs -- opportunities for collaboration and coexistence in her words. This is an important and indeed fundamental planning principle. APPRC strongly endorses it. The Committee also agrees with the Chair of the Department of Communication Studies that the prospect of the addition of the program should generate excitement in an area of research, teaching and learning that is recognized globally for its innovation, breadth and excellence. APPRC joins with the Provost in expressing support for continuing dialogue and welcomes the commitment of colleagues to further enhance York's profile and presence.

Please feel free to contact me should you have any questions about APPRC's decision or this correspondence.

Robert Everett
Senior Assistant Secretary of the University
University Secretariat
(APPRC)

York University

PROPOSAL FOR A DUAL CREDENTIAL PROGRAM

BETWEEN

**EM LYON BUSINESS SCHOOL
Bachelor of Business Administration (BBA)**

AND

**GLENDON CAMPUS – YORK UNIVERSITY
International Bachelor of Arts (iBA) in International Studies (ILST)**

Submitted May 2, 2016

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 proposal is for the establishment of an International Bachelor of Arts (iBA) in International Studies – Bachelor of Business Administration (BBA) dual credential program¹ offered by York University (Glendon campus) and the EM Lyon Business School in France (St. Etienne campus).

The name of the program and the degree designations (iBA/BBA) are consistent with the respective degrees delivered by both institutions in the disciplines concerned.

1.3 Provide a brief description of the method used of the development and preparation of the New Program Brief, including faculty and student input and involvement.

For context, a brief background on both institutions may be helpful.

EM Lyon Business School

EM Lyon is well known for its emphasis on entrepreneurship, international business and innovation. The school was ranked #1 incubator in France and its MBA program is ranked among the best in the world. The EM Lyon Business School also places great emphasis on experiential education and its BBA program includes business games, team work and technology-mediated business simulations in addition to actual corporate internships and business start-ups. EM Lyon offers courses in French and in English. EM Lyon holds three of the world's most important business school accreditations:

1. AACSB (Association to Advance Collegiate Schools of Business), which is an American based accreditation held by Yale University, Columbia University, Harvard University, Cornell University, etc.
2. AMBA (Association of MBAs), which is based in London, UK. This global accreditation agency is mainly present in Europe. In Canada, Schulich School of Business (York University), Telfer School of Management (University of Ottawa) and HEC (Montréal) are AMBA accredited.
3. EQUIS (EFMD Quality Improvement System), based in Brussels. Schulich School of Business, along with 21 other Canadian business schools are EQUIS accredited.

Glendon

York University's Glendon Campus offers 21 undergraduate bilingual programs of study to almost 2800 Francophone and Francophile students. Bringing together the most popular fields in human and social sciences, the programming comprises high quality programs of study, including French Studies, Translation, Political Science, Economics,

¹ Dual credential is defined in the YUQAP as "a program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by at least two of the participating institutions.

History, as well as several interdisciplinary programs in International Studies, Canadian Studies, Linguistics and Language Studies, and Multidisciplinary Studies. In 2015-16, Glendon added two BSc programs in Psychology and Biology. At the graduate level, Glendon offers four master's programs: French Studies, Translation, Conference Interpreting, and Public and International Affairs. The latter is part of the School of Public and International Affairs which, since 2008, offers students a bilingual education in public affairs, including a summer internship with the government or an NGO. Finally, Glendon offers a doctoral program in Francophone Studies.

For nearly 50 years, Glendon has been offering a bilingual university education in the liberal arts. The value of this education is made manifest by the success and notoriety of a significant number of its graduates. It is also visible in the quality of students currently pursuing their studies at Glendon and in their high degree of satisfaction with their university experience.

As the only institution in southern Ontario to offer a variety of academic programs in French, Glendon has a special responsibility to the Francophone community and the Francophile student population of the region. In 2008, the Ontario government recognized its crucial role by providing a \$20 million capital infrastructure investment, and by designating Glendon as the Centre of Excellence for French and bilingual postsecondary education in southern Ontario.

As the hub for university education in French in Central and Southwestern Ontario, Glendon intends to continue to strengthen its existing programs and develop new programs in collaboration with many academic partners across the province, Canada and around the world.

The proposed partnership with EM Lyon Business School aims at strengthening the deployment of these new programs in order to increase Glendon's capacity and to strengthen the ties it has developed over the last fifty years with the international Francophonie.

Consultation

The process of consultation about the establishment of a dual credential program began in earnest in the first part of 2015 after Glendon Principal's Office representatives visited EM Lyon representatives in France. It was proposed to establish a dual credential program that would offer the possibility to Glendon and EM Lyon students of earning two degrees, one from Glendon and one from EM Lyon, by spending two years at Glendon and two years at EM Lyon. Different iBA programs at Glendon were contemplated as potential candidates to be part of this dual credential program. It was assessed that the best match between a Glendon iBA and EM Lyon's BBA involved the Honours iBA in International Studies program. The Department of International Studies agreed to house the program and was involved throughout its conception. Glendon's Department of Economics agreed to support the program through the delivery of introductory courses in economics and accounting. Similarly, Glendon's Mathematics Department will support the program through the delivery of an introductory course in statistics. Later in 2015 and early 2016, there were discussions between Glendon and Schulich School of Business regarding the potential involvement of Schulich in the dual credential program, especially concerning the delivery of business courses as part of the program.

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

At York, the iBA – BBA dual credential program will be housed in the Department of International Studies, Glendon College.

2. General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program.

The proposed York/Glendon – EM Lyon dual credential program will marry a business education with a liberal arts education, with an international underpinning. The program is built upon Glendon's international orientation and bilingual capacity and responds to the need for bilingual business education in the central and southwest regions of Ontario. It is a dual credential undergraduate program in International Studies and Business, whereby students complete two years of study at Glendon and two years at EM Lyon where they will experience the expertise and rich curriculum in these two programmatic areas at both universities. The language of instruction will primarily be French, with the opportunity to take courses in English at EM Lyon and Glendon. The courses offered both at EM Lyon and at Glendon will be taught by faculty and bilingual practitioners from outside the University.

It is intended that the program include an experiential education component to enhance students' learning experience and support the program learning outcomes. EM Lyon already offers placements/internships in years 3 and 4 of their BBA program. It is planned to gradually develop this capacity at Glendon. Toronto offers many opportunities for student placements and internships in the bilingual business community. Placements/internships in a Francophone or bilingual environment would offer students another opportunity to work in French and to explore cross-cultural business issues. Students admitted to the dual credential program could also take advantage of placements/internships in French companies affiliated with the France-Canada Chamber of Commerce.

The program has been structured so that both York University and EM Lyon will recognize the equivalent of 60 credits of courses taken at the other institution. Upon successful completion of the program students will be conferred an iBA degree from York University and a BBA degree from EM Lyon.

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

The Strategic Mandate Agreement between York University and the Ministry of Training, Colleges and Universities (MTCU) lists Glendon's bilingual programming as both an area of institutional strength and a key area of differentiation. Business administration is one of five new programs that are part of York's strategic enrolment plan to expand French-language and bilingual programs and enrolments at Glendon.²

² Ontario Ministry of Training, Colleges and Universities and York University' Strategic Mandate Agreement (2014-17), p. 13 (<http://www.tcu.gov.on.ca/pepg/publications/vision/YorkAgreement.pdf>).

Business administration has also been recognized by the Ministry as a target for bilingual programming, and funding has been made available to Glendon for this purpose.³

A Canadian leader in the delivery of bilingual education⁴, Glendon was recognized by the Ontario government as the Centre of Excellence for French-language and Bilingual Postsecondary Education in southern Ontario in 2008.⁵ Expansion is already underway with a new building completed and in use, new meeting and study space as well as capacity to offer additional programming with important implications for southern Ontario and York University.

Moreover, the 2015-2020 Glendon Academic Plan prioritizes efforts to increase the number of French-language students on the campus.⁶

The EM Lyon BBA program is well aligned with Glendon's iBA in International Studies program which focuses on bringing international perspectives and experiences to a university degree. Glendon's excellence in languages and cross-cultural studies makes it an ideal match for students seeking to gain a bilingual business education. The ILST program puts emphasis on a broad interdisciplinary and multicultural conception of international society. It offers students the opportunity of developing a systematic understanding of the problems and potentialities of international society, with special reference to its historical, philosophical, strategic, legal, economic and cultural dimensions.

To reflect the multicultural nature of the Greater Toronto Area's business community, the dual credential program will be built on the long collaborative history between Ontario and the RhôneAlpes region. EM Lyon Business School is part of France's *Grandes Écoles* network and normally ranks among the top five business schools in France and among the 15 best in Europe. The association with an internationally renowned institution as EM Lyon will enable Glendon to optimize its recruitment strategy by building on the reputation of EM Lyon.

This arrangement will create a program based on a long-standing foundation of over 140 years of business education at EM Lyon and nearly 50 years of language training and liberal arts education at Glendon. Given Glendon's expertise in languages and the fact that business success and economic globalization require proficiency in several languages, the program will offer students the possibility of a bilingual (French/English) education.

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.

³ News Ontario Ministry of Training, Colleges and Universities, *Action Plan for French-Language Postsecondary Education* (<https://news.ontario.ca/tcu/en/2013/10/action-plan-for-french-language-postsecondary-education.html>).

⁴ York's White Paper Overview, April 2010, p.6 (http://vpap.info.yorku.ca/files/2012/09/White_Paper_Overview_April_15.pdf).

⁵ News Ontario Ministry of Training, Colleges and Universities, Ontario Invests in New Centre for French-Language Education at York University (<https://news.ontario.ca/archive/en/2008/02/27/Ontario-Invests-In-New-Centre-For-FrenchLanguage-Education-AtYork-University.html>).

⁶ Glendon Academic Plan 2015-2020, p. 6.

There is currently no French-language Business program in Southern Ontario even though there is a great demand for business programs leading to a BBA in the GTA. Glendon's partnership with EM Lyon would allow York University to build on Glendon's emphasis on language training to offer a bilingual program.

Business tends to account for a significant proportion of enrolment in small, liberal-arts oriented institutions comparable to Glendon: Acadia 16% (512 students total), Bishop's 27% (735), Huron University College 18% (252), Mount Allison 10% (250). Trent, which is not particularly known for business, sits at 11% (690).

3.2 Provide 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.

Demand for a Glendon Program

In general, languages are understood to be highly complementary to work in the global marketplace where business increasingly transcends borders; English and French continue to be critical in the Canadian context. Internationally, according to Bloomberg Business, French is the most useful business language after English and Mandarin.⁷ Glendon's language focus is reinforced by a strong international orientation as well as our location in Canada's business capital. With a working capacity in both English and French, graduates of our program would be well prepared for careers in multinational firms, international NGOs geared to development, and national head offices based in Toronto or with Quebec-based organizations.

Francophones living in Southern Ontario now represent more than a third of Ontario's francophone population. Moreover, it is the only region where the francophone population continues to grow. By the end of the decade, Southern Ontario will contain half of Ontario's francophone population.⁸ Further, there are 25 francophone high schools in the GTA and Southern Ontario, and Southern Ontario contains the largest concentration of French immersion students in the country. The GTA alone has 40% of Ontario's students.⁹

Southern Ontario's francophones place a distinctively high value on university education. In the Central region, the proportion of francophones who have received university education is higher than the overall population (32.2% vs. 28.3%). Nonetheless, Southern Ontario's francophone students pursue university studies primarily in English. A study of young francophones conducted between 1998 and 2006 showed that in Southern Ontario 70% of those who attend university do so at an English-language university.¹⁰ French immersion graduates, also pursue university studies primarily in English.

⁷ John Lauerman, Mandarin Chinese Most Useful Business Language After English, August 2011 (<http://www.bloomberg.com/news/articles/2011-08-30/mandarin-chinese-most-useful-business-language-after-english-1->).

⁸ Ministry of Training, Colleges and Universities. *Expanding French Postsecondary Education*. October 24, 2013 (News release).

⁹ Statistics Canada, Government of Canada (2012). The evolution of English–French bilingualism in Canada from 1961 to 2011. Retrieved on March 6, 2014 from <http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11795-eng.htm>

¹⁰ Office of the French Language Services Commissioner, Government of Ontario (October 24, 2013). *Action plan for French-language postsecondary education in Central-Southwestern Ontario*. Retrieved February 28, 2014 from www.cfs.gouv.on.ca

This situation can be traced primarily to the limited range of French-language programming available.¹¹ For example, a recent survey conducted by the Office of the French Language Services Commissioner (2013) revealed a poor representation of 0-3% in French programming at colleges and universities in the Central-Southwestern region of Ontario.¹² To cite a 2009 Ministry study:

“The absence of comprehensive programming at the college level and the fact that only a single faculty (attached to York University) offers a limited range of programs—essentially in social sciences and humanities—leads to an exodus of high school graduates to the English-language universities of the region (linguistic transfer) or an exodus from the region (geographical transfer) for those who study in French.”¹³

The lack of bilingual program options was highlighted as a major barrier to post-secondary opportunities. Business was identified by the MTCU as one of the areas where the gap between French-language and English-language programming needs to be bridged.

To sum up, this program responds to the policy of the Ontario government to provide more equitable educational opportunities for its French-speaking population, and by extension to enhance economic and employment opportunities. In addition, the government is concerned with enhancing the sustainability of the skills, knowledge and culture for people who have grown up speaking French.

Target Markets

Graduates of Ontario’s French-language high schools – the dual credential program would be the only bilingual business offering in Southern Ontario and would attract a significant number of local Francophones seeking to continue their studies in their native language. Francophones from northern and eastern Ontario would also be attracted by Toronto. These Francophones usually also speak English fluently.

French immersion graduates – there is a large pool of French immersion students in the GTA who seek professionally-oriented programs. These students have a demonstrated interest in Glendon’s bilingual model: they understand the advantages of maintaining the proficiency in French they have worked so hard to achieve, and have the ability to study in both languages from the outset. They tend to be academically strong students, and many prefer to stay close to home.

There is a sizeable local community of Francophone new Canadians seeking business-oriented credentials. They often require a French-language option for university study

¹¹ This relative lack of programming may also explain the fact that a quarter of students in Southern Ontario’s Francophone schools leave the system after grade 8, with most of them going to the English-language system. The same loss does not occur in the other regions.

¹² Office of the French Language Services Commissioner, Government of Ontario (October 24, 2013). *Action plan for French-language postsecondary education in Central-Southwestern Ontario*. Retrieved February 28, 2014 from www.cfs.gouv.on.ca

¹³ Translated from *Éducation en langue française en Ontario: un monde de possibilités*. Documentation de l’éducation en langue française, DDPPELFG, ÉDU-FCU, décembre 2009, 152, emphasis added.

while they learn English. They could learn English while being at Glendon.

International students – a Toronto based, language-enhanced Business program should draw Francophones from outside Canada who wish to study in their native language and perfect their English.

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 York – EM Lyon dual credential program has been structured so as to ensure that it meets the degree-level and program-level expectations of the iBA in International Studies housed at Glendon, York University and the BBA program housed at EM Lyon. The degree requirements are therefore unique to the dual credential program. They include 60 credits at York University and 120 ECTS at EM Lyon.

Since the dual credential program will be structured as a 2 + 2 program, that is, two years at Glendon and two years at EM Lyon, there are two possible entry points at Glendon:

- (1) In the first year (**the *Direction Glendon → EM Lyon, Appendix A***); and
- (2) In the third year (**the *Direction EM Lyon → Glendon, Appendix B***).

Program Structure and Major Credit Requirements: Direction Glendon → EM Lyon

In this direction, the 60 credits that students will complete in their first two years at York include 33 out of 42 major credits in International Studies required for the Honours iBA program at York that support the achievement of its program learning outcomes, as well as 27 credits of foundational courses in business related areas (economics, accounting, management, marketing, business law, and statistics) which will prepare students for BBA curriculum at EM. In order to support the learning outcomes, all 60 credits are required; there will be no electives.

Among the 120 ECTS that students will complete at EM Lyon in their last two years, the equivalent of 9 credits will be recognized as International Studies credits given their international orientation and content (namely, *International Business* (5 ECTS), *International Negotiation* (5 ECTS), *GRH à l'international* (5 ECTS), and a joint Glendon – EM Lyon *Séminaire Envol / Capstone Seminar* (10 ECTS)). Students will have 5 ECTS of electives.

Program Year / Location	Requirements
Year 1 / Glendon	GL/ILST 2644 6.00 (FR or EN) GL/ILST 2655 6.00 (EN) GL/ECON 1000 3.00 (ILST Approved Course) (FR or EN) GL/ECON 1010 3.00 (ILST Approved Course) (FR or EN) GL/MATH/MODR 1610 3.00 (EN) GL/MATH/MODR 1620 3.00 (EN) GL/ADMI 1XXX 3.00 Introduction à la gestion (FR) GL/ADMI 1XXX 3.00 Introduction au droit des affaires (FR)
Year 2 / Glendon	GL/ILST 2622 3.00 (FR or EN) GL/ILST 3250 3.00 (FR or EN) GL/ILST 3505 3.00 (FR or EN) GL/ILST 3650 3.00 (FR or EN) GL/ILST 4260 3.00 (EN/FR) GL/ECON 2710 3.00 (EN/FR) GL/ECON 2720 3.00 (EN/ FR) GL/ADMI 2XXX 3.00 Introduction à la gestion des ressources humaines GL/ADMI 2XXX 3.00 Introduction à la gestion de projets (FR) GL/ADMI 2XXX 3.00 Introduction au marketing (FR) or GL/ECON 3245 3.00 Marketing and Consumer Economics (EN)
<p>All of the above credits must be completed before commencing the BBA component.</p>	
Year 3 / EM Lyon	<p>60 ECTS, as follows:</p> <p>Core courses, 35 ECTS, as follows:</p> <ul style="list-style-type: none"> - Systèmes d'information, 2.5 ECTS (FR) - Contrôle de gestion, 2.5 ECTS (FR) - Droit des affaires, 5 ECTS (FR) - Cross Cultural Management, 2.5 ECTS (EN) - Comptabilité financière, 5 ECTS (FR) - International Marketing, 5 ECTS (EN) - Strategy, 2.5 ECTS (EN) - Gestion des ressources humaines, 5 ECTS (FR) - International Business Management, 5 ECTS (EN) <p>Stage, 25 ECTS.</p>
Year 4 / EM Lyon	<p>60 ECTS, as follows:</p> <p>Core courses, 25 ECTS, as follows:</p> <ul style="list-style-type: none"> - Formalisation d'un projet entrepreneurial, 2.5 ECTS (FR) - Gouvernement d'entreprise, 2.5 ECTS (FR) - Strategy, 2.5 ECTS (EN) - Projet professionnel, 2.5 ECTS (FR) - International Business, 5 ECTS (EN) (ILST Approved Course) - International Negotiation, 5 ECTS (EN) (ILST Approved Course) - GRH à l'international, 5 ECTS (FR) (ILST Approved Course)

	Elective courses, 5 ECTS Stage ou Apprentissage, 10 ECTS Mémoire de recherche appliquée, 10 ECTS Séminaire Envol / Capstone Seminar, 10 ECTS (<i>joint Glendon ILST – EM Lyon seminar</i>)
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Program Structure and Major Credit Requirements: Direction EM Lyon → Glendon

In this direction, the 120 ECTS that students will complete at EM Lyon in their first two years comprise required courses only; there will be no electives. Among those courses, the equivalent of 6 credits will be recognized as International Studies credits given their international orientation and content (namely, *Economie et diversité du capitalisme* (2.5 ECTS), *Cross Cultural Management* (1st year; 2.5 ECTS), *Mondialisation et géopolitique* (5 ECTS), and *Cross Cultural Management* (2nd year; 2.5 ECTS)).

Among the 60 credits that students will complete at York in their last two years, there will be 36 out of 42 major credits in International Studies required for the Honours iBA program at York that support the achievement of its program learning outcomes.

Program Year / Location	Requirements
Year 1 / EM Lyon	60 ECTS, as follows: Core courses, 40 ECTS, as follows : - Méthodes d'enquête, 2.5 ECTS (FR) - Analyse de contenu et de données, 2.5 ECTS (FR) - Rédiger un rapport, 2.5 ECTS (FR) - Trouver et analyser l'information Business, 2.5 ECTS (FR) - Compréhension de l'information comptable, 2.5 ECTS (FR) - Gestion financière, 2.5 ECTS (FR) - Economie et diversité du capitalisme, 2.5 ECTS (FR) (ILST Approved Course) - Gestion de projets et management d'équipes, 5 ECTS (FR) - Introduction au droit, 2.5 ECTS (FR) - Cross Cultural Management, 2.5 ECTS (EN) (ILST Approved Course) - Essentials of Marketing, 5 ECTS (EN) - Histoire d'entreprise, grandes figures, success stories, 2.5 ECTS (FR) - Mathématiques et statistiques appliquées à la gestion, 5 ECTS (FR) Enquête terrain, 5 ECTS Cycle de conférences, 2.5 ECTS Stage découverte, 2.5 ECTS Outils informatiques du manager, 2.5 ECTS Anglais LV1, 2.5 ECTS Anglais LV2, 2.5 ECTS Projet Mission, 2.5 ECTS.
	60 ECTS, as follows :

Year 2 / EM Lyon	<p>Core courses, 25 ECTS, as follows :</p> <ul style="list-style-type: none"> - Sciences sociales et travail, 5 ECTS (FR) - RSE et développement durable, 5 ECTS (FR) - Mondialisation et géopolitique, 5 ECTS (FR) (ILST Approved Course) - Découverte entrepreneuriat, 2.5 ECTS (FR) - Approche financière du Business Plan, 2.5 ECTS (FR) - Atelier de génération d'idées PI, 2.5 ECTS (FR) - Cross Cultural Management, 2.5 ECTS (EN) (ILST Approved Course) <p>Stage à l'international, 15 ECTS Anglais LV1, 2.5 ECTS Anglais LV2, 2.5 ECTS Outils informatiques de gestion, 2.5 ECTS Projet Innovation / Projet de création d'entreprise, 12.5 ECTS.</p>
<p>All of the above credits must be completed before commencing the iBA component.</p>	
Year 3 / Glendon	<p>GL/ILST 2644 6.00 (FR or EN) GL/ILST 2655 6.00 (EN)</p>
Year 4 / Glendon	<p>GL/ILST 2622 3.00 (FR or EN) GL/ILST 3250 3.00 (FR or EN) GL/ILST 3505 3.00 (FR or EN) GL/ILST 3650 3.00 (FR or EN) GL/ILST 4501 3.00 Séminaire Envol / Capstone Seminar (joint Glendon ILST - EM Lyon seminar) GL/ILST 4260 3.00 (FR/EN)</p> <p>6 additional credits GL/ILST 4XXX</p> <p>Among the 24 unspecified credits (18 in Year 3 and 6 in Year 4), EM Lyon students must take 15 credits at the 3000+ level with at least 6 credits at the 4000 level in any discipline at Glendon.</p>

The full set of degree requirements (including general education, bilingual, exchange components etc.) is set out in Appendix F.

Accommodating Program Changes

Drawing on experience, it is anticipated that some students admitted to the iBA - BBA dual credential program may decide for various reasons not to continue with the program. There are options available for these students to choose alternate degree programs at York. Students who no longer wish to go to France after their second year in the dual credential program or wish to leave the program will be re-directed to another Glendon bilingual degree program; the BA programs in International Studies and Business Economics would be the most natural fit. After consultation, the Schulich School of

Business has agreed that the top students of the iBA - BBA dual credential program could transfer into their iBBA program after the first year.

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.

See Appendix C for the list of courses offered at Glendon and EM Lyon.

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

See Appendix F.

5. Program Structure, Learning Outcomes and Assessment

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.

Students receiving the iBA in International Studies from Glendon as part of the dual credential program will achieve the program level expectations outlined in Appendix D. The curriculum mapping of International Studies courses includes a column that highlights the learning outcomes that are achieved and enhanced through participation in the two years spent at EM Lyon as part of the dual credential program.

See Appendix D for the program level expectations and curriculum mapping.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

At the end of their fourth year in the program, students will complete a joint Glendon ILST - EM Lyon seminar called *Séminaire Envol / Capstone Seminar* in which students will reflect upon their four years in the dual credential program, from the perspectives of both the iBA in ILST and the BBA programs.

See also Appendix D for the program level expectations and curriculum mapping.

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 methods for the assessment of student achievement of the dual credential program learning expectations and University degree level expectations comprise mainly those of the Honours iBA in ILST program. ILST courses require frequent essay assignments,

classroom presentations, and case studies, all of which develop writing competencies and analytical and critical thinking. Economics, accounting, management, marketing and statistics courses require regular assignments and case studies.

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 iBA in ILST Glendon – BBA EM Lyon dual credential program will be delivered in person at both Glendon and EM Lyon and will include an experiential education component. The curriculum and mode of delivery have been designed to ensure that they meet the iBA in ILST program learning expectations and University degree level expectations. There is no change in the mode of delivery or in the assessment of teaching and learning in the courses offered at Glendon and EM Lyon, with the exception of the Séminaire Envol / Capstone Seminar, which will be jointly offered by Glendon ILST and EM Lyon. This seminar will partly take place online.

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

Students enrolled in this dual credential program will have to meet the existing admission requirements for both the Glendon Bilingual iBA in International Studies and the EM Lyon BBA programs to ensure that they are prepared to meet the degree and program learning outcomes of both programs. The admission requirements also reflect those of the Schulich School of Business BBA program. Like all other Glendon programs, 4U English or 4U French is required. The knowledge of both official languages will be assessed through a bilingual digital portfolio and a bilingual interview (see below). These unique admission requirements for the iBA – BBA dual credential program are set out below.

Admission Category	Admission Requirements
High-School Direct-Entry Applicants	Ontario applicants must present an Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six 4U and/or 4M courses including: <ul style="list-style-type: none"> • 4U English (ENG4U) or 4U French (FRA4U, FIF4U or FEF4U) • 4U Advanced Functions (MHF4U) • 4U Calculus and Vectors (MCV4U) or 4U Mathematics of Data Management (MDM4U) • No more than two 4M courses will be considered • A minimum of 70% in prerequisite courses
Mature Students	Applicants must: Be at least 20 as of the first day of classes

	<p>Have been out of full-time high school studies for at least two years or have returned to upgrade after a two-year absence</p> <p>Have attempted less than one full year of studies at an accredited college or university</p> <p>Not have an unfavourable academic record</p> <p>Have demonstrated potential for success through academic, professional or volunteer activities, and other accomplishments</p> <p>Present an Ontario Secondary School Diploma (OSSD) or equivalent, including:</p> <ul style="list-style-type: none"> • 4U English (ENG4U) or 4U French (FRA4U, FIF4U or FEF4U) or equivalent • 4U Advanced Functions (MHF4U) or equivalent • 4U Calculus and Vectors (MCV4U) or 4U Mathematics of Data Management (MDM4U) or equivalent • No more than two 4M courses will be considered • a minimum of 70% in prerequisite courses or equivalent.
College Transfer Students	<p>Applicants must:</p> <p>Have completed a diploma program or at least two full semesters or one year of full-time studies at an accredited college;</p> <p>Have maintained a minimum overall average of 3.0 on a 4-point scale (B/70% or equivalent) including all attempted courses;</p> <p>Present an Ontario Secondary School Diploma (OSSD) or equivalent, including:</p> <ul style="list-style-type: none"> • 4U English (ENG4U) or 4U French (FRA4U, FIF4U or FEF4U) or equivalent • 4U Advanced Functions (MHF4U) or equivalent • 4U Calculus and Vectors (MCV4U) or 4U Mathematics of Data Management (MDM4U) or equivalent • a minimum of 70% in prerequisite courses or equivalent.

University Transfer Students	<p>Applicants must:</p> <p>Have completed at least four full-year courses or one year of full-time studies at an accredited university;</p> <p>Have obtained a minimum overall average of 2.3 on a 4-point scale (C+/65% or equivalent);</p> <p>Present an Ontario Secondary School Diploma (OSSD) or equivalent, including:</p> <ul style="list-style-type: none"> • 4U English (ENG4U) or 4U French (FRA4U, FIF4U or FEF4U) or equivalent • 4U Advanced Functions (MHF4U) or equivalent • 4U Calculus and Vectors (MCV4U) or 4U Mathematics of Data Management (MDM4U) or equivalent • a minimum of 70% in prerequisite courses or equivalent.
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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.

In addition to the academic requirements noted in Section 6.1 above, the following selection tools will be used in the admissions process:

Bilingual Digital Portfolio

The e-portfolio/digital application is a presentation of goals, motivation, achievements, and academic background and experience intended to demonstrate as clearly as possible the student’s reasons for applying to the iBA in ILST Glendon – BBA EM Lyon program.

Bilingual Interview (30 minutes)

An interview panel will meet the candidates. The purpose of the interview is to assess the candidates’ proficiency in both official languages as well as their suitability and chances of success in the dual credential program.

7. Resources

7.1 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.

Current faculty members in the Department of International Studies, as well as in other departments such as Economics/Business Economics and Mathematics, will support the delivery of the program at Glendon. Three new faculty positions in business

administration have been approved by the Vice-President Academic & Provost to ensure the delivery of business courses in finance, management, project management, and marketing; the hiring process is in progress and it is expected that the new faculty appointments will be completed for 1 July 2016. The recruitment of new professors and lecturers for the 2016-17 academic year will leverage Glendon course offerings to better prepare Glendon students for their 3rd and 4th years at EM Lyon.

On the administration side, a program coordinator will be needed. There will also need to be staff resources dedicated to develop and coordinate internships and placements. All new staff and faculty positions will be financed by the Ministry of Training, Colleges and Universities (MTCU), as confirmed in the Principal's statement of support (Section 9).

The dual credential program may also benefit from resources from the Schulich School of Business at York. A number of Schulich faculty members, some of whom speak French fluently, may teach the business courses at Glendon. See the statement of support from the Dean of the Schulich School of Business (Section 9). Glendon will also benefit from the extensive expertise of professors from EM Lyon.

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

Contract instructors are long time contributors to the International Studies program at Glendon. Similarly, professional accountants have routinely taught accounting courses at Glendon. The dual credential program may seek the contribution of professionals in areas such as business law or marketing to deliver some courses.

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

Educational resources in business will be acquired to strengthen the entrepreneurial and commercial side of the Frost Library. See the statement of support from the University Librarian (Section 9).

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

In recent years class sizes in ILST courses have varied between 75 and 125 for courses taught in English and from 20 to 40 for courses delivered in French. Similar figures prevail in ECON (economics, accounting and marketing) courses and MATH (statistics) courses. Classes will be able to accommodate students from the dual credential program. ADMI (i.e. business courses) that will be created for the dual credential program are expected to draw 30-40 students a year. Experiential learning opportunities will gradually be put in place and will be supported by newly appointed faculty members, according to their area of specialization.

Table 1 – Listing of all Full-Time Faculty members who will actively participate in delivering the program.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Christina Clark-Kazak	International Studies, Glendon	Immigration; International Development Assistance; Age Mainstreaming; Canadian Foreign Policy; Methodology
Stanislav Kirschbaum	International Studies, Glendon	Diplomacy; Francophonie; International Organizations; International Relations; Politics and Government; Slovakia; War, Military and Security
Jean Michel Montsion	International Studies, Glendon	Asia; Globalization; Immigration; Indigenous People; International and Community Engagement; Language and Society; Northern Canada; Postsecondary Education and Research; Social and Political Thought
Elaine Coburn	International Studies, Glendon	Neoliberal Globalization; Resistance and Alternative Movements; Marxist Political Economy
Aymen Karoui	International Studies, Glendon	Portfolio Management; Investment; International Finance; Mergers and Acquisitions; Corporate Finance.
TBH*	International Studies, Glendon	Management and Organizations*
TBH*	International Studies, Glendon	Entrepreneurship or Project/Operations Management*

*Two new faculty members are in the process of being hired to deliver the business courses (denoted by ADMI) in the program.

8. Enrolment Projections

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

The projected intake for the dual credential program is 25 students per year. These enrolment projections are based on the projected growth in applicants from French-language secondary schools and from French-language immersion schools. Ontario secondary school students graduating with the Specialist High Skills Majors in Business will create a great pool of potential applicants.

It is expected that there may be up to three internal transfers into the dual credential program in the Fall/Winter 2016-2017 session from the International Studies program, Business Economics program or other Glendon programs. The first full cohort at York is expected for Fall 2017 (these students will go to Lyon in Fall 2019). It is anticipated that students from Lyon would arrive at York in Fall 2018.

The expected steady-state enrolment at Glendon for the dual credential program is 88 FFTEs (Fiscal Full-Time Equivalent students). This figure is based on the assumption of a 1-year retention rate of 90% and a 2-year retention rate of 80%.

Year	# 1st Year Full-Time Students	Total # Full-Time Students
2016-17	3	3
2017-18	25	28
2018-19	25	50
2019-20	25	70
2020-21	25	88

Glendon has received funding from the province to provide the necessary human (faculty and staff), physical and financial resources to support the program.

9. Support Statements

Support statements from the following are attached as required:

- Principal of Glendon, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support*
- University Registrar confirming the implementation schedule and any administrative arrangements*
- Dean, Schulich School of Business confirming consultation on/support for the proposed program

*Not copied for Senate; available upon request

Appendix A. Direction Glendon → EM Lyon

Since the dual credential program will be structured as a 2 + 2 program, that is to say, two years at Glendon and two years at EM Lyon, there will be two possible entry points at Glendon: (1) in the first year (henceforth identified as *Direction Glendon → EM Lyon*); and (2) in the third year (coined *Direction EM Lyon → Glendon*).

In the Direction Glendon → EM Lyon, Glendon students will receive in their first two years at Glendon a liberal arts education in International Studies and take introductory business courses which will prepare them for their third and fourth years at EM Lyon. In order to accomplish both objectives, the first two years at Glendon will be completely dictated. That is, all courses will be required and there will be no electives. The courses to be taken in each of these two years are outlined in Appendix E. Additional EM Lyon courses necessary to fulfill the iBA in International Studies requirements are also specified. Course descriptions are available in Appendix C. We demonstrate below how the requirements of Glendon's Honours iBA in International Studies will be met:

Program Requirements

Honours iBA in International Studies: 120 Credits

a. Major requirement: students must complete 42 credits in International Studies (ILST) and/or from the list of approved courses*, as follows:

GL/ILST 2644 6.00 **International Society: History, Philosophy and Theories** (Yr 1 Glendon);

GL/ILST 2655 6.00 **Global Geography: Physical and Human Aspects** (Yr 1 Glendon);

GL/ILST 2622 3.00 **Culture, Globalization and International Civil Society** (Yr 2 Glendon)

9 major credits at the 3000 level, as follows:

- GL/ILST 3250 3.00 **International Economics and Development** (Yr 2 Glendon);
- GL/ILST 3505 3.00 **Research in International Studies** (Yr 2 Glendon);
- GL/ILST 3650 3.00 **International Peace, Security and Human Rights** (Yr 2 Glendon)

12 major credits at the 4000 level, as follows:

- GL/ILST 4501 3.00 **Séminaire Envol/Capstone Seminar** (Year 4; joint course between EM Lyon and Glendon);
- 9 additional major credits at the 4000 level:
 - GL/ILST 4260 3.00 **International Finance** (Yr 2 Glendon);
 - **International Business**, 5 ECTS (Yr 4 Lyon);
 - **International Negotiation**, 5 ECTS (Yr 4 Lyon);
 - **GRH à l'international**, 5 ECTS (Yr 4 Lyon) Lyon)

Six additional major credits at any level:

- GL/ECON 1000 3.00 **Introduction to Economics: Microeconomics** and GL/ECON 1010 3.00 **Introduction to Economics: Macroeconomics** (ILST approved courses; (Yr 1 Glendon).

Courses taken to fulfill the major requirements may also be used to fulfill the iBA requirements.

***Note:** The list of ILST approved courses is available in Appendix E.

b. General education requirement: every Glendon student shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

The following courses will contribute to fulfilling the Gen. Ed. Requirement: GL/ILST/HUMA 2644 6.00, GL/ILST/SOSC 2655 6.00; and GL/MATH/MODR 1610 3.00 and GL/MATH/MODR 1620 3.00; all to be taken in the 1st year at Glendon.

c. Bilingual requirement: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a second language and/or in English as a second language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

Note that all but two of the ILST courses listed under the major requirement are offered in both languages every year. The courses ECON 1000/1010 are also offered in both languages every year. Moreover, the following courses will be offered every year...

in French:

- GL/ADMI[†]1XXX 3.00 Introduction au droit des affaires (1st year at Glendon);
- GL/ADMI 1XXX 3.00 Introduction à la gestion (1st year at Glendon);
- GL/ADMI 2XXX 3.00 Introduction à la gestion des ressources humaines (2nd year at Glendon);
- GL/ADMI 2XXX 3.00 Introduction à la gestion de projets (2nd year at Glendon);
- GL/ADMI 2XXX 3.00 Introduction au marketing (2nd year at Glendon);

in English:

- GL/MATH/MODR 1610 3.00
- GL/MATH/MODR 1620 3.00

Students will also have the possibility of completing courses in both languages at EM Lyon. Consequently, students will be able to fulfil the bilingual requirement by making appropriate language choices.

†**Note:** An identifier will be created for the business administration courses offered in the context of this dual credential program. We have tentatively used ADMI in this document.

d. Internationally-oriented course requirement: at least 12 credits of internationally-oriented courses.

This requirement is automatically fulfilled by the completion of ILST courses in the program.

e. Exchange requirement: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement.

Students will spend two years at EM Lyon. In order to receive credits for an EM Lyon course, students need to obtain a minimum of 10 out of 20 in the course.

f. Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Glendon's Honours iBA in ILST major requirement comprises 9 credits at the 3000 level and 12 credits at the 4000 level. Students will complete 60 ECTS (i.e. the equivalent of 30 credits) at the 3000 level during their third year at EM Lyon. They will further complete 60 ECTS (or 30 credits) at the 4000 level during their fourth year at EM Lyon.

g. Credits outside the major: at least 18 credits.

This requirement is fulfilled by means of the 15 credits of ADMI 1XXX courses and 6 credits of MATH courses that are mandatory in the dual credential program.

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

In their first two years at Glendon, students will take at least 60 credits at York, including 33 out of 42 ILST major credits.

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

The average will be based on all courses taken at Glendon.

Appendix B. Direction EM Lyon → Glendon

Since the dual credential program will be structured as a 2 + 2 program, that is to say, two years at Glendon and two years at EM Lyon, there will be two possible entry points at Glendon: (1) in the first year (henceforth identified as *Direction Glendon → EM Lyon*); and (2) in the third year (coined *Direction EM Lyon → Glendon*).

In the *Direction EM Lyon → Glendon*, EM Lyon students will receive in their third and fourth years at Glendon a liberal arts education in International Studies and take advanced business administration courses. In collaboration with EM Lyon, we will create these advanced courses so that they align with the first two years of business study in France. Students will be encouraged to take these courses. Students will also have to take International Studies courses as outlined in Appendix E. Course descriptions are available in Appendix C. We demonstrate below how the requirements of Glendon's Honours iBA in International Studies will be met:

Program Requirements: Honours iBA in International Studies: 120 Credits

a. Major requirement: students must complete 42 credits in International Studies (ILST) and/or from the list of approved courses*, as follows:

GL/ILST 2644 6.00 **International Society: History, Philosophy and Theories** (3rd year at Glendon);

GL/ILST 2655 6.00 **Global Geography: Physical and Human Aspects** (3rd year at Glendon);

GL/ILST 2622 3.00 **Culture, Globalization and International Civil Society** (4th year at Glendon);

9 major credits at the 3000 level, as follows:

- GL/ILST 3250 3.00 **International Economics and Development** (4th year at Glendon);
- GL/ILST 3505 3.00 **Research in International Studies** (4th year at Glendon);
- GL/ILST 3650 3.00 **International Peace, Security and Human Rights** (4th year at Glendon);

12 major credits at the 4000 level, as follows:

- GL/ILST 4501 3.00 **Séminaire Envol/Capstone Seminar** (4th year; joint course between EM Lyon and Glendon);
- 9 additional major credits at the 4000 level:
 - GL/ILST 4260 3.00 **International Finance** (4th year at Glendon);
 - 6 more GL/ILST 4XXX credits at the student's choice during their 4th year at Glendon;

Six additional major credits at any level:

- **Économie et diversité du capitalisme**, 2.5 ECTS (1st year at EM Lyon);
- **Cross Cultural Management**, 2.5 ECTS (1st year at EM Lyon);
- **Mondialisation et géopolitique**, 5 ECTS (2nd year at EM Lyon);
- **Cross Cultural Management**, 2.5 ECTS (2nd year at EM Lyon).

Courses taken to fulfill the major requirements may also be used to fulfill the iBA requirements.

***Note:** The list of ILST approved courses is available in Appendix E.

b. General education requirement: every Glendon student shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

The general education requirement is waived since EM Lyon students will have completed the equivalent of at least 60 credits in their first two years at EM Lyon.

c. Bilingual requirement: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a second language and/or in English as a second language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

Note that all but two of the ILST courses listed under the major requirement are offered in both languages every year. Students will also have the possibility of completing courses in both languages at EM Lyon. Consequently, students will be able to fulfil the bilingual requirement by making appropriate language choices.

d. Internationally-oriented course requirement: at least 12 credits of internationally-oriented courses.

This requirement is automatically fulfilled by the completion of ILST courses in the program.

e. Exchange requirement: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement.

Students will spend two years at EM Lyon. In order to receive credits for an EM Lyon course, students need to obtain a minimum of 10 out of 20 in the course.

f. Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Glendon's Honours iBA in ILST major requirement comprises 9 credits at the 3000 level and 12 credits at the 4000 level. EM Lyon students will need to complete 6 more credits at the 4000 level and an additional 9 credits at the 3000 and/or 4000 levels during their two years of study at Glendon. Depending on their background and interests, EM Lyon students will be able to take courses at the 3000 and 4000 levels in business, economics, mathematics, political science, sociology, and/or Canadian studies.

g. Credits outside the major: at least 18 credits.

This requirement will be fulfilled by the business courses that the students will take, as well as the 6 credits of MODR or NATS courses.

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

In their third and fourth years at Glendon, students will take at least 60 credits at York, including 36 out of 42 ILST major credits.

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

The average will be based on all courses taken at Glendon.

Appendix C. Course Descriptions

NOTE: Course descriptions are available to Senators on request

Appendix D. Honours iBA in ILST Program Level Expectations and Learning Outcomes

Glendon Department of International Studies

The Departmental program aims to develop a systematic understanding of the problems and potentialities of international society, with special reference to its theoretical, strategic, legal, economic and cultural dimensions. To facilitate the pursuit of systematic knowledge and, at the same time, enhance the identity, coherence and visibility of the academic program, core courses are offered in each of these dimensions. Core courses explore the historical, philosophical, theoretical and methodological foundations of the various dimensions of international society. In combination, they should greatly strengthen the students' capacity for a more genuine interdisciplinary and multicultural analysis of international relations. The fourth year seminar plays a key role in this effort by linking theoretical and methodological issues with students' research activities and internship experiences. An Annual International Studies Symposium also offers to a limited group of students the opportunity to organize an international conference on the region or country chosen, which enables them to bring together many aspects of their undergraduate experience.

The curriculum is based on three pillars, *Culture and International Civil Society*, *Resources and Wellbeing*, and *Order and Security*, which open the door toward the specialized study of these fields of interest. The department offers 37 courses, of which 15 are offered in both languages and students can also enroll in 56 courses, offered by other departments, which are recognized as ILST course equivalents. The curriculum comprises of seven core courses at the 2000 and 3000- level that give all DIS students an interdisciplinary understanding of international society that is as comprehensive as possible. The remaining ILST credits, most of which are 4000-level courses are specialized courses that pertain to one or more of the three pillars of the programme.

The program of study thus equips students with the required analytic tools and challenges them to think constructively towards the creation of a more peaceful, humane and just world order. Due consideration is paid to the role of Canada and Francophone and Anglophone cultures in this process. Particularly significant, in this era of globalization, is the program's emphasis on a broad interdisciplinary and multicultural conception of international society. Students are also actively encouraged to acquire proficiency in several foreign languages as well as relevant international experience, through inter-university exchanges, professional internship, and an international symposium.

Statement of Degree Level Expectations
Department of International Studies, Glendon College – January 2016

Goals/Objectives	Expected Learning Outcomes Bachelor's Degree Honours (120 credits) <i>This degree awarded to students who have demonstrated:</i>	Expected Learning Outcomes iBA Honours (120 credits) <i>This degree awarded to students who have demonstrated:</i>	Expected Learning Outcomes Bachelor's Degree Specialized Honours (120 credits) <i>This degree awarded to students who have demonstrated:</i>	Expected Learning Outcomes iBA Specialized Honours (120 credits) <i>This degree awarded to students who have demonstrated:</i>
<p>1. Breadth and depth of knowledge Understand the complexity of international issues and be able to apply different theories and disciplines to analyze and resolve international problems</p>	<ul style="list-style-type: none"> • a general understanding of the historical, philosophical, theoretical and methodological foundations of the various dimensions of international society • a broad understanding of the three areas of study: Culture and International Civil Society; Resources and Wellbeing; and Order and Security. • an ability to undertake research in one or more of the areas • an ability to apply the knowledge and skills acquired to relevant disciplines and to the workplace 	<ul style="list-style-type: none"> • a general understanding of the historical, philosophical, theoretical and methodological foundations of the various dimensions of international society • a broad understanding of the three areas of study: Culture and International Civil Society; Resources and Wellbeing; and Order and Security. • an ability to undertake research in one or more of the areas • an ability to apply the knowledge and skills acquired to relevant disciplines and to the workplace • a general understanding of another culture through the exchange 	<ul style="list-style-type: none"> • an advanced understanding of the historical, philosophical, theoretical and methodological foundations of the various dimensions of international society • a developed understanding of the three areas of study: Culture and International Civil Society; Resources and Wellbeing; and Order and Security. • an ability to undertake critical research in one or more of the areas • an ability to apply the knowledge and skills acquired to relevant disciplines and to the workplace 	<ul style="list-style-type: none"> • an advanced understanding of the historical, philosophical, theoretical and methodological foundations of the various dimensions of international society • a developed understanding of the three areas of study: Culture and International Civil Society; Resources and Wellbeing; and Order and Security. • an ability to undertake critical research in one or more of the areas • an ability to apply the knowledge and skills acquired to relevant disciplines and to the workplace • a deeper understanding of another culture through the exchange

Statement of Degree Level Expectations
Department of International Studies, Glendon College – January 2016

<p>2. Knowledge of Methodologies Understand, assess and apply research tools, methodologies and methods in interdisciplinary international contexts</p>	<ul style="list-style-type: none"> • an understanding of the interdisciplinary nature of international studies • an ability to explain and identify different methodological approaches • an ability to identify, explain and critically reflect upon key research tools and methods • an ability to engage critically with current scholarship in international studies 	<ul style="list-style-type: none"> • an understanding of the interdisciplinary nature of international studies • an ability to explain and identify different methodological approaches • an ability to identify, explain and critically reflect upon key research tools and methods • an ability to engage critically with current scholarship in international studies • a familiarity with other research tools, methodologies and methods in a different pedagogical context 	<ul style="list-style-type: none"> • an understanding of the interdisciplinary nature of international studies, as well as the foundations of related disciplines (economics, political science, history) • an ability to explain, identify and apply different methodological approaches • an ability to identify, explain and critically reflect upon key research tools and methods • an ability to engage critically with current scholarship in international studies • an ability to apply key research tools and methods to relevant disciplines and in the workplace 	<ul style="list-style-type: none"> • an understanding of the interdisciplinary nature of international studies, as well as the foundations of related disciplines (economics, political science, history) • an ability to explain, identify and apply different methodological approaches • an ability to identify, explain and critically reflect upon key research tools and methods • an ability to engage critically with current scholarship in international studies • an ability to apply key research tools and methods to relevant disciplines and in the workplace • an understanding and application of other research tools, methodologies and methods in a different pedagogical context
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Statement of Degree Level Expectations
 Department of International Studies, Glendon College – January 2016

<p>3. Applications of knowledge, skills and tools Ability to identify, analyze and resolve international issues and problems</p>	<ul style="list-style-type: none"> • an ability to analyze international problems and issues • an ability to develop clear and coherent arguments regarding international problems and issues • a capacity to engage constructively with international issues • an ability to use current scholarship in international studies 	<ul style="list-style-type: none"> • an ability to analyze international problems and issues • an ability to develop clear and coherent arguments regarding international problems and issues • a capacity to engage constructively with international issues • an ability to use current scholarship in international studies • an ability to interact in a different cultural environment 	<ul style="list-style-type: none"> • an ability to analyze critically international problems and issues • an ability to develop clear and coherent arguments regarding international problems and issues • a capacity to engage constructively with, and propose solutions to, international issues and problems • an ability to use critically current scholarship in international studies 	<ul style="list-style-type: none"> • an ability to analyze critically international problems and issues • an ability to develop clear and coherent arguments regarding international problems and issues • a capacity to engage constructively with, and propose solutions to, international issues and problems • an ability to use critically current scholarship in international studies • an ability to interact and be involved in a different cultural environment
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Statement of Degree Level Expectations
Department of International Studies, Glendon College – January 2016

<p>4. Communication skills Effective oral and written communication skills in multicultural, international contexts</p>	<ul style="list-style-type: none"> • the ability to communicate ideas, problems, solutions, and perspectives with accuracy in oral and written communications • an awareness of the opportunities and challenges of communication in multicultural contexts • critical thinking, reading, and writing skills that are transferable 	<ul style="list-style-type: none"> • the ability to communicate ideas, problems, solutions, and perspectives with accuracy in oral and written communications • an awareness of the opportunities and challenges of communication in multicultural contexts • critical thinking, reading, and writing skills that are transferable • an ability to communicate in a different linguistic environment 	<ul style="list-style-type: none"> • an ability to analyze critically international problems, solutions, and perspectives with accuracy in oral and written communications • an awareness of the opportunities and challenges of communication in multicultural contexts • in-depth critical thinking, reading, and writing skills that are transferable 	<ul style="list-style-type: none"> • an ability to analyze critically international problems, solutions, and perspectives with accuracy in oral and written communications • an awareness of the opportunities and challenges of communication in multicultural contexts • in-depth critical thinking, reading, and writing skills that are transferable • an ability to communicate effectively in a different linguistic environment
<p>5. Awareness of limits of knowledge Identification of limitations of all disciplinary and cultural perspectives</p>	<ul style="list-style-type: none"> • understanding of both francophone and Anglophone cultures in their global contexts • awareness of the limits inherent to all disciplinary and cultural perspectives 	<ul style="list-style-type: none"> • understanding of both francophone and Anglophone cultures in their global contexts • awareness of the limits inherent to all disciplinary and cultural perspectives • an awareness of the differences between Canadian and other cultural contexts 	<ul style="list-style-type: none"> • understanding of both francophone and Anglophone cultures in their global contexts • awareness of the limits inherent to all disciplinary and cultural perspectives • an ability to think beyond a particular disciplinary or cultural perspective 	<ul style="list-style-type: none"> • understanding of both francophone and Anglophone cultures in their global contexts • awareness of the limits inherent to all disciplinary and cultural perspectives • an ability to think beyond a particular disciplinary or cultural perspective • an ability to compare different cultural contexts

Statement of Degree Level Expectations
 Department of International Studies, Glendon College – January 2016

<p>6. Autonomy and professional capacity Aspire to become informed, ethical global citizens</p>	<ul style="list-style-type: none"> • an ability to identify and design own learning and research experiences • the capacity to use skills developed in a variety of settings: workplace, community, interpersonal relations. • an ethical and democratic ethos • a commitment to a better, more secure, more peaceful, humane and just order 	<ul style="list-style-type: none"> • an ability to identify and design own learning and research experiences • the capacity to use skills developed in a variety of settings: workplace, community, interpersonal relations. • an ethical and democratic ethos • a commitment to a better, more secure, more peaceful, humane and just order • an ability to navigate independently in a different cultural context 	<ul style="list-style-type: none"> • an ability to identify and design own learning and research experiences • the capacity to use skills developed in a variety of settings: workplace, community, interpersonal relations. • an ethical and democratic ethos • a commitment to a better, more secure, more peaceful, humane and just order • the capacity for critical self-reflection 	<ul style="list-style-type: none"> • an ability to identify and design own learning and research experiences • the capacity to use skills developed in a variety of settings: workplace, community, interpersonal relations. • an ethical and democratic ethos • a commitment to a better, more secure, more peaceful, humane and just order • the capacity for critical self-reflection • an ability to navigate and interact independently in a different cultural context
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Statement of Degree Level Expectations –
Curriculum Mapping
Department of International Studies, Glendon College

Expected Learning Outcomes	Core courses							Required-Specialized Honours			Culture & International Civil Society		Resources & Wellbeing	Order & Security		More than one pillar			EM Lyon Two years	
	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	EM Lyon courses
Specialized Honours (SPH; 120 credits)	2200	2300	2655	3250	3505	3650	4501	4000	4300	4510	3210	3915	3255	4651	4270	3260	3652	4618		
a general [SPH: advanced] understanding of the historical, philosophical, theoretical and methodological foundations of the various dimensions of international society	X	X			X	X	X	X		X		X	X		X		X	X		X
a broad [SPH: developed] understanding of the three areas of study: Culture and International Civil Society; Resources and Wellbeing; and Order and Security	X	X					X	[X]	[X]	[X]		X	X		X	X	X	X		
an ability to undertake [SPH: critical] research in one or more of the areas				X	X	X	X	X	X	X	X	X	X	X	X	X		X		
an ability to apply the knowledge and skills acquired to relevant disciplines and to the workplace							X	X	X	X								X		X
an understanding of the interdisciplinary nature of international studies [SPH: as well as the foundations of related disciplines (economics, political science, history)]	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
an ability to explain and identify [SPH: and apply] different methodological approaches	X				X	X	X	X										X		
an ability to identify, explain and critically reflect upon key research tools and methods	X				X		X	X												
an ability to engage critically with current scholarship in international studies																				
[SPH: an ability to apply key research tools and methods to relevant disciplines and in the workplace]			X	X	X	X	X	X			X	X	X	X	X	X	X			
an ability to analyze [SPH: critically] international problems and issues	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
an ability to develop clear and coherent arguments regarding international problems and issues	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X

Statement of Degree Level Expectations –
Curriculum Mapping

Expected Learning Outcomes	Core courses							Required-Specialized Honours			Culture & International Civil Society		Resources & Wellbeing	Order & Security		More than one pillar			EM Lyon Two years
	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST	ILST
Specialized Honours (SPH; 120 credits)	2200	2300	2655	3250	3505	3650	4501	4000	4300	4510	3210	3915	3255	4651	4270	3260	3652	4618	
a capacity to engage constructively with [SPH: , and propose solutions to] international issues		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
an ability to use [SPH: critically] current scholarship in international studies	X	X		X	X	X	X	X		X	X	X	X	X		X	X		
the ability to communicate [SPH: and analyze] ideas, problems, solutions, and perspectives with accuracy in oral and written communications	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
an awareness of the opportunities and challenges of communication in multicultural contexts	X	X				X	X		X	X	X	X						X	X
[SPH: in-depth] critical thinking, reading, and writing skills that are transferable	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
understanding of both francophone and Anglophone cultures in their global contexts	X	X																	X
awareness of the limits inherent to all disciplinary and cultural perspectives	X	X	X	X	X	X	X	X			X	X						X	X
[SPH: an ability to think beyond a particular disciplinary or cultural perspective]		X	X	X	X	X	X	X		X	X	X			X			X	X
an ability to identify and design own learning and research experiences					X		X	X	X	X				X					X
the capacity to use skills developed in a variety of settings: workplace, community, interpersonal relations					X		X	X	X	X								X	X
an ethical and democratic ethos	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X
a commitment to a better, more secure, more peaceful, humane and just order	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X
[SPH: the capacity for critical self-reflection]	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix E. Honours iBA in ILST and iBA in ILST-BBA Requirements

Remark: Corresponding courses have been highlighted with the same color.

<p>Existing Honours iBA in ILST:</p> <p>Program Requirements</p> <p>Honours iBA in ILST: 120 Credits</p> <p>Major credits: students must complete 42 credits <u>in international studies and/or from the list of approved courses</u>, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> GL/ILST 2644 6.00; <input type="checkbox"/> GL/ILST 2655 6.00; <input type="checkbox"/> GL/ILST 2622 3.00; <input type="checkbox"/> 9 major credits at the 3000 level, as follows: <ul style="list-style-type: none"> <input type="checkbox"/> GL/ILST 3250 3.00; <input type="checkbox"/> GL/ILST 3505 3.00; <input type="checkbox"/> GL/ILST 3650 3.00; <input type="checkbox"/> 12 major credits at the 4000 level, as follows: <ul style="list-style-type: none"> <input type="checkbox"/> GL/ILST 4501 3.00; <input type="checkbox"/> 9 additional major credits at the 4000 level; <input type="checkbox"/> six additional major credits at any level. <p>Courses taken to fulfill the major requirements may also be used to fulfill the iBA requirements.</p> <p>General education requirement*: every student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p>Bilingual/trilingual requirement*: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> French as a second language and/or in English as a second language at the 2000 level or above; <input type="checkbox"/> discipline courses which are designated as satisfying the bilingual requirement. 	<p>Proposed iBA in ILST Glendon – BBA EM Lyon Dual Credential Program:</p> <p>Program Requirements</p> <p style="text-align: center;"><i>Direction Glendon → EM Lyon</i></p> <p>In their first two years in the program, Glendon students need to take the following 60 credits:</p> <p>Year 1 (Glendon)</p> <hr/> <p>GL/ILST 2644 6.00 (FR or EN)</p> <p>GL/ILST 2655 6.00 (EN)</p> <p>GL/ECON 1000 3.00 (ILST Approved Course) (FR or EN)</p> <p>GL/ECON 1010 3.00 (ILST Approved Course) (FR or EN)</p> <p>GL/MATH/MODR 1610 3.00 (EN)</p> <p>GL/MATH/MODR 1620 3.00 (EN)</p> <p>GL/ADMI 1XXX 3.00 Introduction à la gestion (FR)</p> <p>GL/ADMI 1XXX 3.00 Introduction au droit des affaires (FR)</p> <p>Year 2 (Glendon)</p> <hr/> <p>GL/ILST 2622 3.00 (FR or EN)</p> <p>GL/ILST 3250 3.00 (FR or EN)</p> <p>GL/ILST 3505 3.00 (FR or EN)</p> <p>GL/ILST 3650 3.00 (FR or EN)</p> <p>GL/ILST 4260 3.00 (EN/FR)</p> <p>GL/ECON 2710 3.00 (EN/FR)</p> <p>GL/ECON 2720 3.00 (EN/ FR)</p> <p>GL/ADMI 2XXX 3.00 Introduction à la gestion des ressources humaines (FR)</p> <p>GL/ADMI 2XXX 3.00 Introduction à la gestion de projets (FR)</p> <p>GL/ADMI 2XXX 3.00 Introduction au marketing (FR) or GL/ECON 3245 3.00 Marketing and Consumer</p>
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<p>The remaining 12 credits in either official language may be completed abroad.</p> <p>For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.</p> <p>Internationally-oriented course requirement*: at least 12 credits of internationally-oriented courses.</p> <p>Exchange requirement*: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement.</p> <p>Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p>Credits outside the major*: at least 18 credits.</p> <p>Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p>*Note: please refer to the Rules and Regulations section of the Undergraduate Calendar for detailed requirement information.</p> <p>List of Approved Courses</p> <p>GL/CDNS 3621 3.00 GL/ECON 1000 3.00 GL/ECON 1010 3.00</p>	<p>Economics (EN)</p> <p>All of the above credits must be completed before leaving for EM Lyon.</p> <p>In their third and fourth years in the program, Glendon students need to take the following credits at EM Lyon :</p> <p><u>Year 3 (EM Lyon)</u></p> <p>60 ECTS, as follows :</p> <ul style="list-style-type: none"> ○ Core courses, 35 ECTS, as follows : <ul style="list-style-type: none"> - Systèmes d'information, 2.5 ECTS (FR) ; - Contrôle de gestion, 2.5 ECTS (FR) ; - Droit des affaires, 5 ECTS (FR) ; - Cross Cultural Management, 2.5 ECTS (EN) ; - Comptabilité financière, 5 ECTS (FR) ; - International Marketing, 5 ECTS (EN) ; - Strategy, 2.5 ECTS (EN) ; - Gestion des ressources humaines, 5 ECTS (FR) ; - International Business Management, 5 ECTS (EN) ; ○ Stage, 25 ECTS. <p><u>Year 4 (EM Lyon)</u></p> <p>60 ECTS, as follows :</p> <ul style="list-style-type: none"> ○ Core courses, 25 ECTS, as follows : <ul style="list-style-type: none"> - Formalisation d'un projet entrepreneurial, 2.5 ECTS (FR) ; - Gouvernement d'entreprise, 2.5 ECTS (FR) ; - Strategy, 2.5 ECTS (EN) ; - Projet professionnel, 2.5 ECTS (FR) ; - International Business, 5 ECTS (EN) (ILST Approved Course) ; - International Negotiation, 5 ECTS (EN) (ILST Approved Course) ; ; - GRH à l'international, 5 ECTS (FR) (ILST Approved Course) ; ○ Elective courses, 5 ECTS ; ○ Stage ou Apprentissage, 10 ECTS ; ○ Mémoire de recherche appliquée, 10 ECTS ; ○ Séminaire Envol / Capstone Seminar, 10 ECTS (<i>joint Glendon ILST – EM Lyon seminar</i>). <p>General education requirement*: every student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science. This</p>
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<p>GL/ECON 3620 3.00 GL/ECON 3920 3.00 GL/ECON 4290 6.00 GL/ECON 4650 3.00 GL/GWST 2504 6.00 GL/GWST 3503 6.00 GL/GWST 3512 3.00 GL/GWST 3524 3.00 GL/GWST 4802 3.00 GL/HIST 2905 6.00 GL/HIST 2930 6.00 GL/HIST 3225 3.00 GL/HIST 3635 6.00 GL/HIST 3659 3.00 GL/HIST 3670 3.00 GL/HIST 3675 3.00 GL/HIST 4240 6.00 GL/MODR 1711 6.00 or GL/MODR 1712 6.00 or GL/MODR 1714 6.00 or GL/MODR 1716 6.00 or GL/MODR 1717 6.00 GL/PHIL 3634 3.00 GL/POLS 2480 6.00 GL/POLS 2920 6.00 GL/POLS 3210 6.00 GL/POLS 3220 6.00 GL/POLS 3615 6.00 GL/POLS 4010 3.00 GL/POLS 4270 6.00 GL/POLS 4280 6.00 GL/POLS 4605 3.00 GL/POLS 4610 3.00 GL/POLS 4630 6.00 GL/POLS 4650 3.00 GL/POLS 4670 6.00 GL/POLS 4680 6.00 GL/POLS 4685 3.00 GL/PSYC 3660 3.00 GL/PSYC 3662 6.00 GL/SOCI 2625 6.00 GL/SOCI 2626 3.00 GL/SOCI 2626 6.00 GL/SOCI 2660 6.00 GL/SOCI 3610 3.00</p>	<p>requirement is satisfied via the completion of the courses GL/ILST/HUMA 2644 6.00, GL/ILST/SOSC 2655 6.00; and GL/MATH/MODR 1610 3.00 and GL/MATH/MODR 1620 3.00.</p> <p>Bilingual requirement*: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:</p> <ul style="list-style-type: none"> ○ French as a second language and/or in English as a second language at the 2000 level or above; ○ discipline courses which are designated as satisfying the bilingual requirement. <p>The remaining 12 credits in either official language may be completed abroad.</p> <p>Internationally-oriented course requirement*: at least 12 credits of internationally-oriented courses. This requirement is met through the completion of the ILST courses in the program.</p> <p>Exchange requirement*: students need to spend two years at EM Lyon. In order to receive credits for an EM Lyon course, students need to obtain a minimum of 10 out of 20 in the course.</p> <p>Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p>Glendon's Honours iBA in ILST major requirement comprises 9 credits at the 3000 level and 12 credits at the 4000 level. Glendon students also need to complete 60 ECTS (i.e. the equivalent of 30 credits) in their third year at EM Lyon. These credits will be recognized as 3000 level credits. Glendon students further need to complete 60 ECTS (or 30 credits) at the 4000 level in their fourth year at EM Lyon. These</p>
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GL/SOCI 3640 6.00
GL/SOCI 3692 6.00
GL/SOCI 3910 3.00
GL/SOCI 3917 3.00
GL/SOCI 3980 6.00
GL/SOCI 4615 6.00
GL/SOCI 4625 6.00
GL/SOSC 3605 3.00
GL/SP 3310 3.00

credits will be recognized as 4000 level credits.

Credits outside the major*: at least 18 credits. This is satisfied via the completion of the ADMI courses (15 credits) and MATH courses (6 credits) in the program.

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

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

***Note:** please refer to the [Rules and Regulations section](#) of the Undergraduate Calendar for detailed requirement information.

Direction EM Lyon → Glendon

In their first two years in the program, EM Lyon students need to complete 120 ECTS (i.e. the equivalent of 60 credits).

Year 1 (EM Lyon)

60 ECTS, as follows :

- Core courses, 40 ECTS, as follows :
 - Méthodes d'enquête, 2.5 ECTS (FR);
 - Analyse de contenu et de données, 2.5 ECTS (FR) ;
 - Rédiger un rapport, 2.5 ECTS (FR) ;
 - Trouver et analyser l'information Business, 2.5 ECTS (FR) ;
 - Compréhension de l'information comptable, 2.5 ECTS (FR) ;
 - Gestion financière, 2.5 ECTS (FR) ;
 - **Economie et diversité du capitalisme, 2.5 ECTS (FR) (ILST Approved Course) ;**
 - Gestion de projets et management d'équipes, 5 ECTS (FR) ;
 - Introduction au droit, 2.5 ECTS (FR) ;
 - **Cross Cultural Management, 2.5 ECTS (EN) (ILST Approved Course) ;**
 - Essentials of Marketing, 5 ECTS (EN) ;
 - Histoire d'entreprise, grandes figures,

- success stories, 2.5 ECTS (FR) ;
- Mathématiques et statistiques appliquées à la gestion, 5 ECTS (FR) ;
- o Enquête terrain, 5 ECTS ;
- o Cycle de conférences, 2.5 ECTS ;
- o Stage découverte, 2.5 ECTS ;
- o Outils informatiques du manager, 2.5 ECTS ;
- o Anglais LV1, 2.5 ECTS ;
- o Anglais LV2, 2.5 ECTS ;
- o Projet Mission, 2.5 ECTS.

Year 2 (EM Lyon)

60 ECTS, as follows :

- o Core courses, 25 ECTS, as follows :
 - Sciences sociales et travail, 5 ECTS (FR) ;
 - RSE et développement durable, 5 ECTS (FR) ;
 - Mondialisation et géopolitique, 5 ECTS (FR) (ILST Approved Course) ;
 - Découverte entrepreneuriat, 2.5 ECTS (FR) ;
 - Approche financière du Business Plan, 2.5 ECTS (FR) ;
 - Atelier de génération d'idées PI, 2.5 ECTS (FR) ;
 - Cross Cultural Management, 2.5 ECTS (EN) (ILST Approved Course) ;
- o Stage à l'international, 15 ECTS ;
- o Anglais LV1, 2.5 ECTS ;
- o Anglais LV2, 2.5 ECTS ;
- o Outils informatiques de gestion, 2.5 ECTS ;
- o Projet Innovation / Projet de création d'entreprise, 12.5 ECTS.

(All of the above credits must be completed before leaving for Glendon.)

In their third and fourth years in the program, EM Lyon students need to complete 60 credits at Glendon as follows:

Year 3 (Glendon)

GL/ILST 2644 6.00 (FR or EN)

GL/ILST 2655 6.00 (EN)

Year 4 (Glendon)

GL/ILST 2622 3.00 (FR or EN)

GL/ILST 3259 3.00 (FR or EN)

GL/ILST 3505 3.00 (FR or EN)

GL/ILST 3550 3.00 (FR or EN)

GL/ILST 3550 3.00 Séminaire Envol / Capstone Seminar (joint Glendon ILST - *EM Lyon seminar*)

GL/ILST 4260 3.00 (FR/EN)

6 additional credits GL/ILST 4XXX

Among the 24 unspecified credits (18 in Year 3 and 6 in Year 4), EM Lyon students must take 15 credits at the 3000+ level with at least 6 credits at the 4000 level in any discipline at Glendon.

General education requirement: every Glendon student shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

This requirement is waived since EM Lyon students will have completed the equivalent of at least 60 credits in their first two years at EM Lyon.

Bilingual requirement*: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a second language and/or in English as a second language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

Internationally-oriented course requirement*: at least 12 credits of internationally-oriented courses. This requirement is met through the ILST courses in the program.

Exchange requirement*:

Students need to spend two years at EM Lyon. In order to receive credits for an EM Lyon course, students need to obtain a minimum of 10 out of 20 in the course.

Upper-level credits*: at least 36 credits at the 3000 or

	<p>4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p>Glendon's Honours iBA in ILST major requirement comprises 9 credits at the 3000 level and 12 credits at the 4000 level. EM Lyon students need to complete 6 more credits at the 4000 level and an additional 9 credits at the 3000 and/or 4000 levels during their two years of study at Glendon.</p> <p>Credits outside the major*: at least 18 credits.</p> <p>Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p>*Note: please refer to the Rules and Regulations section of the Undergraduate Calendar for detailed requirement information.</p>
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Appendix F. Calendar Copy

iBA in ILST Glendon – BBA EM Lyon Dual Credential Program Calendar

NOTE: NOT COPIED FOR SENATE; AVAILABLE UPON REQUEST



GLEDON COLLEGE

**COLLÈGE
UNIVERSITAIRE
GLEDON**

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May 14, 2016

Chair
Faculty Council
Glendon College

Dear Chair,

I am pleased to support the proposal to establish at Glendon a Dual Credential Program iBA Glendon – BBA EM Lyon. This program will be housed in Glendon's Department of International Studies and will build in part on existing expertise from the Department, as well as from the Economics Department and the Mathematics Department. It is a truly innovative program that will further advance Glendon's global focus. Feedback from prospective students has so far been extremely positive.

This program will be secured through funding provided under the Ministry of Training, Colleges and Universities (MTCU) action plan for the expansion of French-language postsecondary programming in Central and Southern Western Ontario. MTCU funding was already used to hire administrative support needed for the program and will be used to hire three new faculty members, as well as meet other needs (including space renovation, if needed).

A search for three tenure-track professor positions commencing on July 1, 2016 was approved by the Vice-President Academic and Provost and is almost completed. One candidate has already formally accepted the position while the two others have accepted verbally. Formal contracts have been sent out for signature.

A substantial number of required program courses are already being offered by the aforementioned departments. The three new faculty members are hired to teach new, business oriented courses. We intend to offer to these new faculty a course release to help them meet administrative duties while advancing their research and ensure effective coordination and proper consultation with different stakeholders.



It should also be noted that we expect no new students and only few transfer students to join this new program in September 2016, as the program was not available at the beginning of the last recruitment cycle and will not be advertized before late in the summer.

With regard to physical space, offices will be provided to the new faculty members. Classroom space is also sufficient to allow for additional classes.

Sincerely,



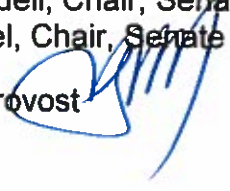
Donald Ipperciel Principal,
Glendon College



Office of the Vice-President Academic and Provost

Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
Franck van Breugel, Chair, Senate ASCP

From: Rhonda Lenton, Provost 

Date: May 6, 2016

Subject: Proposal for Dual Credential, Glendon College

I have reviewed the proposal from Glendon College to establish a Dual Credential with EM Lyon, offering students from both institutions a “2+2” program leading to an Honours iBA in International Studies from Glendon/York and a BBA from EM Lyon’s business school. This initiative is one of a series of proposals for new bilingual programming at Glendon supported by funding from MTCU. Business administration is one of the strategic areas identified for development at Glendon as part of York’s SMA agreement and differentiation goals. This new program responds to strong demand for bilingual business education in central and southwestern Ontario, and it will be the only such program in the region. It is expected to be attractive to French-speaking and French immersion students, Francophone new Canadians, and visa students, and is intended to provide graduates with a background in both business and liberal arts/international studies, preparing them to work in bilingual settings in multi-national firms and NGOs, as well as in Canada. Enrolment projections call for an intake of 25 students to Glendon annually.

EM Lyon is a highly ranked and very well regarded French institution, and the establishment of this dual credential partnership will strengthen Glendon’s ties with international Francophonie, and support Glendon’s recruitment efforts both at home and internationally.

Students will be admitted to the dual program by their home institution (i.e., Glendon or EM Lyon), and applicants will be expected to meet admission requirements of both programs. Glendon students will spend two years at Glendon followed by two years at EM Lyon; EM Lyon students will commence studies at that institution and complete their final two years at Glendon. The program is structured so that students meet the requirements of both degrees, and it is

Office of the Vice-President Academic and Provost

expected to include experiential education components, that is, opportunities for internships through both partner institutions. Several possible areas of specialization are included within the program. A capstone seminar will be offered jointly by the two institutions and will be partially online.

The program will utilize both new and existing resources (courses and faculty). Approval has been given for the appointment of three new tenure stream faculty members at Glendon to support the program, to be financed from the MTCU funds, and searches are under way for these positions. Some faculty from the Schulich School of Business may also be available to teach in the program at Glendon. Staffing and administrative costs will be covered from the government funding.

I strongly support this proposal, which contributes to institutional and Glendon priorities, and urge its approval.

Cc: Principal D. Ipperciel
AVP Academic A. Pitt




Schulich
School of Business
York University

Memorandum

To: Principal D Ipperciel, F. VanBreugel (Senate ASCP), A. Pitt (VProv Acad), R. Lenton (VP Academic)

CC: M. Roy (AP, Glendon), M. Biehl (AD, Schulich) C. Underhill (Senate ASCP), N. Unantenne (YUQAP)

From: Dezső J. Horváth, Dean 

Date: May 9, 2016

Subject: Program Proposal for a Dual BBA/iBA, Glendon/EM Lyon

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Glendon is proposing a new degree program in which students would combine Glendon's International Bachelor of Arts (iBA) in International Studies with the Bachelor of Business Administration at EMLYON Business School, one of France's oldest business schools. It is proposed that students admitted to the dual program through York University would complete their first two years at Glendon in the International Studies program, which would include a few courses on business and economics. Students would commence their studies (years 3 and 4) in France while completing a full business curriculum. Students admitted through EMLYON would complete their studies in reverse – starting with a business curriculum and then completing their program at Glendon while focusing predominantly on International Studies.

Glendon is in the process of filling two tenure stream management positions (with participation from colleagues from Schulich): one in Management/Organizations and one in Entrepreneurship/Operations Management. This, along with the Faculty already available at Glendon, will put Glendon in a position to offer a number of business and business related courses for the purpose of this program. Given that EMLYON is responsible for providing the majority of the business curriculum, Schulich is supportive of this development.

Glendon is requesting that, on occasion, Schulich second some French-speaking faculty members to Glendon in order to teach business courses. Schulich already has similar agreements with other Faculties and is pleased to honour this request subject to a more detailed agreement between the Principal and Dean with regards to logistics.

Glendon also proposes that the occasional student be allowed to transfer into one of Schulich's undergraduate programs should they no longer wish to spend two years in France for the second part of their studies. Schulich has assessed the feasibility of this request and is able to create a late entry path for Glendon students into the second year of its iBBA program. Schulich has had a late entry path for York students into its BBA for a long time and recently added a pathway into its iBBA as well. The Faculty commits to developing a program amendment to design and receive approval for a late entry pathway for Glendon iBA/BBA students as well.

In conclusion, Schulich congratulates Glendon on this innovative proposal and is pleased to support the new program through the avenues outlined above.



Change to Program/Graduate Diploma Academic Requirements Proposal Template

1. Program/Graduate Diploma: Education/ Language and Literacy Diploma; Education in New Urban Environments Diploma; Early Childhood Education Diploma; Postsecondary Education Diploma

2. Effective Session of Proposed Change(s): Fall 2016

3. Proposed Change(s) and Rationale:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The Graduate Program in Education offers four graduate diplomas and jointly offers two others with the Department of Mathematics and Statistics and Faculty of Environmental Studies. The diplomas offered in Education can be taken concurrently with the MEd or PhD (Type 2), or taken by “direct entry” students as a stand-alone diploma (Type 3). In the winter of 2015, the Graduate Program in Education reduced the course requirements for the MEd degree, bringing them in line with other Masters degree programs across the university. However, at the time this degree change was made, the Graduate Program in Education did not reduce diploma requirements in order to rationalize them with the new degree requirements. In the ensuing conversations about how to address this change, three key issues emerged:

1. If MEd students want to concurrently earn a Graduate Diploma under the new MEd requirements (Type 2), their required diploma courses now take up the major proportion of their studies.
2. MEd students pursuing a Type 2 diploma who write a MRP or thesis must write about their diploma topic. Course-only MEd students do not have this requirement, yet they take the same number of diploma courses as the MRP/thesis students. The additional requirement for thesis/MRP students sets up an inequity within the diplomas, since some require more coursework than others.
3. Within the four diplomas that the Graduate Program in Education offers, requirements vary—one diploma might require 15 credits of coursework and another only 12.

The Graduate Program in Education proposes to align all the Education diplomas, reducing the coursework required in some cases, and balancing the work required for course-only MEd students, thesis/MRP students, and direct-entry diploma students. These slight changes in requirements will allow students to pursue a diploma concurrently with their MEd without having to focus *exclusively* on their diploma area. The Graduate Program will also be able to formally recognize the significance of carrying out independent research in the MEd through the completion of a thesis/MRP, and allow students to develop some breadth of knowledge in their degrees.

Categorization of Diplomas*:

Name of Diploma	Type
Early Childhood Education	Type 2; Type 3
Language and Literacy Learning	Type 2; Type 3
Postsecondary Education: Community, Culture and Policy	Type 2; Type 3
Education in Urban Environments	Type 2; Type 3

* According to York University's Graduate Diploma Definitions.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives:

Please see the attached chart for the full mapping of the Graduate Diplomas, using the Graduate University Degree-Level Expectations (GUDLE) framework (see **Appendix A**).

The learning outcomes for each of these diplomas at the **Master's level** can be articulated as**:

Depth and Breadth of Knowledge:

- With a focus on coursework and primary research (in the case of the MPR, thesis or dissertation) in the diploma subject area, graduate students will develop a systematic understanding of knowledge, including a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, and/or area of professional practice.

Research and Scholarship:

- With the focus on the specific diploma subject area of their choice, graduate students will develop a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and the ability to explore and/or address complex issues and judgments based on established principles and techniques.

Professional Capacity/Autonomy

- With the focus on the specific diploma subject area of their choice, graduate students will be able to have a greater understanding of the broader implications of applying knowledge to particular contexts.

Level of Communication Skills:

- By completing requirements above and beyond those required for only the degree, graduate students will be able to enhance their abilities to communicate ideas, issues and conclusions clearly.

Awareness of Limits of Knowledge:

- By focusing on one area of specialization in the diploma, graduate students will be more aware of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

** Source for wording: <http://gradstudies.yorku.ca/current-students/regulations/degree-types/#mastersexpectations>

The learning outcomes for each of these diplomas at the **Doctoral** level can be articulated as***:

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.

Research and Scholarship:

- 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;
- The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and
- The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

Level of Application of Knowledge:

The capacity to:

- Undertake pure and/or applied research at an advanced level; and
- Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

Professional Capacity/Autonomy:

- The intellectual independence to be academically and professionally engaged and current;
- The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
- The ability to evaluate the broader implications of applying knowledge to particular contexts.

Level of Communication Skills:

- The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively

Awareness of the 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.

*** Source for wording: <http://gradstudies.yorku.ca/current-students/regulations/degree-types/#mastersexpectations>

Proposed Changes to the Graduate Diplomas in Education:

	Current Structure	Proposed Structure
Concurrent With Degree Type 2	All diplomas + degrees: <ul style="list-style-type: none"> • Core Course (3.0 or 6.0 credit) • 3 or 4 electives (9.0 or 12.0) • 1 extra course (3.0) • if doing a MRP, thesis, dissertation—must address diploma topic 	Course-only MEd: Degree + Diploma = 27 Credits*, including: <ul style="list-style-type: none"> • Core Course (3.0) • 3 courses from approved course list (9.0) • Elective credits (15 credits) <small>* Includes 1 extra course (beyond degree)</small>
		MEd with MRP: Degree + Diploma = 21 credits* + MRP including: <ul style="list-style-type: none"> • Core Course (3.0) • 2 courses from approved course list • Elective credits • MRP must address diploma topic <small>* Includes 1 extra course (beyond degree)</small>
		MEd with Thesis: Degree + Diploma = 15 credits* + thesis including: <ul style="list-style-type: none"> • Core Course (3.0) • 2 courses from approved course list • Elective credits • Thesis must address diploma topic <small>* Includes 1 extra course (beyond degree)</small>
		PhD with Dissertation: Degree + Diploma = 24 credits* + dissertation including: <ul style="list-style-type: none"> • Core Course (3.0) • 2 courses from approved course list (6.0) • Elective credits (15.0) • Dissertation must address diploma topic <small>* Includes 1 extra course (beyond degree)</small>
Direct Entry Type 3	Core Course (3.0 or 6.0) + 3 or 4 electives	Diploma = 12 credits including: <ul style="list-style-type: none"> • Core Course (3.0) • Elective credits (9.0)

These changes support students' achievement of graduate diploma learning objectives by:

1. **Supporting the timely completion of both degree and diploma requirements:** The proposed changes allow students to enroll in enough required and elective diploma courses that they will be able to finish in three terms (full-time) or five terms (part-time) if they choose.
2. **Supporting the interdisciplinary nature of our graduate degrees:** By reducing (in some cases) the proportion of courses students must take in their diplomas, students will also have a chance to take courses in a broader range of disciplines. This breadth in study was a key objective in the original Graduate Diploma proposal; they were never meant to be the *sole* focus of the MEd degree.
3. **Supporting the alignment of academic requirements across diplomas:** By unifying the structure of each of our diplomas, we are able to provide more consistent advising and support to students.
4. **Supporting MEd graduate student research:** By reducing the requirements for graduate students who are completing independent research (MRP/thesis/dissertation), we are recognizing the contributions of MEd student research and mentoring a cohort of potential doctoral researchers.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

These proposed changes were discussed first with the Graduate Executive Council, who endorsed the plan. A draft of the proposed changes was then discussed with the Graduate Diploma Coordinators. The proposal was refined further before a final proposal was discussed at the Graduate Council. The proposal was presented with the motion, “That the suggested changes to four Graduate Diplomas—including Early Childhood Education, Language and Literacy, Education in Urban Environments and Postsecondary Education: Community, Culture and Policy—in be approved.” The motion was passed unanimously by faculty members at Graduate Council.

d) A summary of any resource implications and how they are being addressed.

This proposal can help the Graduate Program use existing resources more efficiently. The Program can offer a more comprehensive schedule of courses that allows MEd students to take *all* required diploma courses within one calendar year.

Over the long term, this standardization of requirements may also reduce administrative time in completing tasks such as in the completion of degree audits, time spent in advising students and other related tasks.

No new or additional resources will be required.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

Students will be able to choose whether to follow the new requirements.

4. Calendar Copy

Graduate Diplomas offer students the opportunity to explore a topic of interest in education. They can be taken concurrently with a Master of Education (MEd) or Doctorate (PhD) (Type 2

Diploma), or taken as a stand-alone non-degree program (Type 3 Diploma). It can supplement the learning in a graduate degree program or provide individuals with knowledge in a subject area and the opportunity to develop academic skills in writing and research.

Graduate Diplomas offered in Education include:

- Early Childhood Education
- Language and Literacy
- Education in Urban Environments
- Postsecondary Education: Community, Culture and Policy.

Please see information on each Graduate Diploma and calendar copy below.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Graduate Diplomas in Early Childhood Education</p> <p>The Graduate Diploma in Early Childhood Education gives formal recognition to those graduate students who have undertaken concentrated research and study concerning the education of young children (birth to age eight). Masters and doctoral students may specialize in early childhood education and have this specialization noted on their transcripts. Students undertake one course (3.0 credit hours), Education 5540 3.0: Educating Young Children, in addition to the master's and doctoral degree requirements, complete three other courses from a selection approved for the program, and write their research project, thesis or dissertation on a topic in early childhood education, as approved by the Coordinator of the Graduate Diploma in Early Childhood Education.</p> <p>There is also a direct entry option, separate from the master's and doctoral degrees, which requires the completion of the course Education 5540 3.0: Educating Young Children and four courses from the approved selection. This option does not grant a degree.</p> <p>DEGREE CONCURRENT (OPTION A) This option is offered in conjunction with the MEd or PhD degree.</p> <p>Diploma Requirements Core course Education 5540 3.0: Educating Young Children. This course constitutes a requirement in addition to the course requirements of the master's or doctoral degree programs.</p> <p>Students must also successfully complete, as part of their MEd or PhD degree, three 3-credit courses from the following list: Education 5340 3.0: Adolescent & Children's Literature Education 5400 3.0: Education and Childhood in Canadian History Education 5530 3.0: Emergent Literacy Education 5535 3.0 Family Literacy Education 5545 3.0: The Reggio Emilia Approach to Early Childhood Education Education 5546 3.0: Pedagogical Documentation in Early Childhood Education Education 5550 3.0: Play, Language and Learning Education 5725 3.0: Critical Perspectives on the Theory and Research on the Behaviour of Young Children Education 5845 3.0: Mathematics and Sciences Understanding in Early Childhood</p> <p>Students must write their major research project, thesis, or dissertation on a topic in early childhood education, as approved by the Coordinator of the Graduate Diploma in Early Childhood Education.</p> <p>DIRECT ENTRY (OPTION B) Diploma Requirements Core course Education 5540 3.0: Educating Young Children.</p> <p>Students must also successfully complete four 3-credit courses from the following list:</p>	<p>Graduate Diploma in Early Childhood Education</p> <p>The Graduate Diploma in Early Childhood Education gives formal recognition to those graduate students who have undertaken concentrated research and study concerning the education of young children (birth to age eight).</p> <p>The Graduate Diploma is offered in two ways:</p> <p>Concurrent (Option A): The requirements for the Graduate Diploma in Early Childhood Education are completed concurrently with a Master's or Doctoral degree. This is referred to as a "type 2" diploma.</p> <p>Direct-entry (Option B): The Graduate Diploma in Early Childhood Education can be completed as a stand-alone non-degree diploma. This is referred to as a "type 3" diploma.</p> <p>ADMISSION REQUIREMENTS Both concurrent (type 2) and direct-entry (type 3) graduate diploma candidates must apply to and be accepted as students in the Graduate Program in Education - Language, Culture and Teaching. Admission requirements are the same as for the MEd and PhD programs.</p> <p>For application deadlines, please consult the Graduate Admissions website. http://futurestudents.yorku.ca/graduate/programs/</p> <p>DIPLOMA REQUIREMENTS Concurrent (Option A) – Type 2 One 3-credit course must be taken in addition to those required for the completion of an MEd or PhD.</p> <p>MEd Course-Only students must complete 27 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5540 3.0: Educating Young Children (core course) • Three 3-credit courses from the approved course list (below) • Plus 15 additional graduate credits of your choice, as required for degree program <p>MEd MRP students must complete 21 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5540 3.0: Educating Young Children (core course) • Two 3-credit courses from the approved course list (below) • Plus 12 graduate credits of your choice, as required for degree program <p>MEd Thesis students must complete 15 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5540 3.0: Educating Young Children (core course) • Two 3-credit courses from the approved course list (below) • Plus 6 additional graduate credits of your choice, as required for degree program <p>PhD Dissertation students must complete 24 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5540 3.0: Educating Young Children (core course) • Two 3-credit courses from the approved course list (below) • Plus 15 additional graduate credits of your choice, as required for degree program

Education 5340 3.0: Adolescent & Children's Literature
Education 5400 3.0: Education and Childhood in Canadian History
Education 5530 3.0: Emergent Literacy
Education 5535 3.0: Family Literacy
Education 5545 3.0: The Reggio Emilia Approach to Early Childhood Education
Education 5546 3.0: Pedagogical Documentation in Early Childhood Education
Education 5550 3.0: Play, Language and Learning
Education 5725 3.0: Critical Perspectives on the Theory and Research on the Behaviour of Young Children
Education 5845 3.0: Mathematics and Sciences Understanding in Early Childhood

With the permission of their advisor/supervisor, students may substitute up to two 3-credit courses relevant to early childhood education offered in graduate programs at York or other universities.

ADMISSION REQUIREMENTS

Degree Concurrent and Direct Entry

Normally, applicants are required to have an acceptable undergraduate degree with at least a B+ average. Applicants are also required to submit:

- ❖ Faculty of Graduate Studies admissions application form;
- ❖ two official copies of transcripts of all postsecondary education;
- ❖ three letters of reference (preferably two should be from university faculty members, however, professional referees may be submitted if the applicant is unable to provide two references from university faculty members);
- ❖ a resume or curriculum vitae;
- ❖ a statement of interest (minimum 500 words in length) outlining how graduate studies in early childhood education might serve the applicant's academic and/or professional interests, and what is of interest to the applicant in the graduate program. The statement of interest for direct entry applicants must address issues in early childhood education; and,
- ❖ one sample of written work (e.g., a paper demonstrating how the applicant works with a body of literature or builds an argument; typically, the sample paper is from a university course completed within the past five years).

Note: If the applicant is unable to provide a sample of written work, then the applicant should provide an extended statement of interest not to exceed 1500 words.

Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Graduate Program in Education. A committee of two members appointed to the diploma program will assess and make recommendations on the admissibility of applications for the direct entry program.

For application deadlines, please consult the Graduate Admissions website. Applicants must apply online.
<http://futurestudents.yorku.ca/graduate/programs/early-childhoodeducation>

Students must write their major research paper, thesis or dissertation on a topic in early childhood education as approved by the Coordinator of the Graduate Diploma in Early Childhood Education and their supervisor.

DIPLOMA REQUIREMENTS

Direct Entry (Option B) – Type 3

Students must complete 12 credits in total:

- EDUC 5540 3.0: Educating Young Children (core course)
- Three 3-credit courses from the approved course list (below)

APPROVED COURSE LIST

EDUC 5340 3.0: Adolescent & Children's Literature
EDUC 5400 3.0: Education and Childhood in Canadian History
EDUC 5530 3.0: Emergent Literacy
EDUC 5535 3.0: Family Literacy
EDUC 5541 3.0: Studies in Childhood: Issues in Research and Representation
EDUC 5545 3.0: The Reggio Emilia Approach to Early Childhood Education
EDUC 5546 3.0: Pedagogical Documentation in Early Childhood Education
EDUC 5550 3.0: Play, Language and Learning
EDUC 5725 3.0: Critical Perspectives on the Theory and Research on the Behaviour of Young Children
EDUC 5845 3.0: Mathematics and Sciences Understanding in Early Childhood

With the permission of their advisor/supervisor, students may substitute up to **one** 3-credit course relevant to early childhood education offered in graduate programs at York or other universities.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Graduate Diplomas in Language & Literacy Education</p> <p>The Graduate Diploma in Language & Literacy Education invites students with an interest in language and literacy to explore what it means to develop citizens whose personal, economic, and intellectual lives are enhanced by advancing their skills in language and literacy.</p> <p>Course thematics include:</p> <ul style="list-style-type: none"> • oral language in classrooms • language and literacy in contexts • second language and multilingual education • language and literacy as practices • language and literacy for specific groups of learners (e.g., young children, special populations) • modalities and literacy • children’s literature • the processes of and teaching of reading and writing. <p>DEGREE CONCURRENT (OPTION A) (Concurrently with a graduate degree)</p> <p>Admission Requirements Registration for this Option occurs after the candidate has been admitted to the master’s or Doctoral degree in the Graduate Programs in Education. Any student admitted to the MEd or PhD degree may register for this concurrent graduate diploma within the first year of the degree program in which they are registered, if their interest corresponds to this subject area. Admission is subject to approval by the graduate diploma coordinator.</p> <p>The requirements for admission to the MEd and the PhD are outlined in the Calendar of York University.</p> <p>Diploma Requirements This option is open to all graduate students at York University who are enrolled in an MEd or PhD program. Students must successfully complete regular course and research requirements in their graduate programs plus one additional half course. Successful completion of the graduate diploma core course is a requirement, EDUC 5315 3.0: Frameworks for Language and Literacy Theory and Research, as well as three half course equivalents drawn from the approved list of courses linked to the study of language and literacy education.</p> <p>With the permission of the diploma coordinator, students may substitute up to two 3-credit courses relevant to language and literacy education offered in graduate programs outside Education in the Faculty of Graduate Studies at York University or in graduate programs at other universities. Students must write their major research project, thesis or dissertation on language and literacy education topic as approved by the Coordinator of the Graduate Diploma in Language & Literacy Education.</p> <p>DIRECT ENTRY (OPTION B)</p> <p>Admission Requirements Admission requirements are the same as requirements for entry into the master’s or Doctoral program and are assessed on the basis of a statement of interest together with the information contained within the file as a whole. Consideration is given to the</p>	<p>Graduate Diploma in Language & Literacy Education</p> <p>The Graduate Diploma in Language & Literacy Education invites students with an interest in language and literacy to explore what it means to develop citizens whose personal, economic, and intellectual lives are enhanced by advancing their skills in language and literacy.</p> <p>Course thematics include:</p> <ul style="list-style-type: none"> • Oral language in classrooms • Language and literacy in contexts • Second language and multilingual education • Language and literacy as practices • Language and literacy for specific groups of learners (e.g., young children, special populations) • Modalities and literacy • Children’s literature • The processes of and teaching of reading and writing. <p>The Graduate Diploma is offered in two ways:</p> <p>Concurrent (Option A): The requirements for the Graduate Diploma in Language & Literacy Education are completed concurrently with a Master’s or Doctoral degree. This is referred to as a “type 2” diploma.</p> <p>Direct-entry (Option B): The Graduate Diploma in Language & Literacy Education can be completed as a stand-alone non-degree diploma. This is referred to as a “type 3” diploma.</p> <p>ADMISSION REQUIREMENTS Both concurrent (type 2) and direct-entry (type 3) graduate diploma candidates must apply to and be accepted as students in the Graduate Program in Education - Language, Culture and Teaching. Admission requirements are the same as for the MEd and PhD programs.</p> <p>DIPLOMA REQUIREMENTS Concurrent (Option A) – Type 2 One 3-credit course must be taken in addition to those required for the completion of an MEd or PhD.</p> <p>MEd Course-Only students must complete 27 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5315 3.0: Frameworks for Language and Literacy Theory and Research (core course) • Three 3-credit courses from the approved course list (below) • Plus 15 additional graduate credits of your choice, as required for degree program <p>MEd MRP students must complete 21 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5315 3.0: Frameworks for Language and Literacy Theory and Research (core course) • Two 3-credit courses from the approved course list (below) • Plus 12 additional graduate credits of your choice, as required for degree program <p>MEd Thesis students must complete 15 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5315 3.0: Frameworks for Language and Literacy Theory and Research (core course)

combined profile of demonstrated academic standing, background and experience, and potential to pursue and benefit from graduate studies. Admission for the direct entry option is subject to approval by the graduate diploma coordinator.

Diploma Requirements

Students must successfully complete the core course, Education 5315 6.0: Frameworks for Language and Literacy Theory and Research, plus three 3-credit courses from the approved list of courses linked to the study of language and literacy education. Direct entry graduate diploma students must complete research requirements for all of the courses in which they are enrolled.

COURSE ELECTIVES

Students must successfully complete three half course equivalents from the list below.

Education 5300 3.0: Oral Language Learning in the Classroom
Education 5310 3.0: Literacy as Social Practice
Education 5311 3.0: Language in the Cosmopolis: Theory and Method

Education 5320 3.0: Reading, Writing and Critical Literacy
Education 5330 3.0: Reading Theories—A Critical Analysis
Education 5340 3.0: Adolescent and Children's Literature
Education 5341 6.0: Children's Literature: Approaches and Issues

Education 5360 6.0: African-American Literature
Education 5370 3.0: Indigeneity and Territory in Cultural Traditions

Education 5380 3.0: Second Language Instruction
Education 5381 3.0: Reading and Writing in a Second Language: Theory to Practice

Education 5382 3.0: Listening and Speaking in a Second Language; Theory to Practice

Education 5383 3.0: Multilingual Education
Education 5385 3.0: Multimodal Literacies

Education 5520 3.0: Teaching Writing
Education 5521 3.0: Research on Writing

Education 5525 3.0: The Act of Writing
Education 5527 3.0: Creative Writing Pedagogy

Education 5530 3.0: Emergent Literacy
Education 5535 3.0: Family Literacy

Education 5550 3.0: Play, Language and Learning
Education 5730 3.0: Issues in Language and Literacy Education for Special Populations

- Two 3-credit courses from the approved course list (below)
- Plus 6 additional graduate credits of your choice, as required for degree program

PhD Dissertation students must complete 24 credits in total:

- EDUC 5315 3.0: Frameworks for Language and Literacy Theory and Research (core course)
- Two 3-credit courses from the approved course list (below)
- Plus 15 additional graduate credits of your choice, as required for degree program

Students must write their major research paper, thesis or dissertation on a topic in Language & Literacy Education as approved by the Coordinator of the Graduate Diploma in Language & Literacy Education and their supervisor.

DIPLOMA REQUIREMENTS

Direct Entry (Option B) – Type 3

Students must complete 12 credits in total:

- EDUC 5315 3.0: Frameworks for Language and Literacy Theory and Research (core course)
- Three 3-credit courses from the approved course list (below)

APPROVED COURSE LIST

EDUC 5300 3.0: Oral Language Learning in the Classroom

EDUC 5310 3.0: Literacy as Social Practice

EDUC 5311 3.0: Language in the Cosmopolis: Theory and Method

EDUC 5320 3.0: Reading, Writing and Critical Literacy

EDUC 5330 3.0: Reading Theories—A Critical Analysis

EDUC 5340 3.0: Adolescent and Children's Literature

EDUC 5341 6.0: Children's Literature: Approaches and Issues

EDUC 5360 6.0: African-American Literature

EDUC 5370 3.0: Indigeneity and Territory in Cultural Traditions

EDUC 5380 3.0: Second Language Instruction

EDUC 5381 3.0: Reading and Writing in a Second Language: Theory to Practice

EDUC 5382 3.0: Listening and Speaking in a Second Language; Theory to Practice

EDUC 5383 3.0: Multilingual Education

EDUC 5385 3.0: Multimodal Literacies

EDUC 5520 3.0: Teaching Writing

EDUC 5521 3.0: Research on Writing

EDUC 5525 3.0: The Act of Writing

EDUC 5527 3.0: Creative Writing Pedagogy

EDUC 5530 3.0: Emergent Literacy

EDUC 5535 3.0: Family Literacy

EDUC 5550 3.0: Play, Language and Learning

EDUC 5730 3.0: Issues in Language and Literacy Education for Special Populations

With the permission of their advisor/supervisor, students may substitute up to **one** 3-credit course relevant to Language & Literacy Education offered in graduate programs at York or other universities.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Graduate Diplomas in Postsecondary Education: Community, Culture and Policy</p> <p>The Graduate Diploma in Postsecondary Education: Community, Culture and Policy invites students with an interest in the study of universities, colleges, adult and community-based education to deepen their knowledge of and research expertise in these areas.</p> <p>Course themes include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the history and philosophy of postsecondary education; <input type="checkbox"/> student transitions from schooling to college, university and the world of employment; <input type="checkbox"/> access, equity and the education of new Canadians; <input type="checkbox"/> the student experience; <input type="checkbox"/> disabilities and postsecondary education; <input type="checkbox"/> adult and community education; <input type="checkbox"/> gender and postsecondary education; <input type="checkbox"/> the political, economic and legal dimensions of university and college life; <input type="checkbox"/> professionalization; the scholarship and practice of teaching and learning; <input type="checkbox"/> the scholarship and practice of teaching and learning; and, <input type="checkbox"/> the internationalization of higher education. <p>Graduate diploma students either enrol in conjunction with their master's or Doctoral degrees (degree concurrent) or in a stand-alone non-degree diploma (direct entry). All graduate diploma students are required to take a core course.</p> <p>DEGREE CONCURRENT This option is open to graduate students at York University who are enrolled in an MA, MEd or PhD program.</p> <p>ADMISSION REQUIREMENTS The requirements for admission to the MEd and PhD in Education are outlined in the Graduate Program in Education section of the Faculty of Graduate Studies' calendar and at edu.yorku.ca/GradProgram.</p> <p>DIPLOMA REQUIREMENTS Graduate diploma students must successfully complete the regular course and research requirements in their program, plus the core course, Education 5412 3.0 Changing Currents in Postsecondary Education.</p> <p>Three of the courses which must be completed for master's or Doctoral requirements must be drawn from an approved list of courses linked to the study of postsecondary education. With the permission of the Graduate Diploma Coordinator, graduate diploma students may substitute up to two 3-credit courses</p>	<p>Graduate Diploma in Postsecondary Education: Community, Culture and Policy</p> <p>The Graduate Diploma in Postsecondary Education: Community, Culture and Policy invites students with an interest in the study of universities, colleges, adult and community-based education to deepen their knowledge of and research expertise in these areas.</p> <p>Course themes include:</p> <ul style="list-style-type: none"> • The history and philosophy of postsecondary education; • Student transitions from schooling to college, university and the world of employment; • Access, equity and the education of new Canadians; • The student experience; • Disabilities and postsecondary education; • Adult and community education; • Gender and postsecondary education; • The political, economic and legal dimensions of university and college life; • Professionalization; • The scholarship and practice of teaching and learning; • The internationalization of higher education. <p>The Graduate Diploma is offered in two ways:</p> <p>Concurrent (Option A): The requirements for the Graduate Diploma in Postsecondary Education: Community, Culture and Policy are completed concurrently with a Master's or Doctoral degree. This is referred to as a "type 2" diploma.</p> <p>Direct-entry (Option B): The Graduate Diploma in Postsecondary Education: Community, Culture and Policy can be completed as a stand-alone non-degree diploma. This is referred to as a "type 3" diploma.</p> <p>ADMISSION REQUIREMENTS Both concurrent (type 2) and direct-entry (type 3) graduate diploma candidates must apply to and be accepted as students in the Graduate Program in Education - Language, Culture and Teaching. Admission requirements are the same as for the MEd and PhD programs.</p> <p>For application deadlines, please consult the Graduate Admissions website. http://futurestudents.yorku.ca/graduate/programs/</p> <p>DIPLOMA REQUIREMENTS Concurrent (Option A) – Type 2 One 3-credit course must be taken in addition to those required for the completion of an MEd or PhD.</p> <p>MEd Course-Only students must complete 27 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5412 3.0: Changing Currents in Postsecondary Education (core course) • Three 3-credit courses from the approved course list (below)

relevant to postsecondary education offered in graduate programs outside education in the Faculty of Graduate Studies at York University or in graduate programs at other universities. Graduate diploma students must write a major research project, thesis or dissertation on a topic in postsecondary education as approved by the Coordinator of the Graduate Diploma in Postsecondary Education: Community, Culture and Policy.

DIRECT ENTRY

This option is offered as a direct entry non-degree diploma in the Graduate Program in Education.

ADMISSION REQUIREMENTS

Admission requirements are the same as requirements for entry into the master's or Doctoral program in the Graduate Program in Education and are outlined in the York University calendar and at edu.yorku.ca/GradProgram. Applications are assessed on the basis of a statement of interest together with the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, background and experience, including professional background and experience, and potential to pursue and benefit from graduate studies.

DIPLOMA REQUIREMENTS

Students must successfully complete the core course Education 5412 3.0: Changing Currents in Postsecondary Education plus three or four 3-credit courses from the approved list of courses linked to the study of postsecondary education. Research requirements for all of the courses must be successfully completed.

Required Course (both options)

Education 5412 3.0: Changing Currents in Postsecondary Education

Electives

Degree concurrent graduate diploma students must successfully complete three courses and direct entry graduate diploma students must successfully complete four courses from the list below. These courses may not all be offered in the same term.

Education 5205 3.0: Policy Research in Education
Education 5230 3.0: Textual Analysis in Education
Education 5409 3.0: Policy Issues in Postsecondary Education
Education 5410 3.0: History of Higher Education in Canada
Education 5416 3.0: Globalisation and Comparative Higher Education
Education 5417 3.0: Internationalization of Higher Education
Education 5436 3.0: Transitions, Access, and the Education of New Canadians
Education 5449 3.0: Adult and Community Education
Education 5451 3.0: Women in Higher Education
Education 5455 3.0: Students Experiences and Outcomes in Colleges and Universities
Education 5461 3.0: Sociology of Professional Education
Education 5715 3.0: Students with Disabilities in Postsecondary Education
Education 5860 3.0: Issues in Digital Technology in Education

For more information, please contact: Graduate Program in Education, S865 Ross Building, 416-736-5018, <http://www.edu.yorku.ca/Grad>

- Plus 15 additional graduate credits of your choice, as required for degree program

MEd MRP students must complete 21 credits in total:

- EDUC 5412 3.0: Changing Currents in Postsecondary Education (core course)
- Two 3-credit courses from the approved course list (below)
- Plus 12 additional graduate credits of your choice, as required for degree program

MEd Thesis students must complete 15 credits in total:

- EDUC 5412 3.0: Changing Currents in Postsecondary Education (core course)
- Two 3-credit courses from the approved course list (below)
- Plus 6 additional graduate credits of your choice, as required for degree program

PhD Dissertation students must complete 24 credits in total:

- EDUC 5412 3.0: Changing Currents in Postsecondary Education (core course)
- Two 3-credit courses from the approved course list (below)
- Plus 15 additional graduate credits of your choice, as required for degree program

Students must write their major research paper, thesis or dissertation on a topic in Postsecondary Education: Community, Culture and Policy as approved by the Coordinator of the Graduate Diploma in Postsecondary Education: Community, Culture and Policy and their supervisor.

DIPLOMA REQUIREMENTS

Direct Entry (Option B) – Type 3

Students must complete 12 credits in total:

- EDUC 5412 3.0: Changing Currents in Postsecondary Education (core course)
- Three 3-credit courses from the approved course list (below)

APPROVED COURSE LIST

EDUC 5205 3.0: Policy Research in Education
EDUC 5230 3.0: Textual Analysis in Education
EDUC 5409 3.0: Policy Issues in Postsecondary Education
EDUC 5410 3.0: History of Higher Education in Canada
EDUC 5416 3.0: Globalisation and Comparative Higher Education
EDUC 5417 3.0: Internationalization of Higher Education
EDUC 5436 3.0: Transitions, Access, and the Education of New Canadians
EDUC 5449 3.0: Adult and Community Education
EDUC 5451 3.0: Women in Higher Education
EDUC 5455 3.0: Students Experiences and Outcomes in Colleges and Universities
EDUC 5461 3.0: Sociology of Professional Education
EDUC 5715 3.0: Students with Disabilities in Postsecondary Education
EDUC 5860 3.0: Issues in Digital Technology in Education
EDUC 5930 Engaged Scholarship: Using Knowledge Mobilization to bridge the gap between academia, policy and practice

With the permission of their advisor/supervisor, students may substitute up to **one** 3-credit course relevant to Postsecondary Education: Community, Culture and Policy offered in graduate programs at York or other universities.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Graduate Diplomas in Education in Urban Environments</p> <p>The Graduate Diplomas in Education in Urban Environments are designed to provide opportunities for graduate level study of theories and research in urban education. Included in the diplomas' programming are enriched experiences for teachers to continue to develop their expertise to meet the ongoing challenges of education in a cosmopolitan city. Diversities include class, race, citizenship status, sexual orientation, religion and language, among others. Coursework within the programs may explore current theories and practices about urban spaces, issues in urban community education, and the development of group and individual identities within landscapes.</p> <p>The diplomas take up urban education as an area of study and: provide students with the critical analytic skills needed for teaching and learning in urban environments; develop students' expertise for teaching and learning in a cosmopolitan city marked by multiple aspects of diversity; deepens students' analytic ability to theorize the experiences of living and teaching in urban environments.</p> <p>The diploma is offered in two ways:</p> <p>Concurrent: The concurrent Graduate Diploma in Education in Urban Environments is awarded in conjunction with a master's or doctoral degree.</p> <p>Direct-entry: The direct-entry Graduate Diploma in Education in Urban Environments is a direct entry, stand-alone diploma. It does not include the provision of a degree upon completion of the diploma.</p> <p>ADMISSIONS REQUIREMENTS Both concurrent and direct-entry graduate diploma candidates must apply to and be accepted as graduate students in the Graduate Program in Language, Culture and Teaching. The requirements for admission to the MEd and PhD in Education are outlined in the York University Calendar.</p> <p>DIPLOMA REQUIREMENTS Concurrent Option Students enrolled in the MEd or the PhD in the Graduate Program in Education must successfully complete the regular course and research requirements of the program, plus the core course, Education 5440 3.0: Urban Education. Four of the courses which are completed for the master's or doctoral requirements must be drawn from an approved list of courses linked to the study of urban education. With the permission of the diploma program coordinator, students may substitute up to two 3-credit courses relevant to urban education offered in graduate programs outside education in the Faculty of Graduate Studies at York University or in graduate programs at other universities.</p> <p>Students must write their major research project, thesis or dissertation on a topic in urban education as approved by the Coordinator of the Graduate Diplomas in Education in Urban Environments.</p>	<p>Graduate Diploma in Education in Urban Environments</p> <p>The Graduate Diploma in Education in Urban Environments is designed to provide opportunities for graduate level study of theories and research in urban education. Included in the diploma's programming are enriched experiences for teachers to continue to develop their expertise to meet the ongoing challenges of education in a cosmopolitan city. Diversities include class, race, citizenship status, sexual orientation, religion and language, among others. Coursework within the programs may explore current theories and practices about urban spaces, issues in urban community education, and the development of group and individual identities within landscapes.</p> <p>The diploma takes up urban education as an area of study and: provides students with the critical analytic skills needed for teaching and learning in urban environments; develops students' expertise for teaching and learning in a cosmopolitan city marked by multiple aspects of diversity; and deepens students' analytic abilities to theorize the experiences of living and teaching in urban environments.</p> <p>The Graduate Diploma is offered in two ways:</p> <p>Concurrent (Option A): The requirements for the Graduate Diploma in Education in Urban Environments are completed concurrently with a Master's or Doctoral degree. This is referred to as a "type 2" diploma.</p> <p>Direct-entry (Option B): The Graduate Diploma in Education in Urban Environments can be completed as a stand-alone non-degree diploma. This is referred to as a "type 3" diploma.</p> <p>ADMISSION REQUIREMENTS Both concurrent (type 2) and direct-entry (type 3) graduate diploma candidates must apply to and be accepted as students in the Graduate Program in Education - Language, Culture and Teaching. Admission requirements are the same as for the MEd and PhD programs.</p> <p>For application deadlines, please consult the Graduate Admissions website. http://futurestudents.yorku.ca/graduate/programs/</p> <p>DIPLOMA REQUIREMENTS Concurrent (Option A) – Type 2 One 3-credit course must be taken in addition to those required for the completion of an MEd or PhD.</p> <p>MEd Course-Only students must complete 27 credits in total:</p> <ul style="list-style-type: none"> • EDUC 5440 3.0: Urban Education (core course) • Three 3-credit courses from the approved course list (below) • Plus 15 additional graduate credits of your choice, as required for degree program <p>MEd MRP students must complete 21 credits in total:</p> <ul style="list-style-type: none"> • Education 5440 3.0: Urban Education (core course) • Two 3-credit courses from the approved course list (below) • Plus 12 additional graduate credits of your choice, as required for degree program

Direct-entry Option

This option is offered as a direct-entry diploma in the Graduate Program in Education. Admission requirements are the same as the requirements for entry into master's or doctoral study in the Graduate Program in Education as outlined in the York University Faculty of Graduate Studies' Calendar.

Students must successfully complete the core course Education 5440 3.0: Urban Education plus four 3-credit courses from the approved list of courses linked to the study of urban education. Students must complete research requirements for all of their courses.

Course Electives

Both Concurrent and Direct-Entry students must take four courses from the list below:

Suggested courses from the Graduate Program in Education:

Education 5225 3.0: (de)Colonizing Research Methodologies
Education 5250 3.0: Practitioner Research
Education 5310 3.0: Literacy and Social Context
Education 5311 3.0: Language in the Cosmopolis
Education 5383 3.0: Multilingual Education
Education 5402 3.0: Gender, Race and Class Relations in the History of Canadian Schooling
Education 5420 3.0: Race, Culture and Schooling
Education 5421 3.0: Discourses of Race and Racist Discourses
Education 5435 3.0: Studies of Adolescents and Cultural Experience
Education 5436 3.0: Transitions, Access and the Education of New Canadians
Education 5449 3.0: Adult and Community Education
Education 5462 3.0: Current Policy Issues in Ontario Schooling
Education 5480 3.0: Families and Schools
Education 5720 3.0: Disability in Society
Education 6205 3.0: Ethnography of Education

Suggested courses from other graduate programs:

Communication & Culture 6114 3.0: Communication, Culture and the City
English 6570 6.0: Texts and Textual Cities
Environmental Studies 6133 3.0: Plurality and Planning
Film 5240 3.0: City as Cinema: Film and City Space
Geography 5350 3.0: Geographic Perspectives on Immigration, Ethnicity and Race In Modern Cities
Theatre 6315 3.0: Performing Arts in the City

MEd Thesis students must complete 15 credits in total:

- Education 5440 3.0: Urban Education (core course)
- Two 3-credit courses from the approved course list (below)
- Plus 6 additional credits of your choice

PhD Dissertation students must complete 24 credits in total:

- Education 5440 3.0: Urban Education (core course)
- Two 3-credit courses from the approved course list (below)
- Plus 15 additional graduate credits of your choice, as required for degree program

Students must write their major research paper, thesis or dissertation on a topic in Education in Urban Environments as approved by the Coordinator of the Graduate Diploma in Education in Urban Environments and their supervisor.

DIPLOMA REQUIREMENTS

Direct Entry (Option B) – Type 3

Students must complete 12 credits in total:

- EDUC 5440 3.0: Urban Education (core course)
- Three 3-credit courses from the approved course list (below)

APPROVED COURSE LIST

EDUC 5025 3.0: Cosmopolitanisms: Re-imagining Multiculturalism and the Question of Belonging

EDUC 5225 3.0: (de)Colonizing Research Methodologies

EDUC 5250 3.0: Practitioner Research

EDUC 5310 3.0: Literacy and Social Context

EDUC 5311 3.0: Language in the Cosmopolis

EDUC 5383 3.0: Multilingual Education

EDUC 5402 3.0: Gender, Race and Class Relations in the History of Canadian Schooling

EDUC 5420 3.0: Race, Culture and Schooling

EDUC 5421 3.0: Discourses of Race and Racist Discourses

EDUC 5435 3.0: Studies of Adolescents and Cultural Experience

EDUC 5436 3.0: Transitions, Access and the Education of New Canadians

EDUC 5449 3.0: Adult and Community Education

EDUC 5462 3.0: Current Policy Issues in Ontario Schooling

EDUC 5463 Comparative Perspectives on Global Migration and Education

EDUC 5480 3.0: Families and Schools

EDUC 5615 Education and Social Justice in Postmodernity

EDUC 5720 3.0: Disability in Society

EDUC 6205 3.0: Ethnography of Education

SUGGESTED COURSES FROM OTHER GRADUATE PROGRAMS:

CMCT 6114 3.0: Communication, Culture and the City

English 6570 6.0: Texts and Textual Cities

ENVS 6133 3.0: Plurality and Planning

FILM 5240 3.0: City as Cinema: Film and City Space

GEOG 5350 3.0: Geographic Perspectives on Immigration, Ethnicity and Race In Modern Cities

THEA 6315 3.0: Performing Arts in the City

With the permission of their advisor/supervisor, students may substitute up to **one** 3-credit course relevant to Education in Urban Environments offered in graduate programs at York or other universities.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

1. Program/Graduate Diploma: PhD Program in Social & Political Thought

2. Effective Session of Proposed Change(s): September 2016

3. Proposed Change(s) and Rationale

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

Changes to the PhD degree requirements as follows:

- i. **Reduction in the number of required credits of coursework from 30 to 24.**
These 24 credits will include the core course SPTH 6104.6.0 (6 credits) plus 18 credits of additional course credits.

Rationale: The Associate Dean of FGS recommended this change to bring the program into line with other graduate programs and to address extended time to completion issues in the doctoral program in Social & Political Thought. The internal program audit shows that students spend a long time in the course work portion of the program because of the amount of course requirements.

- ii. **Establishment of the requirement that a maximum of 6 credits may be taken as directed reading courses** (SPTH 6001 6.0, SPTH 6001 3.0)

Rationale: A significant subset of students take a large percentage of their course work as reading courses instead of structured courses. This often leads to problems with narrowness of course of study, lack of exposure to other areas of thought, and lack of contact with a variety of faculty members (which can become a challenge when trying to form committees later). As well, the internal program audit shows that reading courses tend to delay course completion as they have a high number of *Incomplete* grades and / or extensions.

- iii. **Establishment of the requirement that no more than 6 credits may be taken with one faculty member, with the exception of the core course and directed reading course/s.**

Rationale: The program has a significant subset of students who are working exclusively with one faculty member by taking all their courses and doing only directed readings with that one faculty member. Again, this leads to narrowness in the program of study, lack of exposure to other areas of thought in the program and lack of contact

with other faculty members which can then become a challenge when trying to form committees.

iv. Establishment of a field requirement such that students must take at least 3 credits in at least one field other than their primary Social & Political Thought field.

Rationale: Although SPT offers courses in 3 fields of thought (Economy and Society, History and Consciousness, History Social and Political Thought), there is no incentive for students to take courses outside a chosen field even though this is advertised as an interdisciplinary program. Therefore, in order to ensure a measure of interdisciplinary breadth, the program is proposing the field requirement.

v. Removal of the 6 credit MRP option from the PhD requirements

Rationale: on the Advice of the Associate Dean (FGS) we are removing this option as the SPT program is the only PhD program left with an MRP option. The internal program audit shows that students who choose the MRP option (and there is always a significant portion who do) have a significant delay in timely completion of the MRP. We expect the removal of this option will help to address our time to completion issues.

vi. Establishment of the requirement that a maximum of 6 credits can be taken as elective courses.

Rationale: These course changes were proposed after a meeting with the Associate Dean, FGS, to discuss some of the SPT program's challenges with time to completion in the PhD program. On the advice of the Associate Dean, FGS, the program bringing its coursework requirements in line with most other graduate programs at York University, including reducing the course credit requirement and removing the PhD MRP option. As well, based on the internal program audits, it is addressing some related concerns with program breadth of study which in turn will also help students to access to a wider range of SPTH faculty members (an important consideration at the time of committee formation – very often another point of program delay). We are confident that in addition to the recent institution of our core course for PhD students, SPTH 6104 (instituted in Fall 2014), these changes will help the program address its concerns with time to completion rates.

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The changes to requirements outlined above will support the achievement of the following program learning objectives:

- *Recognize and offer critical assessments of a range of key theoretical and methodological issues and debates in social and political thought in general*

- *Demonstrate an understanding of interdisciplinarity*
- *Demonstrate an ability to link academic knowledge to political, social and cultural issues both locally and globally*

Additionally, these learning objectives will be enhanced by the following specific proposed changes:

- Limit on elective courses outside of SPT courses to ensure that there is a good foundation in developing mastery across a range of key theoretical and methodological issues and debates in SPT
- Limit on the number of courses to be taken with one faculty member will enhance interdisciplinarity and exposure to a range of key theoretical and methodological issues in the field
- Limiting the amount of reading courses will ensure interdisciplinarity and enhance the ability to link academic knowledge from the local to global level across a range of contexts
- The requirement for taking at least 3 credits in another field will definitely enhance interdisciplinarity

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

These changes, which have been unanimously approved by the SPTH program Executive, were proposed after a meeting with the Associate Dean, FGS, to discuss some of the accumulated program challenges including the pressing concern about time to completion. These proposed changes were then developed jointly by the GPD and a student representative from the Executive and then brought for extensive discussion to the program Executive committee. The program Executive includes faculty representation from all three fields of the program as well as 2 voting student members (as well as input from 2 attending non-voting student members). As well, these proposed changes were reviewed and approved by the SPTH Graduate Student Association. Since no other graduate program or graduate certificate will be affected by these changes, these were the extent of our consultations.

d) A summary of any resource implications and how they are being addressed.

These changes have no resource implications.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

Students currently enrolled in the program (2015/16 and before) will be given the option of either opting into the new program degree requirements or being grandparented with the current degree program requirements. Students who choose to opt into the new

program requirements will be asked to indicate their preferences in writing, which will then be added to their student file for degree auditing purposes. All incoming students, from 2016/17 on, will be required to follow the new program degree requirements.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>DEGREE REQUIREMENTS Candidates for the PhD degree must fulfil the following requirements.</p> <p>1. Courses Students must successfully complete PhD course requirements in one of the following two ways:</p> <p>Option 1 The equivalent of 30 credits (or 5 full graduate courses), as follows: 1. Social & Political Thought 6104 6.0: Social and Political Thought: Theories, Approaches, and Methods, which must be completed in the first year; and, 2. An additional 24 credits, including 12 credits (2 full courses) which must be Social & Political Thought courses, and of which only one (1) per year may be a reading course (Social & Political Thought 6001 6.0 or 6001 3.0).</p> <p>OR</p> <p>Option 2 The equivalent of 24 credits (or 4 full graduate courses), as follows: 1. Social & Political Thought 6104 6.0: Social and Political Thought: Theories, Approaches, and Methods, which must be completed in the first year; 2. An additional 18 credits , including 12 credits (2 full courses) which must be Social & Political Thought courses, and of which only one (1) per year may be a</p>	<p>DEGREE REQUIREMENTS Candidates for the PhD degree must fulfil the following requirements:</p> <p>1. Coursework Students must successfully complete PhD course requirements in the following way: Take the equivalent of 24 credits as follows:</p> <p>a) Social & Political Thought 6104 6.0: Social and Political Thought: Theories, Approaches, and Methods – this course must be completed in the first year, and b) Take an additional 18 credits, including 12 credits of Social & Political Thought courses - of which only 6 credits may be taken as a directed reading course (Social & Political Thought 6001 6.0 or 6001 3.0).</p> <p>No more than 6 credits may be taken with one faculty member, with the exceptions of the core course and directed reading course.</p> <p>Field Requirement In order to ensure interdisciplinary breadth, at least 3 credits must be taken in a Social & Political Thought field other than the student’s primary Social & Political Thought field.</p> <p>2. Comprehensives Suitably comprehensive mastery over general areas of social and political thought relevant to the candidate’s</p>

reading course (Social & Political Thought 6001 6.0 or 6001 3.0); and
3. PhD major research paper

2. Comprehensives

Suitably comprehensive mastery over general areas of social and political thought relevant to the candidate's program of study as determined by the candidate's dissertation supervisory committee. The comprehensive requirements are to be completed after the completion of coursework and, if the student is pursuing Option 2, of the major research paper and prior to the submission of a dissertation proposal.

3. Dissertation Proposal

The dissertation proposal can only be submitted upon the completion of all coursework, the major research paper (if applicable), and the comprehensive examination. The dissertation proposal must be approved by both the program dissertation review committee and the Faculty of Graduate Studies at least six months prior to the PhD oral defense.

4. Dissertation

A suitable interdisciplinary dissertation

program of study as determined by the candidate's supervisory committee. The comprehensive requirements are to be completed after the completion of and prior to the submission of a dissertation proposal.

3. Dissertation Proposal

The dissertation proposal can only be submitted upon the completion of all coursework, and the comprehensive examination. The dissertation proposal must be approved by the supervisory committee, graduate program director and the Faculty of Graduate Studies at least six months prior to the PhD oral defense.

4. Dissertation

A suitable interdisciplinary dissertation

**New University Program Approvals by MTCU:
April 2015 and January 2016 Submission Cycles**

#	University	Program
January 2016 Submission Cycle		
1	Carleton University	Bachelor of Arts (Combined Honours) in Indigenous Studies
2	Carleton University	Graduate Diploma (Type 2 and 3) in Infrastructure Protection and International Security
3	Carleton University	Master of Information Technology – Network Technology
4	Carleton University	Master of Information Technology – Digital Media
5	Carleton University	PhD in Information Technology- Digital Media
6	Queen's University	Undergraduate Certificate in Academic Writing
7	Queen's University	Bachelor in Health Sciences (Honours)
8	Queen's University	Bachelor in Health Sciences (General)
9	University of Guelph	Master of Biotechnology
10	University of Ottawa	BSc (Honours) in Integrated Science
11	York University	Master of Real Estate and Infrastructure
12	York University	Master of Leadership and Community Engagement
13	York University	PhD in Nursing
April 2015 Submission Cycle		
14	Nipissing University	Master of Arts in Sociology – Applied Social Research



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of May 26, 2016

The Academic Policy, Planning and Research Committee met on April 28 and May 12, 2016 and submits the following report to Senate for action and information.

FOR ACTION

1. **Change of Name: Graduate Program in Computer Science and Engineering to Graduate Program Electrical Engineering and Computer Science**

APPRC recommends:

that Senate approve a change of the name of the Graduate Program in Computer Science and Engineering to the Graduate Program in Electrical Engineering and Computer Science.

Rationale

The rationale for the change in name provided to the Faculty of Graduate Studies Council reads as follows:

A few years ago, the department was renamed from “Department of Computer Science and Engineering” to “Department of Electrical Engineering and Computer Science” and the rubric of the undergraduate courses was changed from CSE to EECS. To reflect the fact that expertise of the members in our graduate program spans from Electrical Engineering to Computer Science, we would like to bring the name of our graduate program and the rubric of the graduate courses in line with the name of our department and the rubric of the undergraduate courses.

Correspondence from the Associate Dean Research of the Lassonde School of Engineering elaborates on, and expresses support for, the change.

As reported in April, Academic Standards, Curriculum and Pedagogy has approved a new rubric – EECS – to replace CSE for the applicable graduate courses.

Legislative History

Approved by the Faculty of Graduate Studies Council February 4, 2016

Approved by APPRC May 12, 2016

Documentation is attached as Appendix A.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

FOR INFORMATION

2. Markham Centre Campus Academic Planning

In her most recent update to APPRC about planning for the Markham Centre campus, Provost Lenton advised that the timelines will likely have to be adjusted such that the opening will be in 2020 rather than 2018.


3. Open Access & Open Data Steering Committee

At its meeting of March 3 Vice-President Research and Innovation Haché shared with the Committee a draft statement of principles for Research Data Management in Canadian Universities (January 2016) and discussed issues associated with open access and the management of data. Vice-President Research Haché and University Librarian Kirchner have established a pan-University Open Access & Open Data Steering Committee. APPRC has designated Professor Logan Donaldson as its member. The Committee looks forward to hearing from Professor Donaldson and others as the process unfolds, and would be happy to provide timely feedback and facilitate further collegial consultations.

R. Pillai Riddell, Chair

Memo

To: Robert Everett, Assistant Secretary of the University

From: Spiros Pagiatakis, Associate Dean of Research and Graduate Studies 

Date: April 26, 2016

Subject: Renaming of the Computer Science and Engineering Graduate Program

On behalf of the Lassonde School of Engineering, I offer my strong support for renaming the current existing graduate program 'Computer Science and Engineering' to 'Electrical Engineering and Computer Science'. In addition, I concur with the proposed new course rubric 'EECS' to replace the current 'CSE' rubric. The renaming of the Program is reflective of the Department composition and the disciplinary programs housed within it.

The above proposed changes are in line with the most recent developments at Lassonde. With the establishment of the Lassonde School of Engineering in 2012, the Department of Computer Science and Engineering, one of the two founding departments of Lassonde, was renamed to 'Electrical Engineering and Computer Science' to reflect its new role in supporting the newly developed Electrical Engineering program, currently in its third year of operation.

Since the creation of the Electrical Engineering program within EECS, the Department has recently hired seven new faculty members in this program, with three new hires joining in July 2016. With another 5-7 hires planned over the next several years, the Department will reach an anticipated complement of 60 faculty members. The new hires have been developing a strong research culture with new graduate students under the 'Electrical Engineering' Program. The proposed change of the graduate program name is timely and reflects the true nature of the new research currently carried out in EECS.

Finally, the above proposed change is commensurate with the EECS proposal to change the PhD degree in Computer Science (CS) to PhD in EECS; this is a major modification of the CS PhD degree and is currently in preparation.



The Senate of York University – Minutes

Meeting: Thursday, April 28, 2016, 3:00 pm Senate Chamber, N940 Ross, Keele

G. Comninel (Chair)	M. Karakul	A. Pitt
L. Beagrie (Vice-Chair)	R. Karambayya	J. Podur
R. Everett (Acting Secretary)	P. Keall	G. Rakhaminov
H. Ahmed	R. Kenedy	I. Roberge
C. Altilia	M. Khalidi	K. Rogers
C. Ardern	A. Khandwala	A. Ruberto
L. Armenio	J. Kozinski	T. Salisbury
A. Belcastro	R. Lee	L. Sanders
M. Biehl	R. Lenton	V. Saridakis
K. Birch	D. Leyton-Brown	D. Scheffel-Dunand
K. Bird	B. Lightman	J. Simeon
I. Boran	L. Lum	D. Skinner
G. Brewer	J. Lynch	H. Skinner
P. Delaney	M. Martel	A. Solis
S. Dimock	M. McCall	D. Steinfeld
S. Ehrlich	G. McFadden	J. Steprans
G. Ewen	A. Medovarski	C. Till
I. Ferrara	J. Michaud	G. Turlakis
D. Golemi-Kotra	S. Mitra	P. Tsisis
A. Golijanin	J. Morrison	S. Tufts
R. Grinspun	K. Mridul	E. van Rensburg
E. Gutterman	A. Mukherjee-Reed	G. Vanstone
R. Haché	D. Murray	L. Weir
D. Hastie	L. Packer	R. Wildes
C. Heidari	S. Pagiatakis	S. Wood
B. Heron	A. Perry	H. Wu
R. Hornsey	L. Phillipps	J. Yeomans
R. Irving	B. Pilkington	M. Zito
M. Jacobs	R. Pillai Riddell	
R. Jayawardhana		

1. Chair's Remarks

The Chair conveyed regrets from the Secretary and reminded Senators that the Executive Committee continues to search for prospective candidates for election to Senate committees and other positions.

2. Business Arising from the Minutes

There was no business arising from the minutes.

a. Senator Mukherjee-Reed re: Commemoration of Dr B.R. Ambedkar

The Senate of York University – Minutes

A communication from Senator Mukherjee-Reed commemorating Dr B.R. Ambedkar on the occasion of the 125th anniversary of his birth was *noted*.

3. President's Items

In the absence of Dr Shoukri, Provost Lenton

- described the academic priorities supported by *Impact: The Campaign for York University*
- commented on the formal launch of the Bergeron Centre for Engineering Excellence and the opening of the Lillian Meighen Wright Centre and EcoCampus in Costa Rica
- provided an update on the timelines for submitting proposals under the federal government's Post-Secondary Institutions Strategic Investment Fund, and pointed to proposals under consideration at the University that are consistent with the criterion of achievable completion by 2018
- announced the individuals who will receive honorary degrees at Spring Convocation ceremonies

Provost Lenton and Dean Crow also responded to questions about the new model for graduate student funding focusing on concerns about a loss of support from Graduate Assistants that would be particularly deleterious for Humanities researchers. In doing so they stressed that the model was developed after lengthy and thorough consultations and was competitive with other universities. Research positions would remain available through hiring processes that will be open and clear about responsibilities. Faculty members are encouraged to build graduate student participation into grant proposals.

Committee Reports

4. Executive Committee

a. Presidential Search: Senate's Advisory Statement

It was moved and seconded **“that Senate approve and transmit to the Presidential Search Committee the Advisory Statement set out in Appendix A.”**

Senators suggested a number of modifications that were accepted by the Chair on behalf of the Executive Committee. It was moved, seconded and *carried* **“that the text be amended by deleting the words Some are open to the possibility of candidates from outside the academy. In any event, in the section headed Experience and Leadership Attributes.”**

The Senate of York University – Minutes

On a vote, the motion as amended *carried*.

5. Awards

Senators joined the Chair of the Awards Committee, Senator, Kenedy, in congratulating recipients of the President's University-Wide Teaching Awards for 2016, all of whom instruct in the Faculty of Liberal Arts and Professional Studies:

Senior Full-Time Faculty Member: R. Darren Gobert, English

Full-Time Faculty Member: Kabita Chakraborty, Humanities shared with María L. Figueredo, Languages, Literatures and Linguistics

Contract / Adjunct Faculty Member: Krista Hunt, Gender, Sexuality and Women's Studies

Teaching Assistant: Matthew J.P. Strang, Sociology

The Awards Committee also reported on new awards approved in calendar year 2015 and graduate student awards disbursements in 2014-2015. It was noted that York students appeared to have actually fared better in NSERC competitions that reported since the overall funding envelope had been reduced. The Committee agreed to revisit the date and provide a further breakdown of awards by program. It will also take up the question of funding for students in part-time graduate programs.

6. Academic Standards, Curriculum and Pedagogy

a. Bachelor of Commerce Degree Type: Notice of Statutory Motion

ASCP gave notice of its intention to recommend the establishment of the degree of Bachelor of Commerce. With the establishment of the new degree type, the Committee was also expected to recommend closing the Bachelor of Administrative Studies degree type and designating the BAS program as a BCom program.

b. Information Items

ASCP reported that it had approved minor modifications to the following:

Education

- establishment of academic penalty legislation for BA degrees within the Faculty of Education (Mirrors the legislation for BA degrees in LA&PS, Health, Science Faculties)

The Senate of York University – Minutes

Graduate Studies

- minor changes to requirements for the MSc and PhD programs in Biology
- a new rubric of “MSTM” for the Master of Management degree program

Lassonde School of Engineering

- minor changes to the core requirements for all BEng programs
- minor changes to requirements for the BEng program in Civil Engineering
- minor changes to requirements for the BEng program in Mechanical Engineering

ASCP also provided a summary of decisions made by the Quality Council with respect to programs approved by Senate from June 2015 to March 2016.

7. Academic Policy, Planning and Research

The Chair of APPRC invited Provost Lenton and Vice-President Finance and Administration Gary Brewer to respond to questions arising from a report to APPRC and Senate in February on planning for the new campus at Markham Centre. Offerings at Markham will be new programs or provide additional capacity to take up unmet demand. Senators were advised that they can communicate interest in establishing a program to the Deans and Principal and Faculties have now created dedicated working groups for the purpose of assessing crafting proposals. Citing the “slower growth” model that has emerged, the Dean of Liberal Arts and Professional Studies confirmed that the Faculty would be more active on this front in future.

It was argued that the site should be welcoming, with attractive grounds and landscape features. Space for student protests should also be furnished. These thoughts will be shared with the campus planning team.

The Chair of APPRC reminded Senators that planning for the Markham Centre site will be a standing item on the agenda of APPRC, which will report regularly to Senate on developments. Questions and comments from Senators can be communicated directly to the Committee.

8. Other Business for Which Due Notice Has Been Given

a. Discussion of Freedom of Expression and Academic Freedom

In a wide-ranging discussion, Senators shared their perspectives on contemporary issues associated with academic freedom and freedom of expression on university campuses. The Chair agreed to a request that a record of the discussion be created and attached to the minutes for the meeting.

The Senate of York University – Minutes

9. Other Business

a. Adjournment

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

Consent Agenda Items

10. Minutes of the Meeting of March 31, 2016

The meetings of the meeting of March 31, 2016 were *approved by consent*.

11. International Business Law Specialization within the Professional LLM: Changes to Degree Requirements Program housed in the Osgoode Hall Law School

Senate *approved by consent* a recommendation of ASCP to change the degree and admission requirements for the International Business Law Specialization within the Professional LLM program housed in the Osgoode Hall Law School, as set out in Appendix B.

G. Comninel, Chair _____

R. Everett, Acting Secretary _____

Senate Meeting of April 28, 2016

Discussion of Academic Freedom and Freedom of Expression

Supplemental Record of Discussion

The following is a record of points made during a discussion of academic freedom and freedom of expression held under other business at Senate's meeting of April 28, 2016. This record is not part of the formal minutes for the meeting, and is not subject to approval. No actions are documented or implied by the record. Senators, including those unable to speak prior to adjournment, were invited to send comments.

- freedoms are not absolute – they are bounded; absolute freedom would be cacophonous
- current neo-liberal frameworks privilege exchange and lead to the commodification; this is manifest in audit cultures, the “measurement” of research production and teaching –
- in the wider sphere, whistleblowers have been silenced and scientists muzzled
- free critical thinking has been subordinated to narrow, non-threatening modes
- at the same time, less instrumentalist disciplines are eroding
- for all of these reasons, York and other universities must resist efforts to restrict freedoms, must preserve the right to dissent and to speak truth to power, to facilitate the voices of indigenous peoples, refugees, and, in our own world, contract faculty members

- York is being unfairly portrayed as anti-Semitic
- the concept of “safe” spaces” is at odds with the value we place on creating the conditions in which real learning about the world happens

- Senate is meeting on National Mourning Day [the recognized Canadian term for International Workers' Memorial Day] and at a time when academic freedom is under attack
- when even Deans are disciplined for exercising their rights to dissent, it is evident that precarious education workers face the greatest risks, and time-limited contracts themselves inhibit the freedom of a growing number of scholars in their research and teaching
- limitations on criticisms of the powerful are fundamentally anti-democratic

- we need more academic freedom, not less, and it must apply to everyone in the university
- forces outside of, and hostile to, the University created the controversy, the “spectacle” of the painting
- the creation of the President's Advisory Committee on Inclusion reflects a commitments to diversity and respect, and the promotion of debate in a safe environment; it transcends the current issue

- in responding to the controversy, the President framed the issue incorrectly and references to “students' feelings” recall Mill's distinction between harm and offense while underlying the desirability of exposure to points of view that are unfamiliar and even discomforting
- the issue is not one of “Jews versus Palestinians,” for there is strong support for Palestine among Jews around the world, including Canada and Israel; we need to shift the narrative away from this erroneous, artificial and polarizing frame
- reactionaries are falsely labelling a body of substantial, serious and ground research as anti-Semitic; we play into their hands by speaking of “healing” when no hurt has been intended or inflicted

- the Canadian Association of University Teachers has documented threats to academic freedom, which have grown alongside challenges to faculty associations and the importation of managerialism

- at York we see investments in a new campus but not for precariously employed education workers, threats to Faculty Council members for speaking out, cyclical program reviews that define “diversity” as a “problem, and the application of a corporate management ethos that trumps quality
- the threats to academic freedom need to be revealed and named
- they include the steering of research through a system of rewards and quantification (see Binswanger "Excellence by Nonsense: The Competition for Publications in Modern Science" and Weingart on the inadvertent consequences of bibliometrics)
- with rights to academic freedom come responsibility to explain it to students
- we cannot simply make students uncomfortable, we must prepare them for the experience and acknowledge their sense of powerlessness
- it is imperative that we uphold academic freedom, but in ways that are positive
- CAUT has also documented ways in which tenure and promotions processes can undermine academic freedom
- the terms civility and respect when used in the context of academic freedom are often used as limiting, subordinate clauses; so too is the notion of a “respectful workplace”
- civility, diversity and respect are not opposite to academic freedom
- civility should be nurtured but not regulated, and academic freedom should be primary
- dissidents should be celebrated, not “tolerated” or especially not marginalized
- the Boycott, Divestment and Sanctions movement springs from international law and human rights
- the painting is a creative expression of lived experiences that cannot and should not be expunged; inclusion must include, not exclude
- students learn best when challenged intellectually, and we must support those we challenge
- a supportive space is not the same as a safe space

Following the meeting:

- Senate Executive’s framing of the discussion illustrated the point concerning the use of the term “but” to qualify and limit academic freedom
- the “safe space” approach neglects the contestation of the term “safety,” and its variable boundaries dependent on power relations (examples include the once-common feelings that men had in the presence of women in university classrooms or that many feel in the presence of openly gay people); this is the kind of logic used to oppress any dis-empowered or vulnerable group
- the issue says CAUT’s Jim Turk is not whether we should restrict violence, discrimination and harassment -- of course we must; the real issue is whether incivility, disrespect, anger, hyperbole, outrage, polemic, satire, etc. -- the very forceful utterances that have driven democratic social change in history -- will be restricted because someone feels "unsafe" in their presence
- the President's Advisory Committee on Inclusion (tasked with "examining effective ways for strengthening York’s commitment to building an inclusive and diverse campus that nurtures the respectful exchange of ideas)" must not fall into this trap

York University Board of Governors



Synopsis

443rd Meeting held on 3 May 2016

Appointments / Re-appointments

- Re-appointment of Dr. Robert Haché as Vice-President Research & Innovation for a five-year term commencing 1 July 2016
- Appointment of Professor Paul W. McDonald as Dean of the Faculty of Health for a five-year term commencing 1 July 2016

Governors

- Re-appointment of William Hatanaka for a second four-year term concluding 31 December 2019
- Appointment of Elisa Alloul (student nominee) for a two-year term commencing 1 July 2016

Pension Fund Board of Trustees

- Re-appointment of Aldo DiMarcantonio as a Presidential nominee commencing 1 May 2016 for a three-year term.

Approvals

- authorization of the University's issue and sale of debentures of up to but not exceeding \$100 million in order to support the University's capital financing plan
- change in name of the Marketing, Communications and Community Affairs Committee of the Board to the External Relations Committee
- authorization of the President or his delegate to execute a lease agreement with Ruland Properties Inc., for the purpose of creating the Innovation and Community Engagement ("ICE") Hub in Markham City Centre.
- the establishment of the Department of Computational Arts in the School of the Arts, Media Performance and Design.
- annual approval (with amendments) of the Occupational Health and Safety Policy
- annual approval of the Policy on Workplace Harassment
- annual approval of the Policy on Workplace Violence

York University Board of Governors

Synopsis

- the domestic and international tuition fees for new and existing graduate programs as follows:

Program	Tuition Fee (Effective Date)
PhD Nursing <i>New program</i>	Domestic: \$7,002 per year (Fall 2017) International: \$18,745 (Fall 2017)
Master of Leadership and Community Engagement <i>New program</i>	Domestic: \$8,700 per year (P-T) (SU 2017) International: \$17,400 per year (P-T) (SU 2017)
Master of Real Estate and Infrastructure <i>New program</i>	Domestic: \$17,655 per term (Fall 2016) International: \$22,501 per term (Fall 2016) \$23,751 per term (Fall 2017) \$25,001 per term (Fall 2018)
Master of Management <i>New program</i>	Domestic: \$9,452 per term (Fall 2016) International: \$17,553 per term (Fall 2016)
Master of Business Administration; International Master of Business Administration; Master of Business Analytics; Master of Finance	Domestic: \$23,751 per term (Fall 2017) \$25,001 per term (Fall 2018)

Reports/Presentations

A briefing from the President on: his trip to open the *Lillian Meighen Wright Centre* at York's Ecocampus in Costa Rica; the official opening of the Bergeron Centre for Engineering; the launch of the *This is Impact* fundraising campaign; the honorary degree recipients for the spring 2016 convocation; York's planned submission to the federal infrastructure funding program to support eligible capital projects; his upcoming trip to Israel with the Premier of Ontario

A presentation by Vice-President Academic and Provost, Rhonda Lenton and Associate Vice-President International, Marilyn Lambert-Drache on the University's *Internationalization Strategy: Global Engagement*.

Received from the Governance & Human Resources Committee the 2015 Health, Safety and Employee Well-Being Annual Report.

Received from the Academic Resources Committee completed Cyclical Program Review final assessment reports.

York University Board of Governors

Synopsis

Brief reports from each of the Executive, Academic Resources, Finance and Audit, Governance and Human Resources, Investment and Land and Property committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website.

For further information on any of the above items contact the University Secretariat.

Maureen Armstrong, Secretary