

# **APPENDICES**

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## Senate Attendance in 2019-2020

**Table 1**  
**Senate Attendance, 2019-2020**  
**by Category of Membership and Meeting Date**  
**(n =163)<sup>1</sup>**

<b>Membership by Category</b>	<b>Sep 2019</b>	<b>Oct 2019</b>	<b>Nov 2019</b>	<b>Dec 2019</b>	<b>Jan 2020</b>	<b>Feb 2020</b>	<b>April 2020</b>	<b>May (Special) 2020</b>	<b>May 2020</b>
All Faculty Members (99)	69	59	62	46	65	69	81	71	64
LA&PS (36)	33	23	27	21	28	27	32	27	24
Education (4)	4	3	2	4	3	3	4	4	4
FES (4)	1	1	1	1	1	3	3	3	2
Arts, Media, Performance & Design (7)	6	5	4	3	4	7	7	7	5
Glendon (8)	1	4	5	5	5	4	6	4	5
Lassonde (8)	2	3	5	3	5	2	6	4	4
Health (12)	9	7	7	4	8	9	9	8	9
Osgoode (4)	2	2	1	1	1	2	4	3	3
Schulich (5)	3	2	3	0	3	4	4	3	2
Science (11)	8	9	7	4	7	8	6	8	6
Librarians and Archivists (2)	1	1	1	2	1	1	2	2	2
President/ Vice-Presidents (6)	3	4	4	5	4	3	6	6	5
Deans/Principal/Librarian (12)	8	9	6	11	10	8	10	10	10
Students (28)	18	16	14	12	17	14	14	5	7
Committee Chairs (2)	2	2	2	2	2	2	2	2	2
Other Members (13)	9	9	10	12	11	7	12	9	10
Number of Senators Attending (Percent)	<b>110 (67.4)</b>	<b>100 (61.3)</b>	<b>99 (60.7)</b>	<b>90 (55.2)</b>	<b>110 (67.4)</b>	<b>104 (63.8)</b>	<b>127 (78)</b>	<b>105 (64.4)</b>	<b>100 (61.3)</b>

<sup>1</sup> The maximum size of Senate is 167. However, totals in the tables and graphs do not include the Chancellor, members of the Board of Governors, and committee chairs who were already Senators when elected to their positions.

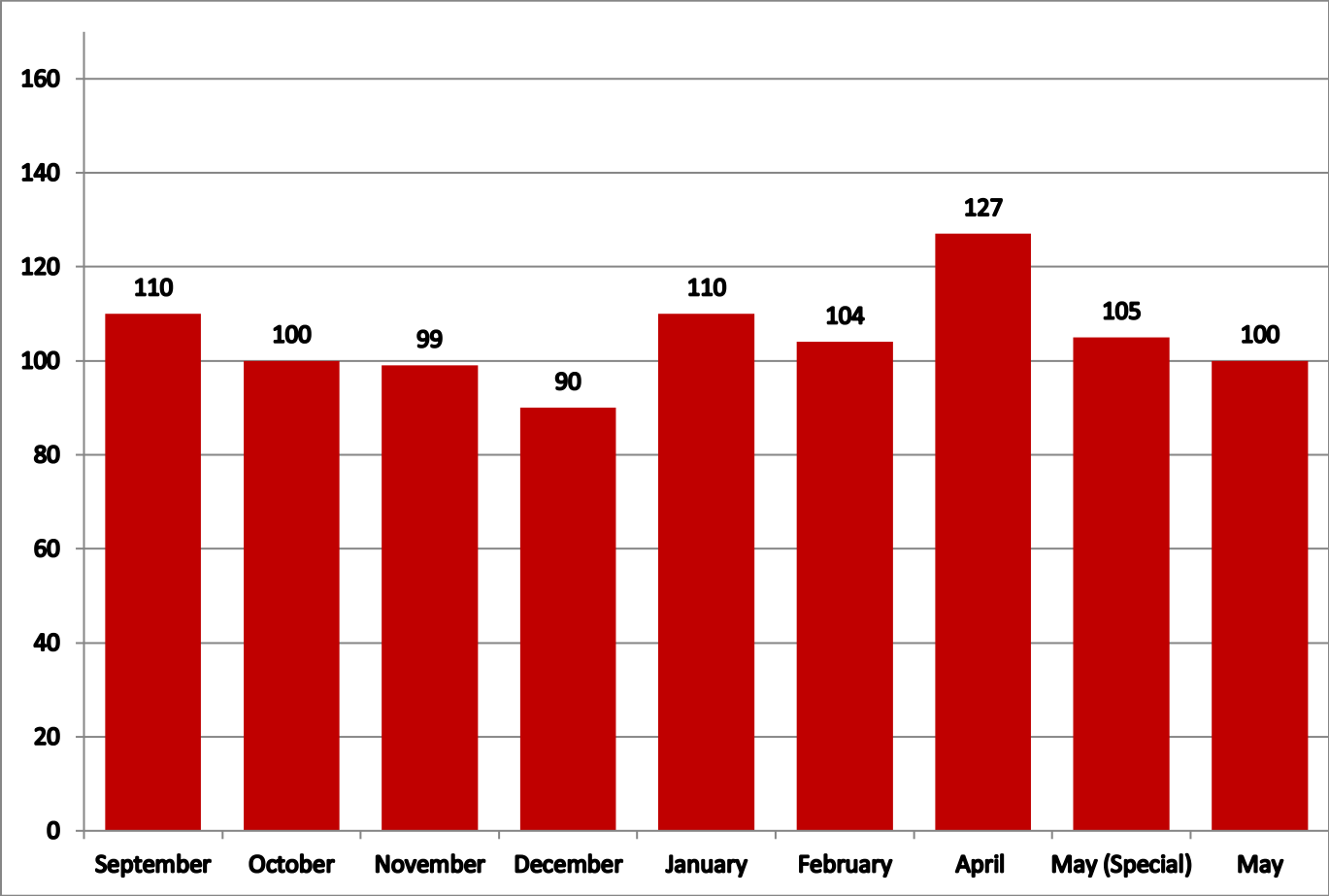
**Table 2**  
**Senate Attendance 2015-2016 to 2019-2020**  
**by Category of Membership and Percentage**

<b>Membership Category</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
All Faculty Members (99)	58.2	57.0	58.2	59.4	66.1
Education (4)	41.2	59.3	62.5	63.9	86.1
Environmental Studies (4)	50.0	37.5	50.0	22.2	44.4
Arts, Media, Performance & Design (7)	22.7	23.4	28.6	60.3	76.1
Glendon (8)	45.3	45.3	52.5	45.8	54.1
Health (12)	75.0	67.0	58.3	63.0	65.1
Lassonde (7)	75.0	70.0	67.1	77.8	47.2
Liberal Arts and Professional Studies (36)	60.3	62.0	63.2	63.2	74.6
Osgoode (4)	37.5	47.0	52.5	30.6	53.1
Schulich (5)	75.0	59.0	58.3	40.7	53.3
Science (11)	72.2	68.0	62.0	66.7	63.6
Librarians and Archivists (2)	69.5	56.5	80.0	77.8	72.2
President / Vice-Presidents (6)	82.5	87.5	80.0	88.2	74.1
Deans / Principal / Librarian (12)	49.5	55.2	61.7	69.4	76.1
Students (28)	35.2	44.0	43.6	36.9	46.4
Committee Chairs (2)	55.0	60.0	100	88.9	100
Other Members (13)	75.0	72.1	73.1	60.6	76.1
<b>Percentage Attendance</b>	<b>56.3</b>	<b>57.0</b>	<b>61.9</b>	<b>57.2</b>	<b>64.4</b>

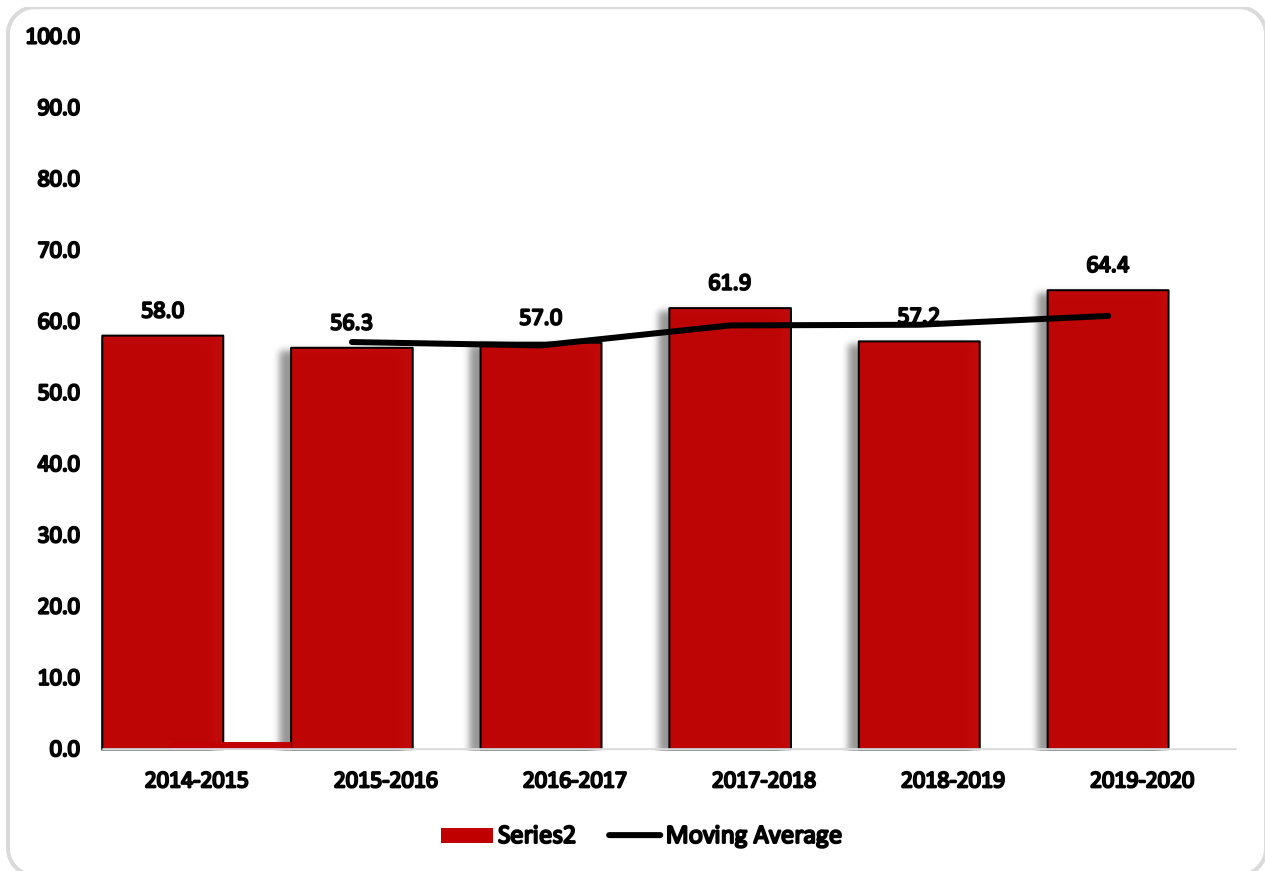
**Table 3**  
**Attendance in 2019-2020 by Category**  
**Ranked in Descending Order**

<b>Membership Category</b>	<b>Attendance (by %)</b>
Committee Chairs	100
Education	86.1
Arts, Media, Performance & Design	76.1
Deans/ Principal	76.1
Other Members	76.1
Liberal Arts and Professional Studies	74.6
President/ Vice President	74.1
Librarian and Archivists	72.2
All Faculty Members	66.1
Health	65.1
Science	63.6
Glendon	54.1
Schulich	53.3
Osgoode	53.1
Lassonde	47.2
Students	46.4

**Table 4**  
**Senate Attendance in 2019-2020**  
**by Meeting Date (n = 163)**



**Table 5**  
**Senate Attendance**  
**2014-2015 to 2019-2020**  
**by Yearly Average**



# Senate Executive Committee Priorities 2019-2020

Executive - Appendix B

**Status as of June 2020**

Item	Commentary	Process	Status
<b>1. Labour Disruption Follow-up Initiatives:</b>			
i. Process for the determination of responsibilities in a disruption	Following the decision last year to set aside the joint Board-Senate working group on this matter, a new approach is being discussed by the Chairs of Senate and Board.		<b>In Progress; to be carried forward.</b> Following a meeting of the Chairs, Provost and Secretary, a proposed direction on <i>Class Cancellation / Suspension of Academic Activities</i> was scheduled for discussion by Executive at its meeting of 17 March 2020. The item of business was deferred to a future meeting to afford the necessary time to respond to matters associated with the pandemic.
ii. Review relevant Senate policies to address questions and need for clarity on matters that emerged: <ul style="list-style-type: none"><li>• Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</li><li>• Class Cancellation Policy</li><li>• Sessional Dates and the Scheduling of Examinations</li></ul>	The review will address implementation questions raised about vague or broad language in the policies. Enhancements to the policies will better position the University to respond to any future disruptions.	Approach to be confirmed.  Coordinate with ASCP's planned review of the Sessional Dates policy.	<b>Planned as the second stage of the item 1(i) above.</b>  Review of the Sessional Dates policy to be coordinated with ASCP.

Item	Commentary	Process	Status
iii. Create a comprehensive record of remediation options and actions taken by the Executive Committee and Senate during the disruption; evaluate the effectiveness of the actions; create a formal reference document of options for future use.	Post-strike reflections resulted in a recommendation to create a comprehensive record of the decisions taken by Executive. From the analysis of the record, a concrete reference document - informed by past practice and experience - will be prepared to assist decision-making in any future disruptions.	Senate Executive to receive and discuss an annotated record of Executive and Senate decisions made during the disruptions.	<b>Begun in 2018-2019; continues in progress.</b>  Chronology of Executive and Senate actions finalized, transmitted to Senate September 2018.  Creation of a formal reference document of options for future use to be completed.
iv. Conclude remediation from the FW2017-2018 Labour Disruption	Executive established a process to address the cases of outstanding Provisional Grades assigned in courses during the labour disruption.	A temporary sub-committee of Executive established with a mandate to make decisions on the remaining cases of students with Provisional Grades. 5-person sub-committee struck to act.	<b>Nearing finalization.</b>  The sub-committee met in September 2019, February, April and June 2020  11 of the original 13 cases of outstanding provisional grades have concluded; 2 remain pending.
<b>2. Senate Rules and Membership Review:</b>			
i. <b>Senate's Rules, Procedures and Guidelines review</b>	Senate's Rules, Procedures and Guidelines are published every three years which normally occasions a thorough review. The Rules were last published in February 2016.	Led by the Nominations Sub-committee.  Minutes of meetings in 2018, survey results and correspondence from Senators identified rules and issues for review.	<b>Completed.</b>  Several revisions were approved by Senate as recommended by Executive in October  Two subsequent minor changes to Senate in December.
<b>3. Oversight of Senate Policies Review Exercise</b>	The Secretariat is engaged in an exercise to review all Senate policies to determine those in	Policies identified in the first instance in need of revision, rescission or merging with	<b>To be carried forward.</b>



Item	Commentary	Process	Status
	need of updating. They are divided in groups ranging from quite old to more recent policies.	another policy will be flagged for consideration by Senate Executive, for referral to the relevant Senate committee for substantive review.	Time did not permit progress on this initiative this year.
<b>4. Review of Principles Governing a Presidential Search</b>	Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> , year delayed the item of business.	Senate Executive to prepare the framing of the discussion.	<p><b>In Progress; to be carried forward.</b></p> <p>Following Executive's determination that a review of the <i>Principles Governing a Presidential Search</i> was warranted, a consultation took place between the Chairs of Senate and Board on conducting a review and possible processes.</p> <p>It was agreed there is value in the review; however, given all of the other initiatives in progress and the onset of the pandemic, the item was deferred, with the intention to return to it in the future.</p>
<b>5. Appointment of a Vice-Chair Senate</b>	The term of the Chair of Senate concluded 31 December 2019; Vice-Chair moved into the role as of 1 January 2020; a new Vice-Chair to be appointed by Senate for 1 January 2019 – 30 June 2020.	The Nominations Sub-committee will develop a slate of candidates for election to the position by Senate.	<p><b>Completed.</b></p> <p>Senate approved in November Mario Roy as the next Vice-Chair / Chair-Election.</p>



## APPRC Priorities for 2019-2020

Priority	Specific Outcomes for 2019-2020	UAP Objective(s)	Status of APPRC 2019-2020 Outcomes
<b>Tracking 2015-2020 UAP progress</b>	<p>Firm intelligence on the University's progress towards the UAP priorities in the Plan's final year.</p> <p>Resumption of Deans / Principal meetings initiated in 2018-2019 to discuss and gather tangible progress on UAP priorities and the challenges encountered to move others forward.</p>	Objectives in <b>Priority 7</b> . Enabling the Plan	<b>Completed.</b> Summary progress report on achievements towards UAP priorities compiled; shared with Senate in conjunction with the draft UAP for discussion in May.
<b>Development of the UAP 2020-2025</b>	<p>Facilitation of a community consultation process to gather input on progress made toward UAP 2015-2020 priorities in Fall 2019</p> <p>Preparation of a draft new Plan, and community consultation on the draft in early 2020.</p> <p>Final Plan presented to Senate for approval, April / May 2020.</p>		<b>Completed end of June.</b> Penultimate draft discussed with Senate on 28 May 2020. APPRC confirming final version on June 12; to Senate for approval 25 June.
<b>Input on the development of the University's SMA3</b>	Discussion of and feedback to the Provost on the Principles for the Establishment and Implementation of SMA3	N/A	<b>Completed.</b>
<b>New Faculty (FES-Geography- Others)</b>	Review of the proposal to establish the new Faculty and, upon approval, recommend Senate approve the establishment of the Faculty.	<b>Priority Area 1:</b> Innovative, Quality Programs for Academic Excellence	<b>Completed.</b> Senate approved November 2019; Board approved December 2019.
<b>Markham Campus Planning</b>	<p>Timely, meaningful discussion of academic dimensions of the campus.</p> <p>Consideration of specific proposals.</p> <p>Advice to the Provost and others.</p>	<p><b>Priority Area 1:</b> Innovative, Quality Programs for Academic Excellence</p> <p><b>Priority 2:</b> Advancing</p>	<b>Remains in progress.</b> Comprehensive update on academic program plans discussed in April. Regular updates provided by the Provost thereafter, with engagement of

		<p>Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities</p> <p><b>Priority 5.</b> Enhanced Campus Experience</p>	<p>Committee on academic planning matters.</p>
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## Advancing 2015-2020 UAP Priorities: ASCP

This report captures all major activities completed by ASCP from 2015 to 2020 that are in alignment with UAP priorities.

UAP Priority	ASCP / Senate Activity
<b>Priority 1: Innovative, Quality Programs for Academic Excellence</b> <b>1. Develop and implement Faculty plans to enhance the quality of our academic programs</b>	
<ul style="list-style-type: none"> <li>Faculty plans will seek opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming, etc.</li> </ul>	<p>New MAsc and PhD programs in Civil Engineering</p> <p>New 90-Credit BA Degree Option in Digital Media</p> <p>New Game Arts Stream in Digital Media BA Program</p> <p>New Specialized Honours BSc program in Neuroscience</p>
<ul style="list-style-type: none"> <li>Faculty plans will address program challenges including overly complex degree requirements, program duplication and declining enrolments ensuring that programs are coherently structured by investing, revising, consolidating or closing programs where appropriate</li> </ul>	<p>Closure of degree programs:</p> <ul style="list-style-type: none"> <li>Master in Public Administration Program</li> <li>MA program in Mathematics for Teachers</li> <li>BA program in Italian Culture</li> <li>Joint York-Seneca BSc (Tech) Program in Applied Biotechnology</li> <li>BA program in Canadian Studies</li> <li>BA program in Latin American and Caribbean Studies</li> <li>BA program in South Asian Studies</li> <li>BA program in Multicultural and Indigenous Studies</li> <li>BA program in European Studies</li> <li>BA program in United States Studies</li> <li>BA program in Environmental and Health Studies</li> <li>BA program in Individualized Studies</li> </ul> <p>Closure of Certificates and Diplomas:</p> <ul style="list-style-type: none"> <li>Certificate in Non-Profit Management</li> </ul>

	<ul style="list-style-type: none"> <li>• Certificates of Proficiency in Italian Language</li> <li>• Cross-Disciplinary Certificate in South Asian Studies</li> <li>• Certificate in Psychometrics</li> <li>• General Certificate in Professional Ethics</li> <li>• Diploma in Theatre &amp; Performance Studies</li> <li>• Diploma in Real Estate &amp; Infrastructure</li> </ul> <p>Merger of seven 90-credit BA and BSc degree options in Mathematics &amp; Statistics into one 90-credit degree option in Applied Mathematics</p> <p>Closure of the College-University Accounting Bridge Program</p> <p>Changes to the MA and PhD programs in Social Anthropology</p> <p>Restructured Professional LLM Specialization in Financial Law and closure of the Specialization in Bankruptcy and Insolvency Law</p> <p>Deletion of Fields in the MA program in Translation Studies</p>
<b>2. Strengthen our comprehensiveness and interdisciplinarity by:</b>	
<ul style="list-style-type: none"> <li>• Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses</li> </ul>	<p>New BSc program in Mathematical Biology</p> <p>New MASc and PhD programs in Mechanical Engineering</p> <p>New Diplomas in Advanced Accounting and Intermediate Accounting</p> <p>New Diploma in Professional Accounting</p> <p>New Cross-Disciplinary Certificate in Aging</p> <p>New Chemistry and Biochemistry Co-Registration Option between York and Seneca</p> <p>New Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship</p> <p>New Professional Certificate in Actuarial Science</p>

	<p>New Master of Real Estate and Infrastructure program</p> <p>New Master of Management in Artificial Intelligence</p> <p>New stream in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology</p> <p>New Specialized Honours BSc program in Neuroscience</p> <p>New Graduate Diploma in Culture, Communication and Leadership in Canadian Business</p> <p>New Graduate Diploma in Law for Law Enforcement Professionals</p> <p>Restructured stream in Supply Chain Management within the Specialized Honours Bachelor of Commerce program</p> <p>New Stream in Business Technology Management within the Specialized Honours BCom program</p> <p>Restructured Professional LLM Specialization in Financial Law</p> <p>Restructured Certificate in Athletic Therapy</p>
<ul style="list-style-type: none"> <li>Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations</li> </ul>	<p>New Cross-Disciplinary Certificate in Public History</p> <p>Changes to BA programs in Human Rights and Equity Studies</p> <p>Restructured BA program in Indigenous Studies</p> <p>New Black Canadian Studies Certificate</p> <p>Changes to Bachelor in Disaster and Emergency Management program</p> <p>Changes to BA programs in Translation</p> <p>Changes to Specialized Honours BA and Honours Minor BA programs in Performance Creation</p> <p>Changes to BA programs in Political Science</p> <p>New degree options and changes to BA programs in Global Political Studies</p>

	<p>New streams in Drama and Visual Arts and changes to degree requirements for BA programs in Drama and Creative Arts</p> <p>Changes to MA program in Dance</p> <p>New Specialized Honours BA option in Speech and Language Sciences within the Linguistics program</p> <p>Changes to MA and PhD programs in Social Anthropology</p> <p>Restructured Bachelor of Environmental Studies programs in Environmental Arts and Justice and Sustainable Environmental Management (pending)</p> <p>Restructured BA program in Geography (pending)</p> <p>Changes to Certificates:</p> <ul style="list-style-type: none"> <li>• Certificate in Anti-Racist Research and Practice</li> <li>• General Certificate in Refugee and Migration Studies</li> <li>• Certificate in Indigenous Studies</li> <li>• Professional Certificates housed within the School of Administrative Studies</li> </ul> <p>Establishment of a Transfer Credit program between AMPD and Specialized Arts programs in Secondary Schools in Durham, York and Peel Regions and Toronto</p>
<ul style="list-style-type: none"> <li>• Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education</li> </ul>	<p>New MASc and PhD programs in Mechanical Engineering</p> <p>Broadening of PhD and MASc programs in Electrical Engineering to add computer, electrical, software engineering fields</p> <p>Establishment of stream in Big Data within the Specialized Honours BEng program in Software Engineering</p>
<ul style="list-style-type: none"> <li>• Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills</li> </ul>	<p>New Honours Minor degree option and Certificate in Advocacy and Public Engagement Training</p> <p>New Cross-Disciplinary Certificate in Culture, Medicine and Health</p>



including an undergraduate “finishing year”, as well as professional and course-based Masters programs	<p>New Master of Leadership and Community Engagement program</p> <p>New Master of Management program</p> <p>New Master of Real Estate and Infrastructure program</p> <p>New Cross-Disciplinary Certificate in Aging</p> <p>New Master of Management in Artificial Intelligence</p> <p>Establishment of part-time option for the Master of Finance program</p>
3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with LOs.	<p>Revisions to YUQAP templates for cyclical program reviews and Major Modification curriculum proposals to improve clarity and maintain consistency with the quality imperatives of the UAP, and keep protocols in line with best practices</p> <p>Amendments to YUQAP and Quality Assurance Policy (pending)</p>
4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation	<p>New 90-Credit BA Degree Option in Digital Media</p> <p>New Game Arts Stream in Digital Media BA Program</p> <p>New PhD, MSc, MA programs in Digital Media</p> <p>New BFA program in Intermedia</p> <p>New Cross-Disciplinary Certificate in Public History</p> <p>New Master of Management in Artificial Intelligence</p> <p>New Specialized Honours BSc program in Neuroscience</p>
<b>Priority 3: Enhanced Quality in Teaching and Student Learning</b>	
1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.	
<ul style="list-style-type: none"> <li>• Increase the number of EE opportunities both internally and on campus including for example</li> </ul>	<p>New Honours Minor degree option and Certificate in Advocacy and Public Engagement Training</p>

student participation in Organized Research Units	<p>BEng and BSc Engineering Programs Co-Op Option</p> <p>Restructured BA degree program in Indigenous Studies</p> <p>New Specialized Honours BSc program in Neuroscience</p> <p>Changes to BA programs in Health and Society</p> <p>Changes to BA programs in Drama and Creative Arts</p>
2. Expand technology enhanced learning including the number of courses, modules and programs online or through blended learning	New BA and BSc Honours Minor options in Global Health
3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges	
<ul style="list-style-type: none"> <li>Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences</li> </ul>	<p>New BA and BSc Honours Minor options in Global Health</p> <p>New International Studies iBA York – EM Lyon Dual Credential program</p> <p>New York-Laval Public &amp; International Affairs Master's dual credential program</p>
<b>Priority 4: A Student-Centred Approach</b>	
1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to <b>academic</b> , career, library and financial <b>support</b> ;	<p>Revision to the Senate Common Grading Scheme for Undergraduate Faculties</p> <p>Conferral of Degrees Outside of Convocation</p>
2. Actively monitor student learning needs and develop appropriate academic supports.	<p>Establishment and monitoring of Academic Forgiveness Policies pilot from 2016-2017 to 2020-2021, encompassing:</p> <ul style="list-style-type: none"> <li>Establishment of the Senate Policy on Course Relief</li> </ul>

	<ul style="list-style-type: none"> <li>Establishment of the Senate Policy and Guidelines on Withdrawn from Course (W) Option</li> <li>Amendments to the Senate Policy on Repeating Passed or Failed Courses for Academic Credit</li> </ul> <p>Establishment of the Senate Policy, Guidelines and Procedures on Academic Accommodations for Students' Religious Observances</p> <p>Establishment of pan-university academic nomenclature</p> <p>Amendments to the Registration Eligibility in Summer Courses regulation</p> <p>Amendments to the Senate Pass/Fail Grades Policy</p> <p>Amendments to the Letter of Permission legislation, renamed the Senate Policy on Letters of Permission</p> <p>Revision to the Senate Common Grading Scheme for Undergraduate Faculties</p> <p>Initiation of revisions to the Policy on Academic Honesty</p>
<p>6. Further advance our SEM approach including <b><i>enhancing student supports</i></b> tailored to different student segments <i>improving retention and time-to-completion of degrees</i> by undergraduate and graduate students</p>	<p>Revisions to the Thesis and Dissertation Supervisory Committee Guidelines</p> <p>Changes to degree requirements for the Masters in Environmental Studies</p> <p>Changes to degree requirements for the MA Program in Applied Linguistics</p> <p>Merger of seven 90-credit BA and BSc degree options in Mathematics &amp; Statistics into one 90-credit degree option in Applied Mathematics</p> <p>Revisions to Policy on Graduate Supervision</p> <p>Changes to requirements for the PhD Program in Gender, Feminist &amp; Women's Studies</p> <p>Changes to degree requirements for the MA program in Social and Political Thought</p>

	<p>Changes to degree requirements for the MA programs in Music and Ethnomusicology/Musicology</p> <p>Changes to requirements for Graduate Diploma in Mathematics Education</p> <p>Changes to degree requirements for the MA program in Economics</p> <p>Changes to time to completion requirements for the MASc in Civil Engineering</p> <p>Changes to admission, degree and time to completion requirements for the MASc and PhD in Mechanical Engineering</p> <p>Changes to Graduate Diploma in Health Industry Management</p> <p>Changes to requirements for the Historical, Theoretical and Critical Studies of Psychology Specialization within the PhD Program in Psychology</p> <p>Changes to MA program in Dance</p> <p>Changes to PhD program in Cinema and Media Studies (pending)</p>
<b>Priority 6: Enhanced Community Engagement</b>	
<p>3. Expand community outreach and engagement with our larger communities by:</p> <ul style="list-style-type: none"> <li>• Solidify existing strategic partnerships aligned with priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships</li> </ul>	<p>New Industry Partnership Stream within the BSc Program in Computer Science</p> <p>New Master of Management in Artificial Intelligence</p> <p>New Stream in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology</p>

## Report on Senate Committee on Awards Priorities 2019-2020

Priority	2019-2020 Activities
Reflect and assess the extent to which the breadth of research conducted at York is being fully and comprehensively celebrated	<ul style="list-style-type: none"> <li>• The Committee approved revisions to the President's Research Impact Award criteria to place a greater emphasis on researchers' impact on communities, individuals, public policies or practice beyond academe.</li> <li>• This being the second competition in which the disciplinary clusters were in use, the Committee continues to reflect on the effectiveness of the distinctions for the Emerging Research Leadership and Research Excellence Awards.</li> </ul>
Consider possible refinements to all award criteria	<ul style="list-style-type: none"> <li>• Discussions on this topic were held throughout the year, with a review of all criteria planned for the first meeting of Fall 2020.</li> </ul>
More formally consider the application of equity, diversity and inclusion principles in award adjudications	<ul style="list-style-type: none"> <li>• Members were encouraged to complete the Canada Research Chairs Unconscious Bias Training Module at the beginning of the year and prior to each adjudication.</li> <li>• The Committee continued discussions about the introduction of a self-identification declaration as an optional component of nomination packages for all Awards.</li> </ul>
Encourage nominations from all Faculties for awards	<ul style="list-style-type: none"> <li>• There was an increase in the number of nomination files received this year, in particular for some of the Research Awards and the Teaching Awards. This is likely linked to two decisions made in 2018-2019: 1) to distribute calls for nominations more widely across the University and 2) to allow files of full-time and contract/adjunct Teaching Award nominees not selected to be reconsidered in the subsequent three competitions.</li> <li>• The Committee noted the relatively small number of University Professor nominations, which continues a trend that has been observed over the past few years, and will take up this matter going forward.</li> </ul>

## Building a Better Future: York University Academic Plan 2020-2025

The University Academic Plan (UAP) 2020-2025 is about coming together to make positive change for our students, our campuses, and our local and global communities.

This UAP is launching at a moment of unprecedented trial for human and planetary health, security, well-being, and understanding. In the midst of both a global pandemic and an international mobilization against anti-Black racism, our York University community has demonstrated extraordinary creativity, solidarity, and dedication to serving the public good while caring for all people, including the most marginalized and vulnerable. As a leading generator of knowledge and exemplar of social responsibility, York seeks to bring expertise from across disciplines to build new tools and strategies to tackle the myriad dimensions of these historic crises. Notwithstanding the restraints imposed by physical distancing, we are truly coming together as a resilient community. In the process, we are proving once again York's commitment to an enduring and distinctive set of core values:

- We strive for **Excellence** in fulfilling all aspects of our mission.
- We are **Progressive**, encouraging open minded inquiry, innovative approaches, and forward looking solutions.
- We champion **Diversity and Inclusivity**, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluencies and cross-cultural knowledges.
- We are passionate about advancing **Social Justice and Equity** through critical insight, creative problem solving, and socially responsible action.
- We uphold **Sustainability** - environmental, social, and fiscal - as a vital compass for decisions and initiatives.

These values are embedded in York University's Mission and Vision statements:

### Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied, and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan, and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni, and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance. York University makes innovation its tradition. *Tentanda Via*: The way must be tried.

### Vision

York's vision is to provide a broad sociodemographic of students with access to a high quality education at a research intensive University that is committed to enhancing the well-being of the communities we serve.

## **The Journey to 2020**

After a decade of rapid development York has arrived as a fully comprehensive, research-intensive, multi-campus, urban University. We combine groundbreaking scholarship, discovery, and artistic creation with renowned strengths in community engaged and industry partnered research for maximum social and economic impact.

We are a full spectrum University, increasingly recognized for excellence in health, engineering, and sciences, while we continue to lead in liberal arts, creative and performing arts, and professional studies. The comprehensive strengths of our Keele campus are enhanced by our bilingual Glendon campus, our downtown professional learning sites devoted to law and business, our management education campus in Hyderabad, India and our eco-campus in Las Nubes, Costa Rica.

York boasts one of the largest and most diverse undergraduate and graduate student bodies in Canada, almost 18% of whom are now international students. Through the ingenuity of our faculty, we have dramatically grown opportunities for students to access our programs virtually from anywhere in the world, and to learn experientially through community placements, capstone projects, and research internships. Students are embracing new programs in emerging areas like Global Health, Indigenous Studies, Digital Media, and Management of Artificial Intelligence. Our School of Continuing Studies has quickly become one of North America's largest and most successful, offering cutting-edge and flexible pathways to education for adult learners looking to retool their careers.

Through the growth of Innovation York, we have emerged as a thriving regional hub for entrepreneurship and knowledge mobilization. We value our deep connections to local and global partners, who work with us to contribute to the wellbeing of both people and communities. York University has a global alumni network of over 325,000 people in more than 170 countries, who are making a positive impact on their communities and excelling in every field of human endeavour.

## **Our Next Chapter**

York is entering a new phase of purposeful expansion in directions that anticipate the needs of future learners, both locally and globally, as well as the evolving needs of society. We reassert our foundational commitment to the arts, humanities, and social sciences not only as fields of inquiry but as modes of apprehending human existence at this critical juncture. In addition, we will launch a new campus in Markham centred on technology and entrepreneurship. We will develop an integrated health precinct with partners in Vaughan. We will take steps to realize the potential of the Lands for Learning at our flagship Keele Campus. We will elevate our international partnerships and profile, and the global connectivity of our research and our graduates. To enable this future-oriented vision, we will invest in robust professional development for our instructors and in the significant renewal of our research and teaching infrastructure, both physical and virtual.

York has scaled up its health-related teaching, research, and innovation based on a vision of keeping more people healthier, longer. We are well placed over time to establish a medical school

aligned with this vision, to serve one of Canada's fastest growing and most diverse regions through a community-based care model that integrates physicians into broader health and wellbeing promotion teams.

Focusing on the next five years, our UAP charts a path to positive change in relation to six Priorities that are foundational to York University's mission, vision, and identity. For each Priority the Plan explains why action is imperative and the key aims that will guide us. Permeating all six Priorities is a theme of *coming together* as both a precondition and an outcome of fulfilling the Plan. A better future must be rooted in strong relationships – among the members of our own institution, across our multiple campuses, with our closest neighbours and Indigenous communities, and with our burgeoning networks of partners near and far.

### **Advancing the Sustainable Development Goals**

In the spirit of coming together, the York community has expressed a strong desire to bring our unique capacities to bear on some of the most urgent issues facing the planet, from climate change to inequality to truth and reconciliation to forced migration, among others. Over the next five years, we will challenge ourselves as a University to deepen our collective contributions to the United Nations' seventeen Sustainable Development Goals (SDGs). The York University SDG Challenge will invite participation from all interested members of our community. York is already recognized globally for our excellence in SDG-relevant research, education, innovation, and civic action. The SDG Challenge will further elevate our engagement and project our distinctive ethos as a community of changemakers. Additional details are provided in the final section of the Plan.



### **York University's Planning Ecosystem**

The UAP 2020-2025 marks a new beginning. At the same time, it builds on the transformational work already underway across the institution. This Plan is designed to function as a meta-document that links our existing academic plans and initiatives into a coherent whole. It embeds and affirms the University's Strategic Research Plan, its Indigenous Framework, its Sustainability Strategy, and a new Internationalization & Global Engagement Strategy, among others. These focused strategies are embraced as vital planning elements that complement the UAP as an overarching meta-document, which charts our direction over the next five years.

Our UAP also informs our operational and budget plans. York is known as a leader in Integrated Resource Planning (IRP), which ensures that our high-level strategies do not sit on a shelf but are translated into concrete implementation plans. Every faculty and administrative unit has an IRP that lays out the specific actions it is taking to embrace and implement the UAP with timelines and regularly scheduled progress reports, so that our people and our financial resources are continually aligned to support our stated academic priorities and goals.





## Six Priorities for Action

York University has an enduring commitment to critical inquiry and the pursuit of knowledge that comes from many differing perspectives and ways of knowing. As a learning community, we believe in the power of research, scholarship, creativity, education, and dialogue to transform ourselves and the world around us for the better. We share a collective belief in the university as a public trust.

Our new UAP is designed to uphold the fundamental values of the University, even as we evolve our roles and reach to ensure our graduates are equipped for a future that will be defined by dramatic change.

- Climate and environmental change raise urgent questions for virtually every field of endeavour and a need to come up with innovative solutions.
- Digital inter-connectivity and physical mobility of people generate complexity but also immense possibilities to accelerate collaboration and problem solving.
- Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, as well as revolutionizing how we all learn, think, and create.
- Global power shifts translate into local tensions and inequities, highlighting the need for meaningful strategies to enhance international cooperation, economic inclusion, and social cohesion.
- The ethical and moral imperatives of social movements—such as #MeToo, #BlackLivesMatter, among others—need to inform our policies and direction as an academic community and as a force for good in the world.

York University brings distinctive capabilities to the table to meet these challenges and uncover the opportunities that lie within them. This UAP positions York clearly as an agent of positive change for our students, for higher education, for society at large, and for the planet. We believe that at this juncture, to make a better future, the world needs more of York University.

Each of the six Priorities focuses on a key dimension of positive change that York University will pursue over the next five years. The Priorities are conceptualized as a wheel to reflect their fluidity and interdependence. Each Priority depends upon the others to fully realize the UAP, just as we, the community of YorkU, depend upon each other to thrive. The United Nations Sustainable Development Goals envelop the wheel to depict York's longstanding commitment to building a more just and sustainable future and to indicate how we are challenging ourselves over the life of this Plan to elevate these contributions.



## 21st Century Learning: Diversifying Whom, What, and How We Teach

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EVERY YORK UNIVERSITY GRADUATE, REGARDLESS OF BACKGROUND OR FIELD OF STUDY, MUST BE EQUIPPED WITH THE KNOWLEDGE, TRANSFERABLE SKILLS, AND VALUES TO NAVIGATE A 21ST CENTURY WORLD IN WHICH CHANGE IS THE ONLY CONSTANT.

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This Priority speaks to the unparalleled diversity of our student body as a source of pride and a comparative advantage that differentiates York University as an institution. York has become a global magnet for talented people drawn by our academic excellence, cosmopolitan character, and commitment to making a positive difference. The next five years will see:

- continued efforts to make York a more attractive destination for all potential students, including Indigenous students and equity seeking groups; and
- additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.

This Priority also highlights the value we place on diversity of thought. To prepare our students to live, work, and act meaningfully in the world, we will:

- continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
- pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews
- build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media

Finally, this Priority speaks to diversifying how we teach in an era of perpetual, universal learning. Rather than acquiring static knowledge, the hallmark of education for the future is now intellectual agility, adaptability, and knowing how to learn in any context. To meet this challenge we will:

- offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers
- attain our goal of providing every student with an experiential learning opportunity, regardless of program
- create more physical and virtual capacity for active and collaborative learning, so that students gain skills in working with others along with the joy of belonging to a learning community, wherever they are located
- encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge
- enhance and update teaching and professional development supports for all instructors, including tenure-stream and contract faculty as well as teaching assistants.

## Knowledge for the Future: From Creation to Application

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AS CHANGE ACCELERATES AROUND US, WE AIM TO BE MORE RESPONSIVE TO OUR COMMUNITIES BY GENERATING CRITICAL KNOWLEDGE AND WORKS OF ART, IDEAS AND INNOVATIONS THAT ENGAGE MULTIPLE PERSPECTIVES WHILE PROPELLING ONTARIO AS A GLOBAL KNOWLEDGE-ECONOMY LEADER.

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We have laid out an ambitious agenda for the continued growth and application of our research, scholarship, and creative activity in our *Strategic Research Plan (SRP) 2018-2023: Towards New Heights*. We remain committed to this agenda, including in particular:

- increasing the research participation of faculty and trainees at all levels across the institution
- accelerating growth in the number and diversity of our scholarly and artistic outputs and research funding base
- expanding the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works, and by fully implementing our Open Access Policy (2019) with leadership from our York University Libraries
- maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities

Based on a thorough scan of activity across the University, the SRP mapped our established research and creative strengths across six intersecting themes, in which we are demonstrating national and international leadership:

Advancing Fundamental Inquiry and Critical Knowledge	Analyzing Cultures and Mobilizing Creativity
Building Healthy Lives, Communities, and Environments	Exploring and Interrogating the Frontiers of Science and Technology
Forging a Just and Sustainable World	Integrating Entrepreneurial Innovation and the Public Good

We will continue to grow and excel in these areas, with the help of investments that are already underway in enhanced infrastructure and in supports for our faculty. These include consistent high quality supports for individual investigators across the institution, as well as more focused investments in large-scale, collaborative research programs that cross disciplines and often borders with an array of partners. York University enters this UAP with an expanded cohort of graduate students and post-doctoral fellows from Canada and around the world, who will both participate in and accelerate this agenda.

The continued growth of our research and creative activities also demands that we support scholarly communities in keeping with the theme of *coming together*. York's excellence in inter- and transdisciplinary research is renowned and positions us for leadership in addressing the most

complex and pressing issues of our times, such as those highlighted by the UN's SDGs. During this five year period, we will further cultivate thinking across disciplines through our Organized Research Units and beyond, and find ways to infuse it deeply in student learning as well as in our research and creative activities and output.

The SRP 2018-2023 identified five areas where York has a clear opportunity to achieve new levels of research success in ways that bring a distinctively York perspective to addressing compelling challenges of our time:



Exciting initiatives are already underway in each of these streams. Examples include a new Centre for Indigenous Knowledges and Languages and our AI Taskforce, which is examining how York can become a distinctive leader in research and teaching that engages critically and humanistically with the development of technologies including artificial intelligence and machine learning.

Over the life of this UAP, we will continue to invest in these efforts in particular by implementing our Faculty Complement Renewal Strategy, which calls for continued growth, renewal, and diversification of our tenure-stream faculty complement, including the use of cluster hiring to advance strategic priorities. This will also require focused efforts to meet current and future research infrastructure needs, to provide mentorship for an incoming generation of scholars, and to ensure that our faculty's research and creative outputs are disseminated ever more widely and recognized both internally and externally.

## **From Access to Success: Next Generation Student Supports**

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WITH MANY OF OUR STUDENTS FACING CURRENT CHALLENGES AND UNCERTAIN FUTURES, YORK WILL DEVOTE ADDITIONAL ATTENTION TO SUPPORTING STUDENTS OF ALL BACKGROUNDS AND CIRCUMSTANCES TO COMPLETE THEIR STUDIES SUCCESSFULLY AND TO REALIZE THEIR FULL POTENTIALS.

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A core value of York University since its inception has been to provide access to all eligible students so that no talent is left behind. We serve large numbers of students who are new Canadians, Black, Indigenous, racialized, from lower income backgrounds, or who are among the first in their families to attend university. We are proud that our campuses teem with students of diverse sexualities, abilities, nationalities, religions, political beliefs, and linguistic backgrounds. Indeed, it is this vibrancy and promise that attract many people to come to York or to support our work.

We also recognize that many of our students may have substantial work and family commitments, or face systemic barriers as part of the experience of belonging to a minority in society or at university. As a large institution that has grown quickly, York also recognizes that we must reduce the complexity of navigating our University in order to meet the needs of all of our students whether graduate, undergraduate, or those engaged in continuing studies. We must commit to being caring, proactive, responsive, reliable, and supportive as we provide an exceptional experience that always goes above and beyond.

With progress already happening in many areas, we will redouble our efforts over the course of this UAP to achieve positive change for our students in the following areas:

- more seamless, timely, and reliable access to excellent academic and career advising, as well as accessibility and other supports, through a combination of in-person service and digital systems, including our recently launched Student Virtual Advisor
- earlier feedback to students on their academic standing, and the use of data analytics to enable proactive, early interventions for students who are struggling
- more robust resources to assist international students with their distinctive needs
- achievement of our Faculty Complement Renewal Strategy to diversify our faculty to better reflect the makeup of our student body
- enhanced opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples
- new systems to track our progress on improving outcomes for all of our students and especially those from underrepresented groups

## **Advancing Global Engagement**

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YORK UNIVERSITY DRAWS PEOPLE FROM AROUND THE WORLD WHO SEEK TO LEARN FROM EACH OTHER AND TO GAIN THE GLOBAL FLUENCIES NEEDED TO WORK LOCALLY AND ACROSS BORDERS TOWARD A BETTER FUTURE.

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More than ever, universities have a responsibility to contribute to positive change through global cooperation and borderless education. York's reputation is strong in global languages and internationally engaged research and teaching, with alumni and partners around the world. Our Glendon campus provides a unique environment for cross-linguistic and cross-cultural teaching, research, and dialogue. We have an eco-campus in Las Nubes, Costa Rica and offer global management education at our campus in Hyderabad, India. In addition, we are embedded in one of Canada's most multicultural and economically vibrant urban regions, where many employers seek highly qualified personnel with a global orientation.

York University is launching an Internationalization and Global Engagement Strategy (2020), which sets the stage for a new phase of development that will bring greater resources and coordination to our efforts in this area and will reinforce our commitment to ethical internationalization. The pan-university consultation informing this Strategy reinforces our values of integrity, reciprocity, reflexivity, inclusivity, and sustainability in our international programs and activities. It sets an agenda for action in four areas:



- global outlook and fluency informing curricula and global learning, while leveraging our own diversity
- global nature of research attracting international scholars and supporting international collaborative research
- robust recruitment of international students from a multitude of countries for whom we create a nurturing and inclusive environment that supports their transitions to careers or further study
- communicating more actively, cultivating new partnerships, and fostering alumni connectivity to expand our global reach and profile

York is committed to enhancing resources and activities in each of these four areas to support this agenda. In addition, we will work with Universities Canada and other partners to ensure that York can fully leverage new public investments such as the federally funded Outbound Student Mobility Program.

## **Working in Partnership**

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YORK UNIVERSITY UNDERSTANDS THAT BY PARTNERING WITH OTHER ENTITIES AND SECTORS WE GAIN VITAL INSIGHTS AND CAPACITY TO CREATE POSITIVE IMPACT FOR OUR STUDENTS, OUR CAMPUSES, AND OUR BROADER COMMUNITIES.

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York has always embraced the view that we have much to learn from the communities we serve. We are a longtime leader in community-engaged research, teaching, and civic action. Our interactions with entrepreneurs and industry have grown exponentially in recent years with the launch of Innovation York, YSpace in Markham, and several Faculty-based innovation hubs. Through our Indigenous Framework, we are committed to engaging and supporting Indigenous communities and recognizing the support they provide to York. We know from experience that by working with other kinds of organizations we broaden our field of vision and increase our collective problem-solving capacities, while offering our students valuable learning and career opportunities.

Over the next five years, we will continue to build cross-sector and inter-community partnerships that can serve as vital catalysts for positive change. As a university, we will model new and deeper forms of collaboration with industry, government, alumni, donors, and community partners across all of our campuses. Our students will deepen their understanding of their social responsibilities and open their horizons to new and exciting career paths. Signature activities will include the following:

- developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation

- establishing a UN-sponsored CIFAL<sup>1</sup> centre to provide cross-sectoral training and development programs that will advance the UN SDGs
- attracting partners to help realize the potential of our Keele campus Lands for Learning to support both our academic mission and our social and environmental responsibilities
- implementing York University's social procurement policy, one of the first among Canadian academic institutions, as part of our broader commitment to being an anchor institution for the region
- continuing to work with York's Indigenous Council to strengthen the Indigenous presence on campus
- connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario

## Living Well Together

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MAKING POSITIVE CHANGE REQUIRES THAT ALL MEMBERS OF OUR DIVERSE COMMUNITY FEEL WELCOMED INTO A SENSE OF BELONGING, COMMON PURPOSE, AND SHARED RESPONSIBILITY TO SUPPORT AND ENRICH EACH OTHER'S WORK.

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Anishinaabe teachings refer to the gift of Mino Bimaaddiziwin or the Good Life. Given the scale and breadth of York University, with many people engaging remotely or commuting some distance to our campuses, and with 325,000 alumni living and working around the world, we must make a conscious effort to know each other and to build a community reflective of this Good Life. Our students, staff, and faculty have let us know that a stronger sense of connection, inclusion, and wellbeing are among the key changes they are seeking in their daily experience of life at the University. Our alumni are seeking more opportunities to remain engaged with the University. In this UAP we reaffirm our commitment to open, transparent collegial governance and to ensuring that we create opportunities and make space for all community members to have a voice in shaping our collective future. In support of this Priority, we will also:

- renew our physical environment with inspiring and humane natural and built spaces, including an expanded Joan and Martin Goldfarb Art Gallery of York University within a revitalized Harry Arthurs Common
- enhance our virtual presence to offer compelling and intuitive ways to connect with the University and build a broader, networked community of learning and mentorship
- continue to implement mental health and wellbeing strategies, policies, and collective actions that create supportive and empowering environments for all members of the community
- incorporate accessibility fully into our planning, keeping in mind the requirements under the *Accessibility for Ontarians with Disabilities Act* for all public and private institutions to be fully accessible by 2025

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<sup>1</sup> CIFAL stands for Centre international de formation des autorités et leaders' (in English: International Training Centres for Authorities and Leaders). The CIFAL Global Network aims to strengthen capacities of government officials and civil society leaders to advance sustainable development: <https://unitar.org/about/offices-training-centres-around-world/cifal-global-network>.



- amplify our purposeful efforts to foster dialogue, respect, kindness, empathy, and open-mindedness to diverse points of view by actively implementing the recommendations of the recently released Cromwell Report
- optimize our Libraries as both physical and virtual spaces for scholarship, collaboration, and community building
- draw upon our strengths in the creative and performing arts to enrich social connection and community pride
- continue our actions to support reconciliation through our Indigenous Framework, including additional Indigenous spaces and art works
- intensify our systematic efforts to embed human rights, equity, diversity, and inclusion training across the University
- deepen our engagement and support for our vibrant network of alumni and donors
- embrace a culture of service excellence, in which we all are responsible for supporting each other's success

## Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals

In addition to the six foundational Priorities above, members of our York University community have expressed a strong desire to make a difference on compelling issues of our times. Community members have highlighted a range of complex societal issues to which York is ideally placed to contribute, given our commitment to social responsibility, our extensive network of partnerships, and our excellence in thinking across disciplines. It is striking that most of the issues that surfaced in these conversations are referenced in the United Nations Sustainable Development Goals (SDGs), a framework that calls on member countries to take urgent action in seventeen areas that are critical to ensure peace and prosperity for people and the planet. The impact of the COVID-19 pandemic has further underscored the urgency of this agenda.

### SUSTAINABLE DEVELOPMENT GOALS



York University is already recognized as an international leader in SDG-relevant research, teaching, partnerships, and campus practices. By challenging ourselves to deepen this work over the next five years, and to track and report on our contributions, we reaffirm our longstanding York values of social justice, equity, sustainability, and excellence in all that we do. This SDG Challenge will galvanize our community in coming together to engage critically with the SDGs and to take meaningful steps, both small and large, toward a more just and sustainable future.

Beginning in this 75<sup>th</sup> anniversary year of the United Nations, York's SDG Challenge will be a pan-University exercise to support and recognize a wide range of grassroots activities that may touch on any of the Priorities in the Plan. These activities may be purely internal or they may engage others from our nearest neighbourhoods to the farthest corners of the world. They may involve fundamental inquiry and artistic creation, or seek immediate changes in skills, policies, aesthetic practices, or behaviours. They may emanate from any academic discipline or administrative unit, or spark new collaborations across different areas of the University. They might even involve some friendly competition for a good cause. By supporting students, faculty, contract instructors, staff, alumni, donors, and volunteers to come together for SDG-related learning and initiatives, we will create leadership opportunities for our people and forge stronger relationships along the way. By telling the story of our SDG-related work, we will build community pride and put a spotlight on the qualities that make York University a truly unique and special place.

What will the York SDG Challenge mean in practice? Fully answering this question will require the further engagement of the York community. The Challenge will be most successful if ideas for how best to "answer the call" are crowd-sourced from all those who want to get actively involved in the work. This suggests a bottom-up approach with an emphasis on personal initiative as well as collaboration, educating ourselves and others, and building all of our skills and capacities for acting meaningfully in relation to the Goals.

The University will provide a support infrastructure to facilitate groups coming together around SDG-related projects or activities, to enable their work with a variety of resources, and to document outcomes so that we can build engagement and convey to ourselves and others the positive impact that we are having. The allocation of resources among the different SDGs and among different activities will follow the evolving interests of the York community.

To take one obvious example, climate change is an area of strong interest and expertise at York, crossing many disciplines and functions, and engaging multiple SDGs including #7 (Affordable and Clean Energy), #11 (Sustainable Cities and Communities), #12 (Responsible Consumption and Production) and #13 (Climate Action), as well as others. By drawing on existing reports and information, we can generate a baseline understanding of how climate change is being addressed through our academic curricula, research and creative activities, student clubs and extra-curriculars, campus operations, local and international partnerships, innovation and entrepreneurship programs, alumni engagement, capital planning, and other activities. This would serve as a directory of ongoing initiatives that could benefit from more people getting involved, as well as revealing opportunities to join forces or to create new initiatives. From here, a Convening Group could be established, including both academic and professional staff leaders, with support to organize launch events open to all interested members of the York community. Launch events could be imagined in a host of different ways to generate ideas, share knowledge, and define

projects of interest. Those who already have an idea could be invited to submit proposals through an open call. As each year draws to a close, a culminating event could showcase accomplishments, reset agendas, and invite new participants to join in next steps.

By furthering SDG-related work that intersects with the Priorities, our UAP highlights the distinctive ethos of York as a University committed to shaping a better future for all.

### **Meeting the Challenges of Tomorrow**

At York University we are renowned for the opportunities we offer students of all backgrounds, for our progressive outlook and breakthrough achievements, and for our ability to reimagine the possible. Over the past few months, fuelled by our passion to serve, we have demonstrated tremendous fortitude as we have rallied together, innovated, and adapted, emerging stronger and more resilient than ever. As we enter this next chapter, our UAP will provide an inspirational compass to guide our choices and actions. Our hope is to enable every member of our community to fulfill their potential and contribute their talents as we create positive change, locally and globally, for our students, the communities we serve, and the world around us.

## The University Academic Plan 2015-2020 : Achievements Toward Priorities

### PRIORITY 1 Innovative, Quality Programs for Academic Excellence

A paramount priority for the UAP 2015 - 2020 in advancing York's vision as a comprehensive, research-intensive and internationally recognized University is to enhance the quality of our academic programs.

Objectives	Examples and Signature Outcomes
1. Develop and implement Faculty plans to enhance the quality of our academic programs	<ul style="list-style-type: none"> <li>100% of York University's programs have documented learning outcomes.</li> </ul>
2. Strengthen comprehensiveness and interdisciplinarity by: <ul style="list-style-type: none"> <li>Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses</li> <li>Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations</li> <li>Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education</li> <li>Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate "finishing year", as well as professional and course-based Masters programs</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative curricular revisioning in the Faculty of Environmental Studies and the Department of Geography.</li> <li>Framework for Cross-Faculty Degree Programs</li> <li>Quality Assurance framework improved to provide clarity and consistency</li> <li>Enhanced suite of supports for curricular development: Teaching Commons programming, educational developers, market research capacity, facilitation</li> <li>All Faculty Integrated Resource Plans include actions to enhance quality academic programming</li> <li><i>Engineering:</i> <ul style="list-style-type: none"> <li>MASc and PhD programs in Civil Engineering</li> <li>MASc and PhD programs in Mechanical Engineering</li> <li>Broadening of PhD program in Electrical Engineering to add computer, electrical software engineering fields</li> </ul> </li> </ul>
3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes	<ul style="list-style-type: none"> <li>Certificate in Black Canadian Studies created</li> <li>Master of Management in Artificial Intelligence</li> <li>Honours BSc program in Neuroscience</li> <li>Graduate Program in Digital Media</li> <li>Introduction of a 4+1 program for high achieving students to be admitted simultaneously to Glendon, AMPD or Science and the Masters of Management</li> <li>Revisioning of the Environmental Science program</li> <li>Schulich School of Business has introduced several one-year Masters programs, in addition to a Master of Management in Artificial Intelligence</li> <li>18 degree, certificate and diploma program closures</li> </ul>
4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation	

## PRIORITY 2 Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities

Scholarship is the lifeblood of any university. York has always favoured a broad definition of scholarship, and will continue to value the endeavours of faculty members throughout the University.

Objectives	Examples and Signature Outcomes
1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact	<ul style="list-style-type: none"> <li>Electronic CV Management Software project</li> <li>Artificial Intelligence task force report and AI @ York U website launched</li> <li>York University Open Access Policy passed by Senate in 2019</li> <li>York Libraries host specialized infrastructure platforms that extend the global visibility of York Scholarship: <ul style="list-style-type: none"> <li>YorkSpace research repository - 33,400 items and averages 2.4 million downloads per year</li> <li>York Digital Journals publishing service</li> </ul> </li> <li>Open Access Fund for York scholarship</li> <li>Osgoode Digital Commons and open access to legal scholarship</li> <li>Brainstorm: Monthly special research issue of Y-File – 100 articles to date</li> <li>“2 Minutes, 3 Questions” video series - researchers and academics across all 11 Faculties discuss the impact of their work and York’s leadership on a global stage</li> <li>Graphic aminated whiteboards that tell the story of research acceleration at York</li> <li>Annual infographics featuring proof points and research rankings</li> <li># of doctoral students with external awards increased</li> <li>Consistent success with a range of student awards</li> <li>Overall # of postdocs increasing (primarily grant funded)</li> <li>2200+ research grants received</li> </ul>
2. Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society	
3. Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means	
4. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world	
5. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research	
6. Enhance and project the profiles of our Organized Research Units	
7. Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms	
8. Establish York as an innovation hub by increasing and promoting the translational and entrepreneurial activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach	
9. Establish and implement an Institutional Research Equipment and Facilities Plan in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective	
10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities	

### PRIORITY 3 Enhanced Quality in Teaching and Student Learning

York has an outstanding and well-deserved reputation for high quality teaching and learning as supported by student surveys and cyclical program reviews, and has an opportunity to establish itself as a leader in pedagogical innovation.

Objectives	Examples and Signature Outcomes
<p>1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.</p> <ul style="list-style-type: none"> <li>• Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units</li> <li>• Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses</li> </ul>	<ul style="list-style-type: none"> <li>• Striving towards integration of EE within greater proportion of York's programming.</li> <li>• Over the last 5 years we have established a pan university unit - the YU Experience Hub - to advance EE activities within the curriculum. The Hub supports students, faculty and community partners in EE activities.</li> <li>• We have established a common language document, developing tools to guide faculty to identify the EE opportunities they are already using in the classroom, working with the division of students to develop a comprehensive tracking system for EE.</li> <li>• Pan-university committee established to support on-line learning initiatives.</li> <li>• Funding for Enhanced Quality in Teaching and Student Learning initiatives is available through the Academic Initiatives Fund.</li> <li>• Teaching Commons programming includes modules on EE, TEL and other pedagogical innovation.</li> <li>• YU Experience Hub supports communities of practice.</li> <li>• University-wide international exchange: 1,793 students</li> <li>• Summer-short term international programs Abroad: 1,084 students</li> <li>• Learning from Los Angeles Film Course is a study-abroad course that will explore the fantastic histories, myths, and contradictions of the first modern media city, and the image it fashioned for itself.</li> <li>• GL/SP 3000 Spanish summer course: From 2013 to 2016, ~40 students participated in an immersive/experiential course through Glendon Hispanic Studies in cooperation with the National Autonomous University of Mexico.</li> <li>• Integrated Global Health Practicum is a program bridging theory and practice in a variety of health settings.</li> <li>• Expanded Becoming YU to full campus – program grounded in experiential learning theory and allows students to recognize the value of their experiences and articulate their skills.</li> <li>• YU Start - online flagship program to transition students from point of accepting to the first months of university</li> <li>• Ready, Set, YU – implemented in 2018 to support the success of new students with specialized interventions and support who otherwise would not have had access to attend post-secondary education.</li> <li>• Revisioning of Advising at York and Advising: Pop-up Advising Fair</li> <li>• Innovatus launched - a special issue of YFile, explores how York University community members are expanding experiential learning, enhancing the student experience, inspiring innovation in technology-enhanced learning and embracing educational development.</li> <li>• Launched C4: The Cross-Campus Capstone Classroom</li> </ul>
<p>2. Expand technology enhanced learning including the number of courses, modules and programs available online or through blended learning</p>	
<p>3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges</p> <ul style="list-style-type: none"> <li>• Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer</li> <li>• Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences</li> <li>• Facilitate faculty member exchanges</li> </ul>	
<p>4. Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation</p> <ul style="list-style-type: none"> <li>• Continue to strengthen supports offered by the Teaching Commons</li> </ul>	
<p>5. Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started</p>	

## UAP PRIORITY 4 A Student-Centred Approach

Input for this Plan has highlighted the importance of a student-centred approach in facilitating the success of our students and ensuring that our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century.

Objectives	Examples and Signature Outcomes
1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic, career, library and financial support; and receive timely and accurate responses to requests	<ul style="list-style-type: none"> <li>• Significant investment in full-time faculty complement.</li> <li>• Faculty Complement Strategy developed including goals for student:faculty ratio improvements</li> <li>• Upstream and pro-active supports launched in 2018 through peer network with a focus on Learning Skills, Career, Financial Services and Well-being.</li> <li>• Technology optimized to support student success (Kuali, Student Virtual Assistant, Advising Referral Tool (Civitas), Q-Less Line management System, etc.)</li> <li>• Enhanced Communication efforts to provide timely, targeted, and accurate information for students, including information regarding finances, important dates, development opportunities, workshops, etc.</li> <li>• Review of Student Counselling (SCD) resulted in reduced wait times for support - from 7-10 business days to 20-30 minutes for an initial appointment.</li> <li>• Early Alert Pilot – providing better support for students who are facing difficulties that put their academic success at risk.</li> </ul>
2. Actively monitor student learning needs and develop appropriate academic supports	
3. Cross-train and allocate staff members to student support tasks when most needed	
4. Increase contact time between faculty members and students	
5. Make scholarships and bursaries, including graduate scholarships and Postdoctoral Fellowships, a centerpiece of the fundraising campaign to be launched in 2016	
6. Further advance our SEM approach including enhancing student supports tailored to different student segments improving retention and time to-completion of degrees by undergraduate and graduate students	
7. See an increase in student satisfaction	



## PRIORITY 5 Enhanced Campus Experience

With the population growth in York and Peel Regions, the subway extension and related transportation developments, the Keele campus is increasingly at the crossroads of a major metropolitan area that connects to Glendon mid-town and then south to our Schulich and Osgoode downtown campuses. Together York's campuses create a cultural hub connecting York Region, the francophone population in Central and southwestern Ontario, and the Greater Toronto Area downtown.

Objectives	Examples and Signature Outcomes
1. Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses	<ul style="list-style-type: none"> <li>Community Safety Department's Strategic Plan – Safer Together launched following pan-university consultations</li> </ul>
2. Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades	<ul style="list-style-type: none"> <li>President's Community Safety Leadership Awards program established</li> <li>New Security intervention model in place</li> </ul>
3. Enhance spaces available for social academic interactions including opportunities to enhance faculty-student interactions and extra-curricular learning activities	<ul style="list-style-type: none"> <li>Launched the YorkU Safety App</li> <li>New Emergency Preparedness policy and procedure</li> </ul>
4. Leverage new facilities and amenities – subway stations and bus terminals, a second student centre, Lions' stadium, and other amenities and infrastructure – in the cause of creating inspiring and welcoming spaces	<ul style="list-style-type: none"> <li>Rob and Cheryl McEwen Graduate Study &amp; Research Building, Schulich School of Business</li> <li>Science Teaching and research facility refresh: Farquharson, Petrie, BSB, new labs at Glendon</li> </ul>
5. Enhance ecological sustainability, and the symmetry between built and natural environments	<ul style="list-style-type: none"> <li>Second Student Centre</li> </ul>
6. See the development of the campus as a destination, a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities	<ul style="list-style-type: none"> <li>Established Sustainable Framework to refresh classroom technology every 5 years</li> <li>85 classroom technology upgrades complete</li> <li>\$20M approved for future classroom renewal</li> <li>Ross Podium renewal – expansion of extra curricular spaces for students</li> </ul>
7. Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions	<ul style="list-style-type: none"> <li>Toronto Transit Commission Subway – York University and Pioneer Village stations; Expansion and diversification of other transit options for students</li> </ul>
8. Seek out opportunities for increasing the use of facilities by local communities	<ul style="list-style-type: none"> <li>As of April 2019, York 9FC games will take place at York University.</li> <li>C.W. Jefferys Collegiate Institute Walk with Excellence</li> <li>York University Science Exploration Camps</li> <li>FES Change Your World event – to inspire youth in Ontario to be the next generation of environmentally active citizens.</li> </ul>



## PRIORITY 6 Enhanced Community Engagement

We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment.

Objectives	Examples and Signature Outcomes
1. Enhance community engagement on our campuses by facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes	<ul style="list-style-type: none"> <li>• <i>The Indigenous Framework for York University: A Guide to Action</i> launched in 2017.</li> </ul>
2. Inaugurate and implement a pre-eminent mental health and well-being strategy for faculty, staff and students that includes: <ul style="list-style-type: none"> <li>• embedding mental health in the classroom along with new and improved services</li> <li>• an approach that focuses on building up the skills of our community to know when help is needed with better resources to direct our community when that help is needed</li> <li>• a larger system that supports mental health before help is needed</li> </ul>	<ul style="list-style-type: none"> <li>• President's Council on Internationalization &amp; Global Engagement released an issue paper to initiate a pan-University consultation process that aims to develop an integrated institutional strategic plan on internationalization.</li> <li>• International student body grew from 10.5% in 2014 to 15.6% in 2018.</li> <li>• York University Psychology Clinic celebrates 10th Anniversary.</li> <li>• GradConnect Wellness Services launched to support and enhance the mental health and well-being of York University graduate students.</li> </ul>
3. Expand community outreach and engagement with our larger communities by: <ul style="list-style-type: none"> <li>• Solidifying existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Hub: York's Mental Health and Wellness Strategy outlines the need for an increase in accessibility to health promotion services and making resources more readily available.</li> </ul>
4. Finalize a new Internationalization Plan outlining objectives and initiatives including: <ul style="list-style-type: none"> <li>• strategic academic partnerships both locally and globally</li> <li>• increasing the proportion of international students to 15 - 20% by the end of the Plan</li> <li>• a one-stop portal for prospective and current international students</li> </ul>	<ul style="list-style-type: none"> <li>• 249 agreements with institutions located in the continents of Africa, Asia, Australia, Europe, North America and South America.</li> <li>• York University joined Hemispheric University Consortium (HUC) in April 2019, to become the only Canadian university member of the Consortium.</li> </ul>
5. Celebrate York's rich and diverse community and the vibrant communities that surround York including the accomplishments of members of the community, daily and at regular events	<ul style="list-style-type: none"> <li>• York University hosted 212 delegations from the geographical continents of Africa, Asia, Australia, Europe, North America and South America.</li> </ul>
6. Expand the programs offered through our continuing studies and professional development units	<ul style="list-style-type: none"> <li>• Instituted annual budget consultations with the York community</li> <li>• School of Continuing Studies enrolment reached 4575 in 2018-19.</li> </ul>

## PRIORITY 7 Enabling the Plan

Executing this plan will require sophisticated planning efforts everywhere in the University, at the local level and the institutional level, looking both internally and externally for best practices, evidence-based approaches to decision-making and implementation, and on-going evaluation of our progress based on agreed-upon measures that we are able to monitor.

Objectives	Examples and Signature Outcomes
1. Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development	<ul style="list-style-type: none"> <li>Integrated Resource Planning launched and completed across the institution demonstrating how resources are aligned with UAP priorities.</li> <li>Shared Services Transformation project launched</li> <li>Equity restructuring plan for the York Pension Plan completed</li> <li>SHARP budget model implemented; review and revisions in progress</li> <li>Quick Facts Data hub making institutional data accessible and searchable, launched December 2017</li> <li>Faculty Complement Renewal Strategy 2019</li> <li>Renewal of Student Information System project launched</li> <li>Doubling of funds allocated to deferred maintenance projects</li> <li>Audiences across social media platforms have grown 40%</li> </ul>
2. Strengthen our communications and advocacy for York to enhance York's reputation, transparency and accountability including: <ul style="list-style-type: none"> <li>improved websites</li> <li>more effective and creative communication strategies to engage our students</li> </ul>	
3. Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education	
4. Enhance data analytics to increase access to information and evidence-based decision making	
5. Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices	
6. Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans	
7. Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities	

## OFFICE OF RESEARCH ETHICS

## Annual Report of the ANIMAL CARE SUB-COMMITTEE (ACC) 2018-2019

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### MEMBERSHIP UPDATE

Peter Backx, *Kinesiology & Health Science, Chair*  
 Ardavan Jafari, *Kinesiology & Health Science, Student Rep*  
 Ali Abdul-Sater, *Kinesiology & Health Science*  
 Anna Wasiak, *Community Member*  
 Georg Zoidl, *Biology*  
 Jay Majithia, *Biosafety Officer*  
 Joe Perrott, *Community Member*  
 Joseph DeSouza, *Psychology*  
 Julie Panakos, *Psychology, Vivaria Supervisor*  
 Lisa Dennis, *Non-Animal User*  
 Luca Delfinis, *Student Rep*  
 Melissa Madden, *University Vet*  
 Nicole Nivillac, *Biology*  
 Patricia DiCiano, *Community Member*  
 Scott Kelly, *Biology*  
 Suzanne MacDonald, *Psychology, Vice-Chair*  
 Tom Hodgson, *Faculty of Health – Operations Manager*  
 Wendy Lezama, *Vivaria Operations Manager*  
 Alison Collins-Mrakas, *ORE (Regulatory advice and support)*  
 Yuwn Forrester, *ORE (Administrative support)*

### PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved **9 new protocols, 3 course protocols, 43 renewals, and 30 amendments** for the academic year 2018/19 for a total of 85 protocols reviewed. The attached spreadsheet provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of the protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol. These instances are noted in the minutes of the Animal Care Committee (ACC). A small number of protocols required further inquiry and/or clarification and revisions prior to being granted approval. These instances are noted in the minutes of the Animal Care Committee (ACC). Researchers were provided with the committee's queries/concerns and discussed the required changes with the Chair/Vet and/or Animal Care staff where necessary or applicable. Upon receiving a satisfactory explanation and a revised protocol, the protocol was then approved by the committee

## OFFICE OF RESEARCH ETHICS

### FACILITIES INSPECTIONS

In compliance with relevant regulatory requirements, inspection(s) of the vivaria facilities was undertaken by the Animal Care Committee. Deficiencies and required changes were noted by Committee and recommended changes were addressed directly wherever possible. Relevant facility upgrades and/or renovations were given the necessary attention of the appropriate institutional offices (Office of the Vice-President Research and Innovation via the Vivaria User Committee.) Renovations and facilities upgrades are underway, completed or planned as required.

Similarly, Post Approval Monitoring (PAM) of current animal care protocols were conducted in accordance with the PAM inspection process. No significant protocol deviations and/or deficiencies were found.

### REGULATORY INSPECTIONS

As per relevant legislation/regulations, on November 5<sup>th</sup> 2018, the Canadian Council on Animal Care (CCAC) conducted its tri-ennial review of our Animal Care and Use Program and facilities. Preparation for the inspection included completion of significant documentation, update/review of SOPs and relevant facility update/repairs.

The CCAC inspection was a success. "...The institutional animal ethics and care program was found to be well supported by a highly engaged animal care committee. The assessment Director's report findings were as follows:

There were three regular recommendations and no serious recommendations. The regular recommendations spoke to the need for upgrades to the aging animal care facilities:

- *ensure the HVAC system in the Farquharson Life Sciences Building can provide appropriate environmental conditions for the animals housed therein at all times;*
- *assess the aquatic flow-through system to ensure that any risks to animal welfare are appropriately mitigated (e.g., equipment, process, maintenance);*

The Assessment Director also made four commendations:

- *The senior administrators at York University be commended for their ongoing support of the animal care and ethics program.*
- *That the animal care committee (ACC) be commended for their collaborative work and protocol review process.*
- *That the University Veterinarian, Vivarium Supervisor and animal care staff be commended for their high standards of animal care and engagement in the program.*
- *That the Office of Research Ethics staff, in particular, the Senior Manager & Policy Advisor, be commended for their quality professional support provided to the ACC and institutional members.*

The two animal care facilities are currently registered and have a current certificate of Good Animal Practice from the CCAC. The CCAC requires an update on the status of the required maintenance/upgrades to the HVAC system and the dechlorinator by September 2020. The CCAC will conduct its next tri-ennial inspection of the animal care facilities in November 2024.

# OFFICE OF RESEARCH ETHICS

## Annual Report of the BIOSAFETY COMMITTEE (BSC) 2018-19

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### MEMBERSHIP

Andrew White, *Biology*, **Chair**  
Amro Zayed, *Biology*  
Brad Sheeller, *Manager, Health Safety & Compliance, Science [Ex-officio]*  
Doriano D'Angelo, *Facilities Manager, Science [Ex-officio]*  
Edward Secnik, *Mgr., Health, Safety, Security & Facilities (Lassonde School of Engineering)*  
Emilie Roudier, *Kinesiology*  
Jay Majithia, *Biosafety Officer*  
Jean-Paul Paluzzi, *Biology*  
Julie Panakos, *Vivaria Supervisor [Ex-officio]*  
Maria Mazzurco, *Biology*  
Olivier Birot, *Kinesiology & Health Science*  
Pouya Rezai, *Mechanical Engineering*  
Robert Peat, *H.E.P.A. Filter Services (Community member)*  
Steven Connor, *Biology*  
Tom Hodgson, *Facilities Manager, Health [Ex-officio]*  
Wendy Jokhoo, *(ORE, Administrative support)*  
Alison Collins-Mrakas, *(ORE, Administrative support)*

### PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved and/or provided renewed approval for protocols for the academic year 2018-19.

All protocols, presented to the committee for review, were approved with little or no comment. No research protocol submitted to the committee for review required more than minimal revision on the part of the Principal Investigator. There were no issues of concern with respect to biological safety and research activities.

### Committee Activities

In the 2018-2019 academic year, the BSC and the Biosafety Officer undertook the following in support of the policy/process and or procedural improvements:

#### 1. Biosafety Inspections

Total Laboratories Inspected	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	11	14	11	14	9	22	28	4	26	13	29	18
FSE-Biology	8	7	4	6	6	10	11	1	9	12	19	6
FSE-Chemistry	1	4	1	3	0	5	3	1	2	0	0	0
Faculty of Health	2	1	6	3	3	7	6	1	6	0	10	6

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Faculty of Engineering									9	1	0	6
Percent CL-2 Labs	73%	100%	27%	43%	78%	72%	68%	100%	81%	77%	93%	100%

As of December 2019, there are 63 Biosafety permit holders. The BSC agreed to increase the number of inspections performed annually such that each lab is inspected at least once a year and CL1 labs will be conducting self-inspection checklists. Compliance to basic lab safety rules must be ensured for each lab holding a biosafety certificate. In the event of an incidence of non-compliance (such as failure to wear appropriate PPE; failure to use appropriate sterilization), the issue(s) was discussed with and corrected by the PI/Faculty member in charge of the lab. There were no instances of prolonged or recurrent non-compliance.

### 2. Biosafety Training

Total Number of Authorized Users	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	93	102	141	137	137	146	194	153	167	173	159	193
Number of PIs Trained	3	2	15	8	1	8	24	0	0	0	0	0
Number of classes held	4	9	11	8	20	15	20	7	9	9	8	8

Biosafety training tests have now migrated onto Moodle and all personnel who undertake the class-based training will complete the test online.

The Biosafety Officer is working on a required online Biosafety training for investigators, as part of compliance to the Canadian Biosafety Standards.

### 3. Biological Safety Cabinet/Laminar Flow Hood Certifications

Total Number of Certified BSCs	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	37	34	35	47	46	37	40	38	41	43	44	46

The number of biosafety cabinets (Class II/A2) fluctuates due to the decommissioning and/or purchasing of biological safety cabinets.

### 4. New/updated Documentation/Processes

In light of current and pending legislative changes, all current processes and forms will continue to be reviewed and, wherever required or appropriate, will be amended and updated accordingly.

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## **Streamlined permitting process:**

The streamlined Biosafety Permit application process has been implemented for over a year now and is working well. Through the term of the validity of a permit, new lab members will be added to permits by completing an Agreement on Biosafety for Lab Personnel, and new grants will be added to permits by completing a Project-Based Biosafety Risk Assessment form. This form will need to be in place prior to funding being released for newly awarded grants. Annual renewals have been replaced with increased lab inspections (at a minimum, one per year) and a new Biosafety permit required every three years.

## **5. Government Contacts**

### **Import Permits and Lab Accreditation:**

As of December 1<sup>st</sup>, 2015, York University no longer requires import permits and compliance letters from the Public Health Agency of Canada regarding purchases and acquisition of Human Pathogens and Toxins. For all Animal Pathogens, import permits and compliance letters will be issued by the Canadian Food Inspection Agency and in order to import exotic biological agents for study. Lab areas must be certified in order to obtain a permit.

### **Public Health Agency of Canada**

In April 2018, York was inspected by the Public Health Agency of Canada (accompanied by the President of PHAC, Dr. Siddika Mithani) to determine whether the licensed facilities met the physical and operational requirements for a Containment Level 2 laboratory work area, against the Human Pathogens and Toxins Act, pertaining regulations and the Canadian Biosafety Standard, 2<sup>nd</sup> Edition. The inspection has determined the compliance level of York U facilities as minor non-compliances. Details of the deficiencies have been shared with the Vice-President of Research and Innovation.

To correct the deficiencies identified by PHAC, York U's Biosafety Officer has implemented the following documents, approved by the Biosafety Committee:

1. Standard Operating Procedure (SOP) on Working with infectious material inside a BSC, addressing:
  - Glass Pasteur pipettes decontamination
  - Spread of contamination while working with infectious material
  - Movement/transport of infectious material
2. Guideline on Visual Inspection of in-line filters
3. PPE in Biosafety CL1 and CL2 Labs
4. Updated WHMIS poster outlining pertinent hazards in labs (according to updated WHMIS regulations), as well as entry/work requirements distinguished
5. Annual Emergency Refresher Topics and SOP on Biological Spills for 2019
6. Updated Project Specific Risk Assessment - 2019

In addition, all Biosafety Containment Level 2 labs that were re-constructed as part of the Major Health and Science Refresh Project have been inspected under the Canadian

## OFFICE OF RESEARCH ETHICS

Biosafety Standards (2<sup>nd</sup> Ed) and approved by the Biosafety Officer. Minor deficiencies are being addressed with the Project Manager.

Processes continue to remain in place to streamline the administrative burden on researchers. Increased number of inspections have allowed for more interaction between the Biosafety Officer and researchers, allowing discussions regarding Biosafety and safe lab practices.

Focus for 2019-2020 – Biosafety Training to be migrated online (Moodle) as approved by the Biosafety Committee.

In July 2019, the Public Health Agency of Canada assessed the University's Biosecurity Plan within the Biosafety Program. The overall compliance was rated as Minor Non-Compliance. The Biosecurity plan was subsequently updated with clarifications addressing Physical Security, Pathogen Accountability, Incident/Emergency Responses, Information Management and Security of materials on University property. The Biosecurity Plan was re-submitted to PHAC in December 2019, after approval of the Biosafety Committee.

Processes continue to remain in place to streamline the administrative burden on researchers. Increased number of inspections have allowed for more interaction between the Biosafety Officer and researchers, allowing discussions regarding Biosafety and lab practices.



## OFFICE OF RESEARCH ETHICS

### Annual Report of the Human Participants Review Committee (HPRC) 2018-2019

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#### MEMBERSHIP

Amalee Lavigne, *Community Member*  
Amelie Barras, *Social Science*  
Arfan Islam, *Nursing*  
Bertram Mavoy, *Nursing*  
Bryn Ludlow, *Communication & Culture*  
Celia Popovic, *Education*  
Cheryl Van Daalen-Smith, *Nursing*  
Christina Corre, *Lassonde School of Engineering*  
Chung YouTa, *School of Administrative Studies*  
Daniel McArthur, *Philosophy*  
Dao Thi Vet Nga, *Social Science*  
Ebrahim Ghafar-Zadeh, *Electrical Engineering & Computer Sciences*  
Emily Elfner, *Linguistics*  
Gillian Prekh, *Education*  
Iris Epstein, *Nursing*  
Janessa Drake, *Kinesiology & Health Science, Vice-Chair REB 2*  
Jennifer Kuk, *Kinesiology & Health Science, Vice-Chair REB 3*  
Jessica Sutherland, *Psychology*  
Josee Rivest, *Psychology*  
Lillie Lum, *School of Health Policy & Management*  
Mina Singh, *Nursing*  
Minglu Wang, *Library*  
Natalie Coulter, *Communication Studies*  
Natasha Tusikov, *Social Science*  
Pantea Fadaiefard, *Community Member*  
Patricia Lynch, *Privacy Office, Ex-Officio*  
Patrick Alcedo, *Dance*  
Petros Faloutsos, *Electrical Engineering & Computer Science*  
Tamara Kelly, *Biology*  
Wendy Wong, *Design*  
Yemisi Dina, *Osgoode*  
Veronika Jamnik, *Kinesiology & Health Science, Chair REB 1*  
Alison Collins-Mrakas (ORE, Administrative Support)  
Denise Jagdeosingh-Martinez (ORE, Administrative Support)

## OFFICE OF RESEARCH ETHICS

### PROTOCOLS REVIEWED AND APPROVED

The Office of Research Ethics (ORE) received a total of **572 new protocols** (Faculty and Graduate students) for review by the Human Participants Review Committee (HPRC) in the academic year 2018-19.

Certificates issued are listed in the following table:

Type of certificate issued	Number
HPRC Faculty – New – Hard Copy	146
HPRC Faculty – New – Online	286
Students – New	140

The committee as a whole reviewed and approved 432 new faculty protocols for the academic year 2018-19. The attached spreadsheet (Appendix A – Sheet Faculty) provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of protocols submitted to the committee were approved or were approved subject to minor revisions of the protocol and/or informed consent form. In a few limited circumstances, protocols required more thorough follow up and/or revisions. However, no protocols – student or faculty - were rejected by the committee. Similarly, there were no instances of revocation of a protocol by the committee. There were a number of protocol related queries and/or issues raised during the academic year 2018-2019 which required appropriate action be taken. All queries and/or issues were resolved expeditiously. Resolution was achieved without further actions or significant sanctions required (i.e. as per the Senate Policy on Research Misconduct).

Graduate student research ethics protocols continue to increase both in number and complexity. From June 2018 through May 2019, 140 new protocols were submitted to the Chair and Vice-Chairs for review. Though most student protocols are well constructed and require only minor revisions, due to the sheer volume of protocols submitted as well as the increasing complexity of student research and required increase in time commitment for review, student research ethics review continues to represent a significant workload for the Chair and Vice-Chairs as well as Associate Dean(s), Research, Faculty of Graduate studies.

As per the TCPS and the process of delegated reviews, Faculty/Departmental Ethics Review Committees are responsible for the review and approval of all undergraduate course-related research, undergraduate independent research, graduate Major Research Papers and graduate course-related research. A summary chart (Appendix B) lists the number of protocols reviewed by Faculty/Departmental Ethics Review committees and is appended to this document.

## **OFFICE OF RESEARCH ETHICS**

### **COMMITTEE OPERATIONS and ACTIVITIES**

Despite the substantial workload of the committee, the HPRC is a hard-working committee that continues to function very well with no operational issues. A breadth of academic disciplines as well as community member perspectives are well-represented on the committee ensuring a fulsome review of all protocols submitted.

The Aboriginal Research Ethics Review Advisory Group continues to broaden its advisory role. In 2018-19 the committee reviewed 9 protocols, thus greatly enhancing both compliance with regulatory guidelines and knowledge of research ethics considerations as they speak to Aboriginal research.

The HPRC made a strong recommendation in 2017 that all researchers submit protocols online as opposed to in hard copy format. This has resulted in a notable decrease - though not elimination - in hard copy submissions. Online submissions facilitate a more efficient – and timely – review. Thus, it is hoped that we will continue to see a decline in hard copy submissions in the coming year.

ORE continues to rely on our in-house online ethics submission system and continue to work with UIT to improve the functionality of the system. As of 2019, the system still does not have the capability to accept renewals and amendments which has a significant impact on workload. As stated previously, maintaining paper based and on-line ethics protocols, renewals and amendments is labour intensive as this requires the manual review and approval of protocols as well as the manual issuance of certificates, filing of documentation and other records. ORE will continue to work with UIT in the coming term to take whatever steps possible to upgrade the in-house ethics protocol submission system. Consideration to replacement of the system may be needed.

### **EDUCATIONAL INITIATIVES**

As in past years, to facilitate a broad understanding of research ethics policy and procedures within the research community, the Office of Research Ethics has continued to provide education and outreach activities to a variety of stakeholders and audiences. ORE staff provide direct assistance to faculty, students and staff through advisory and consultative services. ORE strives to ensure an effective and efficient ethics review process – from submission of a protocol to its review and approval. To that end, ORE staff work with researchers prior to submission of their protocols and throughout the ethics review process, to answer questions as they relate to research ethics policy, protocol completion and process requirements to better ensure a timely review. Over the past term, the Office of Research Ethics provided over 70 ethics educational presentations, meetings, consultations and advisory sessions for staff, faculty and graduate and undergraduate student audiences. In addition to enhanced web-based resources (such as guidelines, forms, processes) ORE continues to offer a range of education and outreach activities including providing training for members of Faculty delegated ethics review committees; research ethics information for new Faculty as part

## **OFFICE OF RESEARCH ETHICS**

of “New Faculty Day”; providing “ethics 101” to graduate and undergraduate students in a classroom setting and; in several cases as part of the curriculum.

In addition, ORE continues to host monthly Brown Bag seminars that provide brief overviews of ethics policy and procedure as well as introduce a new topic in research ethics for the purposes of answering researchers’ questions or discussing issues that have arisen. These sessions are not well attended however, thus ORE is considering a move to a Webinar format for future sessions to improve accessibility.

Under the direction of the HPRC, the Sr. Manager and Policy Advisor, Research Ethics, continued to liaise with the various Faculties and their respective Research Officers as well as senior staff and scholars, external agencies and colleagues to identify and better address discipline specific ethics review issues.

### **CURRENT AND FUTURE ACTIVITIES**

Throughout 2018/19, the Office of Research Ethics continued to work to provide services and resources that would facilitate efficient research ethics review and assist researchers with both research ethics protocol submissions and education regarding ethics policy and process. To that end ORE engaged with CAREB – the Canadian Association of Research Ethics Boards – in the review of new Standard Operating Procedures for the administration of Research Ethics Review. The final draft SOPs were released in 2019, with the expectation that the SOPs will be available in early 2020 for adoption and implementation.

Throughout 2018/19, ORE continued to liaise with staff and faculty to assess the effectiveness of both the website reorganization as well as the new protocol forms. In response to feedback received to date, further refinements of the protocol and/or related documentation has been undertaken. Continued refinements are expected to address changes in scope of research and regulations/policies regarding same.

**APPENDIX A**  
**THE OFFICE OF RESEARCH ETHICS**  
APPROVAL CERTIFICATES (06/01/18 - 05/31/19)

**HPRC Appendix A - Faculty and Graduate Student Approvals (new protocols only) 2018-2019**

New Research Projects	No. of New Approvals
HPRC Faculty	432
HPRC Grad Students	140
<b>TOTAL</b>	<b>572</b>

**Faculty of Environmental and Urban Change  
York University**

**Major Modifications Package  
for  
BES Environmental Arts and Justice  
BES Sustainable Environmental Management  
BA Global Geography**

**June 8, 2020\***

\*This version (as amended) was approved by the Interim Faculty of Environmental and Urban Change Council on 26 March 2020. This version was revised to address ASCP comments (meeting May 6, 2020) and Vice Provost Academic Alice Pitt's comments (May 24, 2020). This version was approved by ASCP on 3 June 2020 and their recommendations have been incorporated within.

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**Note:** Appendix III will be provided as supplementary documentation.

## Introduction

In order to avoid repetition, we present the common sections of the Major Modifications package. They are presented per the official Major Modifications form and numbering.

<b>1. Program and Degree Designation</b>	BES Environmental Arts and Justice	see p. 7
	BES Sustainable Environmental Management	see p. 34
	BA Global Geography	see p. 62

**2. Type of Modification**      see pp. 7, 34, 61

**3. Effective Date**              For all these programs, the effective date is Fall 2021.

### **4. General Description of the proposed change**

BES Environmental Arts and Justice	see p. 7
BES Sustainable Environmental Management	see p. 34
BA Global Geography	see p. 62

### **5. Rationale for the proposed changes**

In the fall of 2019, the members of the Department of Geography (LA&PS) and the Faculty of Environmental Studies approved motions to close and form a new merged Faculty of Environmental and Urban Change (EUC). This Faculty has been approved and launches in September 2020. With the vision to be an international leader of critical and innovative environmental, urban, and geographic knowledges and skills in pursuit of sustainability and justice, EUC is eagerly anticipating its first cohort of students in September 2021. The formal proposal for this new Faculty identifies the programs to be offered and this major modification accomplishes three aspects of the changes needed to implement the curriculum articulated in the proposal.

Each program is guided by the Faculty of Environmental and Urban Change's core themes of environmental change, urbanization, sustainability and justice, and cross-cutting approaches of interdisciplinarity, field-based and experiential learning, community engagement and global perspectives. These elements structure the curricular spine of core courses in each program providing students with foundational concepts and skills. Upper level courses expand on these core courses by allowing students to apply foundational knowledge and skills within thematic/topical areas. This explicit program structure will prepare our students for careers



and engaged citizenship through experiential education, critical thinking, hands-on research and leadership skills.

While 5 undergraduate programs are planned for EUC, modifications for three are presented here and the remaining two are still being finalized. This major modification package handles the programs: (1) Sustainable Environmental Management, (2) Environmental Arts and Justice, and (3) Global Geography. The first two represent the splitting of a large generic Bachelor of Environmental Studies degree into two named programs. The latter is a reimagining of the Geography degrees to emphasize global connections and flows while leveraging the physical geography elements more clearly in the currently developing pan-university Environmental Science program.

Along with the merger opportunity, the main motivations and outcomes for the proposed changes are to: (i) elevate the status of existing areas of concentration in the Bachelor of Environmental Studies into Majors; (ii) make the new Majors attractive to more potential students; (iii) make the Minors accessible to all other programs in the Faculty and to students in other Faculties; (iv) assign Major-specific program codes at the Ontario Universities' Application Centre (OUAC) to make them more visible; and (v) promote distinctive programs in our promotional material and recruitment. This exercise also provided the impetus to update and reinvigorate our requirements and offerings, rendering them more attractive to wider potential applicants.

Our goal is to attract new students through revised and focused programs and to provide greater clarity and structure for pathways through our programs and options for minoring in different parts of our new Faculty (both for our own students and those in other Faculties). The modifications to our programs will draw visibility and clarity. Ideally, this will make navigating higher education years friendlier and enhance overall student and campus experiences.

Each of these three programs will be available as Honour's degrees (120 credits), Bachelor's degrees (90 credits), Double Majors and Minors. Existing certificates and dual accreditation programs require further discussion and therefore are not part of this major modifications package.

## **6. Alignment between program changes with Faculty and/or University academic plans**

The University Academic Plan (2015-2020) promotes values of excellence, progressiveness, inclusivity and diversity, social justice and equity, and sustainability. These values are at the very core of the new Faculty of Environmental and Urban Change, which aims to be an international leader of critical and innovative urban, environmental, and geographic knowledges and skills in pursuit of sustainability and justice. The values are explicitly reflected in the curriculum and learning objectives for each of the proposed programs, as you will see

below, which bring together and multiply the legacy strengths of Geography and Environmental Studies.

With their focus on the most pressing challenges facing people and the planet today, the programs draw on the Faculty's inherent interdisciplinarity to train active citizens who can contribute to a sustainable and just future. Program curricula centre experiential and hands-on learning that takes place outdoors, in labs, in communities, and in classrooms, to appeal to the full diversity of learners and engage with multiple worldviews, interests, and perspectives on urgent issues in practical and rigorous ways.

The program changes reflect the Faculty's commitment to excellence, as we are creating more varied and exciting opportunities for students. This is also relevant to the values of inclusivity and equity, which demand responsiveness to student learning needs. For example, we are building stronger connections with local community groups and organizations, incorporating regional field experiences, and developing extended internationalization options, to emphasize cohort building and gathering skills and experiences for a changing world of employment. To ensure the alignment of curricula with Faculty values and goals, as we restructure our programs, we are also retiring dated courses, and removing duplication of courses and content.

## **7. Detailed outline of the changes to the program and associated learning outcomes**

BES Environmental Arts and Justice	see p. 13
BES Sustainable Environmental Management	see p. 41
BA Global Geography	see p. 69

## **8. Consultation Undertaken**

BES Environmental Arts and Justice	see p. 3, Appendix III
BES Sustainable Environmental Management	see p. 3, Appendix III
BA Global Geography	see p. 3, Appendix III

## **9. Specific consultations related to each program are provided in Appendix III**

Since the initiation of the merger process between the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts & Professional Studies, meetings, discussions, and working groups have operated in an open format. Any interested parties have been openly invited to attend, contribute, and provide feedback. In 2019, a Special Sub-Committee of ASCP on New Faculty Curriculum was struck to coordinate and oversee formal consultations with specific programs and groups at York University. Its mandate specifies that

this Special Sub-Committee identify potential partners, undertake consultations, identify concerns, produce summaries of consultations, provide timely constructive advice, and make necessary recommendations on curricular matters. Details of this committee's work are publicly documented on the University Secretariat's website.

Consultations have been extensive (and ongoing) with interested and potentially affected programs and groups being formally consulted at least twice during this process. Consultations were undertaken with the following groups and records of those consultations are available on the University Secretariat website:

- Department of Social Science
- Indigenous Studies Program
- Lassonde/Science
- The CITY Institute
- School of Administrative Studies
- School of Public Policy Administration
- Lassonde/Earth Atmospheric Science
- School of Arts Media Performance and Design
- Department of Humanities
- Equity Studies

We further include, as an appendix, supporting letters from the following individuals and groups:

- Lisa Philipps, Provost & Vice-President Academic
- Sarah Bay-Cheng, Dean, School of Arts Media Performance Design
- Thomas Loebel, Dean, Faculty of Graduate Studies & AVP Graduate
- Paul McDonald, Dean, Faculty of Health
- Jane Goodyer, Dean, Lassonde School of Engineering
- EJ Janse van Rensburg, Interim Dean, Faculty of Science
- Lucy Fromowitz, Vice-Provost, Students
- Rui Wang, Interim Vice-President Research and Innovation

## **10. Changes to the program's admission requirements**

There is no change to admission requirements for these programs at the Honours degree (120 credits) level. The minimum admission requirements for Ontario high school applicants remain: Ontario Secondary School Diploma (OSSD), six 4U or 4M courses, including ENG4U, and an academic grade average in the mid to high 70s.

The Faculty of Environmental and Urban Change offers an undeclared major option to enable students to begin their first year of studies without having to select a degree

program in which to major. Students must declare a major after completing their first 24 credits. This provision applies to all programs offered in the Faculty except for the BSc Environmental Science.

Admission requirements for existing certificates and dual credential programs held jointly with the former Faculty of Environmental Studies remain the same until further consultation with Humber College, Seneca College and Fleming College. We intend these programs to remain an important part of the Faculty of Environmental and Urban Change.

## **11. Resources implications**

There are adequate resources for these reimagined programs. We have created additional capacity by merging Geography and Environmental Studies, and reworking course content to eliminate potential overlap, making more efficient use of teaching and other resources.

## **12. Changes in mode of delivery**

The overall mode of delivery in our programs is not changing, though individual courses may be adjusted nominally and occasionally as per the desires of individual course directors. We are retaining a healthy mix of lecture-style courses (traditional, flipped-classrooms, seminars, modular components, and group-centric problem solving), blended courses, online courses, labs, tutorials, field experiences, variations on placement options (e.g., workplace credit), and research options (e.g., thesis). These are all modes that we currently implement in various capacities. Fully online courses are not contemplated at present.

## **13. Assessment of teaching and learning within programs**

There are no changes to the assessment of student achievements: students must take required courses to fulfil their program degree/certificate requirements, which are based on practical and theoretical assessments. Approximately 75% of our courses provide theoretical grounding and require written work as part of the assessment. The same University-level teaching evaluations will be implemented, though they will be aggregated and summarized according to the new Faculty and degree programs rather than the existing home units for the courses.

#### **14. Accommodation for programs already in the programs**

The Faculty of Environmental and Urban Change is committed to ensuring minimum disruption to current students through adherence to grandparenting principles. The grandparenting rules will be in effect until Summer 2026 with October 2026 convocation being the sunset deadline. Student who have not completed the requirements of their grandparented program by the end of Summer 2026 term will be required to migrate to a new degree program, and then to follow the program's new requirements. Accordingly, students admitted in Fall 2021 will follow new program requirements. At the course level, grandparenting rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented. However, given that our changes are modifications to existing programs, most of the former degrees will remain intact. All students will be given the opportunity to switch into one of the modified programs and to complete their degrees under the modified requirements. See Appendix IV for Grandparenting Rules.

#### **15. Existing and Proposed Program Requirements for Undergraduate Calendar**

- BES Environmental Arts and Justice                      see p. 16
- BES Sustainable Environmental Management            see p. 44
- BA Global Geography    see p. 72

## Major Modifications for BES Environmental Arts and Justice

1. Program	Environmental Arts and Justice
2. Degree Designation	B.E.S. (Bachelor in Environmental Studies)
3. Type of Modification	New Major in Environmental Arts and Justice
4. Effective Date	Fall 2021

### 5. General description of the proposed change

This modification establishes a Major in Environmental Arts and Justice (EAJ) as part of the Bachelor of Environmental Studies degree. This Major is a renaming of the existing Environmental Politics, Justice and Arts stream with a focused, updated and clear set of Major requirements. This Major is offered as a 120 credit Honours or 90 credit Bachelor degree, as part of a double major requiring 42 credits, or as a 30-credit minor as per the table below.

	EAJ Credits			
	Honours	Bachelor	Double	Minor
<b>General Education Requirements</b>	18	18	0	0
<b>Faculty Requirements</b>	6	3	0	0
<b>Major Core Requirements</b>	21	21	21	21
<b>Major Requirements - 3000</b>	9	18	9	3
<b>Major Requirements - 4000</b>	18	0	12	6
<b>Free Electives</b>	48	30	0	0
<b>TOTAL</b>	<b>120</b>	<b>90</b>	<b>42</b>	<b>30</b>

### *General Education Requirements*

EUC is committed to ensuring that all students are exposed to the Humanities, the Social Sciences and the Natural Sciences through ensuring a robust General Education requirement. The current General Education requirement in the Bachelor of Environmental Studies is 12 credits and will be increased to 18 credits as we strive to provide a broader general education with 6 credits each within the Humanities, Social Sciences, and Natural Sciences areas.

The Humanities requirement can be satisfied by taking ENV5 1010 3.00 Introduction to Environmental Documentaries and NEW 1xxx 3.00 Communication for Environmental and Urban Change or any other 1000-level humanities general education course (at least 6 credits) not listed as either satisfying the Social Science or the Natural Science requirement.

The Social Sciences requirement can be fulfilled by taking GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as either satisfying the Humanities or the Natural Science requirement.

The Natural Sciences requirement can be fulfilled by GEOG 1400 6.00 Physical Geography or any other 1000-level natural science general education course (at least 6.00 credits) not listed as either satisfying the Humanities or the Social Science requirement.

### **Faculty Requirements**

These requirements are implemented to ensure that students across the Faculty of Environmental and Urban Change are exposed to training in broad methodological areas. While different Majors, and specifically varying areas of focus within them, will favour specific analytical methods, those students enrolled in the 120 and 90 credit versions of the EAJ will require a minimum of 3 additional credits of methods course beyond what is stipulated in the *Major Core Requirements*. The combined requirement for methods ensures that students receive base training in arts-based methods along with either quantitative or qualitative methods. Course selections are from the following:

- ENVS 2009 3.00 Quantitative Methods in Environmental Studies  
OR GEOG 2420 3.00 Introductory Statistical Analysis in Geography
- ENVS 3110 3.00 Qualitative Methods in Environmental Studies  
OR GEOG3520 3.00 Designing and Conducting Research in Geography

The Honours program further requires one of the senior capstone experience courses to be completed, selected from a list of integrative and immersive options that allow students to reflect on their program, draw connections, and implement learned skills to demonstrate competency and creativity in their field. **A minimum of 3 credits of capstone experiential education** are required to be selected from among the following experiences (but not limited to): experiential learning, community engagement, field studies, placement, learning integrated work, local (place-based) courses, a special topics course, or an honours thesis. Typically, options would be drawn from these:

- ENVS 4000 6.00 Senior Honours Work Seminar  
OR GEOG 4000 6.00 Honours Thesis
- ENVS 4001 3.00 Placement
- ENVS 4002 3.00 Professional Development
- ENVS 4800 3.00 Special Topics

### **Major Core Requirements**

Major core requirements across all degree versions require the following 21 credits to be taken at the 1000-, 2000-, and 3000-levels. These courses provide the foundational understanding of the linkages among environmental and social justice, the arts, inequalities, and modes of communicating about our world's complex social, political, and philosophical structures. Courses build from the 1000-level through the 3000-level to provide exposure, skills, tools, and experience with these interrelated themes.

#### **1000-Level**

- ENVS 1xxx 3.00 Community Arts for Social Change  
(currently ENVS 2122, to be renamed Environmental Arts for Social Change)
- ENVS 1xxx 3.00 Environmental Politics, Justice and Arts  
(currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)

#### **2000-Level**

- ENVS 2xxx 3.00 Community and Environmental Arts Workshop  
(currently ENVS 3122, to be renamed Environmental Arts in the City)
- ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice  
(currently ENVS 3125 3.00)
- NEW 2xxx 3.00 Art-Based Research Methods

#### **3000-Level**

- ENVS 3100 3.00 Environmental Arts and Media
- ENVS 3160 3.00 Race/Racism and Environmental Justice

### **Additional Major Requirements (3000 and 4000 Levels)**

Depth of knowledge is provided in required 3000- and 4000-level courses (the number of credits varies according to the specific degree sought). Depth in the upper year courses is particularly important in an interdisciplinary program as it provides a sense of specialization in environmental justice, environmental arts and media, as well as environmental humanities and education. Overall, increased depth will enhance the student learning experience and success upon graduation. Courses here build on general themes within EAJ and allow students to learn how political, cultural, economic and social systems and structures shape the environmental crisis, and are equipped with the skills and knowledge to analyze, challenge and respond to this. Students are exposed to a variety of different art forms and media rather than in-depth training in any singular approach. Through experiential learning and skills training in and out of the classroom, students learn to critique, create, collaborate, and communicate to make a difference at community and policy levels.

#### **3000-Level**

- ENVS 3xxxx 3.00 Environmental Literatures



(currently ENVS 4100)

- ENVS 3000 3.00 Environmental Ethics and Epistemology  
(to be renamed Environmental Philosophy)
- ENVS 3120 3.00 Environmental History
- ENVS 3340 3.00 Global Environmental Politics  
ENVS 3151 3.00 Environmental Politics and Advocacy  
(to be renamed Environmental Advocacy and Leadership)
- GEOG 3040 3.00 Urban Environmental Justice
- ENVS 3303 3.00 Politics, Performance and the Art of Resistance  
(to be renamed Environmental Resistance)
- ENVS 3170 3.00 Indigenous Environmental Thought
- NEW 3xxx 3.00 Urban Gardening, Justice and Sustainability

#### **4000-Level**

- ENVS 4011 3.00 Food, Land and Culture
- ENVS 4140 3.00 Environmental Thought
- GEOG 4280 3.00 Imagining Toronto: Literary Geographies of a City
- ENVS 4161 3.00 Societal Movements, Activism and Social Change
- ENVS 4310 3.00 Extraction and Its Discontents
- ENVS 4421 3.00 Environmental Law and Justice
- ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics and Praxis
- ENVS 4420 3.00 Media, Culture, Communication, and Environment  
(to be renamed Environment Online)
- GEOG 4900 Public Space

#### **Free Electives**

The remainder of the degree options are to be filled with electives from within the EUC Faculty or external to it, while satisfying residency requirements.

#### **Current Certificates**

The Certificate in Cultural and Artistic Practices (CAP) for Environmental and Social Justice and other certificates require further discussion and will be revisited at a later date.

## EAJ: Requirements (as of 29 May 2020)

	Category	Level Code	Credits	Name	Honours	Bachelor	Double	Minor
	General Education	1 GEOG 1000	6.00	The World Today				
	General Education	1 ENVS 1010	3.00	Environmental Documentaries	18.00	18.00	-	-
	General Education	1 NEW 1xxx	3.00	Communication for Environmental and Urban Change				
	General Education	1 GEOG 1400	6.00	Physical Geography				
OR	Faculty Requirements	2 ENVS 2009	3.00	Quantitative Methods in Environmental Studies	3.00	3.00		
	Faculty Requirements	3 ENVS 3010	3.00	Qualitative Methods in Environmental Studies				
OR	Faculty Requirements	4 ENVS 4000	6.00	Senior Honours Work Seminar				
	Faculty Requirements	4 ENVS 4001	3.00	Placement	3.00	-	-	-
	Faculty Requirements	4 ENVS 4002	3.00	Professional Development				
	Faculty Requirements	4 ENVS 4008	3.00	Special Topics				
	Major Core Requirements	1 ENVS 1xxx	3.00	Environmental Arts for Social Change				
	Major Core Requirements	1 ENVS 1xxx	3.00	Environmental Politics and Justice				
	Major Core Requirements	2 ENVS 2xxx	3.00	Environmental Arts in the City				
	Major Core Requirements	2 ENVS 2xxx	3.00	Popular Education for Environmental and Social Justice	21.00	21.00	21.00	21.00
	Major Core Requirements	2 NEW 2xxx	3.00	Art-Based Research Methods				
	Major Core Requirements	3 ENVS 3100	3.00	Environmental Arts and Media				
	Major Core Requirements	3 ENVS 3160	3.00	Race/Racism and Environmental Justice				
SELECT FROM	Major Requirement - 3000	3 ENVS 3000	3.00	Environmental Ethics and Epistemology				
	Major Requirement - 3000	3 ENVS 3120	3.00	Environmental History				
	Major Requirement - 3000	3 ENVS 3151	3.00	Environmental Politics and Advocacy				
	Major Requirement - 3000	3 ENVS 3170	3.00	Indigenous Environmental Thought				
	Major Requirement - 3000	3 ENVS 3303	3.00	Politics, Performance and the Arts	9.00	18.00	9.00	3.00
	Major Requirement - 3000	3 ENVS 3340	3.00	Global Environmental Politics				
	Major Requirement - 3000	3 ENVS 3xxx	3.00	Environmental Literatures				
	Major Requirement - 3000	3 GEOG 3040	3.00	Urban Environmental Justice				
	Major Requirement - 3000	3 NEW 3xxx	3.00	Urban Gardening, Justice, and Sustainability				
SELECT FROM	Major Requirement - 4000	4 ENVS 4011	3.00	Food, Land and Culture				
	Major Requirement - 4000	4 ENVS 4122	3.00	Arts in Action: Pedagogy, Ethics and Praxis				
	Major Requirement - 4000	4 ENVS 4140	3.00	Environmental Thought				
	Major Requirement - 4000	4 ENVS 4161	3.00	Social Movements, Activism, and Social Change				
	Major Requirement - 4000	4 ENVS 4310	3.00	Extraction and its Discontents	18.00	These can be used to fulfill 3000-level requirement with approval	12.00	6.00
	Major Requirement - 4000	4 ENVS 4420	3.00	Media, Culture, Communication, and Environment				
	Major Requirement - 4000	4 ENVS 4421	3.00	Environmental Law & Justice				
	Major Requirement - 4000	4 GEOG 4280	3.00	Imagining Toronto: Literary Geographies of a City				
	Major Requirement - 4000	4 GEOG 4900	3.00	Public Space				
	Free Electives	--	--	-- --	48.00	30.00	-	-
TOTAL					120.00	90.00	42.00	30.00

## ENVIRONMENTAL ARTS AND JUSTICE

	FACULTY REQUIREMENTS	MAJOR CORE REQUIREMENTS	ADDITIONAL REQUIREMENTS		
<b>Year 1</b> Gen Ed 18c Major requirements Core 6c Electives 6c	GEOG 1000.6 The World Today  ENVS 1010.3 Environmental Documentaries + NEW 1xxx.3.0 Communication for Environmental and Urban Change  GEOG 1400.6 Physical Geography	ENVS 1xxx.3 Community Arts for Social Change (currently 2122, to be renamed Environmental Arts for Social Change)  ENVS 1xxx.3 Environmental Politics, Justice and Arts (currently 2000.6, to be renamed Environmental Politics and Justice)			
<b>Year 2</b> Faculty requirement 3c Major requirements 9c Electives 18c	ENVS 2009.3 Quantitative Research Methods OR ENVS 3010.3 Qualitative Research Methods	ENVS 2xxx.3 Community and Environmental Arts Workshop (currently 3122, to be renamed Environmental Arts in the City)  ENVS 2xxx.3 Popular Education for Environmental and Social Justice (currently 3125)  NEW ENVS 2xxx.3 Art-Based Research Methods			
<b>Year 3</b> Major requirements 6c 3000-level requirements 9c Electives 15c (Bachelor degree requires 18 credits)		ENVS 3100.3 Environmental Arts and Media  ENVS 3160.3 Race/Racism and Environmental Justice	ENVS 3xxx.3 Environmental Literatures (currently 4100)  ENVS 3000.3 Environmental Ethics and Epistemology (to be renamed Environmental Philosophy)  ENVS 3120.3 Environmental History	ENVS 3340.3 Global Environmental Politics  ENVS 3151.3 Environmental Politics and Advocacy (to be renamed Environmental Advocacy and Leadership)  GEOG 3040.3 Urban Environmental Justice	ENVS 3303.3 Politics, Performance and the Arts of Resistance (to be renamed Environmental Resistance)  ENVS 3170.3 Indigenous Environmental Thought  NEW 3xxx.3 Urban Gardening, Justice and Sustainability
<b>Year 4</b> Faculty requirement 3c 4000-level requirements 18c Electives 9c (Not applicable to Bachelor degree)	*ENVS/GEOG 4xxx.3 Capstone Experiential Education		ENVS 4011.3 Food Land Culture  ENVS 4140.3 Environmental Thought  GEOG 4280.3 Imagining Toronto: Literary Geographies of a City	ENVS 4161.3 Social Movements, Activism and Social Change  ENVS 4310.3 Extraction and Its Discontents  ENVS 4421.3 Environmental Law and Justice	ENVS 4122.3 Arts in Action: Pedagogy, Ethics and Praxis  ENVS 4420.3 Media, Culture, Communication and Environment (to be renamed Environment Online)  GEOG 4900 Public Space
<div> <div>General education requirements</div> <div>Faculty requirements</div> <div>Major core requirements</div> <div>Proposed course</div> </div>					

### NOTE

\* Minimum of 3 credits **Capstone Experiential Education** required from the following experiences (but not limited to): experiential learning, community engagement, field studies, placement, learning integrated work, or local (place-based) courses -- to be selected from ENVS 4000.6 Senior Honours Work Seminar or GEOG 4000.6 Honours Thesis, ENVS 4001.3 Placement, ENVS 4800.3 Special Topic.

**6. Rationale for the proposed changes**     see p. 1

**7. Alignment between program changes with Faculty and/or University academic plans**  
see p. 2

**8. Detailed outline of the changes to the program and associated learning outcomes**

The following learning outcomes guide the delivery of this program. There are two degrees (Honours 120 credits and Bachelor's 90 credits) and specific learning outcomes are identified respectively in parentheses. There is a high degree of similarity between the degrees, with the Honours providing a deeper knowledge and experience in knowledge production. The list of courses below is selective rather than comprehensive (as our course list will be subject of further discussion).

**A.        Recognize the urgency and complexity of contemporary environmental and urban issues and assess their implications (Honours and Bachelor's);**

- ENVS 1xxx 3.00 Community Arts for Social Change  
(currently ENVS 2122, to be renamed Environmental Arts for Social Change)
- ENVS 1xxx 3.00 Environmental Politics, Justice and Arts  
(currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)
- ENVS 3140 3.00 Environmental and Sustainability Education
- ENVS 3160 3.00 Race/Racism and Environmental Justice
- ENVS 3303 3.00 Politics, Performance and the Art of Resistance  
(to be renamed Environmental Resistance)
- ENVS 3340 3.00 Global Environmental Politics
- ENVS 4161 3.00 Social Movements, Activism, and Social Change
- ENVS 4310 3.00 Extraction and its Discontents
- ENVS 4420 3.00 Environment, Media, Culture and Communication  
(to be renamed Environment Online)
- ENVS 4421 3.00 Environmental Law and Justice

**B.        Apply concepts of social and environmental justice, equity, and reconciliation to evaluate and propose analytical, innovative and sustainable responses (Honours and Bachelor's);**

- ENVS 1xxx 3.00 Community Arts for Social Change  
(currently ENVS 2122, to be renamed Environmental Arts for Social Change)
- ENVS 1xxx 3.00 Environmental Politics, Justice and Arts  
(currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)
- ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice  
(currently ENVS 3125)
- ENVS 3160 3.00 Race/Racism and Environmental Justice
- ENVS 3303 3.00 Politics, Performance and the Art of Resistance  
(to be renamed Environmental Resistance)

- ENVS 3340 3.00 Global Environmental Politics
- ENVS 4421 3.00 Environmental Law and Justice
- ENVS 4161 3.00 Social Movements, Activism, and Social Change
- GEOG 3040 3.00 Urban Environmental Justice
- GEOG 3060 3.00 Postcolonial Geographies
- GEOG 3400 3.00 Geography of Genders and Sexualities
- GEOG 4880 3.00 Spaces of Conflict, Violence, and Power

**C. Acquire community engagement and practical skills to organize, communicate, collaborate, produce, curate, facilitate and mobilize cultural and artistic practices to understand (Bachelor's) and reimagine (Honours) social injustices and environmental challenges;**

- ENVS 1xxx 3.00 Community Arts for Social Change  
(currently ENVS 2122, to be renamed Environmental Arts for Social Change)
- ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice  
(currently ENVS 3125)
- NEW 2xxx 3.00 Art-Based Research Methods
- ENVS 3122 3.00 Community and Environmental Arts Workshop  
(to be renamed Environmental Arts in the City)
- ENVS 3xxx 3.00 Environmental Literatures  
(currently ENVS 4100)
- ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics, and Praxis
- ENVS 4420 3.00 Environment, Media, Culture and Communication  
(to be renamed Environment Online)
- ENVS 4161 3.00 Social Movements, Activism, and Social Change
- ENVS 4000 6.00 Senior Honours Work Seminar (or GEOG 4000 6.00 Honours Thesis)
- ENVS 4001 3.00 Placement

**D. Work collaboratively to address social injustices and environmental challenges effectively and accurately in multiple scholarly, technical and creative formats (Bachelor's) and to a range of audiences (Honours);**

- ENVS 1xxx 3.00 Community Arts for Social Change  
(currently ENVS 2122 3.00, to be renamed Environmental Arts for Social Change)
- ENVS 1xxx 3.00 Environmental Politics, Justice and Arts  
(currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)
- ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice  
(currently ENVS 3125)
- NEW 2xxx 3.00 Art-Based Research Methods
- ENVS 3122 3.00 Community and Environmental Arts Workshop  
(to be renamed Environmental Arts in the City)
- ENVS 3140 3.00 Environmental and Sustainability Education

- ENVS 3160 3.00 Race/Racism and Environmental Justice
- ENVS 3170 3.00 Indigenous Environmental Thought
- ENVS 3303 3.00 Politics, Performance and the Art of Resistance (to be renamed Environmental Resistance)
- ENVS 3340 3.00 Global Environmental Politics
- ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics, and Praxis
- ENVS 4161 3.00 Social Movements, Activism, and Social Change
- ENVS 4420 3.00 Environment, Media, Culture and Communication (to be renamed Environment Online)

**E. Demonstrate interdisciplinary critical thinking, leadership and active citizenship skills (Bachelor's), and initiative and independence in knowledge production (Honours).**

- ENVS 1xxx 3.00 Community Arts for Social Change (currently ENVS 2122, to be renamed Environmental Arts for Social Change)
- ENVS 1xxx 3.00 Environmental Politics, Justice and Arts (currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)
- NEW 2xxx 3.00 Art-Based Research Methods
- ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice (currently ENVS 3125)
- ENVS 3100 3.00 Environmental Arts and Media
- ENVS 3122 3.00 Community and Environmental Arts Workshop (to be renamed Environmental Arts in the City)
- ENVS 3151 3.00 Environmental Politics and Advocacy (to be renamed Environmental Advocacy and Leadership)
- ENVS 3160 3.00 Race/Racism and Environmental Justice
- ENVS 3303 3.00 Politics, Performance and the Art of Resistance (to be renamed Environmental Resistance)
- ENVS 4000 6.00 Senior Honours Work
- ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics, and Praxis
- ENVS 4161 3.00 Social Movements, Activism, and Social Change

In reference to the degree level expectations proposed by the Ontario Universities Council on Quality Assurance, our learning outcomes provide depth and breadth of knowledge (A and B), knowledge of methodologies (C); application of knowledge (B and D), communication skills (B, D and E), awareness and limits of knowledge (A and C), and autonomy and professional capacity (C, D and E).

## 9. Consultation Undertaken

see p. 3, Appendix VI

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|--|----------|
| 10. Changes to the program's admission requirements  | see p. 4 |
| 11. Resources implications   | see p. 5 |
| 12. Changes in mode of delivery  | see p. 5 |
| 13. Assessment of teaching and learning within the program changing  | see p. 5 |
| 14. Accommodation for programs already in the program  | see p. 6 |
| 15. Side-by-side comparison of the existing and proposed program requirements as in the Undergraduate Calendar: BES ENVIRONMENTAL ARTS AND JUSTICE (EAJ) |          |

<p><b>FACULTY-WIDE DEGREE REQUIREMENTS</b>  <b>BES PROGRAM AREAS OF CONCENTRATION</b></p> <p>To succeed in the upper level courses, and to provide a critical foundation of Environmental Studies, all BES students take all three foundation courses and two methods courses. Students also declare an Area of Concentration which allows specialization within the field of Environmental Studies. The three areas in the BES program reflect our broad understanding of Environmental Studies. Within each Area of Concentration there are two required courses and then students select the remaining courses based on content and availability. The courses in each Area of Concentration were established by scholarly, professional, and pragmatic considerations. When making course selections it is important to look at the course descriptions as some courses may have prerequisites or build on another course. While it is expected that students do one Area of Concentration, courses in other Areas of Concentration can be used as electives. Students will use an Area of Concentration, as well as additional options such as certificates, to help define their own path through the program. For example, students in Environmental Management may also undertake a certificate in Sustainable Energy; or Students in Urban and Regional Environments may also undertake a certificate in Urban Ecologies.</p>	<p><b>BES ENVIRONMENTAL ARTS AND JUSTICE</b></p> <p>How do we change the world? How can we use creativity to construct a just society? This <b>degree</b> focuses on facing today's environmental challenges through politics, art, philosophy, education and media. You will examine the relationships between humans and environments using literary texts, digital images, popular art and performance. Study how environmental inequalities arise, including class, indigenous, racial and gender dimensions. Learn methods for researching environmental justice issues, and strategies for addressing them both locally and globally. Develop analytical, artistic, writing, collaborative and presentation skills to envision and realize a better environmental future.</p> <p><b>Honours Degree: 120 Credits</b></p> <p><b>Residency requirement: a minimum of 30 course credits and at least half (50%) of the course credits required in each undergraduate degree program major/Minor must be taken at York University.</b></p> <p><b>Graduation requirement: Students must successfully complete at least 120 credits, with a minimum overall cumulative grade point average of 2.00/4.00 (C) in</b></p>
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### **Environmental Politics, Justice and Arts**

How do we change the world? How do we construct a just society in creative ways? This Area focuses on facing today's environmental challenges through politics, art, philosophy, education and media. You will examine the relationships between humans and environments using literary texts, digital images, pop art and performance. Study how environmental inequalities arise, including class, indigenous, racial and gender dimensions. Learn methods for researching environmental justice issues, and strategies for addressing them both locally and globally. Develop analytical, artistic, writing, collaborative and presentation skills to envision and realize a better environmental future.

Sample topics include:

- ~~environmental racism and justice movements~~
- ~~environmental ethics; digital art and the environment~~
- ~~environmental education~~
- ~~human-animal relations~~
- ~~environmental literature~~
- ~~indigenous sovereignty~~
- ~~human and gender rights~~
- ~~technology, science and politics~~
- ~~culture and global media~~
- ~~sustainable development~~
- ~~the political economy of international development~~
- ~~health equity; climate justice~~
- ~~sexuality and gender-based activism~~

Required courses:

~~[ES/ENVS 2000 6.00](#)~~

~~[ES/ENVS 3010 3.00](#)~~

~~three credits methods course chosen from the following:~~

- ~~○ [ES/ENVS 2009 3.00](#)~~
- ~~○ [ES/ENVS 2122 3.00](#)~~

~~and any two from the following three courses:~~

- ~~○ [ES/ENVS 3100 3.00](#)~~
- ~~○ [ES/ENVS 3125 3.00](#)~~
- ~~○ [ES/ENVS 3160 3.00](#)~~

Six credits at the 3000 level from the following list:

~~[ES/ENVS 3000 3.00](#)~~  
~~[ES/ENVS 3120 3.00](#)~~  
~~[ES/ENVS 3122 3.00](#)~~  
~~[ES/ENVS 3140 3.00](#)~~

order to graduate with the Honours BES degree. It may be necessary to complete more than 120 credits.

Students choose their courses according to the following requirements:

### **GENERAL EDUCATION REQUIREMENTS (18 CREDITS):**

Following York's philosophy of Undergraduate education, students are required to study in Natural Sciences, Humanities, and Social Sciences.

The Humanities requirement can be satisfied by taking ENVS 1010 3.00 Introduction to Environmental Documentaries and NEW 1xxx 3.00 Communication for Environmental and Change or any other 1000-level humanities general education course (at least 6 credits) not listed as either satisfying the Social Science or the Natural Science requirement.

The Social Sciences Requirement can be completed by GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as either satisfying the Humanities or the Natural Science requirement.

The Natural Sciences requirement can be fulfilled by GEOG 1400 6.00 Physical Geography or any other 1000-level natural science general education course (at least 6 credits) not listed as either satisfying the Humanities or the Social Science requirement.

**Note:** It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once towards the total number of credits required for the degree and cannot be counted to fulfil any other requirements.

Honours students must complete the following Faculty and Major requirements:

### **FACULTY REQUIREMENTS (6 CREDITS)**

To provide a solid methodological training, each major requires a specific method course. Students will be required to take a minimum of three additional methods credits to be chosen from the following:



<p> <a href="#">ES/ENVS 3150 3.00</a>  <a href="#">ES/ENVS 3151 3.00</a>  <a href="#">ES/ENVS 3170 3.00</a>  <a href="#">ES/ENVS 3303 3.00</a>  <a href="#">ES/ENVS 3310 3.00</a>  <a href="#">ES/ENVS 3320 3.00</a>  <a href="#">ES/ENVS 3340 3.00</a>  <a href="#">ES/ENVS 3400 3.00</a>  <a href="#">ES/ENVS 3410 3.00</a>  <a href="#">ES/ENVS 3450 3.00</a>  <a href="#">ES/ENVS 3510 3.00</a> </p> <p>Eighteen credits at the 4000 level from the following list:</p> <p> <a href="#">ES/ENVS 4000 6.00</a> (<i>only for students in the Specialized Honours program</i>)  <a href="#">ES/ENVS 4001 3.00</a>  <a href="#">ES/ENVS 4001 6.00</a>  <a href="#">ES/ENVS 4002 3.00</a>  <a href="#">ES/ENVS 4011 3.00</a>  <a href="#">ES/ENVS 4100 3.00</a>  <a href="#">ES/ENVS 4120 3.00</a>  <a href="#">ES/ENVS 4122 3.00</a>  <a href="#">ES/ENVS 4140 3.00</a>  <a href="#">ES/ENVS 4161 3.00</a>  <a href="#">ES/ENVS 4215 3.00</a>  <a href="#">ES/ENVS 4220 3.00</a>  <a href="#">ES/ENVS 4223 3.00</a>  <a href="#">ES/ENVS 4310 3.00</a>  <a href="#">ES/ENVS 4420 3.00</a>  <a href="#">ES/ENVS 4421 3.00</a>  <a href="#">ES/ENVS 4440 3.00</a>  <a href="#">ES/ENVS 4510 3.00</a>  <a href="#">ES/ENVS 4750 3.00</a>  <a href="#">ES/ENVS 4800A 3.00</a>  <a href="#">ES/ENVS 4810A 3.00</a>  <a href="#">ES/ENVS 4810B 3.00</a> </p> <p><b>Note:</b></p> <p> <a href="#">ES/ENVS 4001 3.00</a>, <a href="#">ES/ENVS 4001 6.00</a> and <a href="#">ES/ENVS 4002 3.00</a> are not automatically counted as Area of Concentration courses; students who take these courses must receive approval by petition from the Undergraduate Program Director.         </p> <p> <a href="#">ES/ENVS 4900 6.00</a> Directed Reading/Study Courses do not fulfill the Area of Concentration requirements; unless prior approval from the Undergraduate Program Director.         </p>	<ul style="list-style-type: none"> <li>• <b>ENVS 2009 3.00 Quantitative Methods in Environmental Studies</b> or GEOG 2420 3.00 Introductory Statistical Analysis in Geography</li> <li>• <b>ENVS 3010 3.00 Qualitative Methods in Environmental Studies</b> or GEOG 3520 3.00 Designing and Conducting Research in Geography.</li> </ul> <p>Students are also required to complete a minimum of three credits of Capstone Experiential Education to be chosen from the following list:</p> <ul style="list-style-type: none"> <li>• <b>ENVS 4000 6.00 Senior Honours Work Seminar</b> or GEOG 4000 6.00 Honours Thesis</li> <li>• <b>ENVS 4001 3.00 Placement</b> (to be renamed Work Placement)</li> <li>• <b>ENVS 4002 3.00 Professional Development</b></li> <li>• <b>ENVS 4800 3.00 Special Topics</b></li> </ul> <p><b>MAJOR CORE REQUIREMENTS (21 CREDITS):</b></p> <p><b>ENVS 1xxx 3.00 Community Arts for Social Change</b> (currently ENVS 2122, to be renamed Environmental Arts for Social Change)</p> <p><b>ENVS 1xxx 3.00 Environmental Politics, Justice and Arts</b> (currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)</p> <p><b>ENVS 2xxx 3.00 Community and Environmental Arts Workshop</b> (currently ENVS 3122, to be renamed Environmental Arts in the City)</p> <p><b>ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice</b> (currently ENVS 3125)</p> <p><b>ENVS 3100 3.00 Environmental Arts and Media</b></p> <p><b>ENVS 3160 Race/Racism and Environmental Justice</b></p> <p><b>NEW 2xxx 3.00. Art-Based Research Methods</b></p> <p><b>ADDITIONAL MAJOR REQUIREMENTS (27 CREDITS):</b></p> <p>9 credits at the 3000 level and 18 credits at the 4000 level to be selected from the following list:</p> <p><b>ENVS 3xxxx 3.00 Environmental Literatures</b> (currently ENVS 4100)</p> <p><b>ENVS 3000 3.00 Environmental Ethics and Epistemology</b> (to be renamed Environmental Philosophy)</p> <p><b>ENVS 3120 3.00 Environmental History</b></p> <p><b>ENVS 3340 3.00 Global Environmental Politics</b></p>
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<p>Not all courses will be offered in a given year; course offerings will vary from year to year.</p> <p><b>Urban and Regional Environments: Analysis, Planning and Design</b></p> <p>This area of concentration focuses on the interrelationships of the ecological, social, built and organizational environments within the urban and regional setting. It is the intention of this area to provide a critical understanding of urban and regional environments incorporated at different scales of build environments, spanning site-specific to global perspectives. By doing this students will attain a thorough knowledge of the alternative and transformative based theories, histories and current issues of urbanization and regionalization and their effect on environments, but also learn practical methods of analysis and intervention in different human settlements.</p> <p>Sample topics include:</p> <ul style="list-style-type: none"> <li>migration and settlement</li> <li>urbanization and the urban process</li> <li>environmental design/landscape design</li> <li>urban sustainability</li> <li>urban governance and regulation</li> <li>global cities and global urbanization</li> <li>urban social and environmental movements</li> <li>urban and regional planning</li> <li>healthy and sustainable community development</li> <li>urban social relations (class, race, gender)</li> <li>Native/Canadian relations</li> </ul> <p>Required courses:</p> <p><a href="#">ES/ENVS 2200 6.00</a></p> <p>three credits methods course chosen from the following:</p> <ul style="list-style-type: none"> <li>○ <a href="#">ES/ENVS 2009 3.00</a></li> <li>○ <a href="#">ES/ENVS 2122 3.00</a></li> </ul> <p><a href="#">ES/ENVS 3010 3.00</a></p> <p><a href="#">ES/ENVS 3227 3.00</a></p> <p><a href="#">ES/ENVS 3740 3.00</a></p> <p>Six credits at the 3000 level from the following list:</p> <p><a href="#">ES/ENVS 3120 3.00</a></p> <p><a href="#">ES/ENVS 3130 3.00</a></p> <p><a href="#">ES/ENVS 3160 3.00</a></p> <p><a href="#">ES/ENVS 3222 3.00</a></p> <p><a href="#">ES/ENVS 3225 3.00</a></p>	<p><b>ENVS 3151 3.00 Environmental Politics and Advocacy</b> (to be renamed Environmental Advocacy and Leadership)</p> <p><b>GEOG 3040 3.00 Urban Environmental Justice</b></p> <p><b>ENVS 3303 3.00 Politics, Performance and the Art of Resistance</b> (to be renamed Environmental Resistance)</p> <p><b>ENVS 3170 3.00 Indigenous Environmental Thought</b></p> <p><b>NEW 3xxx 3.00 Urban Gardening, Justice and Sustainability</b></p> <p><b>ENVS 4011 3.00 Food, Land and Culture</b></p> <p><b>ENVS 4140 3.00 Environmental Thought</b></p> <p><b>GEOG 4280 3.00 Imagining Toronto: Literary Geographies of a City</b></p> <p><b>ENVS 4161 3.00 Societal Movements, Activism and Social Change</b></p> <p><b>ENVS 4310 3.00 Extraction and Its Discontents</b></p> <p><b>ENVS 4421 3.00 Environmental Law and Justice</b></p> <p><b>ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics and Praxis</b></p> <p><b>ENVS 4420 3.00 Media, Culture, Communication, and Environment</b> (to be renamed Environment Online)</p> <p><b>GEOG 4900 Public Space</b></p> <p><b>FREE ELECTIVES REQUIREMENTS (48 CREDITS):</b></p> <p>In addition to the requirements noted above, students must successfully complete <b>48 elective</b> credits inside or outside of their degree program or Faculty. These courses are selected <b>in any undergraduate program (including this Faculty)</b> based on the student's interest and/or other combination program (e.g., double Major or Minor or certificate) requirements.</p> <p><b>Note:</b> Course offerings may vary from year to year.</p> <p><b>Note:</b> To enrol in the research-based course <b>ENVS 4000 6.00 Senior Honours Work Seminar or GEOG 4000 6.00 Senior Honours</b>, students must <b>successfully</b> complete <b>six credits of methods courses requirements</b> with a B+ (3.30/4.00) overall cumulative grade point average by the end of their third year (completion of 84.00-90.00 credits) to be approved in June prior to enrolling <b>in this course</b>.</p> <p><b>Note:</b> Students will automatically be placed in the 90-credit Bachelor program if they do not achieve or maintain the minimum grade requirements for the Honours degree program. Students registered for a Honours degree may choose to graduate with a 90-credit BES if they fulfil that program's requirements.</p>
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<p> <a href="#">ES/ENVS 3226 3.00</a>  <a href="#">ES/ENVS 3230 3.00</a>  <a href="#">ES/ENVS 3420 3.00</a>  <a href="#">ES/ENVS 3510 3.00</a>  <a href="#">ES/ENVS 3520 3.00</a>  <a href="#">ES/ENVS 3710 3.00</a>  <a href="#">ES/ENVS 3760 3.00</a>  <a href="#">ES/ENVS 3891 3.00</a> </p> <p>Eighteen credits at the 4000 level from the following list:</p> <p> <a href="#">ES/ENVS 4000 6.00</a> (<i>only for students in the Specialized Honours program</i>)  <a href="#">ES/ENVS 4001 3.00</a>  <a href="#">ES/ENVS 4001 6.00</a>  <a href="#">ES/ENVS 4002 3.00</a>  <a href="#">ES/ENVS 4011 3.00</a>  <a href="#">ES/ENVS 4161 3.00</a>  <a href="#">ES/ENVS 4210 3.00</a>  <a href="#">ES/ENVS 4220 3.00</a>  <a href="#">ES/ENVS 4223 3.00</a>  <a href="#">ES/ENVS 4225 3.00</a>  <a href="#">ES/ENVS 4230 6.00</a>  <a href="#">ES/ENVS 4421 3.00</a>  <a href="#">ES/ENVS 4440 3.00</a>  <a href="#">ES/ENVS 4442 3.00</a>  <a href="#">ES/ENVS 4510 3.00</a>  <a href="#">ES/ENVS 4520 3.00</a>  <a href="#">ES/ENVS 4750 3.00</a>  <a href="#">ES/ENVS 4800A 3.00</a>  <a href="#">ES/ENVS 4800Q 3.00</a> </p> <p><b>Note:</b></p> <p> <a href="#">ES/ENVS 4001 3.00</a>, <a href="#">ES/ENVS 4001 6.00</a> and <a href="#">ES/ENVS 4002 3.00</a> are not automatically counted as Area of Concentration courses, students who take these courses must receive approval by petition from the Undergraduate Program Director.         </p> <p> <a href="#">ES/ENVS 4900 6.00</a> Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval from the Undergraduate Program Director.         </p> <p>Not all courses will be offered in a given year; course offerings will vary from year to year.</p> <p><b>Environmental Management: Policy, Resources and Conservation</b></p>	<p><b>Bachelor's Degree: 90 Credits</b></p> <p>Residency requirement: a minimum of 30 course credits and at least half (50%) of the course credits required in each undergraduate degree program must be taken at York University.</p> <p><b>Graduation requirement:</b> Students must <b>successfully</b> complete at least 90 credits, with a minimum overall cumulative grade point average of <b>1.70/4.00 (C-)</b> in order to graduate with the BES degree. It may be necessary to complete more than <b>90</b> credits.</p> <p>Students choose their courses according to the following requirements:</p> <p><b>GENERAL EDUCATION REQUIREMENTS (18 CREDITS):</b></p> <p>Following York's philosophy of Undergraduate education, students are required to study in Natural Sciences, Humanities, and Social Sciences.</p> <p>The Humanities requirement can be satisfied by taking ENVS 1010 3.00 Introduction to Environmental Documentaries and NEW 1xxx 3.00 Communication for Environmental and Change or any other 1000-level humanities general education course (at least 6 credits) not listed as either satisfying the Social Science or the Natural Science requirement.</p> <p>The Social Sciences Requirement can be completed by GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as either satisfying the Humanities or the Natural Science requirement.</p> <p>The Natural Sciences requirement can be fulfilled by GEOG 1400 6.00 Physical Geography or any other 1000-level natural science general education course (at least 6 credits) not listed as either satisfying the Humanities or the Social Science requirement.</p> <p><b>Note:</b> <i>It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once towards the total number of credits required for the degree and cannot be counted to fulfil any other requirements.</i></p>
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This area examines the origins and nature of environmental challenges facing society and explores ways of addressing these challenges through scientific, socio-economic and policy approaches. It is concerned with existing and emerging strategies for both preventing and managing the impacts of human activities on the natural world, but with critical perspectives on effectiveness of these strategies and encouragement to think and act creatively. It provides concepts, knowledge and skills needed to be effectively engaged in a variety of environmental issues in government, business or not-for-profit sectors.

Sample topics include:

- ecology and conservation
- environmental assessment
- resource management
- environmental auditing
- energy and the environment
- environment and health

Required courses:

- [ES/ENVS 2009 3.00](#)
- [ES/ENVS 2400 6.00](#)
- [ES/ENVS 3010 3.00](#)
- [ES/ENVS 3401 3.00](#)
- [ES/ENVS 3402 3.00](#)

Six credits at the 3000-level from the following list:

- [ES/ENVS 3130 3.00](#)
- [ES/ENVS 3150 3.00](#)
- [ES/ENVS 3230 3.00](#)
- [ES/ENVS 3310 3.00](#)
- [ES/ENVS 3340 3.00](#)
- [ES/ENVS 3400 3.00](#)
- [ES/ENVS 3410 3.00](#)
- [ES/ENVS 3420 3.00](#)
- [ES/ENVS 3430 3.00](#)
- [ES/ENVS 3440 3.00](#)
- [ES/ENVS 3450 3.00](#)
- [ES/ENVS 3505 3.00](#)
- [ES/ENVS 3510 3.00](#)
- [ES/ENVS 3520 3.00](#)
- [ES/ENVS 3521 3.00](#)
- [ES/ENVS 3522 3.00](#)
- [ES/ENVS 3760 3.00](#)

Eighteen credits at the 4000 level from the following list:

Bachelor's students must complete the following Faculty and Major requirements:

### ***FACULTY REQUIREMENTS (3 CREDITS)***

To provide a solid methodological training, each major has required a specific method course. Students will be required to take a minimum of three additional methods credits to be chosen from the following:

- **ENVS 2009 3.00 Quantitative Methods in Environmental Studies** or GEOG 2420 3.00 Introductory Statistical Analysis in Geography
- **ENVS 3010 3.00 Qualitative Methods in Environmental Studies** or GEOG 3520 3.00 Designing and Conducting Research in Geography.

### ***MAJOR CORE REQUIREMENTS (21 CREDITS):***

**ENVS 1xxx 3.00 Community Arts for Social Change** (currently ENVS 2122, to be renamed Environmental Arts for Social Change)

**ENVS 1xxx 3.00 Environmental Politics, Justice and Arts** (currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)

**ENVS 2xxx 3.00 Community and Environmental Arts Workshop** (currently ENVS 3122, to be renamed Environmental Arts in the City)

**ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice** (currently ENVS 3125)

**ENVS 3100 3.00 Environmental Arts and Media**

**ENVS 3160 Race/Racism and Environmental Justice**

**NEW 2xxx 3.00. Art-Based Research Methods**

### ***ADDITIONAL MAJOR REQUIREMENTS (18 CREDITS):***

18 credits at the 3000-level courses (or 4000-level subject to space availability and approval) to be selected from the following list:

**ENVS 3xxxx 3.00 Environmental Literatures** (currently ENVS 4100)

**ENVS 3000 3.00 Environmental Ethics and Epistemology** (to be renamed Environmental Philosophy)

**ENVS 3120 3.00 Environmental History**

**ENVS 3340 3.00 Global Environmental Politics**

<p><del><a href="#">ES/ENVS 4000 6.00</a> (only for students in the Specialized Honours program)</del></p> <p><del><a href="#">ES/ENVS 4001 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4001 6.00</a></del></p> <p><del><a href="#">ES/ENVS 4002 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4011 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4041 6.00</a></del></p> <p><del><a href="#">ES/ENVS 4110 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4111 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4120 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4230 6.00</a></del></p> <p><del><a href="#">ES/ENVS 4310 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4400 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4401 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4402 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4410 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4421 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4430 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4440 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4442 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4445 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4446 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4447 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4510 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4520 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4521 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4522 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4523 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4800A 3.00</a></del></p> <p><del><a href="#">ES/ENVS 4810A 3.00</a></del></p> <p><b>Note:</b></p> <p><del><a href="#">ES/ENVS 4001 3.00</a>, <a href="#">ES/ENVS 4001 6.00</a> and <a href="#">ES/ENVS 4002 3.00</a> are not automatically counted as Area of Concentration courses, students who take these courses must receive approval by petition from the Undergraduate Program Director.</del></p> <p><del><a href="#">ES/ENVS 4900 6.00</a> Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval from the Undergraduate Program Director.</del></p> <p><del>Not all courses will be offered in a given year; course offerings will vary from year to year.</del></p> <p><b>BES Dual-Credential Programs</b></p> <p>Dual-credential programs offer students the opportunity to receive a combined university degree</p>	<p><b>ENVS 3151 3.00 Environmental Politics and Advocacy</b> (to be renamed Environmental Advocacy and Leadership)</p> <p><b>GEOG 3040 3.00 Urban Environmental Justice</b></p> <p><b>ENVS 3303 3.00 Politics, Performance and the Art of Resistance</b> (to be renamed Environmental Resistance)</p> <p><b>ENVS 3170 3.00 Indigenous Environmental Thought</b></p> <p><b>NEW 3xxx 3.00 Urban Gardening, Justice and Sustainability</b></p> <p><b>ENVS 4011 3.00 Food, Land and Culture</b></p> <p><b>ENVS 4140 3.00 Environmental Thought</b></p> <p><b>GEOG 4280 3.00 Imagining Toronto: Literary Geographies of a City</b></p> <p><b>ENVS 4161 3.00 Societal Movements, Activism and Social Change</b></p> <p><b>ENVS 4310 3.00 Extraction and Its Discontents</b></p> <p><b>ENVS 4421 3.00 Environmental Law and Justice</b></p> <p><b>ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics and Praxis</b></p> <p><b>ENVS 4420 3.00 Media, Culture, Communication, and Environment</b> (to be renamed Environment Online)</p> <p><b>GEOG 4900 Public Space</b></p> <p><b>FREE ELECTIVES REQUIREMENTS (30 CREDITS):</b></p> <p>In addition to the requirements noted above, students must successfully complete <b>30 elective</b> credits inside or outside of their degree program or Faculty. These courses are selected <b>in any undergraduate program (including this Faculty)</b> based on the student's interest.</p> <p><i>Note: Course offerings may vary from year to year.</i></p> <p><b>Honours Double Major, Major/Minor Options</b></p> <p>In addition to taking courses in the <b>BES degree</b> program, students have the opportunity to specialize in a specific subject or combination of subjects. The area or primary concentration is known as a Major. An area of secondary concentration (if any) is known as a <b>Double Major or Minor</b>. In such cases, an application must be made using the Program Change Request, available on the Program Change web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>.</p> <p>This request is subject to approval based on your current academic standing. Each program sets the requirements for each Double Major or Minor program with options available <b>in the Faculty of Environmental and Urban Change</b>, the Faculty of Health, the Faculty</p>
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and a college advanced diploma from either Seneca College or Fleming College in five years in what would otherwise take seven years. Students also have the opportunity to receive a combine university degree and a Post Graduate Certificate from Humber College in four years in what would otherwise take five years.

These accelerated programs can begin either at the respective college or at York University (with the exception of the York/Humber program) and are then completed at the partner institution. Students enrolled in dual credential programs must fulfill the dual credential program requirements of both institutions. *These are great programs providing practice focused training and we strongly recommend students to consider enrolling in one of these programs if interested.*

Students enrolled in the 90-credit BES degree program are not eligible to apply to any dual credential program.

Students who are enrolled in FES are required to complete a minimum of 90 credits within the first three years of the dual credentials with a minimum cumulative grade point average of 5.00 (C+) and must successfully complete the Faculty and program requirements as outlined in each specific dual credential program. Students are also required to submit an application for admissions to the dual credential program at the respective college in October and in their third year of study at York University.

With the exception of the York/Humber dual credentials, students who begin their advanced diploma at the college should apply to the dual credentials to the Faculty of Environmental Studies through the normal York University admission process in the final year of their diploma program. Acceptance is contingent upon students successfully completing the advanced diploma with a minimum grade point average of 3.00 at the college. Successful applicants will be awarded 60 block transfer credits toward their BES program. Students who choose to opt out of the dual credential program and attend another program at York University or failure to maintain Honours standing will have their advanced standing re-evaluated.

Students admitted to the dual credential program directly from Seneca College or Fleming College must

of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design or Glendon. **Students** should consult the York University Undergraduate Calendar or the York University website for specific program requirements.

Regardless of the type of combination degree that is sought, Honours Double Major or Honours Major/Minor, all students have a "home" Faculty. Students enrolled in the **Environmental Arts and Justice in the Faculty of Environmental and Urban Change** will receive a BES degree upon successful completion of their program.

Students must maintain Honours standing, a cumulative grade point average of **2.30/4.00 (C+)** or above for all courses taken at York. Students in an Honours program whose cumulative grade point average is below **2.30/4.00 (C+)** may proceed in Honours providing they meet the minimum Honours progression requirement. Students must meet their degree and program requirements **and the Double Major or Minor requirements.**

### **Double Major Requirements (42 CREDITS)**

A Double Major option in **Environmental Arts and Justice** can be pursue jointly with an Honours program in the **Faculty of Environmental and Urban Change**, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of Arts, Performance, Media and Design, Glendon or where a Double Major is offered to students whose degree program allows completion of a Double Major.

### **MAJOR CORE REQUIREMENTS (21 CREDITS):**

**ENVS 1xxx 3.00 Community Arts for Social Change** (currently ENVS 2122, to be renamed Environmental Arts for Social Change)

**ENVS 1xxx 3.00 Environmental Politics, Justice and Arts** (currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)

**ENVS 2xxx 3.00 Community and Environmental Arts Workshop** (currently ENVS 3122, to be renamed Environmental Arts in the City)

**ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice** (currently ENVS 3125)

**ENVS 3100 3.00 Environmental Arts and Media**

**ENVS 3160 Race/Racism and Environmental Justice**

**NEW 2xxx 3.00. Art-Based Research Methods**



maintain Honours standing over the course of their studies in environmental studies; a cumulative grade point average of 5.00 (C+) over all courses taken at York.

Students whose cumulative grade point average falls below 5.00 (C+) anytime during their studies and have completed less than 84 credits, including transfer credits granted may continue in the dual credential program provided they meet the minimum year level honours progression requirements.

Failure to maintain this standing will result in the following:

- removal from the dual credential program;
- re-evaluation of advanced standing (transfer credits); and;
- transfer into the 90-credit BES degree program.

#### PROGRAM SPECIFIC DEGREE REQUIREMENTS

##### [Specialized Honours BES: 120 Credits](#)

**Faculty requirement:** At least 60 credits and a maximum of 90 credits shall be environmental studies (ENVS) courses.

**Graduation requirement:** Students must complete a minimum of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+) in order to graduate with the Specialized Honours BES degree. It may be necessary to complete more than 20 full courses (120 credits).

Students choose their courses according to the following requirements:

##### GENERAL EDUCATION (12 CREDITS):

Following York's philosophy of Undergraduate education, BES students are required to study in humanities and the natural sciences:

**Humanities Requirement:** the BES Humanities requirement can be satisfied by taking [ES/ENVS 1800 6.00](#) or a 1000-level course (at least 6 credits) from the following: Classical Studies; English; French Studies; History; Humanities; Languages, Literature and Linguistics or Philosophy.

#### ADDITIONAL MAJOR REQUIREMENTS (21 CREDITS):

Students must successfully complete **9 credits at the 3000-level and 12 credits at the 4000-level ENVS courses to be selected from the following list:**

**ENVS 3xxx 3.00 Environmental Literatures** (currently ENVS 4100)

**ENVS 3000 3.00 Environmental Ethics and Epistemology** (to be renamed Environmental Philosophy)

**ENVS 3120 3.00 Environmental History**

**ENVS 3340 3.00 Global Environmental Politics**

**ENVS 3151 3.00 Environmental Politics and Advocacy** (to be renamed Environmental Advocacy and Leadership)

**GEOG 3040 3.00 Urban Environmental Justice**

**ENVS 3303 3.00 Politics, Performance and the Art of Resistance** (to be renamed Environmental Resistance)

**ENVS 3170 3.00 Indigenous Environmental Thought**

**NEW 3xxx 3.00 Urban Gardening, Justice and Sustainability**

**ENVS 4011 3.00 Food, Land and Culture**

**ENVS 4140 3.00 Environmental Thought**

**GEOG 4280 3.00 Imagining Toronto: Literary Geographies of a City**

**ENVS 4161 3.00 Societal Movements, Activism and Social Change**

**ENVS 4310 3.00 Extraction and Its Discontents**

**ENVS 4421 3.00 Environmental Law and Justice**

**ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics and Praxis**

**ENVS 4420 3.00 Media, Culture, Communication, and Environment** (to be renamed Environment Online)

**GEOG 4900 Public Space**

**Note:** In a Double Major program, a course may count only once toward Major credit. Students should be aware that in order to complete the requirements of the Honours Double Major or Honours Major/Minor programs it may be necessary to complete more than 120 credits.

#### Minor Requirements (30 CREDITS)

A Minor option in **Environmental Arts and Justice** can be pursue jointly with an Honours program in the **Faculty of Environmental Studies**, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of Arts, Performance,

<p><b>Science requirement:</b> the General Education science requirement is met by taking six credits from the following departments: Anthropology (<a href="#">AP/ANTH 1120 6.00</a> only); Biology; Chemistry; Earth &amp; Atmospheric Science; Geography (<a href="#">SC/GEOG 1400 6.00</a> only); Natural Science; Physics &amp; Astronomy; or Science &amp; Technology Studies.</p> <p><i>It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfill any other requirements.</i></p> <p><b>REQUIRED CREDITS (24 CREDITS):</b></p> <p><a href="#">ES/ENVS 1000 6.00</a>  <a href="#">ES/ENVS 1200 6.00</a>  <a href="#">ES/ENVS 1500 6.00</a>  6 credits of methods courses (see <a href="#">BES Program Areas of Concentration</a> for details)  <b>FOUNDATIONS REQUIREMENT (18 CREDITS):</b>  <a href="#">ES/ENVS 2000 6.00</a>  <a href="#">ES/ENVS 2200 6.00</a>  <a href="#">ES/ENVS 2400 6.00</a></p> <p><b>AREA OF CONCENTRATION REQUIREMENT (30 CREDITS):</b></p> <p>In addition to the course requirements noted above, a minimum of 12 credits at the 3000-level is required of which 6 credits is mandatory from the student's declared area of concentration and an additional 18 credits at the 4000-level including <a href="#">ES/ENVS 4000 6.00</a> is selected from the student's declared area of concentration (see the <a href="#">BES Program Areas of Concentration</a> section for the list of courses).</p> <p><b>OUT-OF-FACULTY REQUIREMENT (24 CREDITS):</b></p> <p>In addition to the general education requirements, students must take 24 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program (e.g. double Major or Minor or certificate) requirements outside the BES program.</p> <p><b>FREE ELECTIVES (12 CREDITS):</b></p>	<p>Media and Design, Glendon or where a Minor is offered to students whose degree program allows completion of a Minor.</p> <p><b>MINOR REQUIREMENTS (21 CREDITS):</b></p> <p><b>ENVS 1xxx 3.00 Community Arts for Social Change</b> (currently ENVS 2122, to be renamed Environmental Arts for Social Change)  <b>ENVS 1xxx 3.00 Environmental Politics, Justice and Arts</b> (currently ENVS 2000 6.00, to be renamed Environmental Politics and Justice)  <b>ENVS 2xxx 3.00 Community and Environmental Arts Workshop</b> (currently ENVS 3122, to be renamed Environmental Arts in the City)  <b>ENVS 2xxx 3.00 Popular Education for Environmental and Social Justice</b> (currently ENVS 3125)  <b>ENVS 3100 3.00 Environmental Arts and Media</b>  <b>ENVS 3160 Race/Racism and Environmental Justice</b>  <b>ENVS 2xxx 3.00. Art-Based Research Methods</b> (new)</p> <p><b>ADDITIONAL MINOR REQUIREMENTS (9 CREDITS):</b></p> <p>Students must successfully complete <b>3 credits at the 3000-level and 6 credits at the 4000-level</b> ENVS courses to be selected from the following list:</p> <p><b>ENVS 3xxxx 3.00 Environmental Literatures</b> (currently ENVS 4100)  <b>ENVS 3000 3.00 Environmental Ethics and Epistemology</b> (to be renamed Environmental Philosophy)  <b>ENVS 3120 3.00 Environmental History</b>  <b>ENVS 3340 3.00 Global Environmental Politics</b>  <b>ENVS 3151 3.00 Environmental Politics and Advocacy</b> (to be renamed Environmental Advocacy and Leadership)  <b>GEOG 3040 3.00 Urban Environmental Justice</b>  <b>ENVS 3303 3.00 Politics, Performance and the Art of Resistance</b> (to be renamed Environmental Resistance)  <b>ENVS 3170 3.00 Indigenous Environmental Thought</b>  <b>NEW 3xxx 3.00 Urban Gardening, Justice and Sustainability</b>  <b>ENVS 4011 3.00 Food, Land and Culture</b>  <b>ENVS 4140 3.00 Environmental Thought</b>  <b>GEOG 4280 3.00 Imagining Toronto: Literary Geographies of a City</b>  <b>ENVS 4161 3.00 Societal Movements, Activism and Social Change</b>  <b>ENVS 4310 3.00 Extraction and Its Discontents</b>  <b>ENVS 4421 3.00 Environmental Law and Justice</b></p>
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Students must take up to 12 credits from any undergraduate program (including FES). These courses are based on student's interest (e.g. double major or minor or certificate) and/or other combination program requirements outside the BES program.

**Note:** To enrol in [ES/ENVS 4000 6.00](#), Senior Honours Work, a research-based course, students must complete either [ES/ENVS 2009 3.00](#) or [ES/ENVS 3010 3.00](#) or equivalent of either course as long as the Faculty recognizes the alternative course. Furthermore, students must have a B+ (7.00) overall Cumulative Grade Point Average by the end of their third year (completion of 84.00-90.00 credits) to be approved in June prior to enrolling in [ES/ENVS 4000 6.00](#).

### **Honours BES: 120 Credits**

**Faculty requirement:** At least 60 credits and a maximum of 90 credits shall be environmental studies (ENVS) courses.

**Graduation requirement:** Students must successfully complete a minimum of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+) in order to graduate with the Honours BES degree. It may be necessary to complete more than 20 full courses (120 credits).

In a Major/Minor program, a course can count only once towards a Major or Minor credit.

Students choose their courses in the Honours BES program according to the following requirements:

#### **GENERAL EDUCATION (12 CREDITS):**

Following York's philosophy of Undergraduate education, BES students are required to study in Humanities and the Natural Sciences:

**Humanities Requirement:** the BES Humanities requirement can be satisfied by taking [ES/ENVS 1800 6.00](#) or a 1000-level course (at least 6 credits) from the following: Classical Studies; English; French Studies; History; Humanities; Languages, Literature and Linguistics or Philosophy.

**Science requirement:** the General Education science requirement is met by taking six credits from the following departments: Anthropology ([AP/ANTH 1120 6.00](#) only); Biology; Chemistry; Earth & Atmospheric

**ENVS 4122 3.00 Arts in Action: Pedagogy, Ethics and Praxis**

**ENVS 4420 3.00 Media, Culture, Communication, and Environment** (to be renamed Environment Online)

**GEOG 4900 Public Space**

**Note:** In a Minor program, a course can count only once towards a Major or Minor credit. Students should be aware that in order to complete the requirements of the Honours Major/Minor programs it may be necessary to complete more than 120 credits.

Science; Geography ([SC/GEOG 1400 6.00](#) only); Natural Science; Physics & Astronomy; or Science & Technology Studies.

*It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.*

**REQUIRED CREDITS (24 CREDITS):**

~~[ES/ENVS 1000 6.00](#)~~

~~[ES/ENVS 1200 6.00](#)~~

~~[ES/ENVS 1500 6.00](#)~~

~~6 credits of methods courses (see [BES Program Areas of Concentration](#) for details)~~

**FOUNDATIONS REQUIREMENT (18 CREDITS):**

~~[ES/ENVS 2000 6.00](#)~~

~~[ES/ENVS 2200 6.00](#)~~

~~[ES/ENVS 2400 6.00](#)~~

**AREA OF CONCENTRATION REQUIREMENT (30 CREDITS):**

In addition to the course requirements noted above, a minimum of 12 credits at the 3000-level is required of which 6 credits is mandatory from the student's declared area of concentration and an additional 18 credits at the 4000-level is selected from the student's declared area of concentration (see the [BES Program Areas of Concentration](#) section for the list of courses).

**NOTE:** Students opting for the general honours program will be undertaking the Course-Based Option (CBO) and will not enrol in [ES/ENVS 4000 6.00](#). The CBO is a series of 4000-level courses selected from the students' declared Area of Concentration.

**OUT OF FACULTY REQUIREMENT (24 CREDITS):**

In addition to the general education requirements, students must take 24 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program (e.g. double Major or Minor or certificate) requirements outside the BES program.

**FREE ELECTIVES (12 CREDITS):**

Students must take up to 12 credits from any undergraduate program (including FES). These courses are based on student's interest (e.g. double major or

minor or certificate) and/or other combination program requirements outside the BES program.

### **BES: 90 Credits**

**Faculty requirement:** At least 45 credits shall be environmental studies (ENVS) courses.

**Graduation requirement:** Students must complete a minimum of at least 90 credits, with a minimum overall cumulative grade point average of 4.00 (C) in order to graduate with the Bachelor's BES degree. It may be necessary to complete more than 45 full courses (90 credits).

Students will automatically be placed in the 90-credit bachelor program if they do not achieve or maintain the minimum grade requirements for the Specialized Honours or Honours degree program. Students registered for a Specialized Honours or Honours degree may choose to graduate with a 90-credit BES if they fulfil that program's requirements.

Students choose their courses according to the following requirements:

#### **GENERAL EDUCATION (12 CREDITS):**

Following York's philosophy of Undergraduate education, BES students are required to study in humanities and the natural sciences:

**Humanities Requirement:** the BES Humanities requirement can be satisfied by taking [ES/ENVS 1800 6.00](#) or a 1000-level course (at least 6 credits) from the following: Classical Studies; English; French Studies; History; Humanities; Languages, Literature and Linguistics or Philosophy.

**Science requirement:** the General Education science requirement is met by taking six credits from the following departments: Anthropology ([AP/ANTH 1120 6.00](#) only); Biology; Chemistry; Earth & Atmospheric Science; Geography ([SC/GEOG 1400 6.00](#) only); Natural Science; Physics & Astronomy; or Science & Technology Studies.

*It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.*

~~REQUIRED CREDITS (24 CREDITS):~~

~~[ES/ENVS 1000 6.00](#)~~

~~[ES/ENVS 1200 6.00](#)~~

~~[ES/ENVS 1500 6.00](#)~~

~~6 credits of methods courses (see [BES Program Areas of Concentration](#) for details)~~

~~FOUNDATIONS REQUIREMENT (18 CREDITS):~~

~~[ES/ENVS 2000 6.00](#)~~

~~[ES/ENVS 2200 6.00](#)~~

~~[ES/ENVS 2400 6.00](#)~~

~~AREA OF CONCENTRATION REQUIREMENT (24 CREDITS):~~

~~In addition to the course requirements noted above, a minimum of 24 ENVS credits at the 3000 level or 4000 level subject to availability is selected, of these which 12 credits at the 3000 level is required from the student's declared area of concentration; 6 credits of the 12 credits is mandatory (see the [BES Program Areas of Concentration](#) section for the list of courses).~~

~~OUT OF FACULTY REQUIREMENT (12 CREDITS):~~

~~In addition to the general education requirements, students must take 12 credits of electives outside of the Faculty. These courses are selected based on student's interest and/or other combination program requirements outside the BES program.~~

***Programs with Other Faculties (Honours Double Major, Major/Minor)***

In addition to taking courses in the BES program, BES students have the opportunity to decide to specialize in a specific subject or combination of subjects. The area or primary concentration is known as a major. An area of secondary concentration (if any) is known as a minor. In such cases, an application must be made using the Program Change Request, available on the Program Change web page at [myacademicrecord.students.yorku.ca/program-change](http://myacademicrecord.students.yorku.ca/program-change).

This request is subject to approval based on your current academic standing. Each program sets the requirements for each double major or minor program with options available in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, or the School of the Arts, Media, Performance and Design (AMPD). BES students should consult the York University [Undergraduate Calendar](#) or

the [York University website](#) for specific program requirements.

### **General Requirements**

Regardless of the type of combination degree that is sought, Honours Double Major or Honours Major/Minor, all students will have a “home” Faculty; students enrolled in the Faculty of Environmental Studies will receive a BES degree upon successful completion of their program; ~~students in the Faculty of Liberal Arts and Professional Studies will receive a BA;~~ students in the AMPD will receive a BFA or BA; ~~students in the Faculty of Health will receive a BA or BSc and students in the Faculty of Science will receive a BSc.~~

~~All students in these programs~~ must maintain Honours standing, a cumulative grade point average of ~~5.00~~ (C+) or above for all courses taken at York. Students in an Honours program whose cumulative grade point average is below ~~5.00~~, may proceed in Honours providing they meet the minimum Honours progression requirement. Students must meet the degree and program requirements of their home Faculty. For further details, consult with your home Faculty.

### **Double Major Requirements in Environmental Studies (42 ENVS CREDITS)**

~~The double major program described below may be pursued jointly with approved Honours Double Major degree programs in the Faculty of Health or the Faculty of Liberal Arts and Professional Studies.~~

~~[ES/ENVS 1000 6.00](#)~~

~~[ES/ENVS 2000 6.00](#)~~

~~[ES/ENVS 2200 6.00](#)~~

~~[ES/ENVS 2400 6.00](#)~~

~~three credits methods course chosen from the following:~~

~~○ [ES/ENVS 2009 3.00](#)~~

~~○ [ES/ENVS 2122 3.00](#)~~

~~○ [ES/ENVS 3010 3.00](#)~~

~~6 ENVS credits at the 3000 level~~

~~9 ENVS credits at the 4000 level~~

**Note:** ~~in a double major program, a course may count only once toward major credit.~~

### ***Minor Requirements in Environmental Studies (30 ENVS CREDITS)***

The minor program described below may be pursued jointly with approved Honours minor degree programs in the the Faculty of , the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, or the School of the Arts, Media, Performance and Design.

~~ES/ENVS 1000 6.00~~

~~ES/ENVS 2000 6.00~~

~~ES/ENVS 2200 6.00~~

~~ES/ENVS 2400 6.00~~

~~6 ENVS credits at the 3000 level or 4000 level~~

**Note:** In a major/minor program a course can count only once towards a major or minor credit.

Students should be aware that in order to complete the requirements of the Honours Double Major or Honours Major/Minor programs it may be necessary to complete more than 120 credits.

### ***Second Major/Minor Options for BES Students***

#### ***SCHOOL OF THE ARTS, MEDIA, PERFORMANCE, AND DESIGN***

BES students may apply to do a minor in any of the disciplines within the School of the Arts, Media, Performance and Design. Students should consult the York Undergraduate Calendar and visit the School of the Arts, Media, Performance and Design for information on specific programs at [ampd.yorku.ca](http://ampd.yorku.ca).

#### ***FACULTY OF HEALTH STUDIES***

Faculty of Environmental Studies students pursuing an Honours Major in environmental studies may combine their program with an Honours Double Major or an Honours Major/Minor program with the Faculty of Health, subject to the following:

Honours Double Major options may be pursued with the Faculty of Environmental Studies in the following Faculty of Health BA programs:

~~Kinesiology and Health Science~~

~~Psychology~~

Honours Minor options may be pursued with the Faculty of Environmental Studies in the following Faculty of Health BA programs:

<p> <del>Global Health</del>  <del>Health Policy</del>  <del>Health Management</del>  <del>Health Informatics</del>  <del>Kinesiology and Health Science</del>  <del>Psychology</del> </p> <hr/> <p> <b><del>FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES</del></b>  <del>Students in the BES program may apply to pursue an Honours Double Major program or an Honours Major/Minor program in many disciplines in the Faculty of Liberal Arts and Professional Studies along with their major in environmental studies. Second major programs are available with any seven or eight course major discipline. Minors may be pursued in several programs. For detailed information on requirements and application forms, please consult the departmental offices and York Undergraduate Calendar at <a href="http://calendars.students.yorku.ca">calendars.students.yorku.ca</a>.</del> </p> <p> <b><del>FACULTY OF SCIENCE</del></b>  <del>BES students who want to integrate their interest in environmental studies with science may apply to pursue an Honours Minor with the following Faculty of Science programs:</del> </p> <p> <del>Biology</del>  <del>Chemistry</del>  <del>Earth and Atmospheric Science</del>  <del>Mathematics</del>  <del>Physics and Astronomy</del> </p> <hr/> <p> <del>Students who intend to apply to any of the science programs must have the relevant prerequisite science courses in high school. For detailed information, please consult the York Undergraduate Calendar at <a href="http://calendars.students.yorku.ca">calendars.students.yorku.ca</a>.</del> </p> <p> <b><del>FACULTY OF EDUCATION CONCURRENT EDUCATION PROGRAM</del></b>  <del>The Faculty of Education at York University offers the Bed degree in both a consecutive program and a concurrent program, where students who are enrolled in the BES program may apply to coregister in the Faculty of Education.</del> </p> <p> <del>BES students may apply to enter the concurrent program in their third year of studies or directly (pre-education direct entry) from high school. Candidates</del> </p>	
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admitted to the Concurrent Education program would add a minimum of two years to their undergraduate studies. Successful candidates then work to complete their BES program in addition to completing their education studies for a Bachelor of Education degree.

For further information, please visit the Faculty of Education website at [edu.yorku.ca/academic/programs/bachelor-of-education/concurrent-bed/](http://edu.yorku.ca/academic/programs/bachelor-of-education/concurrent-bed/).



## Major Modifications for BES Sustainable Environmental Management

1. Program Sustainable Environmental Management
2. Degree Designation B.E.S. (Bachelor of Environmental Studies)
3. Type of Modification New Major in Sustainable Environmental Management
4. Effective Date Fall 2021

### 5. General description of the proposed change

This modification establishes a Major in Sustainable Environmental Management (SEM) as part of the Bachelor of Environmental Studies degree. This Major is a renaming of the existing Environmental Management: Policy, Resources and Conservation stream with a focused, updated and clear set of Major requirements. This Major is offered as a 120 credit Honours or 90 credit Bachelor degree, as part of a double major requiring 42 credits, or as a 30-credit minor as per the table below.

	SEM Credits			
	Honours	Bachelor	Double	Minor
General Education Requirements	18	18	0	0
Faculty Requirements	6	3	0	0
Major Core Requirements	21	21	18	18
Major Requirements - 3000	9	18	12	6
Major Requirements - 4000	18	0	12	6
Free Electives	48	30	0	0
<b>TOTAL</b>	<b>120</b>	<b>90</b>	<b>42</b>	<b>30</b>

### **General Education Requirements**

EUC is committed to ensuring that all students are exposed to the Humanities, the Social Sciences and the Natural Sciences through ensuring a robust General Education requirement. The current General Education requirement in the Bachelor of Environmental Studies is 12 credits and will be increased to 18 credits as we strive to provide a broader general education with 6 credits each within the Humanities, Social Sciences, and Natural Sciences areas.

The Humanities requirement can be satisfied by taking ENVS 1010 3.00 Introduction to Environmental Documentaries and NEW 1xxx 3.00 Communication for Environmental and Urban Change or any other 1000-level humanities general education course (at least 6 credits) not listed as either satisfying the Social Science or the Natural Science requirement.

The Social Sciences requirement can be fulfilled by taking GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as either satisfying the Humanities or the Natural Science requirement.

The Natural Sciences requirement can be fulfilled by GEOG 1400 6.00 Physical Geography or any other 1000-level natural science general education course (at least 6.00 credits) not listed as either satisfying the Humanities or the Social Science requirement.

### **Faculty Requirements**

These requirements are implemented to ensure that students across the Faculty of Environmental and Urban Change are exposed to training in broad methodological areas. While different Majors, and specifically varying areas of focus within them, will favour specific analytical methods, those students enrolled in the 120 and 90 credit versions of the SEM will require **a minimum of 3 additional credits of methods** course beyond what is stipulated in the *Major Core Requirements*. This ensures that students receive training in either geomatics or qualitative methods in addition to quantitative methods. Course selections are from the following:

- GEOG 2340 3.00 Geoinformatics: Introduction  
(to be renamed Introduction to Geomatics)
- ENVS 3110 3.00 Qualitative Methods in Environmental Studies  
**OR** GEOG 3520 3.00 Designing and Conducting Research in Geography

The Honours program further requires one of the senior capstone experience courses to be completed, selected from a list of integrative and immersive options that allow students to reflect on their program, draw connections, and implement learned skills to demonstrate competency and creativity in their field. **A minimum of 3 credits of capstone experiential education** are required to be selected from among the following experiences (but not limited to): experiential learning, community engagement, field studies, placement, learning integrated work, local (place-based) courses, a special topics course, or an honours thesis. Typically, options would be drawn from these:

- ENVS 4000 6.00 Senior Honours Work Seminar  
or GEOG 4000 6.00 Honours Thesis
- ENVS 4001 3.00 Placement
- ENVS 4002 3.00 Professional Development
- ENVS 4800 3.00 Special Topics

### **Major Core Requirements**

Major core requirements across all degree versions require the following 21 credits to be taken at the 1000- and 2000-levels. These courses provide the foundational understanding of the linkages among environmental management with strong connections to environmental science, ecology, conservation, transitioning to alternative energy sources, policy and governance, and economics. Two courses at the 1000-level introduce core concepts and skills and aim to attract new students to the major by providing foundational and substantive common knowledge. These foundations are expanded to become broad launching points for thematic pathways at the 2000-level, providing students with knowledge and skills related to climate change and sustainable energy, ecosystem and wildlife conservation, and sustainable transitions, among which further course offerings can be organized.

#### **1000-Level**

- ENVS 1500 3.00 Environmental Science  
(currently 6.00 credits)
- ENVS 1xxx 3.00 Environmental Management  
(currently ENVS 2400 6.00 Foundations of Environmental Management: Policy, Resources and Conservation)

#### **2000-Level**

- ENVS 2410 3.00 Environmental Policy and Governance  
(currently ENVS 3410 Environmental Policy I)
- ENVS 2510 3.00 Environmental Economics
- ENVS 2xxx 3.00 Ecology and Conservation Science  
(currently ENVS 3402)
- NEW 2xxx 3.00 Sustainability and Just Transitions
- ENVS 2009 3.00 Quantitative Methods in Environmental Studies

### **Additional Major Requirements (3000 and 4000 Levels)**

Depth of knowledge is provided in required 3000- and 4000-level courses (the number of credits varies according to the specific degree sought). Depth in the upper year courses is particularly important in an interdisciplinary program as it provides a sense of specialization in energy and low carbon transition, economy, policy and law, as well as innovation and entrepreneurship. Overall, increased depth will enhance the student learning experience and success upon graduation. Courses here build on general themes within SEM to build a program that combines an understanding of policy, law and regulation, and economic and social dynamics with applied aspects of environmental science and technology, and facilitates practical management skills. It highlights innovative approaches and sustainable transitions that can address environmental and social injustices. Students benefit from experiential learning through hands-on classroom activities, field and lab-based exercises, and community engagement. Students gain skills in sustainability measures and concepts, project

management and critical thinking to equip them for careers in government, the private sector, and non-profit sectors in Canada and abroad.

### **3000-Level**

- ENVS 3101 3.00 Energy and the Environment
- ENVS 3400 3.00 Climate Change Science and Policy  
(to be renamed Climate Change and Adaptation)
- ENVS 3505 3.00 Business and Sustainability
- ENVS 3520 3.00 Ecological Economics
- ENVS 3710 3.00 Conservation Planning
- ENVS 3230 3.00 Restoration Ecology
- NEW 3xxx 3.00 Sustainable Recreation in Protected Areas
- NEW 3xxx 3.00 Wildlife and Habitat Management
- ENVS 3420 3.00 Environmental Law
- ENVS 3440 3.00 Resource Management  
(to be renamed Ecosystem Services)
- ENVS 3430 3.00 Environmental Assessment
- NEW 3xxx 3.00 Urban Environmental Risk and Resilience

### **4000-Level**

- ENVS 4400 3.00 Fundamentals in Renewable Energy  
(to be renamed Low Carbon Sustainable Energy Transition)
- ENVS 4401 3.00 Fundamentals in Energy Efficiency  
(to be renamed Community, Energy and Planning)
- ENVS 4402 3.00 Climate Change Mitigation
- ENVS 4523 3.00 Systems Thinking in Environmental Studies  
(to be renamed Systems Thinking and Modelling)
- ENVS 4446 3.00 Protected Area Management
- ENVS 4110 3.00 Conservation Biology  
(cross-listed as BIOL 4245 3.00)
- ENVS 4111 3.00 Biodiversity  
(cross-listed as BIOL 4225 3.00)
- ENVS 4810A 3.00 Conservation and Development (Costa Rica)
- ENVS 4445 3.00 Ontario Environmental Politics and Policy
- ENVS 4442 3.00 Environmental Law and Justice
- ENVS 4310 3.00 Extraction and Its Discontents
- NEW 4xxx 3.00 Environmental Project Management

### **Free Electives**

The remainder of the degree options are to be filled with electives from within the EUC Faculty or external to it, while satisfying residency requirements.

***Current Certificates***

The Certificate in Sustainable Energy associated with this Major as well as other certificates require further discussion and will be revisited at a later date.

## SEM: Requirements (as of 29 May 2020)

	Category	Level Code	Credits	Name	Honours	Bachelor	Double	Minor
	General Education	1 GEOG 1000	6.00	The World Today				
	General Education	1 ENVS 1010	3.00	Environmental Documentaries	18.00	18.00	-	-
	General Education	1 NEW 1xxx	3.00	Communication for Envrionmetnal and Urban Change				
	General Education	1 GEOG 1400	6.00	Physical Geography				
OR	Faculty Requirements	2 GEOG 2340	3.00	Introduction to Geomatics	3.00	3.00	-	-
	Faculty Requirements	3 ENVS 3010	3.00	Qualitative Research Methods				
OR	Faculty Requirements	4 ENVS 4000	6.00	Senior Honours Work Seminar	3.00	-	-	-
	Faculty Requirements	4 ENVS 4001	3.00	Work Placement				
	Faculty Requirements	4 ENVS 4002	3.00	Professional Development				
	Faculty Requirements	4 ENVS 4008	3.00	Special Topics				
	Major Core Requirements	1 ENVS 1500	3.00	Environmental Science	18.00	18.00	18.00	18.00
	Major Core Requirements	1 ENVS 1xxx	3.00	Environmental Management				
	Major Core Requirements	2 ENVS 2410	3.00	Environmental Policy				
	Major Core Requirements	2 ENVS 2510	3.00	Environmental Economics				
	Major Core Requirements	2 ENVS 2xxx	3.00	Ecology and Conservation Science				
	Major Core Requirements	2 NEW 2xxx	3.00	Sustainability and Just Transitions				
OR	Major Core Requirements	2 ENVS 2009	3.00	Quantitative Methods in Environmental Studies	3.00	3.00	-	-
	Major Core Requirements	2 GEOG 2420	3.00	Introduction to Statistical Analysis				
SELECT FROM	Major Requirement - 3000	3 ENVS 3103	3.00	Energy and the Environment	9.00	18.00	12.00	6.00
	Major Requirement - 3000	3 ENVS 3230	3.00	Restoration Ecology				
	Major Requirement - 3000	3 ENVS 3400	3.00	Climate Change Science and Policy				
	Major Requirement - 3000	3 ENVS 3420	3.00	Environmental Law				
	Major Requirement - 3000	3 ENVS 3430	3.00	Environmental Assessment				
	Major Requirement - 3000	3 ENVS 3440	3.00	Resource Management				
	Major Requirement - 3000	3 ENVS 3505	3.00	Business and Sustainability				
	Major Requirement - 3000	3 ENVS 3710	3.00	Landscape Ecology				
	Major Requirement - 3000	3 ENVS 3xxx	3.00	Ecological Economics				
	Major Requirement - 3000	3 NEW 3xxx	3.00	Environmental Politics and Advocacy				
	Major Requirement - 3000	3 NEW 3xxx	3.00	Sustainable Recreation in Protected Areas				
	Major Requirement - 3000	3 NEW 3xxx	3.00	Urban and Environmental Risk and Resilience				
SELECT FROM	Major Requirement - 4000	4 ENVS 4110	3.00	Conservation Biology (crosslisted with SC/BIOL 4245)	18.00	These can be used to fulfill 3000-level requirement with approval	12.00	6.00
	Major Requirement - 4000	4 ENVS 4111	3.00	Biodiversity (crosslisted with SC/BIOL 4255)				
	Major Requirement - 4000	4 ENVS 4310	3.00	Extraction and its Discontents				
	Major Requirement - 4000	4 ENVS 4400	3.00	Fundamentals in Renewal Energy				
	Major Requirement - 4000	4 ENVS 4401	3.00	Fundamentals in Energy Efficiency				
	Major Requirement - 4000	4 ENVS 4402	3.00	Climate Change Mitigation				
	Major Requirement - 4000	4 ENVS 4421	3.00	Environmental Law & Justice				
	Major Requirement - 4000	4 ENVS 4445	3.00	Ontario Environmental Politics & Policy				
	Major Requirement - 4000	4 ENVS 4446	3.00	Protected Area Management				
	Major Requirement - 4000	4 ENVS 4523	3.00	Systems Thinking in Environmental Studies				
	Major Requirement - 4000	4 ENVS 4810A	3.00	Conservation and Development (Costa Rica)				
	Major Requirement - 4000	4 NEW 4xxx	3.00	Environmental Project Management				
	Free Electives	--	--	--	48.00	30.00	-	-
TOTAL					120.00	90.00	42.00	30.00

## SUSTAINABLE ENVIRONMENTAL MANAGEMENT

	FACULTY REQUIREMENTS	MAJOR CORE REQUIREMENTS	ADDITIONAL REQUIREMENTS		
<b>Year 1</b> Gen Ed 18c Major requirements 6c: Electives 6c	GEOG 1000.6 The World Today	ENVS 1500.3 Environmental Science (currently 6.0 credits)			
	ENVS 1010.3 Environmental Documentaries + NEW 1xxx 3.0 Communication for Environmental and Urban Change	ENVS 1xxx.3 Environmental Management (currently 2400 6.0 credits)			
	GEOG 1400.6 Physical Geography				
<b>Year 2</b> Faculty requirement 3c Major requirements 15c Electives 12c		ENVS 2xxx.3 Environmental Policy (currently 3410, to be renamed 'Environmental Policy and Governance')			
		ENVS 2xxx.3 Environmental Economics (currently 3510)			
		ENVS 2XXX.3 Ecology and Conservation Science (currently 3402)			
		NEW 2xxx.3 Sustainability and Just Transitions			
		ENVS 2009.3 Quantitative Research Methods or GEOG 2420.3 Intro Statistical Analysis			
<b>Year 3</b> Faculty requirement 3c 3000-level requirements 9c Electives 18c (Bachelor degree requires 18 credits)	ENVS 3010.3 Qualitative Research Methods or GEOG 2340.3 Geoinformatics: Introduction		ENVS 3130.3 Energy and the Environment	ENVS 3710.3 Landscape Ecology (to be renamed Landscape Conservation Planning)	ENVS 3420.3 Environmental Law
			ENVS 3400.3 Introduction to Climate Change and Policy (to be renamed Climate Change and Adaptation)	ENVS 3230.3 Restoration Ecology (to be renamed Urban Habitats Restoration Ecology)	ENVS 3440.3 Resource Management (to be renamed Ecosystems Services)
			ENVS 3505.3 Business and Sustainability	NEW 3xxx.3 Sustainable Recreation in Protected Areas	ENVS 3430.3 Environmental Assessment
			ENVS 3xxx.3 Ecological Economics (formerly 4520)	NEW 3xxx.3 Wildlife and Habitat Management	NEW 3xxx.3 Urban and Environmental Risk and Resilience
<b>Year 4</b> Faculty requirement 3c 4000-level requirements 18c Electives 9c (not applicable to Bachelor degree)	*ENVS/GEOG 4xxx.3 Capstone Experiential Education		ENVS 4400.3 Fundamentals in Renewable Energy (to be renamed Low Carbon Sustainable Energy Transition)	ENVS 4446.3 Protected Area Management	ENVS 4445.3 Ontario Environmental Politics and Policy
			ENVS 4401.3 Fundamentals in Energy Efficiency (to be renamed Community, Energy and Planning)	ENVS 4110.3/BIOL 4245.3 Conservation Biology	ENVS 4442.3 Environmental Law and Justice
			ENVS 4402.3 Climate Change Mitigation	ENVS 4111.3/BIOL 4255.3 Biodiversity	ENVS 4310.3 Extraction and Its Discontents
			ENVS 4523.3 Systems Thinking in Environmental Studies (to be renamed Systems Thinking and Modelling)	ENVS 4810.3 Conservation and Development (Costa Rica)	NEW 4xxx.3 Environmental Project Management

General education requirements

Major core requirements

Faculty core requirements

Proposed Course

## NOTE

\* Minimum of 3 credits **Capstone Experiential Education** required from the following experiences (but not limited to): experiential learning, community engagement, field studies, placement, learning integrated work, or local (place-based) courses -- to be selected from ENVS 4000.6 Senior Honours Work Seminar or GEOG 4000.6 Honours Thesis, ENVS 4001.3 Placement, ENVS 4800.3 Special Topic.

**6. Rationale for the proposed changes** see p. 1

**7. Alignment between program changes with Faculty and/or University academic plans**  
see p. 2

**8. Detailed outline of the changes to the program and associated learning outcomes**

The following learning outcomes guide the delivery of this program. There are two degrees (Honours 120 credits and Bachelor's 90 credits) and specific learning outcomes are identified respectively in parentheses. There is a high degree of similarity between the degrees with the Honours providing a deeper knowledge and experience in knowledge production. The list of courses below is selective rather than comprehensive (as our course list will be subject of further discussion).

**A. Recognize the urgency and complexity of contemporary environmental issues and assess their implications (Honours and Bachelor's);**

- NEW 2xxx 3.00 Sustainability and Just Transitions
- ENVS 2xxx 3.00 Ecology and Conservation Science (currently ENVS 3402 3.00)
- GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It
- ENVS 3130 3.00 Energy and the Environment
- ENVS 3400 3.00 Climate Change Science and Policy (to be renamed Climate Change and Adaptation)
- ENVS 3505 3.00 Business and Sustainability
- ENVS 4310 3.00 Extraction and its Discontents
- ENVS 4400 3.00 Fundamentals of Renewable Energy (to be renamed Low Carbon Sustainable Energy Transitions)
- ENVS 4401 3.00 Fundamentals of Energy Efficiency (to be renamed Community Energy and Planning)
- ENVS 4402 3.00 Climate Change Mitigation
- ENVS 4440 3.00 Environmental Disasters
- ENVS 4447 3.00 Northern Ecosystems

**B. Engage conventional and alternative management models and policy instruments to propose (Bachelor's) and implement (Honours) effective transition strategies towards a just and sustainable future;**

- ENVS 1xxx 3.00 Foundations of Environmental Management: Policy, Resources and Conservation (currently ENVS 2400 6.00, to be renamed Environmental Management)
- ENVS 2xxx 3.00 Environmental Policy



- (currently ENVS 3410, to be renamed Environmental Policy and Governance)
- ENVS 2xxx 3.00 Environmental Economics  
(currently ENVS 3510)
- NEW 2xxx 3.00 Sustainability and Just Transitions
- ENVS 3400 3.00 Climate Change Science and Policy  
(to be renamed Climate Science and Adaptation)
- ENVS 3420 3.00 Environmental Law
- ENVS 3430 3.00 Environmental Assessment
- ENVS 3440 3.00 Resource Management  
(to be renamed Ecosystem Services)
- ENVS 4400 3.00 Fundamental of Renewable Energy  
(to be renamed Low Carbon Sustainable Energy Transition)
- ENVS 4401 3.00 Fundamentals of Energy Efficiency  
(to be renamed Community Energy and Planning)
- ENVS 4523 3.00 Systems Thinking in Environmental Studies  
(to be renamed Systems Thinking and Modelling)
- NEW 4xxx 3.00 Environmental Project Management

**C. Acquire practical experience and develop technical skills to analyze, synthesize and evaluate the political, economic and social dimensions of environmental problems, including biodiversity loss and climate change, policy and planning responses to these challenges, and pathways to sustainability transitions (Bachelor's) and innovation (Honours);**

- ENVS 1500 3.00 Environmental Science  
(currently 6.00 credits)
- ENVS 1xxx 3.00 Foundations of Environmental Management: Policy, Resources and Conservation  
(currently ENVS 2400 6.00, to be renamed Environmental Management)
- NEW 2xxx 3.00 Sustainability and Just Transitions
- ENVS 2xxx 3.00 Environmental Policy  
(currently ENVS 3410, to be renamed Environmental Policy and Governance)
- ENVS 2xxx 3.00 Environmental Economics  
(currently ENVS 3510)
- GEOG 2340 3.00 Geoinformatics: Introduction  
(to be renamed Introduction to Geomatics)
- ENVS 3440 3.00 Resource Management (to be renamed Ecosystem Services)
- ENVS 3505 3.00 Business and Sustainability: Issues and Strategies
- ENVS 4400 3.00 Fundamental of Renewable Energy  
(to be renamed Low Carbon Sustainable Energy Transition)
- ENVS 4401 3.00 Fundamentals of Energy Efficiency  
(to be renamed Community Energy and Planning)
- ENVS 4402 3.00 Climate Change Mitigation

- ENVS 4445 3.00 Ontario Environmental Politics and Policy
- NEW 4xxx 3.00 Environmental Project Management

**D. Work collaboratively to address social and environmental challenges effectively and accurately in multiple scholarly, technical, policy and creative formats (Bachelor's) and to a range of communities and stakeholders (Honours);**

- ENVS 1xxx 3.00 Foundations of Environmental Management: Policy, Resources and Conservation  
(currently ENVS 2400 6.00, to be renamed Environmental Management)
- NEW 2xxx 3.00 Sustainability and Just Transitions
- ENVS 2xxx 3.00 Environmental Policy  
(currently ENVS 3410, to be renamed Environmental Policy and Governance)
- ENVS 3400 3.00 Climate Change Science and Policy  
(to be renamed Climate Science and Adaptation)
- ENVS 3430 3.00 Environmental Assessment
- ENVS 3440 3.00 Resource Management  
(to be renamed Ecosystem Services)
- ENVS 3505 3.00 Business and Sustainability
- ENVS 4001 3.00 Placement  
(to be renamed Work Placement)
- ENVS 4401 3.00 Fundamentals of Energy Efficiency  
(to be renamed Community Energy and Planning)
- ENVS 4402 3.00 Climate Change Mitigation
- ENVS 4445 3.00 Ontario Environmental Politics and Policy
- NEW 4xxx 3.00 Environmental Project Management

**E. Demonstrate interdisciplinary critical thinking, leadership and active citizenship skills (Bachelor's), and initiative and independence in knowledge production (Honours).**

- ENVS 2xxx 3.00 Environmental Policy I  
(currently ENVS 3410, to be renamed Environmental Policy and Governance)
- ENVS 2xxx 3.00 Environmental Economics  
(currently ENVS 3510)
- ENVS 3130 3.00 Energy and the Environment
- ENVS 3400 3.00 Climate Change Science and Policy  
(to be renamed Climate Science and Adaptation)
- ENVS 3440 3.00 Resource Management  
(to be renamed Ecosystem Services)
- GEOG 3140 3.00 Technological Worlds: Geographies of Digital Capitalism
- ENVS 4400 3.00 Fundamental of Renewable Energy  
(to be renamed Low Carbon Sustainable Energy Transition)
- ENVS 4401 3.00 Fundamentals of Energy Efficiency

- (to be renamed Community Energy and Planning)
- ENVS 4402 3.00 Climate Change Mitigation
- ENVS 4445 3.00 Ontario Environmental Politics and Policy
- ENVS 4510 3.00 Ecological Economics
- ENVS 4523 3.00 Systems Thinking in Environmental Studies: Theory and Methodologies
- (to be renamed Systems Thinking and Modelling)
- NEW 4xxx 3.00 Environmental Project Management

In reference to the degree level expectations proposed by the Ontario Universities Council on Quality Assurance, our learning outcomes provide depth and breadth of knowledge (A and B), knowledge of methodologies (C), application of knowledge (B and D), communication skills (B, D and E), awareness and limits of knowledge (A and C), and autonomy and professional capacity (C, D, and E).

9. Consultation Undertaken	see p. 3, Appendix VI
10. Changes to the program's admission requirements	see p. 4
11. Resources implications	see p. 5
12. Changes in mode of delivery	see p. 5
13. Assessment of teaching and learning within the program changing	see p. 5
14. Accommodation for students already in the program	see p. 6
15. Side-by-side comparison of the existing and proposed program requirements as in the Undergraduate Calendar: BES SUSTAINABLE ENVIRONMENTAL MANAGEMENT (SEM)	

## FACULTY-WIDE DEGREE REQUIREMENTS BES PROGRAM AREAS OF CONCENTRATION

To succeed in the upper-level courses, and to provide a critical foundation of Environmental Studies, all BES students take all three foundation courses and two methods courses. Students also declare an Area of Concentration which allows specialization within the field of Environmental Studies. The three areas in the BES program reflect our broad understanding of Environmental Studies. Within each Area of Concentration there are two required courses and then students select the remaining courses based on content and availability. The courses in each Area of Concentration were established by scholarly, professional, and pragmatic considerations. When making course selections it is important to look at the course descriptions as some courses may have prerequisites or build on another course. While it is expected that students do one Area of Concentration, courses in other Areas of Concentration can be used as electives. Students will use an Area of Concentration, as well as additional options such as certificates, to help define their own path through the program. For example, students in Environmental Management may also undertake a certificate in Sustainable Energy; or Students in Urban and Regional Environments may also undertake a certificate in Urban Ecologies.

### **Environmental Politics, Justice and Arts**

How do we change the world? How do we construct a just society in creative ways? This Area focuses on facing today's environmental challenges through politics, art, philosophy, education and media. You will examine the relationships between humans and environments using literary texts, digital images, pop art and performance. Study how environmental inequalities arise, including class, indigenous, racial and gender dimensions. Learn methods for researching environmental justice issues, and strategies for addressing them both locally and globally. Develop analytical, artistic, writing, collaborative and presentation skills to envision and realize a better environmental future.

Sample topics include:

- environmental racism and justice movements
- environmental ethics; digital art and the environment
- environmental education
- human-animal relations

## BES SUSTAINABLE ENVIRONMENTAL MANAGEMENT

The Sustainable Environmental Management program examines the origins and nature of environmental challenges facing society and explores ways of addressing these challenges through scientific, socio-economic and policy approaches. It is concerned with existing and emerging strategies for both preventing and managing the impacts of human activities on the natural world, but with critical perspectives on effectiveness of these strategies and encouragement to think and act creatively. It provides concepts, knowledge and skills needed to be effectively engaged in a variety of environmental issues in government, business or not-for-profit sectors.

### *Honours Degree: 120 Credits*

**Residency requirement:** a minimum of 30 course credits and at least half (50%) of the course credits required in each undergraduate degree program  
**Major/Minor must be taken at York University.**

**Graduation requirement:** Students must **successfully** complete at least 120 credits, with a minimum overall cumulative grade point average of **2.00/4.00 (C)** in order to graduate with the Honours BES degree. It may be necessary to complete more than 120 credits.

Students choose their courses according to the following requirements:

### **GENERAL EDUCATION REQUIREMENTS (18 CREDITS):**

Following York's philosophy of Undergraduate education, students are required to study in Natural Sciences, Humanities, and Social Sciences.

The Humanities requirement can be satisfied by taking ENV5 1010 3.00 Introduction to Environmental Documentaries and ENV5 1xxx 3.00 Communication for Environmental and Change or any other 1000-level humanities general education course (at least 6 credits) not listed as either satisfying the Social Science or the Natural Science requirement.

The Social Sciences Requirement can be completed by GEOG 1000 6.00 The World Today: An Introduction to

<p> <del>environmental literature</del>  <del>indigenous sovereignty</del>  <del>human and gender rights</del>  <del>technology, science and politics</del>  <del>culture and global media</del>  <del>sustainable development</del>  <del>the political economy of international development</del>  <del>health equity; climate justice</del>  <del>sexuality and gender-based activism</del> </p> <p>Required courses:</p> <p> <a href="#">ES/ENVS 2000 6.00</a>  <a href="#">ES/ENVS 3010 3.00</a> </p> <p>three credits methods course chosen from the following:</p> <ul style="list-style-type: none"> <li>○ <a href="#">ES/ENVS 2009 3.00</a></li> <li>○ <a href="#">ES/ENVS 2122 3.00</a></li> </ul> <p>and any two from the following three courses:</p> <ul style="list-style-type: none"> <li>○ <a href="#">ES/ENVS 3100 3.00</a></li> <li>○ <a href="#">ES/ENVS 3125 3.00</a></li> <li>○ <a href="#">ES/ENVS 3160 3.00</a></li> </ul> <p>Six credits at the 3000 level from the following list:</p> <p> <a href="#">ES/ENVS 3000 3.00</a>  <a href="#">ES/ENVS 3120 3.00</a>  <a href="#">ES/ENVS 3122 3.00</a>  <a href="#">ES/ENVS 3140 3.00</a>  <a href="#">ES/ENVS 3150 3.00</a>  <a href="#">ES/ENVS 3151 3.00</a>  <a href="#">ES/ENVS 3170 3.00</a>  <a href="#">ES/ENVS 3303 3.00</a>  <a href="#">ES/ENVS 3310 3.00</a>  <a href="#">ES/ENVS 3320 3.00</a>  <a href="#">ES/ENVS 3340 3.00</a>  <a href="#">ES/ENVS 3400 3.00</a>  <a href="#">ES/ENVS 3410 3.00</a>  <a href="#">ES/ENVS 3450 3.00</a>  <a href="#">ES/ENVS 3510 3.00</a> </p> <p>Eighteen credits at the 4000 level from the following list:</p> <p> <a href="#">ES/ENVS 4000 6.00</a> (only for students in the Specialized Honours program)  <a href="#">ES/ENVS 4001 3.00</a>  <a href="#">ES/ENVS 4001 6.00</a>  <a href="#">ES/ENVS 4002 3.00</a>  <a href="#">ES/ENVS 4011 3.00</a> </p>	<p>World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as either satisfying the Humanities or the Natural Science requirement.</p> <p>The Natural Sciences requirement can be fulfilled by GEOG 1400 6.00 Physical Geography or any other 1000-level natural science general education course (at least 6 credits) not listed as either satisfying the Humanities or the Social Science requirement.</p> <p><b>Note:</b> It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once towards the total number of credits required for the degree and cannot be counted to fulfil any other requirements.</p> <p>Honours students must complete the following Faculty and Major requirements:</p> <p><b>FACULTY REQUIREMENTS (6 CREDITS)</b></p> <p>To provide a solid methodological training, each major has required a specific method course. Students will be required to take a minimum of three additional methods credits to be chosen from the following:</p> <ul style="list-style-type: none"> <li>• ENVS 3010 3.00 Qualitative Research Methods in Environmental Studies or GEOG 3520 3.00 Designing and Conducting Methods in Geography)</li> <li>• GEOG 2340 3.00 Geoinformatics: Introduction (to be renamed Introduction to Geomatics)</li> </ul> <p>Students are also required to complete a minimum of three credits of Capstone Experiential Education to be chosen from the following list:</p> <ul style="list-style-type: none"> <li>• ENVS 4000 6.00 Senior Honours Work Seminar or GEOG 4000 6.00 Honours Thesis</li> <li>• ENVS 4001 3.00 Placement (to be renamed Work Placement)</li> <li>• ENVS 4002 3.00 Professional Development</li> <li>• ENVS 4800 3.00 Special Topics</li> </ul> <p><b>MAJOR CORE REQUIREMENTS (21 CREDITS):</b></p> <p>ENVS 1500 3.00 Environmental Science (currently 6.00)  ENVS 1xxx 3.00 Foundations of Environmental Management: Policy, Resources and Conservation</p>
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<p> <a href="#">ES/ENVS 4100 3.00</a>  <a href="#">ES/ENVS 4120 3.00</a>  <a href="#">ES/ENVS 4122 3.00</a>  <a href="#">ES/ENVS 4140 3.00</a>  <a href="#">ES/ENVS 4161 3.00</a>  <a href="#">ES/ENVS 4215 3.00</a>  <a href="#">ES/ENVS 4220 3.00</a>  <a href="#">ES/ENVS 4223 3.00</a>  <a href="#">ES/ENVS 4310 3.00</a>  <a href="#">ES/ENVS 4420 3.00</a>  <a href="#">ES/ENVS 4421 3.00</a>  <a href="#">ES/ENVS 4440 3.00</a>  <a href="#">ES/ENVS 4510 3.00</a>  <a href="#">ES/ENVS 4750 3.00</a>  <a href="#">ES/ENVS 4800A 3.00</a>  <a href="#">ES/ENVS 4810A 3.00</a>  <a href="#">ES/ENVS 4810B 3.00</a> </p> <p><b>Note:</b></p> <p><a href="#">ES/ENVS 4001 3.00</a>, <a href="#">ES/ENVS 4001 6.00</a> and <a href="#">ES/ENVS 4002 3.00</a> are not automatically counted as Area of Concentration courses, students who take these courses must receive approval by petition from the Undergraduate Program Director.</p> <p><a href="#">ES/ENVS 4900 6.00</a> Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval from the Undergraduate Program Director.</p> <p>Not all courses will be offered in a given year; course offerings will vary from year to year.</p> <p><b>Urban and Regional Environments: Analysis, Planning and Design</b></p> <p>This area of concentration focuses on the interrelationships of the ecological, social, built and organizational environments within the urban and regional setting. It is the intention of this area to provide a critical understanding of urban and regional environments incorporated at different scales of build environments, spanning site-specific to global perspectives. By doing this students will attain a thorough knowledge of the alternative and transformative based theories, histories and current issues of urbanization and regionalization and their effect on environments, but also learn practical methods of analysis and intervention in different human settlements.</p> <p>Sample topics include:</p>	<p>(currently ENVS 2400 6.00, to be renamed Environmental Management)</p> <p><b>ENVS 2410 3.00 Environmental Policy I</b> (currently ENVS 3410, to be renamed Environmental Policy and Governance)</p> <p><b>ENVS 2510 3.00 Environmental Economics</b> (currently ENVS 3510)</p> <p><b>ENVS 2xxx 3.00 Ecology and Conservation Science</b> (currently ENVS 3402)</p> <p><b>NEW 2xxx 3.00 Sustainability and Just Transitions</b></p> <p><b>ENVS 2009 3.00 Quantitative Methods in Environmental Studies</b> or GEOG 2420 3.00 Introductory Statistical Analysis in Geography</p> <p><b>ADDITIONAL MAJOR REQUIREMENTS (27 CREDITS):</b></p> <p>9 credits at the 3000 level and 18 credits at the 4000 level to be selected from the following list:</p> <p> <b>ENVS 3101 3.00 Energy and the Environment</b>  <b>ENVS 3400 3.00 Climate Change Science and Policy</b> (to be renamed Climate Change and Adaptation)  <b>ENVS 3505 3.00 Business and Sustainability</b>  <b>ENVS 3520 3.00 Ecological Economics</b>  <b>ENVS 3710 3.00 Conservation Planning</b>  <b>ENVS 3230 3.00 Restoration Ecology</b>  <b>NEW 3xxx 3.00 Sustainable Recreation in Protected Areas</b>  <b>NEW 3xxx 3.00 Wildlife and Habitat Management</b>  <b>ENVS 3420 3.00 Environmental Law</b>  <b>ENVS 3440 3.00 Resource Management</b> (to be renamed Ecosystem Services)  <b>ENVS 3430 3.00 Environmental Assessment</b>  <b>NEW 3xxx 3.00 Urban Environmental Risk and Resilience</b>  <b>ENVS 4400 3.00 Fundamentals in Renewable Energy</b> (to be renamed Low Carbon Sustainable Energy Transition)  <b>ENVS 4401 3.00 Fundamentals in Energy Efficiency</b> (to be renamed Community, Energy and Planning)  <b>ENVS 4402 3.00 Climate Change Mitigation</b>  <b>ENVS 4523 3.00 Systems Thinking in Environmental Studies</b> (to be renamed Systems Thinking and Modelling)  <b>ENVS 4446 3.00 Protected Area Management</b>  <b>ENVS 4110 3.00 Conservation Biology</b> (cross-listed as BIOL 4245 3.00)  <b>ENVS 4111 3.00 Biodiversity</b> (cross-listed as BIOL 4225 3.00)  <b>ENVS 4810A 3.00 Conservation and Development (Costa Rica)</b> </p>
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<p> <del>migration and settlement</del>  <del>urbanization and the urban process</del>  <del>environmental design/landscape design</del>  <del>urban sustainability</del>  <del>urban governance and regulation</del>  <del>global cities and global urbanization</del>  <del>urban social and environmental movements</del>  <del>urban and regional planning</del>  <del>healthy and sustainable community development</del>  <del>urban social relations (class, race, gender)</del>  <del>Native/Canadian relations</del> </p> <p>Required courses:</p> <p><del><a href="#">ES/ENVS 2200 6.00</a></del></p> <p> <del>three credits methods course chosen from the following:</del> <ul style="list-style-type: none"> <li><del>○ <a href="#">ES/ENVS 2009 3.00</a></del></li> <li><del>○ <a href="#">ES/ENVS 2122 3.00</a></del></li> </ul> </p> <p> <del><a href="#">ES/ENVS 3010 3.00</a></del>  <del><a href="#">ES/ENVS 3227 3.00</a></del>  <del><a href="#">ES/ENVS 3740 3.00</a></del> </p> <p>Six credits at the 3000 level from the following list:</p> <p> <del><a href="#">ES/ENVS 3120 3.00</a></del>  <del><a href="#">ES/ENVS 3130 3.00</a></del>  <del><a href="#">ES/ENVS 3160 3.00</a></del>  <del><a href="#">ES/ENVS 3222 3.00</a></del>  <del><a href="#">ES/ENVS 3225 3.00</a></del>  <del><a href="#">ES/ENVS 3226 3.00</a></del>  <del><a href="#">ES/ENVS 3230 3.00</a></del>  <del><a href="#">ES/ENVS 3420 3.00</a></del>  <del><a href="#">ES/ENVS 3510 3.00</a></del>  <del><a href="#">ES/ENVS 3520 3.00</a></del>  <del><a href="#">ES/ENVS 3710 3.00</a></del>  <del><a href="#">ES/ENVS 3760 3.00</a></del>  <del><a href="#">ES/ENVS 3891 3.00</a></del> </p> <p>Eighteen credits at the 4000 level from the following list:</p> <p> <del><a href="#">ES/ENVS 4000 6.00</a> (only for students in the Specialized Honours program)</del>  <del><a href="#">ES/ENVS 4001 3.00</a></del>  <del><a href="#">ES/ENVS 4001 6.00</a></del>  <del><a href="#">ES/ENVS 4002 3.00</a></del>  <del><a href="#">ES/ENVS 4011 3.00</a></del>  <del><a href="#">ES/ENVS 4161 3.00</a></del>  <del><a href="#">ES/ENVS 4210 3.00</a></del>  <del><a href="#">ES/ENVS 4220 3.00</a></del> </p>	<p> <b>ENVS 4445 3.00 Ontario Environmental Politics and Policy</b>  <b>ENVS 4442 3.00 Environmental Law and Justice</b>  <b>ENVS 4310 3.00 Extraction and Its Discontents</b>  <b>NEW 4xxx 3.00 Environmental Project Management</b> </p> <p><b>FREE ELECTIVES REQUIREMENTS (48 CREDITS):</b></p> <p>In addition to the requirements noted above, students must successfully complete <b>48 elective</b> credits inside or outside of their degree program or Faculty. These courses are selected in <b>any undergraduate program (including this Faculty)</b> based on the student's interest and/or other combination program (e.g. Double Major or Minor or certificate) requirements.</p> <p><b>Note:</b> Course offerings may vary from year to year.</p> <p><b>Note:</b> To enrol in the <b>research-based course ENVS 4000 6.00 Senior Honours Work Seminar or GEOG 4000 6.00 Honours Thesis</b>, a research-based course, students must <b>successfully</b> complete <b>six credits of methods courses requirements with a B+ (3.30/4.00)</b> overall cumulative grade point average by the end of their third year (completion of 84.00-90.00 credits) to be approved in June prior to enrolling in <b>this course</b>.</p> <p><b>Note:</b> Students will automatically be placed in the 90-credit bachelor program if they do not achieve or maintain the minimum grade requirements for the Honours degree program. Students registered for an Honours degree may choose to graduate with a 90-credit BES if they fulfil that program's requirements.</p> <p><b>Bachelor's Degree: 90 Credits</b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50%) of the course credits required in each undergraduate degree program must be taken at York University.</p> <p><b>Graduation requirement:</b> Students must <b>successfully</b> complete at least 90 credits, with a minimum overall cumulative grade point average of <b>1.70/4.00 (C-)</b> in order to graduate with the BES degree. It may be necessary to complete more than 90 credits.</p> <p>Students choose their courses according to the following requirements:</p>
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<p><del>ES/ENVS 4223 3.00</del>  <del>ES/ENVS 4225 3.00</del>  <del>ES/ENVS 4230 6.00</del>  <del>ES/ENVS 4421 3.00</del>  <del>ES/ENVS 4440 3.00</del>  <del>ES/ENVS 4442 3.00</del>  <del>ES/ENVS 4510 3.00</del>  <del>ES/ENVS 4520 3.00</del>  <del>ES/ENVS 4750 3.00</del>  <del>ES/ENVS 4800A 3.00</del>  <del>ES/ENVS 4800Q 3.00</del></p> <p><b>Note:</b>  <del>ES/ENVS 4001 3.00, ES/ENVS 4001 6.00 and ES/ENVS 4002 3.00</del> are not automatically counted as Area of Concentration courses; students who take these courses must receive approval by petition from the Undergraduate Program Director.</p> <p><del>ES/ENVS 4900 6.00</del> Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval from the Undergraduate Program Director.</p> <p><del>Not all courses will be offered in a given year; course offerings will vary from year to year.</del></p> <p><b>Environmental Management: Policy, Resources and Conservation</b>  This area examines the origins and nature of environmental challenges facing society and explores ways of addressing these challenges through scientific, socio-economic and policy approaches. It is concerned with existing and emerging strategies for both preventing and managing the impacts of human activities on the natural world, but with critical perspectives on effectiveness of these strategies and encouragement to think and act creatively. It provides concepts, knowledge and skills needed to be effectively engaged in a variety of environmental issues in government, business or not-for-profit sectors.</p> <p>Sample topics include:</p> <p><del>ecology and conservation</del>  <del>environmental assessment</del>  <del>resource management</del>  <del>environmental auditing</del>  <del>energy and the environment</del>  <del>environment and health</del></p>	<p><b>GENERAL EDUCATION REQUIREMENTS (18 CREDITS):</b></p> <p>Following York's philosophy of Undergraduate education, students are required to study in Natural Sciences, Humanities, and Social Sciences.</p> <p>The Humanities requirement can be satisfied by taking ENVS 1010 3.00 Introduction to Environmental Documentaries and ENVS 1xxx 3.00 Communication for Environmental and Change or any other 1000-level humanities general education course (at least 6 credits) not listed as either satisfying the Social Science or the Natural Science requirement.</p> <p>The Social Sciences Requirement can be completed by GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as either satisfying the Humanities or the Natural Science requirement.</p> <p>The Natural Sciences requirement can be fulfilled by GEOG 1400 6.00 Physical Geography or any other 1000-level natural science general education course (at least 6 credits) not listed as either satisfying the Humanities or the Social Science requirement.</p> <p><b>Note:</b> <i>It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once towards the total number of credits required for the degree and cannot be counted to fulfil any other requirements.</i></p> <p>Students pursuing the Bachelor's degree must complete the following requirements:</p> <p><b>FACULTY REQUIREMENTS (3 CREDITS)</b></p> <p>To provide a solid methodological training, each major has required a specific method course. Students will be required to take a minimum of three additional methods credits to be chosen from the following:</p> <ul style="list-style-type: none"> <li>• ENVS 3010 3.00 Qualitative Research Methods in Environmental Studies or GEOG 3520 3.00 Designing and Conducting Methods in Geography)</li> <li>• GEOG 2340 3.00 Geoinformatics: Introduction (to be renamed Introduction to Geomatics)</li> </ul>
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<p>Required courses:</p> <p><a href="#">ES/ENVS 2009 3.00</a></p> <p><a href="#">ES/ENVS 2400 6.00</a></p> <p><a href="#">ES/ENVS 3010 3.00</a></p> <p><a href="#">ES/ENVS 3401 3.00</a></p> <p><a href="#">ES/ENVS 3402 3.00</a></p> <p>Six credits at the 3000 level from the following list:</p> <p><a href="#">ES/ENVS 3130 3.00</a></p> <p><a href="#">ES/ENVS 3150 3.00</a></p> <p><a href="#">ES/ENVS 3230 3.00</a></p> <p><a href="#">ES/ENVS 3310 3.00</a></p> <p><a href="#">ES/ENVS 3340 3.00</a></p> <p><a href="#">ES/ENVS 3400 3.00</a></p> <p><a href="#">ES/ENVS 3410 3.00</a></p> <p><a href="#">ES/ENVS 3420 3.00</a></p> <p><a href="#">ES/ENVS 3430 3.00</a></p> <p><a href="#">ES/ENVS 3440 3.00</a></p> <p><a href="#">ES/ENVS 3450 3.00</a></p> <p><a href="#">ES/ENVS 3505 3.00</a></p> <p><a href="#">ES/ENVS 3510 3.00</a></p> <p><a href="#">ES/ENVS 3520 3.00</a></p> <p><a href="#">ES/ENVS 3521 3.00</a></p> <p><a href="#">ES/ENVS 3522 3.00</a></p> <p><a href="#">ES/ENVS 3760 3.00</a></p> <p>Eighteen credits at the 4000 level from the following list:</p> <p><a href="#">ES/ENVS 4000 6.00</a> (only for students in the <i>Specialized Honours program</i>)</p> <p><a href="#">ES/ENVS 4001 3.00</a></p> <p><a href="#">ES/ENVS 4001 6.00</a></p> <p><a href="#">ES/ENVS 4002 3.00</a></p> <p><a href="#">ES/ENVS 4011 3.00</a></p> <p><a href="#">ES/ENVS 4041 6.00</a></p> <p><a href="#">ES/ENVS 4110 3.00</a></p> <p><a href="#">ES/ENVS 4111 3.00</a></p> <p><a href="#">ES/ENVS 4120 3.00</a></p> <p><a href="#">ES/ENVS 4230 6.00</a></p> <p><a href="#">ES/ENVS 4310 3.00</a></p> <p><a href="#">ES/ENVS 4400 3.00</a></p> <p><a href="#">ES/ENVS 4401 3.00</a></p> <p><a href="#">ES/ENVS 4402 3.00</a></p> <p><a href="#">ES/ENVS 4410 3.00</a></p> <p><a href="#">ES/ENVS 4421 3.00</a></p> <p><a href="#">ES/ENVS 4430 3.00</a></p> <p><a href="#">ES/ENVS 4440 3.00</a></p> <p><a href="#">ES/ENVS 4442 3.00</a></p>	<p><b>MAJOR CORE REQUIREMENTS (21 CREDITS):</b></p> <p>ENVS 1500 3.00 Environmental Science (currently 6.00)</p> <p>ENVS 1xxx 3.00 Foundations of Environmental Management: Policy, Resources and Conservation (currently ENVS 2400 6.00, to be renamed Environmental Management)</p> <p>ENVS 2410 3.00 Environmental Policy (currently ENVS 3410, to be renamed Environmental Policy and Governance)</p> <p>ENVS 2510 3.00 Environmental Economics (currently ENVS 3510)</p> <p>ENVS 2xxx 3.00 Ecology and Conservation Science (currently ENVS 3402)</p> <p>ENVS 2xxx 3.00 Sustainability and Just Transitions (New)</p> <p>ENVS 2009 3.00 Quantitative Methods in Environmental Studies or GEOG 2420 3.00 Introductory Statistical Analysis in Geography.</p> <p><b>ADDITIONAL MAJOR REQUIREMENTS (18 CREDITS):</b></p> <p>18 credits at the 3000-level courses (or 4000-level subject to space availability and approval) to be selected from the following list:</p> <p>ENVS 3101 3.00 Energy and the Environment</p> <p>ENVS 3400 3.00 Climate Change Science and Policy (to be renamed Climate Change and Adaptation)</p> <p>ENVS 3505 3.00 Business and Sustainability</p> <p>ENVS 3520 3.00 Ecological Economics</p> <p>ENVS 3710 3.00 Conservation Planning</p> <p>ENVS 3230 3.00 Restoration Ecology</p> <p>NEW 3xxx 3.00 Sustainable Recreation in Protected Areas</p> <p>NEW 3xxx 3.00 Wildlife and Habitat Management</p> <p>ENVS 3420 3.00 Environmental Law</p> <p>ENVS 3440 3.00 Resource Management (to be renamed Ecosystem Services)</p> <p>ENVS 3430 3.00 Environmental Assessment</p> <p>NEW 3xxx 3.00 Urban Environmental Risk and Resilience</p> <p>ENVS 4400 3.00 Fundamentals in Renewable Energy (to be renamed Low Carbon Sustainable Energy Transition)</p> <p>ENVS 4401 3.00 Fundamentals in Energy Efficiency (to be renamed Community, Energy and Planning)</p> <p>ENVS 4402 3.00 Climate Change Mitigation</p>
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<p><del><a href="#">ES/ENVS 4445 3.00</a></del>  <del><a href="#">ES/ENVS 4446 3.00</a></del>  <del><a href="#">ES/ENVS 4447 3.00</a></del>  <del><a href="#">ES/ENVS 4510 3.00</a></del>  <del><a href="#">ES/ENVS 4520 3.00</a></del>  <del><a href="#">ES/ENVS 4521 3.00</a></del>  <del><a href="#">ES/ENVS 4522 3.00</a></del>  <del><a href="#">ES/ENVS 4523 3.00</a></del>  <del><a href="#">ES/ENVS 4800A 3.00</a></del>  <del><a href="#">ES/ENVS 4810A 3.00</a></del></p> <p><b>Note:</b>  <del><a href="#">ES/ENVS 4001 3.00</a>, <a href="#">ES/ENVS 4001 6.00</a> and <a href="#">ES/ENVS 4002 3.00</a></del> are not automatically counted as Area of Concentration courses; students who take these courses must receive approval by petition from the Undergraduate Program Director.</p> <p><del><a href="#">ES/ENVS 4900 6.00</a></del> Directed Reading/Study Courses do not fulfill the Area of Concentration requirements; unless prior approval from the Undergraduate Program Director.</p> <p><del>Not all courses will be offered in a given year; course offerings will vary from year to year.</del></p> <p><b>BES Dual-Credential Programs</b></p> <p>Dual-credential programs offer students the opportunity to receive a combined university degree and a college advanced diploma from either Seneca College or Fleming College in five years in what would otherwise take seven years. Students also have the opportunity to receive a combine university degree and a Post Graduate Certificate from Humber College in four years in what would otherwise take five years.</p> <p>These accelerated programs can begin either at the respective college or at York University (with the exception of the York/Humber program) and are then completed at the partner institution. Students enrolled in dual-credential programs must fulfill the dual-credential program requirements of both institutions. <i>These are great programs providing practice focused training and we strongly recommend students to consider enrolling in one of these programs if interested.</i></p> <p><del>Students enrolled in the 90-credit BES degree program are not eligible to apply to any dual-credential program.</del></p>	<p><b>ENVS 4523 3.00 Systems Thinking in Environmental Studies</b> (to be renamed Systems Thinking and Modelling)  <b>ENVS 4446 3.00 Protected Area Management</b>  <b>ENVS 4110 3.00 Conservation Biology</b> (cross-listed as BIOL 4245 3.00)  <b>ENVS 4111 3.00 Biodiversity</b> (cross-listed as BIOL 4225 3.00)  <b>ENVS 4810A 3.00 Conservation and Development (Costa Rica)</b>  <b>ENVS 4445 3.00 Ontario Environmental Politics and Policy</b>  <b>ENVS 4442 3.00 Environmental Law and Justice</b>  <b>ENVS 4310 3.00 Extraction and Its Discontents</b>  <b>NEW 4xxx 3.00 Environmental Project Management</b></p> <p><b>FREE ELECTIVES REQUIREMENTS (30 CREDITS):</b></p> <p>In addition to the requirements noted above, students must successfully complete <b>30 elective</b> credits inside or outside of their degree program or Faculty. These courses are selected <b>in any undergraduate program (including this Faculty)</b> based on the student's interest.</p> <p><b>Note:</b> <i>Course offerings may vary from year to year.</i></p> <p><b>Honours Double Major, Major/Minor Options</b></p> <p>In addition to taking courses in this <b>BES degree</b> program, students have the opportunity to specialize in a specific subject or combination of subjects. The area or primary concentration is known as a Major. An area of secondary concentration (if any) is known as a <b>Double Major or Minor</b>. In such cases, an application must be made using the Program Change Request, available on the Program Change web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>.</p> <p>This request is subject to approval based on your current academic standing. Each program sets the requirements for each Double Major or Minor program with options available <b>in the Faculty of Environmental and Urban Change</b>, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design <b>or Glendon</b>. <b>Students</b> should consult the York University Undergraduate Calendar or the York University website for specific program requirements.</p>
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<p>Students who are enrolled in FES are required to complete a minimum of 90 credits within the first three years of the dual credentials with a minimum cumulative grade point average of 5.00 (C+) and must successfully complete the Faculty and program requirements as outlined in each specific dual credential program. Students are also required to submit an application for admissions to the dual credential program at the respective college in October and in their third year of study at York University.</p> <p>With the exception of the York/Humber dual credentials, students who begin their advanced diploma at the college should apply to the dual credentials to the Faculty of Environmental Studies through the normal York University admission process in the final year of their diploma program. Acceptance is contingent upon students successfully completing the advanced diploma with a minimum grade point average of 3.00 at the college. Successful applicants will be awarded 60 block transfer credits toward their BES program. Students who choose to opt out of the dual credential program and attend another program at York University or failure to maintain Honours standing will have their advanced standing re-evaluated.</p> <p>Students admitted to the dual credential program directly from Seneca College or Fleming College must maintain Honours standing over the course of their studies in environmental studies; a cumulative grade point average of 5.00 (C+) over all courses taken at York.</p> <p>Students whose cumulative grade point average falls below 5.00 (C+) anytime during their studies and have completed less than 84 credits, including transfer credits granted may continue in the dual credential program provided they meet the minimum year-level honours progression requirements.</p> <p>Failure to maintain this standing will result in the following:</p> <ul style="list-style-type: none"> <li>removal from the dual credential program;</li> <li>re-evaluation of advanced standing (transfer credits); and;</li> <li>transfer into the 90-credit BES degree program.</li> </ul> <p><b>PROGRAM SPECIFIC DEGREE REQUIREMENTS</b></p>	<p>Regardless of the type of combination degree that is sought, Honours Double Major or Honours Major/Minor, all students will have a "home" Faculty; students enrolled in the <b>Sustainable Environmental Management in the Faculty of Environmental and Urban Change</b> will receive a BES degree upon successful completion of their program.</p> <p>Students must maintain Honours standing, a cumulative grade point average of <b>2.30/4.00 (C+)</b> or above for all courses taken at York. Students in an Honours program whose cumulative grade point average is below <b>2.30/4.00 (C+)</b> may proceed in Honours providing they meet the minimum Honours progression requirement. Students must meet their degree and program requirements <b>and the Double Major or Minor requirements.</b></p> <p><b>Double Major Requirements (42 CREDITS)</b></p> <p>A Double Major option in <b>Sustainable Environmental Management</b> can be pursue jointly with an Honours program in the <b>Faculty of Environmental and Urban Change</b>, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of Arts, Performance, Media and Design, Glendon or where a Double Major is offered to students whose degree program allows completion of a Double Major.</p> <p><b>MAJOR CORE REQUIREMENTS (18 CREDITS):</b></p> <p><b>ENVS 1500 3.00 Environmental Science</b> (currently 6.00)  <b>ENVS 1xxx 3.00 Foundations of Environmental Management: Policy, Resources and Conservation</b> (currently ENVS 2400 6.00, to be renamed Environmental Management)  <b>ENVS 2410 3.00 Environmental Policy I</b> (currently ENVS 3410, to be renamed Environmental Policy and Governance)  <b>ENVS 2510 3.00 Environmental Economics</b> (currently ENVS 3510)  <b>ENVS 2xxx 3.00 Ecology and Conservation Science</b> (currently ENVS 3402)  <b>NEW 2xxx 3.00 Sustainability and Just Transitions</b></p> <p><b>ADDITIONAL MAJOR REQUIREMENTS (24 CREDITS):</b></p> <p>Students must successfully complete <b>12 credits at the 3000-level and 12 credits at the 4000-level ENVS courses to be selected from the following list:</b></p>
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### **Specialized Honours BES: 120 Credits**

**Faculty requirement:** At least 60 credits and a maximum of 90 credits shall be environmental studies (ENVS) courses.

**Graduation requirement:** Students must complete a minimum of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+) in order to graduate with the Specialized Honours BES degree. It may be necessary to complete more than 20 full courses (120 credits).

Students choose their courses according to the following requirements:

#### **GENERAL EDUCATION (12 CREDITS):**

Following York's philosophy of Undergraduate education, BES students are required to study in humanities and the natural sciences:

**Humanities Requirement:** the BES Humanities requirement can be satisfied by taking [ES/ENVS 1800 6.00](#) or a 1000-level course (at least 6 credits) from the following: Classical Studies; English; French Studies; History; Humanities; Languages, Literature and Linguistics or Philosophy.

**Science requirement:** the General Education science requirement is met by taking six credits from the following departments: Anthropology ([AP/ANTH 1120 6.00](#) only); Biology; Chemistry; Earth & Atmospheric Science; Geography ([SC/GEOG 1400 6.00](#) only); Natural Science; Physics & Astronomy; or Science & Technology Studies.

*It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.*

#### **REQUIRED CREDITS (24 CREDITS):**

[ES/ENVS 1000 6.00](#)

[ES/ENVS 1200 6.00](#)

[ES/ENVS 1500 6.00](#)

6 credits of methods courses (see [BES Program Areas of Concentration](#) for details)

ENVS 3101 3.00 Energy and the Environment  
ENVS 3400 3.00 Climate Change Science and Policy (to be renamed Climate Change and Adaptation)  
ENVS 3505 3.00 Business and Sustainability  
ENVS 3520 3.00 Ecological Economics  
ENVS 3710 3.00 Conservation Planning  
ENVS 3230 3.00 Restoration Ecology  
NEW 3xxx 3.00 Sustainable Recreation in Protected Areas  
NEW 3xxx 3.00 Wildlife and Habitat Management  
ENVS 3420 3.00 Environmental Law  
ENVS 3440 3.00 Resource Management (to be renamed Ecosystem Services)  
ENVS 3430 3.00 Environmental Assessment  
NEW 3xxx 3.00 Urban Environmental Risk and Resilience  
ENVS 4400 3.00 Fundamentals in Renewable Energy (to be renamed Low Carbon Sustainable Energy Transition)  
ENVS 4401 3.00 Fundamentals in Energy Efficiency (to be renamed Community, Energy and Planning)  
ENVS 4402 3.00 Climate Change Mitigation  
ENVS 4523 3.00 Systems Thinking in Environmental Studies (to be renamed Systems Thinking and Modelling)  
ENVS 4446 3.00 Protected Area Management  
ENVS 4110 3.00 Conservation Biology (cross-listed as BIOL 4245 3.00)  
ENVS 4111 3.00 Biodiversity (cross-listed as BIOL 4225 3.00)  
ENVS 4810A 3.00 Conservation and Development (Costa Rica)  
ENVS 4445 3.00 Ontario Environmental Politics and Policy  
ENVS 4442 3.00 Environmental Law and Justice  
ENVS 4310 3.00 Extraction and Its Discontents  
NEW 4xxx 3.00 Environmental Project Management

**Note:** In a Double Major program, a course may count only once toward Major credit. Students should be aware that in order to complete the requirements of the Honours Double Major or Honours Major/Minor programs it may be necessary to complete more than 120 credits.

#### **Minor Requirements (30 CREDITS)**

A Minor option in **Sustainable Environmental Management** can be pursued jointly with an Honours program in the Faculty of Environmental and Urban

<p><del>FOUNDATIONS REQUIREMENT (18 CREDITS):</del></p> <p><del><a href="#">ES/ENVS 2000 6.00</a></del></p> <p><del><a href="#">ES/ENVS 2200 6.00</a></del></p> <p><del><a href="#">ES/ENVS 2400 6.00</a></del></p> <p><del>AREA OF CONCENTRATION REQUIREMENT (30 CREDITS):</del></p> <p>In addition to the course requirements noted above, a minimum of 12 credits at the 3000-level is required of which 6 credits is mandatory from the student's declared area of concentration and an additional 18 credits at the 4000-level including <del><a href="#">ES/ENVS 4000 6.00</a></del> is selected from the student's declared area of concentration (see the <del><a href="#">BES Program Areas of Concentration</a></del> section for the list of courses):</p> <p><del>OUT OF FACULTY REQUIREMENT (24 CREDITS):</del></p> <p>In addition to the general education requirements, students must take 24 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program (e.g. double Major or Minor or certificate) requirements outside the BES program.</p> <p><del>FREE ELECTIVES (12 CREDITS):</del></p> <p>Students must take up to 12 credits from any undergraduate program (including FES). These courses are based on student's interest (e.g. double major or minor or certificate) and/or other combination program requirements outside the BES program.</p> <p><del><b>Note:</b> To enrol in <a href="#">ES/ENVS 4000 6.00</a>, Senior Honours Work, a research-based course, students must complete either <a href="#">ES/ENVS 2009 3.00</a> or <a href="#">ES/ENVS 3010 3.00</a> or equivalent of either course as long as the Faculty recognizes the alternative course. Furthermore, students must have a B+ (7.00) overall Cumulative Grade Point Average by the end of their third year (completion of 84.00-90.00 credits) to be approved in June prior to enrolling in <a href="#">ES/ENVS 4000 6.00</a>.</del></p> <p><del><b>Honours BES: 120 Credits</b></del></p> <p><del><b>Faculty requirement:</b> At least 60 credits and a maximum of 90 credits shall be environmental studies (ENVS) courses.</del></p>	<p><b>Change</b>, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of Arts, Performance, Media and Design, Glendon or where a Minor is offered to students whose degree program allows completion of a Minor.</p> <p><b>MINOR CORE REQUIREMENTS (18 CREDITS):</b></p> <p><b>ENVS 1500 3.00 Environmental Science</b> (currently 6.00)</p> <p><b>ENVS 1xxx 3.00 Foundations of Environmental Management: Policy, Resources and Conservation</b> (currently ENVS 2400 6.00, to be renamed Environmental Management)</p> <p><b>ENVS 2410 3.00 Environmental Policy I</b> (currently ENVS 3410, to be renamed Environmental Policy and Governance)</p> <p><b>ENVS 2510 3.00 Environmental Economics</b> (currently ENVS 3510)</p> <p><b>ENVS 2xxx 3.00 Ecology and Conservation Science</b> (currently ENVS 3402)</p> <p><b>NEW 2xxx 3.00 Sustainability and Just Transitions</b></p> <p><b>ADDITIONAL MINOR REQUIREMENTS (12 CREDITS):</b></p> <p>Students must successfully complete <b>6 credits at the 3000-level and 6 credits at the 4000-level ENVS courses</b> to be selected from the following list:</p> <p><b>ENVS 3101 3.00 Energy and the Environment</b></p> <p><b>ENVS 3400 3.00 Climate Change Science and Policy</b> (to be renamed Climate Change and Adaptation)</p> <p><b>ENVS 3505 3.00 Business and Sustainability</b></p> <p><b>ENVS 3520 3.00 Ecological Economics</b></p> <p><b>ENVS 3710 3.00 Conservation Planning</b></p> <p><b>ENVS 3230 3.00 Restoration Ecology</b></p> <p><b>NEW 3xxx 3.00 Sustainable Recreation in Protected Areas</b></p> <p><b>NEW 3xxx 3.00 Wildlife and Habitat Management</b></p> <p><b>ENVS 3420 3.00 Environmental Law</b></p> <p><b>ENVS 3440 3.00 Resource Management</b> (to be renamed Ecosystem Services)</p> <p><b>ENVS 3430 3.00 Environmental Assessment</b></p> <p><b>NEW 3xxx 3.00 Urban Environmental Risk and Resilience</b></p> <p><b>ENVS 4400 3.00 Fundamentals in Renewable Energy</b> (to be renamed Low Carbon Sustainable Energy Transition)</p> <p><b>ENVS 4401 3.00 Fundamentals in Energy Efficiency</b> (to be renamed Community, Energy and Planning)</p> <p><b>ENVS 4402 3.00 Climate Change Mitigation</b></p>
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<p><b>Graduation requirement:</b> Students must successfully complete a minimum of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+) in order to graduate with the Honours BES degree. It may be necessary to complete more than 20 full courses (120 credits).</p> <p>In a Major/Minor program, a course can count only once towards a Major or Minor credit.</p> <p>Students choose their courses in the Honours BES program according to the following requirements:</p> <p><i>GENERAL EDUCATION (12 CREDITS):</i></p> <p>Following York's philosophy of Undergraduate education, BES students are required to study in Humanities and the Natural Sciences:</p> <p><b>Humanities Requirement:</b> the BES Humanities requirement can be satisfied by taking <a href="#">ES/ENVS 1800 6.00</a> or a 1000-level course (at least 6 credits) from the following: Classical Studies; English; French Studies; History; Humanities; Languages, Literature and Linguistics or Philosophy.</p> <p><b>Science requirement:</b> the General Education science requirement is met by taking six credits from the following departments: Anthropology (<a href="#">AP/ANTH 1120 6.00</a> only); Biology; Chemistry; Earth &amp; Atmospheric Science; Geography (<a href="#">SC/GEOG 1400 6.00</a> only); Natural Science; Physics &amp; Astronomy; or Science &amp; Technology Studies.</p> <p><i>It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.</i></p> <p><i>REQUIRED CREDITS (24 CREDITS):</i></p> <p><del><a href="#">ES/ENVS 1000 6.00</a></del>  <del><a href="#">ES/ENVS 1200 6.00</a></del>  <del><a href="#">ES/ENVS 1500 6.00</a></del>  6 credits of methods courses (see <a href="#">BES Program Areas of Concentration</a> for details)  <i>FOUNDATIONS REQUIREMENT (18 CREDITS):</i>  <del><a href="#">ES/ENVS 2000 6.00</a></del>  <del><a href="#">ES/ENVS 2200 6.00</a></del></p>	<p><b>ENVS 4523 3.00 Systems Thinking in Environmental Studies</b> (to be renamed Systems Thinking and Modelling)</p> <p><b>ENVS 4446 3.00 Protected Area Management</b></p> <p><b>ENVS 4110 3.00 Conservation Biology</b> (cross-listed as BIOL 4245 3.00)</p> <p><b>ENVS 4111 3.00 Biodiversity</b> (cross-listed as BIOL 4225 3.00)</p> <p><b>ENVS 4810A 3.00 Conservation and Development (Costa Rica)</b></p> <p><b>ENVS 4445 3.00 Ontario Environmental Politics and Policy</b></p> <p><b>ENVS 4442 3.00 Environmental Law and Justice</b></p> <p><b>ENVS 4310 3.00 Extraction and Its Discontents</b></p> <p><b>NEW 4xxx 3.00 Environmental Project Management</b></p> <p><b>Note:</b> <i>In a Minor program a course can count only once towards a Major or Minor credit. Students should be aware that in order to complete the requirements of the Honours Major/Minor programs it may be necessary to complete more than 120 credits.</i></p>
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[ES/ENVS 2400 6.00](#)

**AREA OF CONCENTRATION REQUIREMENT (30 CREDITS):**

In addition to the course requirements noted above, a minimum of 12 credits at the 3000-level is required of which 6 credits is mandatory from the student's declared area of concentration and an additional 18 credits at the 4000-level is selected from the student's declared area of concentration (see the [BES Program Areas of Concentration](#) section for the list of courses).

**NOTE:** Students opting for the general honours program will be undertaking the Course Based Option (CBO) and will not enrol in [ES/ENVS 4000 6.00](#). The CBO is a series of 4000-level courses selected from the students' declared Area of Concentration.

**OUT OF FACULTY REQUIREMENT (24 CREDITS):**

In addition to the general education requirements, students must take 24 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program (e.g. double Major or Minor or certificate) requirements outside the BES program.

**FREE ELECTIVES (12 CREDITS):**

Students must take up to 12 credits from any undergraduate program (including FES). These courses are based on student's interest (e.g. double major or minor or certificate) and/or other combination program requirements outside the BES program.

**BES: 90 Credits**

**Faculty requirement:** At least 45 credits shall be environmental studies (ENVS) courses.

**Graduation requirement:** Students must complete a minimum of at least 90 credits, with a minimum overall cumulative grade point average of 4.00 (C) in order to graduate with the Bachelor's BES degree. It may be necessary to complete more than 45 full courses (90 credits).

Students will automatically be placed in the 90-credit bachelor program if they do not achieve or maintain the minimum grade requirements for the Specialized



Honours or Honours degree program. Students registered for a Specialized Honours or Honours degree may choose to graduate with a 90-credit BES if they fulfil that program's requirements.

Students choose their courses according to the following requirements:

**GENERAL EDUCATION (12 CREDITS):**

Following York's philosophy of Undergraduate education, BES students are required to study in humanities and the natural sciences:

**Humanities Requirement:** the BES Humanities requirement can be satisfied by taking [ES/ENVS 1800 6.00](#) or a 1000-level course (at least 6 credits) from the following: Classical Studies; English; French Studies; History; Humanities; Languages, Literature and Linguistics or Philosophy.

**Science requirement:** the General Education science requirement is met by taking six credits from the following departments: Anthropology ([AP/ANTH 1120 6.00](#) only); Biology; Chemistry; Earth & Atmospheric Science; Geography ([SC/GEOG 1400 6.00](#) only); Natural Science; Physics & Astronomy; or Science & Technology Studies.

*It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.*

**REQUIRED CREDITS (24 CREDITS):**

~~[ES/ENVS 1000 6.00](#)~~

~~[ES/ENVS 1200 6.00](#)~~

~~[ES/ENVS 1500 6.00](#)~~

6 credits of methods courses (see [BES Program Areas of Concentration](#) for details)

**FOUNDATIONS REQUIREMENT (18 CREDITS):**

~~[ES/ENVS 2000 6.00](#)~~

~~[ES/ENVS 2200 6.00](#)~~

~~[ES/ENVS 2400 6.00](#)~~

**AREA OF CONCENTRATION REQUIREMENT (24 CREDITS):**



In addition to the course requirements noted above, a minimum of 24 ENVS credits at the 3000 level or 4000 level subject to 58 availability is selected, of these which 12 credits at the 3000 level is required from the student's declared area of concentration; 6 credits of the 12 credits is mandatory (see the [BES Program Areas of Concentration](#) section for the list of courses).

#### *OUT OF FACULTY REQUIREMENT (12 CREDITS):*

In addition to the general education requirements, students must take 12 credits of electives outside of the Faculty. These courses are selected based on student's interest and/or other combination program requirements outside the BES program.

#### ***Programs with Other Faculties (Honours Double Major, Major/Minor)***

In addition to taking courses in the BES program, BES students have the opportunity to decide to specialize in a specific subject or combination of subjects. The area or primary concentration is known as a major. An area of secondary concentration (if any) is known as a minor. In such cases, an application must be made using the Program Change Request, available on the Program Change web page at [myacademicrecord.students.yorku.ca/program-change](http://myacademicrecord.students.yorku.ca/program-change).

This request is subject to approval based on your current academic standing. Each program sets the requirements for each double major or minor program with options available in the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, or the School of the Arts, Media, Performance and Design (AMPD). BES-students should consult the York University [Undergraduate Calendar](#) or the [York University website](#) for specific program requirements.

#### ***General Requirements***

Regardless of the type of combination degree that is sought, Honours Double Major or Honours Major/Minor, all students will have a "home" Faculty; students enrolled in the Faculty of Environmental Studies will receive a BES degree upon successful completion of their program; students in the Faculty of Liberal Arts and Professional Studies will receive a BA; students in the AMPD will receive a BFA or BA; students in the Faculty of Health will receive a BA or

~~BSc and students in the Faculty of Science will receive a BSc.~~

~~All students in these programs must maintain Honours standing, a cumulative grade point average of 5.00 (C+) or above for all courses taken at York. Students in an Honours program whose cumulative grade point average is below 5.00, may proceed in Honours providing they meet the minimum Honours progression requirement. Students must meet the degree and program requirements of their home Faculty. For further details, consult with your home Faculty.~~

### ***Double Major Requirements in Environmental Studies (42 ENVS CREDITS)***

~~The double major program described below may be pursued jointly with approved Honours Double Major degree programs in the Faculty of Health or the Faculty of Liberal Arts and Professional Studies.~~

~~[ES/ENVS 1000 6.00](#)~~

~~[ES/ENVS 2000 6.00](#)~~

~~[ES/ENVS 2200 6.00](#)~~

~~[ES/ENVS 2400 6.00](#)~~

~~three credits methods course chosen from the following:~~

~~○ [ES/ENVS 2009 3.00](#)~~

~~○ [ES/ENVS 2122 3.00](#)~~

~~○ [ES/ENVS 3010 3.00](#)~~

~~6 ENVS credits at the 3000 level~~

~~9 ENVS credits at the 4000 level~~

**Note:** *in a double major program, a course may count only once toward major credit.*

### ***Minor Requirements in Environmental Studies (30 ENVS CREDITS)***

~~The minor program described below may be pursued jointly with approved Honours minor degree programs in the the Faculty of , the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, or the School of the Arts, Media, Performance and Design.~~

~~[ES/ENVS 1000 6.00](#)~~

~~[ES/ENVS 2000 6.00](#)~~

~~[ES/ENVS 2200 6.00](#)~~

~~[ES/ENVS 2400 6.00](#)~~

~~6 ENVS credits at the 3000 level or 4000 level~~

**Note:** In a major/minor program a course can count only once towards a major or minor credit.

Students should be aware that in order to complete the requirements of the Honours Double Major or Honours Major/Minor programs it may be necessary to complete more than 120 credits.

### **Second Major/Minor Options for BES Students**

#### **SCHOOL OF THE ARTS, MEDIA, PERFORMANCE, AND DESIGN**

BES students may apply to do a minor in any of the disciplines within the School of the Arts, Media, Performance and Design. Students should consult the York Undergraduate Calendar and visit the School of the Arts, Media, Performance and Design for information on specific programs at [ampd.yorku.ca](http://ampd.yorku.ca).

#### **FACULTY OF HEALTH STUDIES**

Faculty of Environmental Studies students pursuing an Honours Major in environmental studies may combine their program with an Honours Double Major or an Honours Major/Minor program with the Faculty of Health, subject to the following:

Honours Double Major options may be pursued with the Faculty of Environmental Studies in the following Faculty of Health BA programs:

- Kinesiology and Health Science
- Psychology

Honours Minor options may be pursued with the Faculty of Environmental Studies in the following Faculty of Health BA programs:

- Global Health
- Health Policy
- Health Management
- Health Informatics
- Kinesiology and Health Science
- Psychology

#### **FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES**

Students in the BES program may apply to pursue an Honours Double Major program or an Honours Major/Minor program in many disciplines in the Faculty of Liberal Arts and Professional Studies along with their major in environmental studies. Second major programs are available with any seven or eight course major discipline. Minors may be pursued in several programs. For detailed information on requirements and application forms, please consult the departmental offices and York Undergraduate Calendar at [calendars.students.yorku.ca](http://calendars.students.yorku.ca).

#### *FACULTY OF SCIENCE*

BES students who want to integrate their interest in environmental studies with science may apply to pursue an Honours Minor with the following Faculty of Science programs:

- Biology
- Chemistry
- Earth and Atmospheric Science
- Mathematics
- Physics and Astronomy

Students who intend to apply to any of the science programs must have the relevant prerequisite science courses in high school. For detailed information, please consult the York Undergraduate Calendar at [calendars.students.yorku.ca](http://calendars.students.yorku.ca).

#### *FACULTY OF EDUCATION CONCURRENT EDUCATION PROGRAM*

The Faculty of Education at York University offers the Bed degree in both a consecutive program and a concurrent program, where students who are enrolled in the BES program may apply to coregister in the Faculty of Education.

BES students may apply to enter the concurrent program in their third year of studies or directly (pre-education direct entry) from high school. Candidates admitted to the Concurrent Education program would add a minimum of two years to their undergraduate studies. Successful candidates then work to complete their BES program in addition to completing their education studies for a Bachelor of Education degree.

For further information, please visit the Faculty of Education website at [edu.yorku.ca/academic/programs/bachelor-of-education/concurrent-bed/](http://edu.yorku.ca/academic/programs/bachelor-of-education/concurrent-bed/).

## Major Modifications for BA Global Geography

1. Program Global Geography
2. Degree Designation B.A. (Bachelor of Arts)
3. Type of Modification Existing B.A. Geography to be renamed Global Geography
4. Effective Date Fall 2021

### 5. General description of the proposed change

This modification includes a name change from Geography to Global Geography (GG), emphasizing and reflecting the global nature of the thematic content and scope of the curriculum and new Faculty. The curriculum is refined, focused, and better integrated with other programs within the new Faculty. The GG Major is offered as a 120 credit Honours or 90 credit Bachelor degree, as part of a double major requiring 42 credits, or as a 30-credit minor as per the table below.

	GG Credits			
	Honours	Bachelor	Double	Minor
<b>General Education Requirements</b>	12	12	0	0
<b>Faculty Requirements</b>	6	3	0	0
<b>Major Core Requirements</b>	27	27	21	15
<b>Major Requirements - 3000</b>	9	18	9	9
<b>Major Requirements - 4000</b>	18	0	12	6
<b>Free Electives</b>	48	30	0	0
<b>TOTAL</b>	<b>120</b>	<b>90</b>	<b>42</b>	<b>30</b>

### **General Education Requirements**

EUC is committed to ensuring that all students are exposed to the Humanities, the Social Sciences and the Natural Sciences through ensuring a robust General Education requirement. The current General Education requirement in the BA Geography is 21 credits and will be reduced to 12 credits. This is achieved by considering that the Major Core required GEOG 1400 6.00 Physical Geography (a science designated course) will contribute the Natural Science General Education requirement; thus, aligning with the Faculty target of 18 credits of General Education. We strive to provide a coherent and broad general education with 6 credits each within the Humanities, Social Sciences, and Natural Sciences areas.

The Humanities requirement can be satisfied by taking ENVS 1010 3.00 Introduction to Environmental Documentaries and NEW 1xxx 3.00 Communication for Environmental and Urban Change or any other 1000-level humanities general education course (at least 6 credits) not listed as satisfying the Social Science requirement.

The Social Sciences requirement can be fulfilled by taking GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as satisfying the Humanities requirement.

Global Geography students are exempted from the Natural Sciences requirement because it is fulfilled by core requirement GEOG 1400 6.00 Physical Geography which is designated as a science course.

### **Faculty Requirements**

These requirements are implemented to ensure that students across the Faculty of Environmental and Urban Change are exposed to training in broad methodological areas. While different Majors, and specifically varying areas of focus within them, will favour specific analytical methods, those students enrolled in the 120 and 90 credit versions of the GG will require **a minimum of 3 additional credits of methods** course beyond what is stipulated in the *Major Core Requirements*. This ensures that students receive training in either geomatics or qualitative methods in addition to quantitative methods. Course selections are from the following:

- GEOG 2340 3.00 Geoinformatics: Introduction  
(to be renamed Introduction to Geomatics)
- GEOG 3520 3.00 Designing and Conducting Research (Qualitative Research Methods)

The Honours program further requires one of the senior capstone experience courses to be completed, selected from a list of integrative and immersive options that allow students to reflect on their program, draw connections, and implement learned skills to demonstrate competency and creativity in their field. **A minimum of 3 credits of capstone experiential education** are required to be selected from among the following experiences (but not limited to): experiential learning, community engagement, field studies, placement, learning integrated work, local (place-based) courses, a special topics course, or an honours thesis. Typically, options would be drawn from these:

- ENVS 4001 3.00 Placement  
(to be renamed Work Placement)
- GEOG 4000 6.00 Honours Thesis  
**OR** ENVS 4000 6.00 Senior Honours Work Seminar
- GEOG 4420 3.00 Project Experience in Geography
- GEOG 4520 3.00 Research Design and Field Studies in Human Geography
- GEOG 4521 3.00 Advanced Field Studies in Physical Geography

### **Major Core Requirements**

Major core requirements across all degree versions require the credits to be taken at the 1000-, 2000-, 3000- (and optionally at the 4000-) levels. These courses provide the foundational understanding of our human and physical worlds, identify the flows of energy, money, people, goods, information, and other capital, while introduce means for communicating about the complexities of our world and lives and provide some regional expertise.

At the 1000-level, Honours and Bachelor students in this program will be required to successfully complete the following course, which provides the required biophysical foundations necessary for students and also counts toward providing General Education requirement in Natural Science.

#### **1000-Level**

- GEOG 1400 6.00 Physical Geography

At the 2000-level, all students will complete the 4 core courses in the following list that provide common and foundational knowledge to expose students to sub-disciplines of geography and to prepare them for more specialized upper-level courses. Students in the Honours or Bachelor programs will also be required to complete GEOG 2420 3.00 Introductory Statistical Analysis in Geography (or ENV5 2009 3.00 Quantitative Methods in Environmental Studies)

#### **2000-Level**

- GEOG 2030 3.00 Global Environmental Change
- GEOG 2220 3.00 Urban Geography  
(currently 6.00, to be renamed Global Urban Geography)
- NEW 2xxx 3.00 Geographies of Global Political Economy and Power
- NEW 2xxx 3.00 Geographies of Mobility and Diversity

At the 3000-level, Honours and Bachelor students will be required to take GEOG 3300 3.00 Space/Place (to be renamed Geographic Thought and History) and a minimum of 3 credits of global/regional geography from the following list:

#### **3000-Level**

- GEOG 3010 3.00 Geography of Canada  
(currently 6.00 credits)
- GEOG 3020 3.00 Geography of Caribbean Islands  
(currently 6.00 credits)
- GEOG 3081 3.00 Historical Geographies of Modern Ireland
- GEOG 3710 3.00 Society, Space and Environment in South Asia
- GEOG 3750 3.00 Africa: Impoverishment of a Continent

- GEOG 3760 3.00 The Philippines: Geographical Perspectives on Global Integration
- GEOG 3xxx 3.00 Asia-Pacific Development: Geographical Perspectives (currently 4395)

### ***Additional Major Requirements (3000 and 4000 Levels)***

Depth of knowledge is provided in required 3000- and 4000-level courses (the number of credits varies according to the specific degree sought). Depth in the upper year courses is particularly important in a broad discipline such as geography as it provides a sense of specialization in global political economy and power, global urbanization, global migration and identity and global environmental change. Overall, increased depth will enhance the student learning experience and success upon graduation. These courses equip students with an in-depth understanding of the rapidly changing world we live in. It explores historical legacies and contemporary systems that drive global change: human migration flows; economic production and consumption; geopolitical power relations; flows of knowledge, culture and data; networks of global cities; and environmental change and action. These dynamics are linked to an understanding of how they affect human societies at specific places and within the physical environment. The program highlights, in particular, feminist and postcolonial geographies of difference examining gender and construction of nature as well as inequalities among social groups that arise from differential access to power and resources. Students gain geographical skills and learn spatial analysis and critical thinking to equip them for careers in Canada and abroad in government, journalism/media, development agencies, private sector corporations, and non-profit sectors.

#### ***3000-Level***

- GEOG 3130 3.00 Global Economy
- GEOG 3800 3.00 Work and Workplaces
- GEOG3140 3.00 Technological Worlds: Geographies of Digital Capitalism
- GEOG 3040 3.00 Urban Environmental Justice
- GEOG 3xxx 3.00 Urban Social Policy  
(currently GEOG 4380, to be renamed Urban Social Analysis)
- ENVS 3227 3.00 Urban Planning in Global Context  
(to be renamed Urbanization in the Global South)
- GEOG 3070 3.00 Gender, Population, Migration
- GEOG 3400 3.00 Geographies of Gender and Sexuality
- GEOG 3080 3.00 Reading Landscapes Through Time
- GEOG 3050 3.00 Nature Power and Society
- GEOG3590 3.00 Conservation in Canada
- ENVS 3340 3.00 Global Environmental Politics

#### ***4000-Level***

- GEOG 4880 3.00 Spaces of Conflict, Violence and Power
- GEOG 4220 3.00 Neoliberal Geographies



- ENVS 4223 3.00 Global Cities
- GEOG4900 3.00 Public Space
- GEOG 4700 3.00 Geographies of Education
- GEOG 4190 3.00 Geographies of Ethnic Economies  
(to be renamed Migrant Economies)
- GEOG 4170 3.00 Geographic Perspectives on Immigration, Ethnicity, and Race  
in Modern Cities
- GEOG 4095 3.00 Aboriginal Space in the City
- GEOG 4050 3.00 Nature, Neoliberalism, Political Ecology
- GEOG4150 3.00 Foodscapes and Agri-scapes
- ENVS 4310 3.00 Extraction and Its Discontents

### ***Free Electives***

The remainder of the degree options are to be filled with electives from within the EUC Faculty or external to it, while satisfying residency requirements.

### ***Current Certificates***

Certificates related to this program, notably the Certificate in GIS/Remote Sensing (Geomatics), the Certificate in Refugee and Migration Studies (offered with LAPS and Glendon) and other certificates, require further discussion and will be revisited at a later date.

## GG: Requirements (as of 29 May 2020)

	Category	Level Code	Credits	Name	Honours	Bachelor	Double	Minor
	General Education	1 GEOG 1000	6.00	The World Today				
	General Education	1 ENVS 1010	3.00	Environmental Documentaries	12.00	12.00	-	-
	General Education	1 NEW 1xxx	3.00	Communication for Envrionmetnal and Urban Change				
OR	Faculty Requirements	2 GEOG 2340	3.00	Introduction to Geomatics	3.00	3.00	-	-
	Faculty Requirements	3 GEOG 3520	3.00	Designing and Conducting Research in Geography				
OR	Faculty Requirements	4 ENVS 4001	3.00	Work Placement				
	Faculty Requirements	4 GEOG 4000	6.00	Honours Thesis	3.00	-	-	-
	Faculty Requirements	4 GEOG 4420	3.00	Project Experience in Geography				
	Faculty Requirements	4 GEOG 4520	3.00	Research Design and Field Studies in Human Geography				
	Faculty Requirements	4 GEOG 4521	3.00	Advanced Field Studies in Physical Geography				
	Major Core Requirement	2 GEOG 2420	3.00	Introductory Statistical Analysis in Geography	3.00	3.00	-	-
	Major Core Requirement	1 GEOG 1400	6.00	Physical Geography (*General Education)				
	Major Core Requirement	2 GEOG 2030	3.00	Global Environmental Change				
	Major Core Requirement	2 GEOG 2220	3.00	Global Urban Geography	21.00	21.00	18.00	12.00
	Major Core Requirement	2 GEOG 2xxx	3.00	Geographies of Global Political Economy and Power				
	Major Core Requirement	2 GEOG 2xxx	3.00	Geographies of Mobility and Diversity				
	Major Core Requirement	3 GEOG 3330	3.00	Geographic Thought and History			-	-
SELECT FROM	Major Core Requirement	3 GEOG 3010	3.00	Geography of Canada				
	Major Core Requirement	3 GEOG 3020	3.00	Geography of Caribbean Islands				
	Major Core Requirement	3 GEOG 3081	3.00	Historical Geographies of Modern Ireland	3.00	3.00	3.00	3.00
	Major Core Requirement	3 GEOG 3710	3.00	Society, Space and Environment in South Asia				
	Major Core Requirement	3 GEOG 3750	3.00	Africa: Impoverishment of a Continent				
	Major Core Requirement	3 GEOG 3760	3.00	The Philippines: Geographical Perspectives on Global Integration				
	Major Core Requirement	4 GEOG 4395	3.00	Asia-Pacific Development: Geographical Perspectives				
SELECT FROM	Major Requirement - 3000	3 ENVS 3227	3.00	Urbanization in the Global South				
	Major Requirement - 3000	3 ENVS 3340	3.00	Global Environmental Politics				
	Major Requirement - 3000	3 GEOG 3040	3.00	Urban Environmental Justice				
	Major Requirement - 3000	3 GEOG 3050	3.00	Nature, Power & Society				
	Major Requirement - 3000	3 GEOG 3080	3.00	Reading Landscapes Through Time	9.00	18.00	9.00	9.00
	Major Requirement - 3000	3 GEOG 3130	3.00	The Global Economy				
	Major Requirement - 3000	3 GEOG 3140	3.00	Technological Worlds: Geographies of Digital Capitalism				
	Major Requirement - 3000	3 GEOG 3180	3.00	Urban Social Analysis				
	Major Requirement - 3000	3 GEOG 3400	3.00	Geographies of Gender and Sexuality				
	Major Requirement - 3000	3 GEOG 3590	3.00	Conservation in Canada				
	Major Requirement - 3000	3 GEOG 3800	3.00	Work and Workplaces				
	Major Requirement - 3000	3 GEOG 3070	3.00	Gender Population Migration				
SELECT FROM	Major Requirement - 4000	4 ENVS 4223	3.00	Global Cities				
	Major Requirement - 4000	4 ENVS 4310	3.00	Extraction and Its Discontents				
	Major Requirement - 4000	4 GEOG 4050	3.00	Nature, Neoliberalism, Political Ecology				
	Major Requirement - 4000	4 GEOG 4095	3.00	Aboriginal Space and the City				
	Major Requirement - 4000	4 GEOG 4150	3.00	Foodscapes and Agri-scapes				
	Major Requirement - 4000	4 GEOG 4170	3.00	Geographic Perspectives on Immigration, Ethnicity and Race in Modern Cities	18.00	These can be used to fulfill 3000-level requirement with approval	12.00	6.00
	Major Requirement - 4000	4 GEOG 4190	3.00	Migrant Economies				
	Major Requirement - 4000	4 GEOG 4220	3.00	Neoliberal Geographies				
	Major Requirement - 4000	4 GEOG 4700	3.00	Geographies of Education				
	Major Requirement - 4000	4 GEOG 4850	3.00	The State, Civil Society and Spaces of Development				
	Major Requirement - 4000	4 GEOG 4880	3.00	Spaces of Conflict, Violence, and Power				
	Major Requirement - 4000	4 GEOG 4900	3.00	Public Space				
	Free Electives	--	--	--	48.00	30.00	-	-
	<b>TOTAL</b>				<b>120.00</b>	<b>90.00</b>	<b>42.00</b>	<b>30.00</b>

## GLOBAL GEOGRAPHY

	FACULTY REQUIREMENTS	MAJOR REQUIREMENTS	ADDITIONAL REQUIREMENTS			
<b>Year 1</b> Gen Ed 12c Major requirements 6c Electives 12c	GEOG 1000.6 The World Today  ENVS 1010.3 Environmental Documentaries + ENVS 1xxx 3.0 Communication for Environmental and Urban Change (new)	GEOG 1400.6 Physical Geography				
<b>Year 2</b> Faculty requirement 3c Major requirements 15c Electives 12c	GEOG 3520.3 Designing and Conducting Research or GEOG 2340.3 Introduction to Geoinformatics	GEOG 2030.3 The End of the Earth as We Know It: Global Environmental Change  GEOG 2220.3 Global Urban Geography (currently 6 credits)  GEOG 2xxx.3 Geographies of Global Political Economy and Power (new)  GEOG 2xxx.3 Geographies of Mobility and Diversity (new)  GEOG 2420.3 Intro to Statistical Analysis				
<b>Year 3</b> Major requirements 6c 3000-level requirements 9c Electives 15c (Bachelor degree requires 18 credits)		GEOG 3300.3 Space/Place (to be renamed Geographic Thought and History)  3 credits of Global/Regional Geography from: GEOG 3010.3, GEOG 3020.3, GEOG 3081.3, GEOG 3710.3, GEOG 3750.3, GEOG 3760.3, or GEOG 3xxx.3 (currently 4395)	GEOG 3130.3 Global Economy  GEOG 3800.3 Work and Workplaces  GEOG 3140.3 Technological Worlds: Geographies of Digital Capitalism	GEOG 3040.3 Urban Environmental Justice  GEOG 3xxx.3 Urban Social Policy (currently 4380 to be renamed Urban Social Analysis)  ENVS 3227.3 Urban Planning in Global Context (to be renamed Urbanization in the Global South)	GEOG 3070.3 Gender, Population, Migration  GEOG 3400.3 Geographies of Gender and Sexuality  GEOG 3080.3 Reading Landscapes Through Times	GEOG 3050.3 Nature Power and Society  GEOG 3590.3 Conservation in Canada  ENVS 3340.3 Global Environmental Politics
<b>Year 4</b> Faculty core 3c 4000-level requirements 18c Electives 9c (Not applicable to Bachelor degree)	*ENVS/GEOG 4xxx.3 Capstone Experiential Education		GEOG 4880.3 Spaces of Conflict, Violence and Power  GEOG 4220.3 Neoliberal Geographies  GEOG 4850.3 The State, Civil Society and Spaces of Development	ENVS 4223.3 Global Cities  GEOG 4900.3 Public Space  GEOG 4700.3 Geographies of Education	GEOG 4190.3 Geographies of Ethnic Economies (to be renamed Migrant Economies)  GEOG 4170.3 Geographic Perspectives on Immigration, Ethnicity, Race in Modern Cities  GEOG 4095.3 Aboriginal Space in the City	GEOG 4050.3 Nature, Neoliberalism, Political Ecology  GEOG 4150.3 Foodscapes and Agriscapes  ENVS 4310.3 Extraction and Its Discontents

General education requirements  
Faculty requirements

Major core requirements  
Proposed new course

## NOTE

\* Minimum of 3 credits of **CAPSTONE Experiential Education** required from the following experiences (but not limited to): experiential learning, community engagement, field studies, placement, learning integrated work, or local (place-based) courses -- to be selected from GEOG 4000.6 Honours Thesis or ENVS 4000.6 Senior Honours Work Seminar, ENVS 4001.3 Placement, ENVS 4800.3 Special Topic, GEOG 4420.3 Project Experience in Geography, GEOG 4520.3 Research Design and Field Studies in Human Geography, GEOG 4521.3 Advanced Field Studies in Physical Geography.

**6. Rationale for the proposed changes**    see p. 1

**7. Alignment between program changes with Faculty and/or University academic plans**  
see p. 2

**8. Detailed outline of the changes to the program and associated learning outcomes**

There are two degrees (Honours 120 credits and Bachelor's 90 credits) and specific learning outcomes are identified respectively in parentheses. There is a high degree of similarity between the degrees with the Honours providing a deeper knowledge and experience in knowledge production. The list of courses below is selective rather than comprehensive (as our course list will be subject of further discussion).

**A.        Evaluate the complex relationships between human and physical geography, and the various processes (economic, cultural, social, political) that impact these relationships over time and space (Honours and Bachelor's)**

- GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It
- GEOG 2060 3.00 Historical Geography
- GEOG 2220 3.00 Urban Geography  
(currently 6.00, to be renamed Global Urban Geography)
- NEW 2xxx 3.00 Geographies of Global Political Economy and Power
- NEW 2xxx 3.00 Geographies of Mobility and Diversity
- GEOG 3040 3.00 Urban Environmental Justice
- GEOG 3050 3.00 Nature, Power & Society
- GEOG 3130 3.00 The Global Economy
- GEOG 3140 3.00 Technological Worlds: Geographies of Digital Capitalism
- GEOG 3400 3.00 Geography of Genders and Sexualities
- GEOG 3700 3.00 Disaster! Earth's Extreme Events
- GEOG 3800 3.00 Geographies of Work
- GEOG 4880 3.00 Spaces of Conflict, Violence, and Power

**B.        Demonstrate a thorough foundation in geography's diverse conceptual and methodological approaches to analyze how local and global processes shape human mobility, urban settlements, environmental problems, and economic structures in various places around the world (Honours and Bachelor's)**

- GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It
- GEOG 2220 3.00 Urban Geography  
(currently 6.00, to be renamed Global Urban Geography)
- NEW 2xxx 3.00 Geographies of Global Political Economy and Power

- NEW 2xxx 3.00 Geographies of Mobility and Diversity
- GEOG 3060 3.00 Postcolonial Geographies
- GEOG 3070 3.00 Gender Population Migration
- GEOG 3130 3.00 The Global Economy
- GEOG 3140 3.00 Technological Worlds: Geographies of Digital Capitalism
- GEOG 3300 3.00 Space/Place (to be renamed Geographic Thought and History)
- GEOG 3440 3.00 Geoinformatics: Remote Sensing I  
(to be renamed Geomatics: Remote Sensing I)
- GEOG 3800 3.00 Geographies of Work
- GEOG 4380 3.00 Urban Social Policy  
(to be renamed Urban Social Analysis)
- GEOG 4610 3.00 Geopolitics

**C. Reflect critically on how global processes produce differences and inequalities among people and places (Honours and Bachelor's);**

- GEOG 2xxx 3.00 Geographies of Global Political Economy and Power
- GEOG 2xxx 3.00 Geographies of Mobility and Diversity
- GEOG 3040 3.00 Urban Environmental Justice
- GEOG 3060 3.00 Postcolonial Geographies
- GEOG 3070 3.00 Gender Population Migration
- GEOG 3130 3.00 The Global Economy
- GEOG 3140 3.00 Technological Worlds: Geographies of Digital Capitalism
- GEOG 3400 3.00 Geography of Genders and Sexualities
- GEOG 3800 3.00 Geographies of Work
- ENVS 3160 3.00 Race/Racism and Environmental Justice
- GEOG 4700 3.00 Critical Geographies of Education
- GEOG 4880 3.00 Spaces of Conflict, Violence, and Power
- GEOG 4900 3.00 Public Space

**D. Acquire, understand and use geographic information to critically and spatially think, inquire, analyze, communicate (Bachelor's) and problem-solve (Honours) environmental and societal issues collaboratively with a range of actors;**

- GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It
- GEOG 2340 3.00 Geoinformatics: Introduction  
(to be renamed Introduction to Geomatics)
- GEOG 2xxx 3.00 Geographies of Global Political Economy and Power
- GEOG 2xxx 3.00 Geographies of Mobility and Diversity
- GEOG 3060 3.00 Postcolonial Geographies
- GEOG 3130 3.00 The Global Economy
- GEOG 3140 3.00 Technological Worlds: Geographies of Digital Capitalism
- GEOG 3300 3.00 Space/Place

- (to be renamed Geographic Thought and History)
- GEOG 3340 3.00 Geoinformatics: GIS I  
(to be renamed Geomatics: GIS I)
- GEOG 3440 3.00 Geoinformatics: Remote Sensing I  
(to be renamed Geomatics: Remote Sensing I)
- GEOG 4380 3.00 Urban Social Policy  
(to be renamed Urban Social Analysis)

**E. Demonstrate critical thinking, leadership and active citizenship skills (Bachelor's), and initiative and independence in knowledge production (Honours).**

- GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It
- NEW 2xxx 3.00 Geographies of Global Political Economy and Power
- NEW 2xxx 3.00 Geographies of Mobility and Diversity
- GEOG 3040 3.00 Urban Environmental Justice
- GEOG 3130 3.00 The Global Economy
- GEOG 3140 3.00 Technological Worlds: Geographies of Digital Capitalism
- GEOG 3300 3.00 Space/Place  
(to be renamed Geographic Thought and History)
- GEOG 3400 3.00 Geography of Genders and Sexualities
- ENVS 3160 3.00 Race/Racism and Environmental Justice
- ENVS 3340 3.00 Global Environmental Politics
- GEOG 4000 6.00 Honours Thesis  
**OR** ENVS 4000 6.00 Senior Honours Work Seminar
- GEOG 4700 3.00 Critical Geographies of Education
- GEOG 4850 3.00 The State, Civil Society and Spaces of Development
- GEOG 4880 3.00 Spaces of Conflict, Violence, and Power

In reference to the degree level expectations proposed by the Ontario Universities Council on Quality Assurance, our learning outcomes provide depth and breadth of knowledge (A, B, C, D), knowledge of methodologies (B), application of knowledge (A, B and C), communication skills (B, D and E), awareness and limits of knowledge (A, B and D), and autonomy and professional capacity (A, D, and E).

**9. Consultation Undertaken (impacts of proposed changes on other programs)** see p. 3, Appendix VI

**10. Changes to the program's admission requirements**

see p. 4

11. Resources implications see p. 5

12. Changes in mode of delivery see p. 5

13. Assessment of teaching and learning within the program changingsee see p. 5

14. Accommodation for programs already in the program see p. 6

15. Side-by-side comparison of the existing and proposed program requirements as in the Undergraduate Calendar: BA GLOBAL GEOGRAPHY (GG)

<p><b><i>General Education</i></b></p> <p>The Faculty of Liberal Arts and Professional Studies general education curriculum provides students with the foundation of interdisciplinary knowledge, breadth, methods and the approaches necessary for successful liberal and professional education. General education courses approved for credit expose students to ways of knowing and fundamental ideas spanning the humanities, natural science and social science. These courses also provide explicit instruction in critical analytical skills and thought and its communication in writing and speech.</p> <p><b><del>Students take a minimum of 21 general education credits as follows:</del></b></p> <p><del>6 credits in natural science (NATS)</del></p> <p><del>9.00 credit course in either the humanities or social science categories from the approved list of Liberal Arts &amp; Professional Studies general education courses</del></p> <p><del>6.00 credit course on the other side of the humanities and social science category divide from the approved list of Liberal Arts &amp; Professional Studies general education courses</del></p> <p><b><i>Guidelines for General Education Courses</i></b></p> <p>All LA&amp;PS students will be required to take a minimum of 21 general education credits from the approved list of LA&amp;PS general education courses.</p> <p>It is strongly recommended that students successfully complete (pass) their first general education course</p>	<p><b>BA GLOBAL GEOGRAPHY</b></p> <p>Geographers study the formation of places and landscapes, and the dynamics that connect the world together as well as the spatial divides and inequalities that fragment people and regions. The Global Geography program equips students with an in-depth understanding of the contemporary and historical relations that drive global change: human migration flows; economic production and consumption; geopolitical power; flows of knowledge, culture and data; networks of global cities; and environmental processes and action. Geographers develop the skills to link these global dynamics to human societies and physical environments in and across specific places.</p> <p><b><i>Honours Degree: 120 Credits</i></b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50%) of the course credits required in each undergraduate degree program Major/Minor must be taken at York University.</p> <p><b>Graduation requirement:</b> Students must <b>successfully</b> complete at least 120 credits, with a minimum overall cumulative grade point average of <b>2.00/4.00 (C+)</b> in order to graduate with the Honours BA degree. It may be necessary to complete more than 120 credits.</p>
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<p>within the first 24 credits and all general education courses within the first 48 credits.</p> <p>All general education courses are offered at the 1000 level.</p> <p>All approved general education courses may count for general education credits; some may count for major credits; none may count as both.</p> <p>A maximum of 36 credits in general education will count towards the degree. Students who are required to exceed the 36 credits maximum because of program/degree requirements must obtain permission. General education courses may be offered by any school or department in the Faculty of Liberal Arts &amp; Professional Studies. Please refer to the listing of approved general education courses for liberal arts &amp; professional studies.</p> <p>Note: All approved LA&amp;PS general education courses will be added to the university repository with the following language added to their course descriptions "Note: This course has been approved in the Faculty of Liberal Arts &amp; Professional Studies for general education credit."</p> <p><b>Major Credits</b></p> <p>In addition to taking courses which contribute to their broad knowledge, students are required to specialize in a specific subject or combination of subjects. The area of primary concentration is known as the major; an area of secondary concentration (if any) is known as the minor. In a double major program, a course may count for major credit towards only one major. In a major/minor program, a course may count only for major credit or for minor credit.</p> <p>Students may choose to major or minor in a specific subject when they enter the University or they may wait until they have completed up to 24 credits. At this point, students must choose a major and possibly a minor, but subsequent changes are possible. In selecting courses, students who are undecided should try to take introductory courses in a number of potential major subjects. This will allow them to proceed in their subject(s) of choice without the possibility of a delay.</p> <p>courses may not be double counted in order to fulfil major requirements. For example, if <a href="#">AP/SOCI 3030 6.00</a> is to <a href="#">AP/POLS 3300 6.00</a>, it may be counted as a</p>	<p>Honours students must complete the following Faculty and Major requirements:</p> <p><b>GENERAL EDUCATION REQUIREMENTS (12 CREDITS):</b></p> <p>Following York's philosophy of Undergraduate education, students are required to study in Natural Sciences, Humanities, and Social Sciences.</p> <p>The Humanities requirement can be satisfied by taking ENVS 1010 3.00 Introduction to Environmental Documentaries and ENVS 1xxx 3.00 Communication for Environmental and Urban Change or any other 1000-level humanities general education course (at least 6 credits) not listed as satisfying the Social Science requirement.</p> <p>The Social Sciences Requirement can be completed by GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as satisfying the Humanities requirement.</p> <p>The Natural Sciences requirement is fulfilled by the Major core requirement GEOG 1400 6.00 Physical Geography.</p> <p><b>Note:</b> It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once towards the total number of credits required for the degree and cannot be counted to fulfil any other requirements.</p> <p><b>FACULTY REQUIREMENTS (6 CREDITS)</b></p> <p>To provide a solid methodological training, each major has required a specific method course. A minimum of three additional methods credits to be chosen from the following:</p> <ul style="list-style-type: none"> <li>• GEOG 2340 3.00 Geoinformatics: Introduction (to be renamed Introduction to Geomatics)</li> <li>• GEOG 3520 3.00 Designing and Conducting Research in Geography or ENVS 3010 3.00 Qualitative Methods in Environmental Studies</li> </ul> <p>Students are also required to complete a minimum of three credits of Capstone Experiential Education to be chosen from the following list:</p>
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sociology course or a political science course, but not as both.

### Upper-level Credits

The Faculty also considers it good educational practice to ensure that students take a number of credits at the 3000 level and/or 4000 level. (A course's level is indicated by the first digit of its number.)

### Credits Outside the Major

Credits outside the major are courses which are intended to broaden the educational experience of students beyond their area of specialization. Credits outside the major include most courses which are not used to fulfil the general education requirements or major/minor requirements. Please refer to programs of study section for program specific information. Courses which are not considered as fulfilling the credits outside the major requirement:

- major/minor courses taken above the required number;
- non-major/minor courses taken within the major/minor subject (e.g. [AP/FR 1020 6.00](#) is a non-major French course);
- courses outside the major/minor taken to fulfil major/minor requirements;
- courses which are or designated as course substitutes to courses offered by the major/minor program (e.g. [SC/MATH 1530 3.00](#) is to [AP/ECON 1530 3.00](#));
- courses used to fulfil the major requirements may not also be used to fulfil the outside the major credits requirement.

### Minimum Requirements by Program Type

The following minimum requirements apply to all Faculty of Liberal Arts and Professional Studies students. Each program of study (major or minor) may stipulate additional requirements. For details of individual programs, refer to the Programs of Study section. Also consult the section on Academic Standing.

In order to graduate with an Honours BA degree, students must achieve satisfactory academic standing to enter, proceed and graduate and must successfully complete (pass) a minimum of 120 credits which fulfil all of the following requirements:

In order to graduate with an Honours iBA degree, students must achieve satisfactory academic standing to enter, proceed and graduate and must successfully

- ENVS 4001 3.00 Placement (to be renamed Work Placement)
- GEOG 4420 3.00 Project Experience in Geography
- GEOG 4520 3.00 Research Design and Field Studies in Human Geography
- GEOG 4521 3.00 Advanced Field Studies in Physical Geography
- GEOG 4000 6.00 Honours Thesis or ENVS 4000 6.0 Senior Honours Work Seminar)

### MAJOR CORE REQUIREMENTS (27 CREDITS):

GEOG 1400 6.00 Physical Geography  
 GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It  
 GEOG 2220 3.00 Urban Geography (currently 6.00, to be renamed Global Urban Geography)  
 GEOG 2xxx 3.00 Geographies of Global Political Economy and Power (new)  
 GEOG 2xxx 3.00 Geographies of Mobility and Diversity (new)  
 GEOG 3300 3.00 Space/Place (to be renamed Geographic Thought and History)  
 GEOG 2420 3.00 Introductory Statistical Analysis in Geography or ENVS 2009 3.00 Quantitative Methods in Environmental Studies

A minimum of three credits of global/regional geography from the following list:

- GEOG 3010 3.00 Geography of Canada
- GEOG 3020 3.00 Geography of Caribbean Islands (currently 6 credits)
- GEOG 3081 3.00 Historical Geographies of Modern Ireland
- GEOG 3710 3.00 Society, Space and Environment in South Asia
- GEOG 3750 3.00 Africa: Impoverishment of a Continent
- GEOG 3760 3.00 The Philippines: Geographical Perspectives on Global Integration
- GEOG 3xxx 3.00 Asia-Pacific Development: Geographical Perspectives (currently 4395)

### ADDITIONAL PROGRAM REQUIREMENTS (27 CREDITS):

complete (pass) a minimum of 120 credits which fulfil all of the following requirements:

***Programs with Other Faculties (Honours Double Major, Major/Minor)<sup>1</sup>***

Students in the Faculty of Liberal Arts and Professional Studies may combine any Honours Major program that offers a double major or major/minor option with approved Honours Double Major or Honours Major/Minor programs offered within the Faculty or by the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering, subject to the following: students must maintain Honours standing, a cumulative grade point average of 5.00 or above for all courses taken at York. Students in an Honours BA whose cumulative grade point average is below 5.00, may proceed in Honours providing they meet the minimum Honours progression requirement;

students registered in any Faculty of Liberal Arts and Professional Studies degree or program must complete at least half (50 per cent) of each major or minor at York;

in some instances, in order to complete the requirements of an Honours Double Major or Honours Major/Minor program, it may be necessary to successfully complete (pass) more than 120 credits; Faculty of Liberal Arts and Professional Studies degree requirements and program regulations apply; Faculty of Liberal Arts and Professional Studies students successfully completing a BA, BDEM Honours Double Major or BA, BDEM or BPA Honours Major/Minor programs combined with other programs or Faculties will receive the applicable BA, BDEM or BPA Honours degree.

***FACULTY OF ENVIRONMENTAL STUDIES***

Students in the Faculty of Liberal Arts and Professional Studies may combine any Honours Double Major BA, BDEM or Honours Major/Minor BA, BDEM or BPA program with the Faculty of Environmental Studies. For details about the program requirements in environmental studies, students should consult the Faculty.

***FACULTY OF HEALTH***

Students in the Faculty of Liberal Arts and Professional Studies may combine any Honours Double Major BA, BDEM or Honours Major/Minor BA, BDEM or BPA program with the Faculty of Health. For details about

9 credits at the 3000 level and 18 credits at the 4000 level to be selected from the following list:

GEOG 3130 3.00 Global Economy  
GEOG 3800 3.00 Work and Workplaces  
GEOG3140 3.00 Technological Worlds: Geographies of Digital Capitalism  
GEOG 3040 3.00 Urban Environmental Justice  
GEOG 3xxx 3.00 Urban Social Policy (currently GEOG 4380, to be renamed Urban Social Analysis)  
ENVS 3227 3.00 Urban Planning in Global Context (to be renamed Urbanization in the Global South)  
GEOG 3070 3.00 Gender, Population, Migration  
GEOG 3400 3.00 Geographies of Gender and Sexuality  
GEOG 3080 3.00 Reading Landscapes Through Time  
GEOG 3050 3.00 Nature Power and Society  
GEOG3590 3.00 Conservation in Canada  
ENVS 3340 3.00 Global Environmental Politics  
GEOG 4880 3.00 Spaces of Conflict, Violence and Power  
GEOG 4220 3.00 Neoliberal Geographies  
ENVS 4223 3.00 Global Cities  
GEOG 4900 3.00 Public Space  
GEOG 4700 3.00 Geographies of Education  
GEOG 4190 3.00 Geographies of Ethnic Economies (to be renamed Migrant Economies)  
GEOG 4170 3.00 Geographic Perspectives on Immigration, Ethnicity, and Race in Modern Cities  
GEOG 4095 3.00 Aboriginal Space in the City  
GEOG 4050 3.00 Nature, Neoliberalism, Political Ecology  
GEOG4150 3.00 Foodscapes and Agri-scapes  
ENVS 4310 3.00 Extraction and Its Discontents

***FREE ELECTIVES REQUIREMENT (48 CREDITS)***

In addition to the requirements noted above, students must successfully complete **48 elective** credits inside or outside of their degree program or Faculty. These courses are selected **in any undergraduate program (including this Faculty)** based on the student's interest and/or other combination program (e.g. Double Major or Minor or certificate) requirements.

**Note:** Course offerings may vary from year to year.

**Note:** Students will automatically be placed in the 90-credit bachelor program if they do not achieve or maintain the minimum grade requirements for the Honours degree program. Students registered for an

the program requirements in the Faculty of Health, students should consult the Faculty.

#### **FACULTY OF SCIENCE**

Students in the Faculty of Liberal Arts and Professional Studies may combine any Honours Double Major BA, BDEM or Honours Major/Minor BA, BDEM or BPA program with the Faculty of Science. For details about the program requirements in the Faculty of Science, students should consult the Faculty.

#### **LASSONDE SCHOOL OF ENGINEERING**

Students in the Faculty of Liberal Arts and Professional Studies may combine any Honours Double Major BA, BDEM or Honours Major/Minor BA, BDEM or BPA program with the Lassonde School of Engineering. For details about those program requirements, students should consult the Lassonde School of Engineering.

**Note:** information technology may not be combined with computer science as either a Double Major or Major/Minor program.

#### **SCHOOL OF THE ARTS, MEDIA, PERFORMANCE AND DESIGN**

Students in the Faculty of Liberal Arts and Professional Studies may combine any Honours Double Major BA, BDEM or Honours Major/Minor BA, BDEM or BPA program with the School of the Arts, Media, Performance and Design. For details about those program requirements, students should consult the School of the Arts, Media, Performance and Design.

#### **CO-REGISTRATION IN THE FACULTY OF EDUCATION**

Students enrolled in a BA program in the Faculty of Liberal Arts and Professional Studies may apply for admission to the Pre-Service program of the Faculty of Education. If they are accepted, they may co-register in the Faculty of Education and upon successful completion of the separate degree requirements of both Faculties will be awarded two degrees: Honours Bachelor of Arts (BA) or Bachelor of Arts (BA) and Bachelor of Education (BEd).

Although liberal arts and professional studies and education courses are taken concurrently, they are counted separately by each Faculty. Grade point averages for courses in the two Faculties are also calculated separately. The 30 credits required for the BEd are independent of the 120 credits required for the Faculty of Liberal Arts and Professional Studies

Honours degree may choose to graduate with a 90-credit BA if they fulfil that program's requirements.

#### **Bachelor's Degree: 90 Credits**

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

**Graduation requirement:** Students must **successfully** complete at least 90 credits, with a minimum overall cumulative grade point average of **1.70/4.00 (C-)** in order to graduate with the BA degree. It may be necessary to complete more than **90** credits.

Bachelor students choose their courses according to the following requirements:

#### **GENERAL EDUCATION REQUIREMENTS (12 CREDITS):**

Following York's philosophy of Undergraduate education, students are required to study in Natural Sciences, Humanities, and Social Sciences.

The Humanities requirement can be satisfied by taking ENV5 1010 3.00 Introduction to Environmental Documentaries and ENV5 1xxx 3.00 Communication for Environmental and Urban Change or any other 1000-level humanities general education course (at least 6 credits) not listed as satisfying the Social Science requirement.

The Social Sciences Requirement can be completed by GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as satisfying the Humanities requirement.

The Natural Sciences requirement is fulfilled by core requirement GEOG 1400 6.00 Physical Geography.

**Note:** It is strongly recommended that students successfully complete (pass) their general education course within the first 24 credits. General education courses are counted only once towards the total number of credits required for the degree and cannot be counted to fulfil any other requirements.

#### **FACULTY REQUIREMENTS (3 CREDITS)**

Honours BA or the 90 credits required for the BA. Therefore, a student completing the requirements for both degrees would complete a minimum total of 150 credits for the Faculty of Liberal Arts and Professional Studies Honours BA/BEd or 120 credits for the Faculty of Liberal Arts and Professional Studies BA/BEd.

#### *CREDIT FOR EDUCATION COURSES*

Faculty of Liberal Arts and Professional Studies students who are co-registered in the Faculty of Education may count education courses taken beyond the requirements for the BEd for credit towards the Honours BA or BA degree as credits outside the major. Faculty of Liberal Arts and Professional Studies students who are not co-registered in the Faculty of Education may receive degree credit for academic courses offered by the Faculty of Education as credits outside the major.

Students in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering may also combine an Honours Double Major BA or Honours Major/Minor BA program with the Faculty of Liberal Arts and Professional Studies. For further details, consult with your home Faculty.

#### *Specialized Honours BA: 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.

**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:** students will take at least 60 credits in geography, including:

[AP/GEOG 1400 6.00](#) ( to: [SC/GEOG 1400 6.00](#));

To provide a solid methodological training, each major has required a specific method course. A minimum of three additional methods credits to be chosen from the following:

- GEOG 2340 3.00 Geoinformatics: Introduction (to be renamed Introduction to Geomatics)
- GEOG 3520 3.00 Designing and Conducting Research in Geography or ENVS 3010 3.00 Qualitative Methods in Environmental Studies

#### *MAJOR CORE REQUIREMENT (27 CREDITS):*

GEOG 1400 6.0 Physical Geography  
 GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It  
 GEOG 2220 3.00 Urban Geography (currently 6.00, to be renamed Global Urban Geography)  
 GEOG 2xxx 3.00 Geographies of Global Political Economy and Power (new)  
 GEOG 2xxx 3.00 Geographies of Mobility and Diversity (new)  
 GEOG 3300 3.00 Space/Place (to be renamed Geographic Thought and History)  
 GEOG 2420 3.00 Introductory Statistical Analysis in Geography or ENVS 2009 3.00 Quantitative Methods in Environmental Studies

A minimum of three credits of global/regional geography from the following list:

- GEOG 3010 3.00 Geography of Canada
- GEOG 3020 3.00 Geography of Caribbean Islands (currently 6 credits)
- GEOG 3081 3.00 Historical Geographies of Modern Ireland
- GEOG 3710 3.00 Society, Space and Environment in South Asia
- GEOG 3750 3.00 Africa: Impoverishment of a Continent
- GEOG 3760 3.00 The Philippines: Geographical Perspectives on Global Integration
- GEOG 3xxx 3.00 Asia-Pacific Development: Geographical Perspectives (currently 4395)

#### *ADDITIONAL PROGRAM REQUIREMENTS (18 CREDITS):*

<p><del>AP/GEOG 1000 6.00 or AP/GEOG 1410 6.00;</del>  <del>AP/GEOG 2420 3.00 ( to: <a href="#">SC/GEOG 2420 3.00</a>);</del>  three credits chosen from:</p> <ul style="list-style-type: none"> <li><del>○ <a href="#">AP/GEOG 2340 3.00</a> ( to: <a href="#">SC/GEOG 2340 3.00</a>);</del></li> <li><del>○ <a href="#">AP/GEOG 3340 3.00</a> ( to: <a href="#">SC/GEOG 3340 3.00</a>);</del></li> <li><del>○ <a href="#">AP/GEOG 3440 3.00</a> ( to: <a href="#">ES/ENVS 3521 3.00</a>, <a href="#">SC/GEOG 3440 3.00</a>);</del></li> <li><del>○ <a href="#">AP/GEOG 3520 3.00</a>;</del></li> </ul> <p><del>AP/GEOG 3540 3.00 ( to: <a href="#">SC/GEOG 3540 3.00</a>)</del>  or <del>AP/GEOG 4520 3.00</del>;</p> <p><del>12 additional credits in geography at the 4000 level;</del>  <del>27 additional credits in geography.</del></p> <p><b>Upper level credits:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p><b>Credits outside the major:</b> at least 18 credits.</p> <p><b>Honours BA: 120 Credits</b></p> <p><b>Residency requirement:</b> 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.</p> <p><b>Graduation requirement:</b> 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.</p> <p><b>General education:</b> a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> <li><del>6.00 credits in natural science (NATS)</del></li> <li><del>a 9.00 credit approved general education course in the social science or humanities categories</del></li> <li><del>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</del></li> </ul> <p><b>Major credits:</b> students will take at least 48 credits in geography, including:</p> <p><del>AP/GEOG 1400 6.00 ( to: <a href="#">SC/GEOG 1400 6.00</a>);</del>  <del>AP/GEOG 1000 6.00 or AP/GEOG 1410 6.00;</del>  <del>AP/GEOG 2420 3.00 ( to: <a href="#">SC/GEOG 2420 3.00</a>);</del>  three credits chosen from:</p> <ul style="list-style-type: none"> <li><del>○ <a href="#">AP/GEOG 2340 3.00</a> ( to: <a href="#">SC/GEOG 2340 3.00</a>);</del></li> </ul>	<p>18 credits at the 3000-level courses (or 4000-level subject to space availability and approval) to be selected from the following list:</p> <p>GEOG 3130 3.00 Global Economy  GEOG 3800 3.00 Work and Workplaces  GEOG3140 3.00 Technological Worlds: Geographies of Digital Capitalism  GEOG 3040 3.00 Urban Environmental Justice  GEOG 3xxx 3.00 Urban Social Policy (currently GEOG 4380, to be renamed Urban Social Analysis)  ENVS 3227 3.00 Urban Planning in Global Context (to be renamed Urbanization in the Global South)  GEOG 3070 3.00 Gender, Population, Migration  GEOG 3400 3.00 Geographies of Gender and Sexuality  GEOG 3080 3.00 Reading Landscapes Through Time  GEOG 3050 3.00 Nature Power and Society  GEOG3590 3.00 Conservation in Canada  ENVS 3340 3.00 Global Environmental Politics  GEOG 4880 3.00 Spaces of Conflict, Violence and Power  GEOG 4220 3.00 Neoliberal Geographies  ENVS 4223 3.00 Global Cities  GEOG 4900 3.00 Public Space  GEOG 4700 3.00 Geographies of Education  GEOG 4190 3.00 Geographies of Ethnic Economies (to be renamed Migrant Economies)  GEOG 4170 3.00 Geographic Perspectives on Immigration, Ethnicity, and Race in Modern Cities  GEOG 4095 3.00 Aboriginal Space in the City  GEOG 4050 3.00 Nature, Neoliberalism, Political Ecology  GEOG4150 3.00 Foodscapes and Agri-scapes  ENVS 4310 3.00 Extraction and Its Discontents</p> <p><b>FREE ELECTIVES REQUIREMENTS (30 CREDITS):</b></p> <p>In addition to the requirements noted above, students must successfully complete <b>30 elective</b> credits inside or outside of their degree program or Faculty. These courses are selected <b>in any undergraduate program (including this Faculty)</b> based on the student's interest.</p> <p><b>Note:</b> Course offerings may vary from year to year.</p> <p><b>Honours Double Major, Major/Minor Options</b></p> <p>In addition to taking courses in the <b>BA Global Geography Honours degree</b>, students have the</p>
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<ul style="list-style-type: none"> <li>○ <del>AP/GEOG 3340 3.00 (to: SC/GEOG 3340 3.00);</del></li> <li>○ <del>AP/GEOG 3440 3.00 (to: ES/ENVS 3521 3.00, SC/GEOG 3440 3.00);</del></li> <li>○ <del>AP/GEOG 3520 3.00;</del></li> <li><del>AP/GEOG 3540 3.00 (to: SC/GEOG 3540 3.00)</del></li> <li><del>or AP/GEOG 4520 3.00;</del></li> <li><del>12 additional credits in geography at the 4000 level;</del></li> <li><del>15 additional credits in geography.</del></li> </ul> <p><b>Upper-level credits:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p><b>Credits outside the major:</b> at least 18 credits.</p> <p><b>Honours Double Major BA</b></p> <p>The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, or the School of the Arts, Media, Performance and Design. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p><b>Note:</b> in a double major program, a course may count only once toward major credit.</p> <p><b>Honours Double Major Interdisciplinary (Linked) BA</b></p> <p>Geography may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least 36 credits in geography and at least 36 credits in the interdisciplinary program. Courses taken to meet geography requirements cannot also be used to meet the requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in geography and six credits in the interdisciplinary program. For further details of requirements, refer to the listings for specific Honours Double Major Interdisciplinary BA programs.</p> <p><b>Note:</b> in a double major program, a course may count only once toward major credit.</p>	<p>opportunity to specialize in a specific subject or combination of subjects. The area or primary concentration is known as a Major. An area of secondary concentration (if any) is known as a <b>Double Major or Minor</b>. In such cases, an application must be made using the Program Change Request, available on the Program Change web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>.</p> <p>This request is subject to approval based on your current academic standing. Each program sets the requirements for each Double Major or Minor program with options available in the <b>Faculty of Environmental and Urban Change</b>, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design or <b>Glendon</b>. Students should consult the York University Undergraduate Calendar or the York University website for specific program requirements.</p> <p>Regardless of the type of combination degree that is sought, Honours Double Major or Honours Major/Minor, all students will have a "home" Faculty; students enrolled in the <b>Global Geography program in the Faculty of Environmental and Urban Change</b> will receive a BA degree upon successful completion of their program.</p> <p>Students must maintain Honours standing, a cumulative grade point average of <b>2.30/4.00 (C+)</b> or above for all courses taken at York. Students in an Honours program whose cumulative grade point average is below <b>2.30/4.00 (C+)</b> may proceed in Honours providing they meet the minimum Honours progression requirement. Students must meet their degree and program requirements <b>and the Double Major or Minor requirements</b>.</p> <p><b>Double Major Requirements (42 CREDITS)</b></p> <p>A Double Major option in <b>Global Geography</b> can be pursued jointly with an Honours program in the <b>Faculty of Environmental and Urban Change</b>, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of Arts, Performance, Media and Design, Glendon or where a Double Major is offered to students whose degree program allows completion of a Double Major.</p> <p><b>MAJOR CORE REQUIREMENTS (21 CREDITS):</b></p>
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<p><b>Major credits:</b> students will take at least 36 credits in geography, including:</p> <p><del>AP/GEOG 1400 6.00 (to: <a href="#">SC/GEOG 1400 6.00</a>);</del></p> <p><del>AP/GEOG 1000 6.00 or AP/GEOG 1410 6.00;</del></p> <p><del>AP/GEOG 2420 3.00 (to: <a href="#">SC/GEOG 2420 3.00</a>);</del></p> <p><del>AP/GEOG 4520 3.00;</del></p> <p><del>12 additional credits in geography at the 4000-level;</del></p> <p><del>six additional credits in geography.</del></p> <p><b>Honours Major/Minor BA</b></p> <p>The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, or the School of the Arts, Media, Performance and Design. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p><b>Note:</b> in a major/minor program, a course may count only once toward major credit or minor credit.</p> <p><b>Honours Minor BA</b></p> <p>The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, or the School of the Arts, Media, Performance and Design. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p><b>Note:</b> in a major/minor program, a course may count only once toward major credit or minor credit.</p> <p><b>Minor credits:</b> the Honours Minor in geography comprises at least 30 credits in geography, including:</p> <p><del>AP/GEOG 1400 6.00 (to: <a href="#">SC/GEOG 1400 6.00</a>);</del></p> <p><del>AP/GEOG 1000 6.00 or AP/GEOG 1410 6.00;</del></p> <p><del>six additional credits in geography at the 4000-level;</del></p> <p><del>12 additional credits in geography.</del></p> <p><b>Note:</b> at least six credits in the minor must be at the 4000-level.</p> <p><b>BA: 90 Credits</b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 per cent) of the course</p>	<p>GEOG 1400 6.00 Physical Geography</p> <p>GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It</p> <p>GEOG 2220 3.00 Urban Geography (currently 6.00, to be renamed Global Urban Geography)</p> <p>GEOG 2xxx 3.00 Geographies of Global Political Economy and Power (new)</p> <p>GEOG 2xxx 3.00 Geographies of Mobility and Diversity (new)</p> <p>A minimum of three credits of global/regional geography from the following list:</p> <ul style="list-style-type: none"> <li>• GEOG 3010 3.00 Geography of Canada</li> <li>• GEOG 3020 3.00 Geography of Caribbean Islands (currently 6 credits)</li> <li>• GEOG 3081 3.00 Historical Geographies of Modern Ireland</li> <li>• GEOG 3710 3.00 Society, Space and Environment in South Asia</li> <li>• GEOG 3750 3.00 Africa: Impoverishment of a Continent</li> <li>• GEOG 3760 3.00 The Philippines: Geographical Perspectives on Global Integration</li> <li>• GEOG 3xxx 3.00 Asia-Pacific Development: Geographical Perspectives (currently 4395)</li> </ul> <p><b>ADDITIONAL PROGRAM REQUIREMENTS (21 CREDITS):</b></p> <p>Students must successfully complete <b>9 credits at the 3000-level and 12 credits at the 4000-level courses</b> from the following list:</p> <p>GEOG 3130 3.00 Global Economy</p> <p>GEOG 3800 3.00 Work and Workplaces</p> <p>GEOG3140 3.00 Technological Worlds: Geographies of Digital Capitalism</p> <p>GEOG 3040 3.00 Urban Environmental Justice</p> <p>GEOG 3xxx 3.00 Urban Social Policy (currently GEOG 4380, to be renamed Urban Social Analysis)</p> <p>ENVS 3227 3.00 Urban Planning in Global Context (to be renamed Urbanization in the Global South)</p> <p>GEOG 3070 3.00 Gender, Population, Migration</p> <p>GEOG 3400 3.00 Geographies of Gender and Sexuality</p> <p>GEOG 3080 3.00 Reading Landscapes Through Time</p> <p>GEOG 3050 3.00 Nature Power and Society</p> <p>GEOG3590 3.00 Conservation in Canada</p> <p>ENVS 3340 3.00 Global Environmental Politics</p>
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<p>credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p><b>Graduation requirement:</b> students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.</p> <p><b>General education:</b> a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> <li>6.00 credits in natural science (NATS)</li> <li>a 9.00 credit approved general education course in the social science or humanities categories</li> <li>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</li> </ul> <p><b>Major credits:</b> students will take at least 30 credits in geography, chosen with the permission of the department, including:</p> <ul style="list-style-type: none"> <li>two of: <del>AP/GEOG 1000 6.00, AP/GEOG 1400 6.00</del> (to: <del>SC/GEOG 1400 6.00</del>), <del>AP/GEOG 1410 6.00</del>.</li> <li>18 additional credits in geography, including at least 12 credits at the 3000 level or above.</li> </ul> <p><b>Upper level credits:</b> at least 18 credits at the 3000 or 4000 level.</p> <p><b>Credits outside the major:</b> at least 18 credits.</p> <p><b>Specialized Honours iBA: 120 Credits</b></p> <p><b>Residency requirement:</b> 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.</p> <p><b>Graduation requirement:</b> 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.</p> <p><b>General education:</b> 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.</p> <p><b>Major credits:</b> students will take at least 60 credits in geography, including:</p> <ul style="list-style-type: none"> <li><del>AP/GEOG 1400 6.00</del> (to: <del>SC/GEOG 1400 6.00</del>);</li> </ul>	<p>GEOG 4880 3.00 Spaces of Conflict, Violence and Power</p> <p>GEOG 4220 3.00 Neoliberal Geographies</p> <p>ENVS 4223 3.00 Global Cities</p> <p>GEOG 4900 3.00 Public Space</p> <p>GEOG 4700 3.00 Geographies of Education</p> <p>GEOG 4190 3.00 Geographies of Ethnic Economies (to be renamed Migrant Economies)</p> <p>GEOG 4170 3.00 Geographic Perspectives on Immigration, Ethnicity, and Race in Modern Cities</p> <p>GEOG 4095 3.00 Aboriginal Space in the City</p> <p>GEOG 4050 3.00 Nature, Neoliberalism, Political Ecology</p> <p>GEOG4150 3.00 Foodscapes and Agri-scapes</p> <p>ENVS 4310 3.00 Extraction and Its Discontents</p> <p><b>Note:</b> In a Double Major program, a course may count only once toward Major credit. Students should be aware that in order to complete the requirements of the Honours Double Major or Honours Major/Minor programs it may be necessary to complete more than 120 credits.</p> <p><b>Minor Requirements (30 CREDITS)</b></p> <p>A Minor option in <b>Global Geography</b> can be pursue jointly with an Honours program in the <b>Faculty of Environmental and Urban Studies</b>, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of Arts, Performance, Media and Design, Glendon or where a Double Minor is offered to students whose degree program allows completion of a Minor.</p> <p><b>MINOR CORE REQUIREMENTS (15 CREDITS):</b></p> <p>GEOG 2030 3.00 Global Environmental Change: The End of the Earth as We Know It</p> <p>GEOG 2220 3.00 Urban Geography (currently 6.00, to be renamed Global Urban Geography)</p> <p>GEOG 2xxx 3.00 Geographies of Global Political Economy and Power (new)</p> <p>GEOG 2xxx 3.00 Geographies of Mobility and Diversity (new)</p> <p>A minimum of three credits of global/regional geography from the following list:</p> <ul style="list-style-type: none"> <li>• GEOG 3010 3.00 Geography of Canada</li> <li>• GEOG 3020 3.00 Geography of Caribbean Islands (currently 6 credits)</li> </ul>
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<p><del>AP/GEOG 1000 6.00 or AP/GEOG 1410 6.00;</del>  <del>AP/GEOG 2420 3.00 (to: SC/GEOG 2420 3.00);</del>  three credits chosen from:</p> <ul style="list-style-type: none"> <li><del>○ AP/GEOG 2340 3.00 (to: SC/GEOG 2340 3.00);</del></li> <li><del>○ AP/GEOG 3340 3.00 (to: SC/GEOG 3340 3.00);</del></li> <li><del>○ AP/GEOG 3440 3.00 (to: ES/ENVS 3521 3.00, SC/GEOG 3440 3.00);</del></li> <li><del>○ AP/GEOG 3520 3.00;</del></li> </ul> <p><del>AP/GEOG 3540 3.00 (to: SC/GEOG 3540 3.00) or AP/GEOG 4520 3.00;</del>  12 additional credits in geography at the 4000 level;  27 additional credits in geography.</p> <p><b>Required Course:</b> <u>AP/ANTH 2300 3.00</u> Intercultural Training Skills must be completed before the International Exchange/Experience requirement of the degree. Note: This course is considered to be outside the major (even for ANTH students).</p> <p><b>Language study credits:</b> at least 18 credits in a modern language offered by York University, including the Advanced I university level course in the chosen language. Up to six (6) language credits may be taken while the student is abroad. Such courses must be approved by the coordinator of the relevant language section in the Department of Languages, Literatures and Linguistics.</p> <p>If an iBA student is fluent in a language, he/she will undergo an examination to test language proficiency by the Department of Languages, Literatures and Linguistics. Students exempted from one or more of the language courses required for the degree must complete cultural courses related to that language.</p> <p><b>Internationally oriented credits:</b> at least 9 credits of internationally oriented courses to be completed from the list of pre-approved courses; these courses can be additional courses in your major.</p> <p><b>International exchange:</b> at least one full term abroad as a full-time student at one of York University's exchange partners.</p> <p><b>Upper level credits:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p><b>Credits outside the major:</b> at least 18 credits (<b>Note:</b> for the Honours iBA, courses taken outside the major to</p>	<ul style="list-style-type: none"> <li>• GEOG 3081 3.00 Historical Geographies of Modern Ireland</li> <li>• GEOG 3710 3.00 Society, Space and Environment in South Asia</li> <li>• GEOG 3750 3.00 Africa: Impoverishment of a Continent</li> <li>• GEOG 3760 3.00 The Philippines: Geographical Perspectives on Global Integration</li> <li>• GEOG 3xxx 3.00 Asia-Pacific Development: Geographical Perspectives (currently 4395)</li> </ul> <p><b>ADDITIONAL PROGRAM REQUIREMENTS (15 CREDITS):</b></p> <p>Students must successfully complete <b>9 credits at the 3000-level and 6 credits at the 4000-level</b> courses from the following list:</p> <p>GEOG 3130 3.00 Global Economy  GEOG 3800 3.00 Work and Workplaces  GEOG3140 3.00 Technological Worlds: Geographies of Digital Capitalism  GEOG 3040 3.00 Urban Environmental Justice  GEOG 3xxx 3.00 Urban Social Policy (currently GEOG 4380, to be renamed Urban Social Analysis)  ENVS 3227 3.00 Urban Planning in Global Context (to be renamed Urbanization in the Global South)  GEOG 3070 3.00 Gender, Population, Migration  GEOG 3400 3.00 Geographies of Gender and Sexuality  GEOG 3080 3.00 Reading Landscapes Through Time  GEOG 3050 3.00 Nature Power and Society  GEOG3590 3.00 Conservation in Canada  ENVS 3340 3.00 Global Environmental Politics  GEOG 4880 3.00 Spaces of Conflict, Violence and Power  GEOG 4220 3.00 Neoliberal Geographies  ENVS 4223 3.00 Global Cities  GEOG 4900 3.00 Public Space  GEOG 4700 3.00 Geographies of Education  GEOG 4190 3.00 Geographies of Ethnic Economies (to be renamed Migrant Economies)  GEOG 4170 3.00 Geographic Perspectives on Immigration, Ethnicity, and Race in Modern Cities  GEOG 4095 3.00 Aboriginal Space in the City  GEOG 4050 3.00 Nature, Neoliberalism, Political Ecology  GEOG4150 3.00 Foodscapes and Agri-scapes  ENVS 4310 3.00 Extraction and Its Discontents</p> <p><b>Note:</b> In a Minor program a course can count only once towards a Major or Minor credit. Students should be</p>
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satisfy the language study requirement and/or the internationally oriented courses requirement can also be used to satisfy the outside the major requirement. Students who are completing a major/minor are deemed to have fulfilled this requirement.)

### ***Honours iBA: 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.

**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:** students will take at least 48 credits in geography, including:

- [AP/GEOG 1400 6.00](#) ( to: [SC/GEOG 1400 6.00](#));

- [AP/GEOG 1000 6.00](#) or [AP/GEOG 1410 6.00](#);

- [AP/GEOG 2420 3.00](#) ( to: [SC/GEOG 2420 3.00](#));

- three credits chosen from:

○ [AP/GEOG 2340 3.00](#) ( to: [SC/GEOG 2340 3.00](#));

○ [AP/GEOG 3340 3.00](#) ( to: [SC/GEOG 3340 3.00](#));

○ [AP/GEOG 3440 3.00](#) ( to: [ES/ENVS 3521 3.00](#), [SC/GEOG 3440 3.00](#));

○ [AP/GEOG 3520 3.00](#);

- [AP/GEOG 3540 3.00](#) ( to: [SC/GEOG 3540 3.00](#)) or [AP/GEOG 4520 3.00](#);

- 12 additional credits in geography at the 4000 level;

- 15 additional credits in geography.

In addition, students in the Honours iBA program must fulfil the following requirements:

**Required Course:** [AP/ANTH 2300 3.00](#) Intercultural Training Skills completed before the term or terms abroad. Note: This course is considered to be outside the major (even for ANTH students);

aware that in order to complete the requirements of the Honours Major/Minor programs it may be necessary to complete more than 120 credits.

**Language study credits:** at least 18 credits in a modern language offered by York University, including the Advanced I university level course in the chosen language. Up to six (6) language credits may be taken while the student is abroad. Such courses must be approved by the coordinator of the relevant language section in the Department of Languages, Literatures and Linguistics.

If a iBA student is fluent in a language, he/she will undergo an examination to test language proficiency by the Department of Languages, Literatures and Linguistics. Students exempted from one or more of the language courses required for the degree must complete cultural courses related to that language.

**Internationally oriented credits:** at least 9 credits of internationally oriented courses to be completed from the list of pre-approved courses; these courses can be additional courses in your major.

**International exchange:** at least one full term abroad as a full-time student at one of York University's exchange partners.

**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. (Note: for the Honours iBA, courses taken outside the major to satisfy the language study requirement and/or the internationally oriented courses requirement can also be used to satisfy the outside the major requirement. Students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

#### ***Honours Major/Minor iBA***

The Honours iBA program described above may be pursued jointly with any Honours Minor BA program in the Faculty of Liberal Arts and Professional Studies.

**Note:** in a major/minor program, a course may count only once toward major credit or minor credit.

## Appendix I: Grandparenting Rule: Academic Requirements

The creation of the Faculty of Environmental and Urban Change will impact continuing and new students for Fall/Winter 2021/2022. This document sets out the rules for accommodating those students. The BES and BA programs and courses currently offered in the Faculty of Environmental Studies and the Department of Geography, Faculty of Liberal Arts and Professional Studies will be transferred to the Faculty of Environmental and Urban Change.

The Faculty of Environmental and Urban Change will offer Honours and Bachelor's degrees from two legacy units with a single set of pan-faculty program requirements. New program-specific core requirements are being developed, including general education requirements (for the BA), which will apply for all students in the new Faculty. Continuing students who are moved to the new Faculty will be permitted to complete their existing degrees and programs of study under the grandparenting rules.

The University is committed to ensuring a minimum disruption to students through adherence to grandparenting principles. The grandparenting rules outlined below will be in effect until the 2026 convocations, Summer convocation being the final sunset date. Students who have not completed the requirements of their grandparented program by the end of the Summer 2026 session will be required to follow the program adopted in the new Faculty. Consequently, all students enrolled in the Fall/Winter 2026-2027 session will be following new Faculty requirements.

### Enrolment in new Faculty: Fall/Winter 2021-2022

#### Sunset date for grandparenting

The academic year of 2025-2026, which includes the Fall/Winter 2025-2026 and the Summer 2026 sessions, is the final year in which students may complete their programs of study under the grandparented rules of their former Faculty. The Summer 2023 session is the final session when students from the Faculty of Environmental Studies and from the Department of Geography in the Faculty of Liberal Arts and Professional Studies can be reactivated into programs under the grandparented rules. Students reactivating in subsequent sessions will all follow the rules implemented by the new Faculty.

## Grandparenting requirements

University and Faculty-level degree requirements include the number of credits for the degree, general education requirements, breadth requirements (if any), grade point average (overall, cumulative and sessional) requirements and residence/in-Faculty requirements.

Program of study requirements include rules about program-specific regulations such as the number of courses for a Major/Minor, the number of courses at a particular level, and specific individual course requirements.

At the course level, grandparenting rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented by the new Faculty.

## University, Faculty-level and program of study requirements

**Newly admitted students** who begin their studies in September 2021 will complete their degrees following the rules implemented by the Faculty of Environmental and Urban Change. Students admitted to the Faculty of Environmental and Urban Change with transfer credit will follow the rules implemented by the new Faculty of Environmental and Urban Change.

Current BES and BA Geography students who have been moved to the Faculty of Environmental and Urban Change. Will not be able to “transfer” back to the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies since those units will no longer exist. However, current students will be permitted to continue in their existing degrees and programs of study in the Faculty of Environmental and Urban Change following grandparented rules.

Students will be able to follow grandparented rules until the end of the Summer 2026 session; October 2026 will be the final convocation for programs under grandparented rules. Students who have not completed programs with grandparented rules by the end of Summer 2026 session will be required to complete degrees and programs under rules implemented by the new Faculty.

Students who are moved to the Faculty of Environmental and Urban Change will be coded into a program of study that corresponds to the program of study they were pursuing at the Faculty of Environmental Studies and the Department of Geography in

the Faculty of Liberal Arts and Professional Studies. Student who opt to change their program of study once moved will follow the new program rules implemented by the Faculty of Environmental and Urban Change and will be coded into a new program of study. It is intended that this change will not create hardship for students but rather allow for the most clarity in terms of programs of study options. Students who are declaring their Major effective for the Fall/Winter 2021-2022 session must choose a program of study in the new Faculty rather than choosing from the set of grandparented programs. Students who change from a program of study with a single Major to a new program of study with a Double Major or a new program with a Major/Minor option will follow the rules established for the new program of study. It is assumed that the Faculty of Environmental and Urban Change will use discretion at the time of graduation to accommodate any students inadvertently disadvantaged by the rules of the new program of study.

### **Faculty transfers**

All students transfer from units other than the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies to the Faculty of Environmental and Urban Change from September 2021 forward will be required to follow the new rules implemented by the Faculty of Environmental and Urban Change.

### **Reactivation for grandparented rules**

Previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who have been away for less than four consecutive sessions (2 academic years or less) and who reactivate before the Summer 2023 session will be eligible to follow grandparented program rules from their original Faculty (Faculty of Environmental Studies or Department of Geography in the Faculty of Liberal Arts and Professional Studies).

Students will be able to follow these grandparented rules until convocation exercises in October 2026; Summer 2026 will be the final academic term for the grandparented rules. Students who have not completed programs with the grandparented rules as of the Summer 2026 session will be required to complete their degrees and programs under the rules implemented by the Faculty of Environmental and Urban Change.

### **Reactivations to new rules**

Previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who have been away

for more than four consecutive sessions 2 academic years or less); or previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who reactivate after the Summer 2023 will follow the rules in place at the time of reactivation. All students who request reactivation as of the Fall/Winter 2024-2025 and subsequent sessions will follow the rules in place at the time of reactivation.

### **Residence requirements/in-Faculty requirements**

For students moved to the Faculty of Environmental and Urban Change, courses taken at the Faculty of Environmental Studies and in the Department of Geography in the Faculty of Liberal Arts and Professional Studies will be deemed to count towards the residence or in-Faculty requirements.

### **Courses**

The Faculty of Environmental and Urban Change will develop a clear policy for grandparented programs of study with regards to course level requirements and course substitutes. Students completing degrees and programs of study under grandparented rules will have their previous courses levels and substitutes honoured.

## Appendix II: 2020-2021 Undergraduate Calendar: Faculty of Environmental and Urban Change

### About

<https://calendars.students.yorku.ca/2019-2020/programs/>

The **Faculty of Environmental and Urban Change** curriculum **stands** as a 'call to action' to understand and address, sustainably and justly, the environmental change and urbanization challenges of our time. The Faculty provides courses for understanding our changing climate, the destruction of nature, and urbanization trends along with their effects on people, their livelihoods, lifestyles and mobilities.

The Faculty of **Environmental and Urban Change** strives to train and inspire students in dedicated programs, as well as to serve as the locus for general education and elective education in environmental change, urbanization, and sustainable and just transitions across the University. Such broad literacy is needed given the urgent and complex challenges facing us. Students across York University also benefit from continuing and fundamental exposure to issues related to environmental sustainability, social justice, and reconciliation of people and nature. The Faculty innovates curriculum and offers various modes of learning for students to facilitate meaningful career pathways. Environmental and geographic areas of study lend themselves well to experiential education, fieldwork, laboratory analysis, and community activities. Students learn-by-doing and connect theory with practice to prepare fully for wide-ranging careers in public, private or civil society sectors. Ultimately, the **Faculty of Environmental and Urban Change** seeks to inspire students as citizens and leaders whose knowledge, skills, and values position them in careers and engagement activities that serve the public good and the nature upon which society depends.

The Faculty of Environmental and Urban Change offers a BA degree in Global Geography and a BES degree with two Majors: Sustainable Environmental Management and Environmental Arts and Justice. **It also jointly offers degreea in Environmental Science and Urban Studies.** These degrees reflect a broad understanding of the most important environmental and urban issues of our times. Our undergraduate programs foster students' critical thinking and skills development, active learning, engaged citizenship, and career preparedness.



Our programs offer multiple entry points through which to explore the challenges of environmental and urban change, as well as to innovate transitions to a sustainable and just future. Core courses guide students through foundational concepts, perspectives, and methodologies. Fourth-year capstone experiences draw together students across undergraduate programs to explore, collectively and from multiple entry points, timely problems and innovate just and sustainable solutions. Students also have the options to pursue a Double Major or a Major/Minor combination and/or certificates that support and complement their studies and particular interests.

## Second Major/Minor Options for BES and BA Geography Students

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

**Students in the Faculty of Environmental and Urban Change** may apply to do a Minor in any of the disciplines within the School of the Arts, Media, Performance and Design. Students should consult the York Undergraduate Calendar and visit the School of the Arts, Media, Performance and Design for information on specific programs at [ampd.yorku.ca](http://ampd.yorku.ca).

### *Faculty of Health*

Students in the Faculty of Environmental **and Urban Change** pursuing an Honours degree may combine their program with an Honours Double Major or an Honours Major/Minor program with the Faculty of Health, subject to the following:

Honours Double Major options may be pursued with the Faculty of Environmental **and Urban Change** in the following Faculty of Health BA programs:

- Kinesiology and Health Science
- Psychology

Honours Minor options may be pursued with the Faculty of Environmental **and Urban Change** in the following Faculty of Health BA programs:

- Global Health
- Health Policy
- Health Management
- Health Informatics
- Kinesiology and Health Science
- Psychology

## *Faculty of Liberal Arts and Professional Studies*

Students in the Faculty of Environmental and Urban Change may apply to pursue an Honours Double Major program or an Honours Major/Minor program in many disciplines in the Faculty of Liberal Arts and Professional Studies along with their Major. Second Major programs are available with any seven- or eight-course Major discipline. Minors may be pursued in several programs. For detailed information on requirements and application forms, please consult the departmental offices and York Undergraduate Calendar at [calendars.students.yorku.ca](http://calendars.students.yorku.ca).

## *Faculty of Science*

Students in the Faculty of Environmental and Urban Change who want to integrate their interest with science may apply to pursue an Honours Minor with the following Faculty of Science programs:

- Biology
- Chemistry
- Mathematics
- Physics and Astronomy

Students who intend to apply to any of the science programs must have the relevant prerequisite science courses in high school. For detailed information, please consult the York Undergraduate Calendar at [calendars.students.yorku.ca](http://calendars.students.yorku.ca).

## *Faculty of Education – Concurrent Education Program*

The Faculty of Education at York University offers the B.Ed. degree in both a consecutive program and a concurrent program, where students who are enrolled in the **BES and BA program in the Faculty of Environmental and Urban Change** may apply to co-register in the Faculty of Education.

**BES or BA students** may apply to enter the concurrent program in their third year of studies or directly (pre-education direct entry) from high school. Candidates admitted to the Concurrent Education program would add a minimum of two years to their undergraduate studies. Successful candidates then work to complete their **BES or BA** program in addition to completing their education studies for a Bachelor of Education degree.

For further information, please visit the Faculty of Education website at [edu.yorku.ca/academic-programs/bachelor-of-education/concurrent-bed/](http://edu.yorku.ca/academic-programs/bachelor-of-education/concurrent-bed/).

## *Glendon College*

**Along with their Major, students in the Faculty of Environmental and Urban Change** may apply to pursue an Honours Double Major program or an Honours Major/Minor program in many Glendon programs committed to liberal arts, bilingualism and a global focus. Students should consult the York Undergraduate Calendar and visit Glendon College for information on specific programs at [glendon.yorku.ca](http://glendon.yorku.ca).



## University Policy

### Policy on York University Grading Schemes

<b>Topic:</b>	Academic Standards, Grades, Conduct of Examinations
<b>Approval Authority:</b>	Senate
<b>Approval Date:</b>	
<b>Effective Date:</b>	
<b>Last Revised:</b>	

#### 1. Purpose

This policy sets out the grading schemes for York University and the pan-University regulations at the undergraduate level for academic standing, progression in honours programs, and academic sanctions.

#### 2. Scope and Application

This policy applies to all undergraduate students registered in a degree program in every Faculty at York University. While the Faculty of Graduate Studies and Osgoode Hall Law School grading schemes are set out below, regulations applicable to those Faculties are covered in Faculty regulations.

#### 3. Definitions

**Academic Decision:** An undergraduate student's progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed). Academic decisions appear on students' grade report.

**Cumulative Grade Point Average (CGPA):** The weighted average based on grades obtained in courses taken over all academic sessions.

**Grade Point Average (GPA):** The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

**Sessional Grade Point Average (SGPA):** The weighted average based on grades obtained in courses taken over a single academic session.

**Session:** A prescribed period of time designated for the delivery of courses. York's sessions are Fall/ Winter and Summer.

**Year of Study:** An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A common scale for 90- and 120-credit degrees correlates the number of credits earned and the year of study equivalent; a degree-specific scale exists for the Bachelor of Engineering (BEng) degree. The scales are set out below.

*University-Wide Undergraduate Scale*

Year Level	Study Level
Year 1	0 to 23 credits
Year 2	24 to 53 credits
Year 3	54 to 83 credits
Year 4	84 credits

*Bachelor of Engineering Scale*

Year Level	Study Level
Year 1	0 to 35 credits
Year 2	36 to 71 credits
Year 3	72 to 107 credits
Year 4	108 credits

Additional definitions are available in the Pan-University Academic Nomenclature.

## 4. Policy

### 4.1. Grading Schemes

Three different grading schemes are in use at York University, as set out below.

**Undergraduate Grading Scheme**

Letter Grade	Percent Range	GPA
A+	90-100	4.00
A	85-89	3.90
A-	80-84	3.70
B+	77-79	3.30
B	73-76	3.00
B-	70-72	2.70
C+	67-69	2.30
C	63-66	2.00
C-	60-62	1.70
D+	57-59	1.30
D	53-56	1.00

D-	50-52	0.70
F	0-49	0.00

### Graduate Studies Grading Scheme

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

### Osgoode Grading Scheme

Grade	Descriptor
A+	Excellent
A	
B+	Good
B	
C+	Acceptable
C	
D+	Marginal
D	
F	Fail
AL	Allowed

## 4.2. Academic Standing

- a. Undergraduate students' study level at the University is determined based on the number of earned credits, as set in the Year of Study scales in the Definitions section of this Policy.
- b. Students' academic standing is assessed based on courses taken at the University following each Fall/Winter and Summer session, resulting in an academic decision about their progression in their program.
- c. There are five categories of academic standing at the University, as set out below.
  - i. **Good Academic Standing (Honours Progression):** This is defined at the University as a cumulative GPA of 2.00 or above. Each academic

program also may identify its own definition of honours progression for that program.

- ii. **Good Academic Standing:** This is defined at the University as a cumulative GPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program.
- iii. **Academic Warning:** An academic decision granted to students whose cumulative GPA falls below 1.70. Once students receive this academic decision, they may remain at the University for a reviewing period as described in the Academic Sanctions section.
- iv. **Required Withdrawal for One Year:** An academic decision granted to students who do not meet the conditions of academic warning which requires them to withdraw from the University for a period of one year or three consecutive terms. Once students return to the University, they will be placed on a debarment warning as described in the Academic Sanctions section.
- v. **Debarment for Two Years:** An academic decision granted to students who fail to meet the conditions placed upon them following their return to the University from Required Withdrawal.

#### 4.3. Progression in Honours Programs

- a. The University-wide minimum standards for progression in an honours degree program are as follows.
  - i. Students' eligibility to proceed in honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits:
    - 1. Students whose cumulative grade point average (CGPA) is at or above 2.00 may proceed in honours in good standing;
    - 2. Students whose CGPA is between 1.70 and 1.99 may continue in their honours program on warning for a reviewing period of 30 earned credits and will be reassessed after the completion of 83 earned credits; or
    - 3. Students whose CGPA is below 1.70 will be exited from their honours program and will be placed in a 90-credit degree program identified by the home Faculty.
  - ii. Students' eligibility to proceed in honours will be assessed for a second time after they have completed 83 earned credits. After the completion of 83 earned credits:

1. Students whose CGPA is at or above 2.00 may proceed in honours in good standing; or
  2. Students whose CGPA falls below a 2.00 will be exited from their honours program and will be placed in a 90-credit degree program identified by the home Faculty.
- b. Some academic programs may wish to set additional requirements beyond the minimum University standard, which may include major GPA requirements, course grade requirements and graduation requirements. Any additional requirements must be approved through the appropriate Faculty- and University-level governance channels, including by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate.
- 4.4. Academic Sanctions
- a. Academic Warning: Students whose CGPA falls below 1.70 after the completion of 18 credits taken at the University will be placed on academic warning with the following conditions.
- i. Students may continue on academic warning if they achieve a sessional GPA of 2.00 or greater until their cumulative GPA reaches 1.70 or above.
  - ii. Students whose sessional GPA falls below 2.00 will be required to withdraw for one year as outlined below.
- b. Required withdrawal for one year: Students on Academic Warning whose sessional GPA falls below 2.00 and cumulative GPA is below 1.70 are required to withdraw from the University for one year (the three consecutive terms) subsequent to the academic decision identifying that the conditions of academic warning have not been satisfied.
- i. In accordance with the Registration Eligibility in Summer Courses Policy, students who have received a required withdrawal decision may enrol in summer courses.
  - ii. If their sessional GPA at the end of the summer term does not return them to good academic standing (1.70 cumulative GPA), they will be required to withdraw for a period of one year or three consecutive terms subsequent to that summer term.
  - iii. Those students who return to good academic standing (1.70 cumulative GPA) after the summer session will be eligible to continue at the University in the subsequent Fall/Winter term.
- c. Returning to the University after a required withdrawal. Students returning to the University after a required withdrawal will be placed on debarment warning with the following conditions:



- i. Students whose sessional GPA is 2.00 or greater may continue on debarment warning until their CGPA reaches 1.70 or above.
  - ii. Students whose sessional GPA falls below 2.00, will be debarred from the University for a period of two years or six consecutive terms and must reapply.
- d. Debarment for two years: Following a debarment, students must reapply to the University to resume their studies.

## 5. Roles and Responsibilities

- 5.1. It is the responsibility of students to:
- a. Be proactive in monitoring their academic standing in their program in consultation with academic advising staff as needed.
  - b. Be aware of the University academic standing requirements as well as any additional requirements of their academic program.
  - c. Carefully review notifications from the Office of the University Registrar, their Faculty, Department and/or program about their academic standing.
- 5.2. It is the responsibility of the Office of the University Registrar, Faculties, Departments and academic programs to:
- a. Ensure that academic and program regulations are clear.
  - b. Communicate academic decisions to students in a timely manner.

## 6. Review

This policy shall be reviewed every five years.

<b>Legislative history:</b>	
<b>Date of next review:</b>	TBD
<b>Policies superseded by this policy:</b>	<a href="#">Common Grading Scheme for Undergraduate Faculties</a> <a href="#">Progression Requirements to Maintain Honours Standing</a> <a href="#">Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)</a>

<b>Related policies, procedures and guidelines:</b>	<a href="#">Pan-University Academic Nomenclature</a> <a href="#">Registration Eligibility in Summer Courses Policy</a>
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DRAFT

## Undergraduate Grading Scheme

**DRAFT**

<b>Letter Grade</b>	<b>Numerical Range (%)</b>	<b>Grade Point</b>	<b>Descriptor</b>
<b>A+</b>	<b>90-100</b>	<b>4</b>	<b>Excellent</b>  Thorough knowledge of concepts and/or techniques; high degree of skill and/or originality in using them to satisfy the requirements of an assignment or course.
<b>A</b>	<b>85-89</b>	<b>3.9</b>	
<b>A-</b>	<b>80-84</b>	<b>3.7</b>	
<b>B+</b>	<b>77-79</b>	<b>3.3</b>	<b>Good</b>  Good knowledge of concepts and/or techniques; considerable skill in using them to satisfy the requirements of an assignment or course.
<b>B</b>	<b>73-76</b>	<b>3</b>	
<b>B-</b>	<b>70-72</b>	<b>2.7</b>	
<b>C+</b>	<b>67-69</b>	<b>2.3</b>	<b>Satisfactory</b>  Acceptable level of knowledge of concepts and/or techniques; basic competence in using them to satisfy the requirements of an assignment or course.
<b>C</b>	<b>63-66</b>	<b>2</b>	
<b>C-</b>	<b>60-62</b>	<b>1.7</b>	
<b>D+</b>	<b>57-59</b>	<b>1.3</b>	<b>Marginal</b>  Minimal level of knowledge of concepts and/or techniques; some ability in using them to satisfy the requirements of an assignment or course.
<b>D</b>	<b>53-56</b>	<b>1</b>	
<b>D-</b>	<b>50-52</b>	<b>0.7</b>	
<b>F</b>	<b>0-49</b>	<b>0</b>	<b>Unsatisfactory/Fail</b>  Inadequate knowledge of concepts and/or techniques needed to satisfy the learning outcomes of an assignment or course.

## APPRC-ASCP Appendix A

### Proposed Revisions to the Senate Policy on Approval and Cyclical Review of Programs and Other Curriculum

Existing Sub-committee Composition	As Revised (Changes in red text)
<p><b>2.2.4 Composition of the Joint Sub-Committee</b></p> <p>The joint Sub-Committee is composed of the following members:</p> <ul style="list-style-type: none"> <li>• <del>two members of the Academic Policy, Planning and Research Committee</del></li> <li>• <del>two members of the Academic Standards, Curriculum and Pedagogy Committee</del></li> <li>• the Vice-Provost Academic</li> <li>• the Associate Vice-President Graduate and Dean of the Faculty of Graduate Studies</li> </ul> <p><b>2.2.5 Eligibility for Membership on the Joint Sub-Committee</b></p> <p>At least <del>one</del> member from each of the parent committees shall hold an appointment in the Faculty of Graduate Studies.</p>	<p><b>2.2.4 Composition of the Joint Sub-Committee</b></p> <p>The joint Sub-Committee is composed of the following members:</p> <ul style="list-style-type: none"> <li>• <b>five elected faculty members</b></li> <li>• the Vice-Provost Academic</li> <li>• the Associate Vice-President Graduate and Dean of the Faculty of Graduate Studies</li> </ul> <p><b>2.2.5 Eligibility for Membership on the Joint Sub-Committee</b></p> <p>At least <b>three</b> members shall hold an appointment in the Faculty of Graduate Studies, <b>and four members shall hold the rank of Associate Professor or higher.</b></p> <p><b>Normally, members elected to the Sub-Committee will have prior experience in the design, review, approval and/or administration of curriculum (e.g., served on a Faculty or Senate-level curriculum committee, as an Undergraduate or Graduate Program Director etc.)</b></p>

## **Policy on Approval and Cyclical Review of Programs and Other Curriculum** (As Revised)

### **1. Context and Purposes**

#### **1.1 Quality Assurance at York University**

The Council of Ontario Universities (COU) has principles for the approval of new programs, program changes, and the cyclical review of programs. These principles are overseen at the provincial level by a Quality Council established by COU. It is the policy of York University to comply in full with these principles.

#### **1.2 Objectives and Commitments**

The application of this policy and adherence to its associated procedures affirms York's commitment to academic excellence and to quality assurance (including degree level expectations and program learning outcomes) through Senate and its committees, Faculty Councils and Faculties, units, and the University as a whole.

#### **1.3 Scope and Application**

Adopting COU's protocols, this policy applies to:

- **the approval of new programs** (encompassing new undergraduate degrees, and majors - for which a similar major is not already approved - and graduate degrees, specializations and diplomas);
- **the expedited approval of programs** (encompassing new credit graduate diplomas);
- **the major modification of programs** (encompassing substantive changes made to existing and previously approved programs, but where learning outcomes are not changed in ways that denote a new program); closure of programs (which may result from low enrolment, a changing disciplinary landscape); and new undergraduate certificates
- **the cyclical review** of existing undergraduate and graduate programs, including graduate diplomas and collaborative programs.

#### **1.4 Programs with Other Postsecondary Institutions**

This policy shall apply to new and continuing undergraduate and graduate degree and diploma programs whether offered in full or in part by York University, or conjointly with any institutions federated or affiliated with the University. These responsibilities also extend to programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities, and institutes.

#### **1.5 Institutional Responsibilities**

The primary responsibility for the design and quality assurance of new programs lies with York University and its governing bodies. The University is responsible for curriculum design, the development of program objectives, the determination of learning outcomes, and generally for the assembly of human, instructional and physical resources needed.

## **1.6 Collegial Governance**

Prior to submission to the Quality Council, proposals for new programs as defined by the York University Quality Assurance Procedures shall be approved in accordance with the *York University Act* and with procedures required by Senate. Similarly, Cyclical Program Reviews shall be conducted in accordance with the York University Quality Assurance Procedures in compliance with Quality Council's principles.

## **2. University Authorities**

### **2.1 Quality Council Liaison and Reporting**

The Vice-President Academic and Provost is responsible for the oversight of the YUQAP including the administration and reporting functions associated with the YUQAP. Within the Office of the Vice-President Academic and Provost, the Vice Provost Academic is the contact between the institution and the Quality Council.

### **2.2 Institutional Quality Assurance Process Authority**

#### **2.2.1 Senate Authority and Relationship to Faculty Councils**

All proposals for the establishment of new graduate and undergraduate degree programs, diplomas and certificates, or for new fields, degrees, majors or options, within existing programs – whether offered solely by the University or in cooperation with other institutions - require the approval of Senate. Similarly, all substantive revisions, restructuring, or closure of graduate and undergraduate degree programs, diplomas and certificates require the approval of Senate. Normally only proposals that have been approved by the applicable Faculty Council(s) shall be considered by Senate and its committees.

#### **2.2.2 Authority for Institutional Quality Assurance Policy**

Authority for this Policy is vested with the joint Sub-Committee of Senate's Academic Policy, Planning and Research Committee and the Academic Standards, Curriculum and Pedagogy Committee.

#### **2.2.3 Role of the Joint Sub-Committee**

On behalf of Senate, the Joint Sub-Committee shall ensure compliance with this policy, the YUQAP; respond to audit reports conducted by the Quality Council proposing changes as may be needed; and oversee the cyclical review of programs.

#### **2.2.4 Composition of the Joint Sub-Committee**

The joint Sub-Committee is composed of the following members:

- five elected faculty members
- the Vice-Provost Academic
- the Associate Vice-President Graduate and Dean of the Faculty of Graduate Studies

#### **2.2.5 Eligibility for Membership on the Joint Sub-Committee**

At least three members shall hold an appointment in the Faculty of Graduate Studies, and four members shall hold the rank of Associate Professor or higher.

Normally, members elected to the Sub-Committee will have prior experience in the design, review, approval and/or administration of curriculum (e.g., served on a Faculty or Senate-level curriculum committee, as an Undergraduate or Graduate Program Director etc.)

### **2.3 Administration of Processes**

The Office of the Vice- President Academic and Provost is responsible for:

- the publication of the YUQAP and other documents as required by the COU Quality Assurance Framework, and the maintenance of a Quality Assurance website for the purpose
- ensuring compliance with Quality Council principles before documentation is transmitted to the Quality Council
- overseeing the cyclical review process
- establishing a rota of reviews, which shall be submitted annually to the Joint Sub-Committee
- advising proponents and facilitating processes covered by this policy

## **3. Approval of New Curriculum Proposals**

### **3.1 Early Notice of Intentions**

Prior to the development, review and approval at any stage of a proposal that is subject to the York University Quality Assurance Procedures, proponents shall notify the Dean(s) / Principal of the respective Faculties/Schools of their intentions. The Dean(s) / Principal shall notify the Office of the Vice-President Academic and Provost. The purpose of this required step is to facilitate consultations among interested parties at the earliest opportunity and make preliminary assessments of academic resource requirements and consistency with academic plans. Authorization to proceed at this stage does not constitute formal support. The Office of the Vice-President Academic and Provost will inform the University Secretariat of *Notices of Intent* received and approved for proposal development.

### **3.3 External Review of Proposals**

The review and approval of new curriculum proposals shall include external review where mandated in the Quality Assurance Procedures (YUQAP). Normally reviews shall be conducted following approval by the Faculty Council Curriculum Committee and prior to consideration by the Council(s).

### **3.4 Form and Content of Proposals**

Proposals shall conform to the requirements of Program Briefs as defined by the COU principles but may include any and all such requirements as may be established or amended in the procedures associated with this policy.

### **3.5 Affirmation of Institutional Commitment to Quality**

No curriculum proposal shall be reported to the Quality Council without an institutional commitment from the relevant Faculty (normally through the anchor Dean(s) / Principal) and the University (through the Provost and Vice-President Academic).

### **3.6 Recommendations to Senate**

#### **3.6.1 New Degree Programs / Closure of Degree Programs**

The establishment and closure of new degree programs shall be recommended by the Committee on Academic Standards, Curriculum and Pedagogy with the concurrence of the Academic Policy, Planning and Research Committee.

#### **3.6.2 Proposals Under Expedited Approval / Major Modifications**

Proposals dealt with under expedited approval and major modifications (other than closure of degree programs) shall be recommended to Senate by the Committee on Academic Standards, Curriculum and Pedagogy.

#### **3.6.3 Other Curriculum-Related Proposals**

Unless otherwise specified, the Committee on Academic Standards, Curriculum and Pedagogy recommends Senate approval or informs Senate of decisions taken on other proposals relating to curriculum and academic standards which are not covered by the YUQAP.

## **4. Cyclical Reviews**

### **4.1 Responsibilities**

The University is responsible for, shall undertake, and shall report the findings of cyclical reviews for all undergraduate degree and certificate programs and for all graduate degree and diploma programs. The Final Assessment Report and Implementation Plan for each program shall be submitted to the Quality Council by the Vice-Provost Academic in consultation with the Joint Sub-Committee. The Executive Summary of the Final Assessment Report and Implementation Plan for each program shall be transmitted to Faculty Councils, Senate and the Board of Governors by the Senate APPRC and ASCP Committees.



## **4.2 Frequency and Structure of Reviews**

Reviews shall be conducted on a cycle of no more than eight years. To the extent possible, related undergraduate and graduate programs shall be reviewed together, and cognate units shall be reviewed together. The Vice-Provost Academic shall be responsible for establishing a rota of reviews, which shall be submitted annually to the Joint Sub-Committee.

## **4.3 Elements of Reviews**

At a minimum, reviews shall have the following elements

- self-study
- external evaluation (peer review) with report and recommendations on program quality improvement
- institutional evaluation of the self-study and the external assessment report resulting in recommendations for program quality improvement
- preparation and adoption of a final assessment report that includes principle findings of the review, and plans for changes as a result of the review process
- a follow-up report that documents the outcomes of the implementation plan.

## **4.4 Administrative Oversight**

The Office of the Vice-Provost Academic is responsible for ensuring that cyclical reviews of academic programs and/or units are undertaken in accordance with all applicable protocols and policies.

## **4.5 Responsibility for Reporting Reviews**

It shall be the responsibility of the Vice Provost Academic to prepare a draft of the Final Assessment Report and Implementation Plan for approval by the Joint Sub-Committee.

## **4.6 Senate Oversight**

Cyclical review documentation shall be received and reviewed by the Joint Sub-Committee. The Final Assessment Report and Implementation Plan shall be transmitted to the Academic Standards, Curriculum and Pedagogy Committee and to the Academic Policy, Planning and Research Committee prior to transmittal to Senate. The Joint Sub-Committee may convene meetings to review implementation plans, and shall monitor the timely implementation of improvements.

## **4.7 Role of the Board of Governors**

The Executive Summary of the Final Assessment Report for each program shall be provided to the Academic Resources Committee of the Board of Governors and then to the Board of Governors.

## **4.8 Quality Council**

The Final Assessment Report and Implementation Plan for each program shall be communicated to the Quality Council, and an Executive Summary of the same posted on the University's Website.

## **5. Quality Council Audit of Processes**

### **5.1 Ratification and Audit of Processes**

The Quality Council ratifies each institution's Quality Assurance Process. It also is responsible for conducting an audit of University processes through a panel of auditors that reports to a committee of the Council. The panel examines each institution's compliance with its own Quality Assurance legislation. The Quality Council approves and monitors the audit reports.

## **6. York University Quality Assurance Procedures (YUQAP)**

### **6.1 Contents and Use**

The York University Quality Assurance Procedures (YUQAP) shall detail requirements and processes giving effect to this policy. Specifically, the YUQAP:

- a. provides guidance on the conduct of rigorous, objective and searching self-studies, and describes the potential benefits that can accrue from them;
- b. includes best practices and establishes criteria for administrative processes such as the selection of reviewers and scheduling of site visits;
- c. identifies responsibilities for the collection, aggregation and distribution of standardized data and outcome measures required for self-studies;
- d. specifies the format required for new program proposals, closure proposals, proposals for major modifications, self-studies and external review reports;
- e. sets out the University's cycle for the conduct of undergraduate degree and certificate programs and graduate degree and diploma program reviews; and
- f. define and describe the review and approval process for other matters related to curriculum and academic standards, such as new courses or course rubrics.

## 2018-2019 Annual Report on Non-Degree Studies

Prepared by Alice Pitt, Vice Provost Academic, April 2020

### Introduction

The University maintains a strong interest in the development and implementation of non-degree activities. These activities have the potential to enhance York's reputation as a comprehensive and innovative University, they promote lifelong learning, and they support access to post-secondary education. They also diversify revenue streams for the University and provide an opportunity for Faculties to explore new and emerging areas of study. The University Academic Plan 2015 – 2020 describes continuing education as “a further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support.” In recognition of the important role that non-degree/non-credit studies play in across the University, the UAP also identified the need to “expand and enhance the coordination of continuing and professional education programming.”

An Advisory Committee made up of Deans or their delegates, often the Director of the Faculty's continuing education unit, meets at least once annually to discuss their programs, trends, and opportunities for collaborations. A report of non-degree activities at the University is provided annually to ASCP and APPRC and to Senate based on unit submissions that document program offerings and enrolments and describe the nature of programs and their landscape. This current report reflects activities for the 2018-2019 year.

In 2018-2019 over 32,000 students participated in non degree/non credit courses or programs at York University. The School of Continuing Studies had the highest number of students, followed by Schulich and Osgoode, and then Education which offers numerous Additional Qualification courses for teachers.

A review of the various labels for courses and programs, and the number of hours required for each, reveals a wide range of practices across the units offering these courses and programs, and even within a unit. Titles for courses include, open courses, refresher courses, Exam Prep course, Short Course/Intensive Course, Certificate courses. Course hours ranged from 10 to over 1400. Program labels include Workshop, Intensive Workshop, Certificate, Master's Certificate, Custom Masters Certificate, Bootcamp, Symposium. In some instances, the work course is used to describe a program of study. Class hours for programs ranged from 10 to over 600.

Concern has been expressed about the possibility of confusion for students and resulting in a lowering of York's reputation for excellent life-long learning programs.

For the annual report, each non degree studies unit was asked to comment on challenges and opportunities. Common among the challenges is the increased number of opportunities for life-long learners being offered at other post-secondary institutions, including institutions from outside of Ontario that are taking advantage of the large population base of the GTA.

This, combined with cutbacks from government organizations for professional development, has the potential to curtail enrolments at York. Opportunities identified by units include close ties with industry partners and the possibility of re-definition of credentials as micro certifications and the digitization of these, for example, digital badges. This presents a challenge for York in terms of ensuring a consistent and reliable digital credential infrastructure and framework.

Revised Principles and Procedures Governing Non-Degree Activities at York University were approved by York University's Senate in June 2019. Approval process documents and documentation about approval by the relevant Faculty council will be reported on in the 2019-2020 report.

The reports below are summarized from the submissions to the Vice-Provost Academic.

## **Education**

The Office of Professional Learning offers a variety of innovative, responsive and sustainable professional learning options for educators locally and internationally. All online, in-class and blended courses provide rich and engaging content and learning environments that support all types of learners.

The Office of Professional Learning is one of the leading providers of Additional Qualification (AQ) courses for Ontario certified K-12 teachers, with a total of 90 different AQ courses accredited with the Ontario College of Teachers (OCT). Courses embrace an inquiry approach to learning and intentionally use collaboration, reflection and feedback as core instructional approaches. All courses include a collaborative Moodle component, fully facilitated by the Instructional Leader. As mandated by the OCT, all Instructional Leaders are OCT certified educators and hold qualifications in the areas they instruct.

517 AQ courses were offered in 2018-19 and enrolment totaled over 3200. 15% of these AQ offerings were customized courses through contracts with school districts and other education partners.

Through partnerships agreements, the Professional Learning Office also develops and delivers multiple non-accredited courses to provide focused and targeted professional learning opportunities to meet emerging trends and specific educational needs. We also work with education and community partners to design and develop these individualized professional learning opportunities. In 2018-19, 18 non-accredited courses were offered.

With 46 different providers of Additional Qualification courses and countless number of professional learning providers in the province, the Office of Professional Learning is committed to being a leader in the industry and providing courses of the highest quality to educators. To achieve this, efforts are focused on enhancing existing AQs, developing new courses and continuing to ensure that all Instructional Leaders are supported in the delivery and facilitation of all courses.

## **Glendon College**

In 2018-19, non-degree studies learners at Glendon attended English and French language courses and programs as individuals and/or groups from the following stakeholder populations/markets: Glendon and York alumni, faculty, staff and their families; government and corporate employees; federally-funded language bursary program participants; as well as, the broader public including local, domestic and international students.

In 2018-19, the delivery of Glendon non-degree studies focused on enabling learners to acquire or improve their language proficiency in English or French, using, for the first time, the global standard, the CEFR (Common European Framework of Reference for Languages) as a tool of measurement.

An investment was made in the development of new CEFR-based French and English language curriculum with accompanying investment in expanding teaching and learning technologies into the delivery of continuing education courses and programs, as well as new qualification expectations of non-degree studies' instructors, so that learners have the same high-quality experiences as their degree-studies counterparts. Further, ongoing market-testing and data-analysis informs and will continue to inform new offerings. Of particular note, was another significant increase in participation in the child and youth language offerings for learners aged 5-15 (through summer language camps and language tutoring). These offerings directly respond to alumni and local communities' requests for more access to French and English as a second language programming.

In addition to proven alumni and neighbourhood interest, increased Francophone immigration to the GTA and increased global study travel to Canada are key opportunities for Glendon. Glendon will leverage and contribute to their exceptional reputation for producing culturally competent learners, expanding unilingual and bilingual offerings to combine the teaching and learning of language and culture with other subject matter of interest to Glendon's markets and stakeholder groups.

In 2018-2019, over 500 students took non degree courses or programs through Glendon.

## **Faculty of Health**

### *Health Leadership & Learning Network (HLLN)*

The Health Leadership and Learning Network (HLLN) in the Faculty of Health serves the health industry and community locally and nationally (professionals, management, leadership, front line staff, among others) as well as York alumni and other community members pursuing Life Long Learning and advancing their skills within health areas. HLLN's non-degree activities contribute to advancing the health industry approach to improving the health system, clinical care and its management, and our overall health as individuals and a

society, providing leading edge skills, new knowledge for clinical practice, management, staff and leadership. HLLN's programs focus on professional skills and competencies to be competitive and successful in new careers, career advancement and career change, health organizational development, clinical leadership and change, and provides continuing education required for maintaining and achieving professional licensing.

HLLN serves the York community by keeping alumni connected to valuable networks, building a large marketplace in networks that would not otherwise have connected to York, providing the faculty members with a channel for knowledge mobilization and rich channels for partnerships and collaborative activities, and providing the Faculty of Health with a business model to function and be competitive in the Life Long Learning marketplace – locally, nationally, and globally. HLLN is an active two-way channel between the University (faculty, students and knowledge) and the community it serves, where knowledge through Life Long Learning can help our communities prosper and grow.

HLLN uses an industry model (business, financial, infrastructure/operations) similar to executive education and continuing education but modified to match the marketplace demands/value proposition of the health industry, using our competitive niche aligned with our University brand.

Topics are based on health industry demands/gaps and they target jobs/careers, and personal goals (e.g. job skills, employer hiring, job trends, clinical practice/skills) from across the needs of the health industry and health care, prevention and “good health” promotion, as well as our larger society

In 2018-2019 approximately 80% open enrolment and 20% contracted offerings. Just over 750 students were enrolled.

Continuing Education Units (CEU) that can be earned by regulated health professionals and allied health professional are sought if applicable. Current professions that can use our courses for CEU's in a self-directed way: Nursing, Occupational Therapy, Physical Therapy, EMS, Chiropractor, Acupuncturist, Massage Therapist.

Health care advancement and health care needs of the population are growing and HLLN has received funding through the current Federal Development – HealthCare ecosphere project to develop course frameworks and new partnerships. These partnerships have informed the development of new course content that maps to employment opportunity in the industry, and opened channels to new markets (re-working the older Certificate in Health Coaching into the new Wellness and Lifestyle Health Coaching, Chronic Disease Health Coaching, and Primary Care Health Coaching – launched 2018/19.

#### *York University Psychology Clinic*

The York University Psychology Clinic course participants are all professionals who provide/are interested in providing therapy/counselling services – or in the Emotionally Focussed Skills Training for Schools case– personnel who work in the school system. Some

of these individuals belong to professional colleges such as College of Psychologist or Social Workers or Psychotherapists – and attending these events may assist them in meeting professional development requirements for their particular college. However, the courses offered by the Psychology Clinic have nothing to do with professional licensure. Continuing education credits are not provided because there have not been enough resources to make an application to the Canadian Psychological Association who give out this ability. Participants are awarded a certificate of completion.

During the past cycle, over just under 300 individuals participated in the nine courses offered.

### **Lassonde School of Engineering**

The School's Non-Degree activities continue to be delivered through the BEST entrepreneurship initiative where a range of audiences are served, from high school students to professionals looking to participate in executive education programming for practicing engineers and entrepreneurs.

The focus of Lassonde's Non-Degree activities fit in the arena of technology and technology ventures for professionals and outreach activities for high school students. In 2018-19 Lassonde continued with Professional Development (Blockchain) and Entrepreneurship Bootcamp. Close to 100 individuals pursued various professional development programs and 20 individuals attended the Bootcamp.

With Professional Engineers Ontario (PEO) increasing the emphasis on continual professional development for licensed engineers, many of our initiatives are becoming popular in supporting programs like PEO's PEAK, by providing current and relevant knowledge to its license holders.

A new area for Lassonde this year was the launch of the Shad program in Summer 2019. This outreach initiative was an exciting opportunity hosted by BEST colleagues through being designated a new Shad site where high school students will have the opportunity to engage in a competitively unique experiential-learning program. This year 56 students participated.

*“Every July, approximately 950 of Canada’s best and brightest high school students come together to experience SHAD’s unique experiential-learning program - rooted in the STEAM (Science, Engineering, Art and Mathematics) fields. As part of the SHAD experience, participants are given a complex issue and are tasked with finding innovative solutions collaboratively over the course of the 27-day enrichment program which happens over the summer months.”* (<https://lassonde.yorku.ca/articles/shad-x-york-partnership-announcement-event> )

### **Osgoode Hall Law School**

Osgoode Professional Development creates and delivers programs for legal professionals (lawyers, paralegals and judges); other professionals and executives who have legal risks or responsibilities in their jobs; and, internationally trained lawyers and law students. Participants include education administrators, law enforcement officers, financial services executives, procurement officers, and senior healthcare executives, to name a few “non-

legal” markets. Programs include legal updates, licensing exam preparation, comprehensive coverage of an area of law, intensive skill-building and programs in areas such as contract drafting, advocacy and negotiation.

Programs are delivered face-to-face, by live web-stream, and through archived captures, available in scheduled offerings or through an on-demand catalogue. Several programs are available in a blended format. Program topics are validated through market research and learning objectives and curriculum is developed in concert with Advisory Boards or Program Chairs who are, for the most part, senior legal practitioners.

In 2018-2019 Osgoode served over 7000 students.

Almost all offerings are open enrollment. A growing part of offerings is in-house and customized training for organizations. In the period September 2018 through August 2019, approximately 8% of total non-degree revenue was from contract training, including the following organizations: Correctional Services Canada, Condo Appeals Tribunal of Ontario (CAT), Tribunals Ontario, the Government of Nunavut, Canadian International Trade Tribunal, Canadian Cultural Property Expert Review Board and the Canadian Centre for Professional Legal Education.

Osgoode works with several partners and collaborators for program design and delivery, for example, Canadian Council of Health Information Management, Supply Chain Management Association (ON), The Advocates’ Society, Ministry of the Attorney General, Aboriginal Legal Services of Toronto, Human Resources Professional Association, Prospectors & Developers Association of Canada (PDAC), the Society of Ontario Adjudicators and Regulators, Forum of Canadian Ombuds, Family Dispute Resolution Institute of Ontario and the Alternative Dispute Resolution Institute of Ontario. In addition to organizations like these, we have dozens of lawyers and other professionals involved in providing curriculum and instruction.

Since the Law Society of Ontario’s adoption of mandatory Continuing Professional Development for lawyers in 2012, Osgoode PD has faced increasing competition and strong downward price pressure. They have responded by expanding offerings to non-lawyer markets, online offerings, legal skills training programs and have expanded resources for contract training. We are also developing e-learning programs for use by law firms and other organizations.

Thanks to the revitalized space at the downtown location, Osgoode PD has a greater number of classrooms and a larger communal area, all of which allow for greater collaboration among students and more interactions with faculty. In addition, the newly completed multi-media studio and online NCA prep-program are the beginning of Osgoode PD’s development of deeper e-learning initiatives that will engage staff in all areas and benefit partners and participants.

In May 2019, Osgoode Professional Development hosted 18 students participating in the Institute for the Future of Law Practice (IFLP). IFLP is an ongoing and developing collaboration between Osgoode Hall Law School, and 18 other North American and European law schools, as well as numerous legal employers, designed to equip students



with skills needed for 21st century law practice, including process design, project management, data analytics, and legal technology.

Osgoode PD's non-degree revenue has grown every year since 2005; their strategy continues to be a growth strategy.

### *Learning and Leading Series*

The Learning and Leading Series (“LLS”) is a set of co-curricular programs designed to help Osgoode JD and full time professional LLM students prepare for their careers after law school. LLS programs are hands on and experiential in nature. Professional accreditations do not play a role in these programs, and students do not receive academic credit.

The LLS programs offered in the 2018-2019 academic year were:

1. Financial Literacy – students learn how to review and interpret balance sheets and financial statements.
2. French Legal Terminology Roundtable – students learn French legal terminology and how to apply this terminology in legal practice.
3. Lawyering Using an Anti-Racism and Anti-Oppression Lens – students gain a deeper understanding of the barriers faced by Black and racialized law students and legal practitioners.

The main challenges for the LLS include student attrition, the costs associated with running these programs and raising awareness of the programs amongst the student body while maintaining a modest budget and small staff. The Financial Literacy program is supported by the Davies Fund for Business Law.

The LLS plan carefully considers trends and opportunities in terms of what students need. Based on student feedback, the Lawyering Using an Anti-Racism and Anti-Oppression Lens program was introduced and received excellent feedback.

### **Schulich School of Business: Schulich Executive Education Centre**

SEEC clients (“students”) are managers and executives in private, public and NGO sector organizations. They are middle/senior managers and executives in these organizations. They are both domestic and international. The purpose of SEEC's programs is to allow life-long improvement of managerial skills in all sectors, thereby enabling higher performance and productivity by managers/executives and their organizations.

Programs are designed through a blend of inputs:

1. Research: Market surveys of trends in global management practices, review of academic managerial research, briefings from organizations and individuals with expertise in management education are combined and program topics and themes determined.
2. Briefings from organizations domestically and globally for their talent training and development

3. Analysis of competitive offerings globally.
4. Then these inputs are transformed into training programs by expert instructors working with SEEC expert personnel and marketed.

Those with commercial success and positive quality evaluations are repeated; those not meeting these standards are upgraded or replaced.

Over 7,000 students participated in all, with just under 1,000 in open enrolment programs. Approximately 4000 took part in in custom programs offered domestically and approximately 800 internationally.

Schulich partners with Schulich and York faculty as well as faculty from other business schools internationally and professional management education organizations and individuals.

There is increased demand for training and coaching in the following:

- Leadership in the Black Swan/VUCA environment
- Fuller Talent development planning and execution emerging
- Global management
- Improved performance-oriented training e.g. Lean and Six Sigma, Business Analytics, Financial acumen
- Team leadership especially for diverse groups in age, gender and culture.

There is increased competition from consultants and private sector training organizations. Severe cutbacks in Ontario government training budgets and changes to the Canada-Ontario Job Grant has impacted both customized offerings and attendance at open programs. In addition, Chinese executive and managerial programs are being diverted to Europe in light of Canada-China relations.

### **School of Continuing Studies**

During the 2018-2019 academic year, the School of Continuing Studies completed its 4<sup>th</sup> fiscal year. The School has two areas of focus: Continuing Professional Education and the English Language Institute.

#### *Continuing Professional Education (CPE)*

The Continuing Professional Education (CPE) department offers part-time programs that serve working professionals (career advancers and career crossers), and full-time programs to serve recent graduates (career starters) recruited both domestically and internationally. CPE courses may be aligned with professional certification (where applicable) and are available as in-class, blended, or online.

The changes emerging as a result of the impact of AI, automation and globalization, what is known as the 'Future of Work,' are already dramatically impacting the needs of Canadian employers with respect to being able to fill skills gaps through recruitment and re-skilling of the workforce. Between 35% and 60% of jobs are expected to be impacted with significant

changes to their work. For the most part, workers will need to learn new skills as some of their job functions become automated. However, it is estimated that by 2030, the jobs of more than 10 percent of Canadian workers could be threatened unless they acquire new credentials. There is an increasing need for universities to respond rapidly and with agility to the changing needs of employers and fill these gaps with short non-degree programs and to partner with employers to deliver custom workforce training programs. Unfortunately, these emerging needs also mean that subject matter expertise is hard to find, and development and maintenance of these programs are extremely expensive.

The CPE department has rapidly deployed new programs to fill this gap locally, nationally, and internationally. York has been the first in Canada to launch programs in emerging technology fields such as Machine Learning and Blockchain.

CPE primarily offers accelerated certificate programs, in fields such as:

- Data & Technology (cyber security, big data, data science, machine learning\*, full stack web development\*, cloud computing strategy\*, IT audit\*, digital & content marketing\*, UX design\*)
- Business (accounting, human resources, business administration, risk management, public relations\*)
- Mediation (family mediation, dispute resolution).

*\* New in market since last report*

The School actively engages with employers (from industry, government, and non-government sectors) and faculty on an ongoing basis in the design, development, updating, and promotion of programs through Program Advisory Councils. Program outcomes are aligned to the body of knowledge for the leading professional designations whenever possible.

CPE received three major awards this year including the CAUCE Program Award for Cyber Security certificates, and the Study Portals awards for Overall Satisfaction and Student Teacher Interaction.

In 2018/19, 2,033 students participated in CPE programs from 65 different countries. Course enrolments totaled 10,978.

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

The York University English Language Institute (YUELI) offers English as a Second Language Programs that are pathways to academic degrees. Among these are the YUELI Academic Program, Destination York Program, Pre-Destination York Program, YUBridge Program, Pre-Graduate Preparation Program, and MBA/Specialized Master's program. There are also Summer and Winter Immersion Language Programs.

These programs are face to face, although blended programs were introduced this year. YUELI works closely with Faculties and academic programs to ensure adequate preparation

of applicants for their desired programs. In addition, YUELI offers an IELTS preparation course.

YUELI has built considerable experience in the development and implementation of custom-designed programs. Training programs can be delivered on campus at York or on-site/on location at the partner's premises, in all formats (online, blended, and face-to-face). This fiscal, once again, YUELI welcomed 22 students from the Education University of Hong Kong (QS ranking in Education of #2 in Asia and #12 globally) into the Bachelor of Education (BEd) English Immersion Program and 14 students from Kobe Gakuin University into an Intensive English Language & Cultural training program.

YUELI now plays a major role in the recruitment of international undergraduate students. In fiscal 2018/19, 42% of York University incoming undergraduate international students were recruited by and completed their pre-university training at YUELI. Nearly 1200 YUELI graduates accepted offers to undergraduate studies at York University. This has grown from 547 in 2013/14, the year before the School was created.

YUELI graduates consistently outperform other York international undergraduate students in terms of GPA, retention rate and graduate rate.

YUELI was awarded the iStudy Guide World Language School of the Year – North America award for 2018/19 and was the only North American finalist for The PIEoneer awards 2019 Language Educator of the Year.

In 2018/19, 2,777 students participated in YUELI programs from 49 different countries. Course enrolments totaled 3,611.

### *New SCS Building*

SCS has been designing a new five-story self-funded building, at the intersection of Pond Road and Ian McDonald Blvd, to accommodate its exponential growth. Construction is to begin in winter 2020 will occupancy expected for summer 2021.

### **Office of the Vice-President Research**

From time to time, Organized Research Units may offer non-credit courses open to students (undergraduate and graduate), staff and faculty, for the purposes of professional or personal development.



## Joint Sub-Committee on Quality Assurance

### Report to the Full Committees

#### Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

*The Sub-Committee met on 20 May 2020 and submits the following report to the full Committees.*

#### **Members present were as follows:**

Joanne Magee, Chair (Member designated by APPRC)  
 Logan Donaldson (Member designated by ASCP)  
 Lyse Hébert (Member designated by APPRC)  
 Tom Loebel (Dean of Graduate Studies ex officio)  
 Alice Pitt (Vice-Provost Academic ex officio)  
 Tom Wesson (Member designated by ASCP)

Cheryl Underhill (APPRC) and Kathryn White (ASCP) serve as the Sub-committee's secretaries. Additional support is provided by Julie Parna and Nina Unantenne (Vice-Provost Academic Office).

#### **1. Cyclical Program Reviews (CPRs): 18 Month Follow-up Reports**

The Sub-Committee received and confirmed the following group of follow-up reports from programs housed in the Social Science department in the Faculty of Liberal Arts and Professional Studies, and the undergraduate nursing programs:

- African Studies, Undergraduate, LA&PS
- Business and Society, Undergraduate, LA&PS
- Criminology, Undergraduate, LA&PS
- Development Studies, Graduate, LA&PS / Faculty of Graduate Studies
- Health and Society, Undergraduate, LA&PS
- International Development Studies, Undergraduate, LA&PS
- Interdisciplinary Social Science, Undergraduate, LA&PS
- Nursing, Undergraduate, Faculty of Health
- Socio-Legal Studies, Graduate, LA&PS / Faculty of Graduate Studies
- Urban Studies, Undergraduate, LA&PS
- Work and Labour Studies, Undergraduate, LA&PS

The Sub-committee was satisfied that these programs have paid due regard to recommendations arising from the CPR process, and a communication was sent to one of the programs to offer further support as it responds to a changing external landscape in the delivery of its program. One of the Social Science-based programs will be asked to

# Joint Sub-Committee on Quality Assurance

## Report to the Full Committees

provide an updated follow-up report that reflects more fully the work completed toward the tasks on the Implementation Plan.

As reported by the Sub-committee earlier this year, it endeavors to address matters that extend beyond individual programs that have Faculty-wide or pan-University relevance. In that vein, the Sub-Committee committed to two follow-up actions, one related to systemic planning issues within a department, and the other a process matter, because the York University Quality Assurance Procedures (YUQAP) stipulate that, after confirmation, the Joint Committee's Final Assessment Report and the Dean's Follow-up Report are transmitted to the relevant Faculty Council.

The actions are

- Liaising with the Dean of the respective Faculty to explore how the Joint Sub-committee can contribute to advancing a process to examine the common themes and concerns across programs housed in a department to better achieve the departmental vision.
- Liaising with Faculty Councils to collaboratively define the best practice to integrate the results of their program Cyclical Program Reviews into their curriculum planning and governance processes.

### 2. Revisions to the Senate Quality Assurance Policy and the YUQAP

Following successive meetings where revisions to both the Quality Assurance Policy and the YUQAP have been under examination, the Sub-committee finalized revised versions of both documents. The policy revisions will be presented to the Senate APPRC and ASCP Committees for approval and subsequent recommendation to Senate for approval. The changes to the YUQAP will proceed to Quality Council for its confirmation.

### 3. 2020-2021 Rota of Program Reviews

Consistent with the Sub-committee's mandate, the 2020-2021 Rota of Program Reviews prepared by the Vice-Provost Academic was received and *confirmed*.

### 4. Communication from Quality Council pertaining to COVID-19

The Sub-committee *received* and *noted* a communication from the Quality Council which shared guidance to universities dealing with quality assurance matters during the disruption caused by the pandemic. Appropriately, the Quality Council is exercising due flexibility for universities to respond to the circumstances created by the pandemic in the context of curriculum approval and cyclical program review processes. Specifically, relaxing approvals for temporary changes related to online program delivery, adjustment of CPR schedules, and providing guidelines for conducting virtual site visits by external examiners for CPRs.

J. Magee  
Chair

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## Memorandum

To: Senate Committee on Awards

From: Jillian Yeung Do, Director, Student Financial Services  
Karen Warner, Manager Scholarships and Bursaries  
Oana Alexandru, Senior Financial Analyst

cc: Darren Fernandez, University Registrar

Date: Friday, May 15, 2020

Re: 2018-2019 Undergraduate Award Disbursement Report

### Overview

The purpose of this memo is to provide a summary of York University's undergraduate award disbursements for Fiscal 2018-19 (May 1, 2018 to April 30, 2019) versus Fiscal 2017-18 (May 1, 2017 to April 30, 2018).

Table A provides a summary of all awards and bursaries disbursed to York University undergraduate students (Keele and Glendon campuses combined) categorized by Funding Source (Figure 1) and Recipient Headcount (Figure 2).

Data in Figure 1 and Figure 2 of Table A was obtained from York University *Quick-Facts*—refer to Appendix 2 for the *Quick-Facts* excerpt which is published by York University's Office of Institutional Planning and Analysis (OIPA).

Overall, the amount of Undergraduate Award funding disbursed to York University students *increased* by 16% in Fiscal 2018-19 (\$33,639,151) versus Fiscal 2017-18 (\$29,122,396). In addition, the number of recipients increased year over year by 4% (FW18-19: 30,988 vs. FW17-18: 29,838).

**TABLE A: 2018-2019 Undergraduate Awards *Note 1***

**Figure 1 - Overview of Award and Bursary Funding (\$ Disbursed)**

Award Funding Category		2016-2017 '000's (\$)	2017-2018 '000s (\$)	2018-2019 '000s (\$)	Variance 17/18 vs 18/19 '000s (\$)	YOY % Variance 17/18 vs 18/19
York Funded	Entering Student Awards	\$10.9M	\$9.59M	\$9.67M	+\$79K	+1%
	Continuing Student Awards	\$11.4M	\$11M	\$15M	+\$4M	+36%
Government Funded		\$1.8M	\$1.46M	\$1.56M	+\$106K	+7%
Private Donations and Endowments		\$7M	\$7.09M	\$7.4M	+\$343K	+5%
<b>TOTAL</b>		<b>\$31.1M</b>	<b>\$29.1M <i>Note 3</i></b>	<b>\$33.6M</b>	<b>+\$4.5M</b>	<b>+16%</b>

**Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) *Note 2***

Award Funding Category		2016-2017 (Heads)	2017-2018 (Heads)	2018-2019 (Heads)	Variance 17/18 vs 18/19 (Heads)	YOY % Variance 17/18 vs 18/19
York Funded	Entering Student Awards	10,707	11,874	11,048	-826	-7%
	Continuing Student Awards	11,275	12,206	14,564	2,358	+19%
Government Funded		925	1,279	1,291	12	+1%
Private Donations and Endowments		4,189	4,479	4,085	-394	-9%
<b>TOTAL</b>		<b>27,096</b>	<b>29,838</b>	<b>30,988</b>	<b>+1,150</b>	<b>+4%</b>

**Note 1** - Fiscal 17-18 and Fiscal 18-19 data was obtained from York University's *Quick-Facts* data as published by the Office of Institutional Planning and Analysis (OIPA). Refer to **Appendix 2** for *Quick-Facts* excerpt.

**Note 2** – Number of recipients does not reflect 'unique' heads; some students may have received more than one award and may be included in more than one category. Refer to **Appendix 2** for *Quick-Facts* excerpt.

**Note 3** - Decrease in funding disbursed between 16/17 (\$31.1M) vs. 17/18 (\$29.1M) is attributed to a drop in the Entrance Scholarship values as well as a decrease in government funded programs due to timing (late funding commitment from government) and reduced participation rates.



## Summary of Year of Year Variances

### York Funded – Entering Student Awards

York Funded Entering Student Awards	YOY Variance				Average YOY Impact of Award (\$) per Recipient		
	Fiscal 17-18 vs. Fiscal 18-19 YOY Variance (\$)		Fiscal 17-18 v.s. Fiscal 18-19 YOY Variance (%)		Fiscal 17-18(Average) Award Disbursement per Recipient*	Fiscal 18-19 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$79K	↗	1%	↗	\$808	\$875	\$67 ↗
Overall Headcount (#)	-826	↘	-7%	↘			

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Entering Student Awards** *increased* by \$79K (Fiscal 17-18: \$9.59M vs. Fiscal 18-19: \$9.67M), representing a year-over-year (“YOY”) spending variance of 1%. Based on recipient headcount, there was an 826 (-7%) head *decrease* on a year over year basis (Fiscal 17-18:11,874 vs. Fiscal 18-19: 11,048). The YOY average award disbursed *increased* by approximately \$67 per recipient.

There was a -\$209K drop in expenditures for the Student Life Award which is attributed to a decrease (-427) in qualifying students in 2018-2019 (Fiscal 17-18: 6,173 vs. Fiscal 18-19: 5,746). This award is valued at \$500 and is awarded to domestic high school applicants admitted with a final average of 75%+ who accept their offer of admission by the deadline date in their offer letter. International high school applicants who completed their high school studies in a Canadian curriculum are also eligible for this award.

The impact of the drop in the Student Life Award was offset by increases in other entrance scholarships including but not limited to the following:

- Provost Award – awarded to University and College transfer students; disbursements increased by \$15K
- International Excellence Scholarship – merit based international scholarship; disbursements increased by \$40K
- LA&PS International Student Entrance Scholarship – merit based; disbursements increased by \$25.5K
- International Entrance Scholarship of Distinction – merit based; disbursements increased by \$35K
- Daughter’s for Life Waiver – disbursements increased by \$53K
- Lassonde and Science Entrance Scholarships - awarded to students admitted to those faculties with averages of 90%+; disbursements increased by \$70K
- President’s Scholarship – awarded to applicants with the highest admit averages across the faculties; increased by \$10.8K
- York University Automatic Entrance Scholarship - awarded to high school admits with final averages of 80%+; increased by \$34.6K

In summary, while we experienced a 4.3% drop in new admits in 18/19 (attributed to the labour disruption that occurred during the 2017-2018 academic year), there was a 1% increase in funding disbursed and a \$67 increase in the amount of funding on a per recipient basis.

## York Funded - Continuing Student Awards

York Funded Continuing Student Awards	YOY Variance				Average YOY Impact of Award (\$) per Recipient		
	Fiscal 17-18 vs. Fiscal 18-19 YOY Variance (\$)		Fiscal 17-18 v.s. Fiscal 18-19 YOY Variance (%)		Fiscal 17-18 (Average) Award Disbursement per Recipient*	Fiscal 18-19 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$4M	↗	36%	↗	\$900	\$1,028	\$128 ↗
Overall Headcount (#)	2,358	↗	19%	↗			

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Continuing Student Awards** *increased* by \$4M on a year-over-year basis (Fiscal 17-18: \$11M vs. Fiscal 18-19: \$15M) representing a YOY spending variance of 36%.

Based on recipient headcount for York Funded Continuing Student Awards, there was an 19% YOY *increase* in students (+2,358 students) receiving awards in this category (Fiscal 17-18: 12,206 students vs. Fiscal 18-19: 14,564 students). The YOY average award disbursed *increased* by approximately \$128 per recipient.

The increase in spending in this category is largely attributed to a \$3.4M (41.4%) increase in expenditures under the York University Undergraduate Bursary program (Fiscal 17-18: \$8.2M vs. Fiscal 18-19: \$11.6M). The primary factors in this growth are: a) a \$1.2M increase in the base budget allocation that supports the Undergraduate Bursary Program. SFS requested this additional support in anticipation of higher SAG obligations (Student Access Guarantee) based on projections provided by MCU; b) \$1M additional available funding because of deferred spending from 17/18 budget in anticipation of strike bursary expenses; and c) \$922K in bursary expenditures for the Labour Disruption Bursary funded jointly by SFS and Finance.

The Labour Disruption Bursary program was created to provide financial assistance to students who experienced financial hardship because of the 17-18 labour disruption. The value of this bursary was capped at \$1,500 and acceptable grounds included but were not limited to expenses for additional rent/living costs incurred during the remediation period and reimbursement for money lost because of having to cancel or reschedule pre-booked travel plans.

Additionally, there were increases in several other areas including but not limited to the following:

- \$319K increase in a variety of financial needs-based programs that support Schulich and Osgoode students;
- \$235K increase (19.3%) in spending for the York University Continuing Student Scholarship (Fiscal 17-18: 2045 students vs. Fiscal 18-19: 2469 students). This scholarship is automatically assessed and awarded to undergraduate students (level 2 and higher) who achieve a sessional gpa of 8.0 or higher in the previous academic year; values range from \$110 to \$1,100; and
- \$355K increase in spending in awards related to faculty study abroad programs and undergraduate research experiences.

In summary, overall spending and recipient headcount increased in Fiscal 18-19 versus Fiscal 17-18 for York Funded Continuing Student Awards.

## Government Funded Awards

Government Funded	YOY Variance		Average YOY Impact of Award (\$) per Recipient		
	Fiscal 17-18 vs. Fiscal 18-19 YOY Variance (\$)	Fiscal 17-18 v.s. Fiscal 18-19 YOY Variance (%)	Fiscal 17-18 (Average) Award Disbursement per Recipient*	Fiscal 18-19 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$106K	7%	\$1,138	\$1,210	\$72
Overall Headcount (#)	12	1%			

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **Government Funded Awards** *increased* by \$106K on a YOY-basis (Fiscal 17-18: \$1.46M vs. Fiscal 18-19: \$1.56M); or a spending variance of 7%.

Based on recipient headcount for Government Funded Awards, there was a 1% *increase* (+12 students) receiving awards in this category (Fiscal 17-18: 1,279 vs. Fiscal 18-19: 1,291 students).

When analyzing the average award disbursement per recipient, the YOY *increase* was approximately \$72 per student.

In the Fiscal 18-19 year, the government introduced the Ontario Tuition Waiver for Aga Khan Academy Graduates which resulted in spending of \$156K to 4 recipients. In addition, there was a \$37.5K increase in disbursements in the Ontario Bridging Participant Assistance Program (OBPA) Tuition Waiver, a program that provides tuition assistance to students with financial need enrolled in approved bridge training programs (Fiscal 17-18: 52 students receiving an average of \$765 vs. Fiscal 18-19: 42 students receiving an average of \$1,841) and a \$28.8K increase in disbursements in the Global Affairs Scholarship which is given to incoming exchange students (Fiscal 17-18: \$36K for 5 students vs. Fiscal 18-19: \$64.8K for 9 students).

This \$222K increase was offset by a -\$2.3K drop in the First-Generation Bursary attributed to a lower allocation from the Ministry of Colleges and Universities and a -\$105K drop in disbursements in the Bursary for Students with Disabilities (Fiscal 17-18: \$706K vs. Fiscal 18-19: \$601K). This bursary is intended to help students with disabilities to meet disability-related costs incurred while participating in post-secondary education and is application based.

As always, spending and disbursements in Government Funded Awards is driven by the funding directives of the provincial government (MCU) and by pool of students who apply and qualify for these government programs. Therefore, the amount (\$) and headcount variances can change from year to year and are not explicitly tied to York University's scholarship strategy.

## Awards from Endowments and Private Donations

Endowments and Donations	YOY Variance		Average YOY Impact of Award (\$) per Recipient		
	Fiscal 17-18 vs. Fiscal 18-19 YOY Variance (\$)	Fiscal 17-18 v.s. Fiscal 18-19 YOY Variance (%)	Fiscal 17-18 (Average) Award Disbursement per Recipient*	Fiscal 18-19 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$343K <span>↗</span>	5% <span>↗</span>	\$1,583	\$1,819	\$236 <span>↗</span>
Overall Headcount (#)	-394 <span>↘</span>	-9% <span>↘</span>			

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on Private Donations and Endowments *increased* by \$343K on a year-over-year basis (Fiscal 17-18: \$7.09M vs. Fiscal 18-19: \$7.4M); representing a YOY disbursement (spending) variance of 5%.

Based on recipient headcount, there was a year over year 9% *decrease* (of -394 students) receiving awards in this category (Fiscal 17-18: 4,479 vs. Fiscal 18-19: 4,085).

Given that the overall YOY spending *increased* while the YOY number of recipients *decreased*, the average award value received per recipient in Fiscal 18-19 *increased* by an average of \$236 per recipient.

There were numerous individual awards that saw increases in year over year spending or were new in the Fiscal 18-19 year resulting in increased disbursements of \$333K. These include but are not limited to the following:

- *Shopify Scholarship* (new in 18-19, disbursed \$101K)
- *York Fine Arts Student Assistance Fund* (YOY disbursement increase of \$60.7K)
- *Dr. James Wu Research Internships for Undergraduate Engineering Students* (YOY disbursement increase of \$58.5K)
- *Internship Award Program* (new in 18-19, disbursed \$32K)
- *York University Award* (YOY disbursement increase of \$30.2K)
- *The Stavros Niarchos Foundation Undergraduate Exchange Scholarship* (last awarded in FW16, disbursed \$27K)
- *York University Renewable Entrance Athletic Scholarship* (YOY disbursement increase of \$23.7K)

There was year over year variances in several other awards that contributed to an overall variance in spending and headcount. There are a variety of factors that contribute to spending and recipient headcount in the donor awards which include but are not limited to the following: award, available funding, cost centre surpluses and inability to find suitable candidates.

In summary, there has been continuous year over year growth in the amount of funding disbursed despite a decrease in the number of recipients in the Private Donations and Endowments categories.

## Disbursement Rates by Faculty

Based on headcount, the unique number of recipients by faculty are as indicated below.

### **Fiscal 2018-2019**

<b>Faculties</b>	<b>Number of Student Enrolled by Faculty (Unique Headcounts) 2018-2019</b>	<b>Number of Students Who Received At Least 1 Award by Faculty 2018-2019</b>	<b>% of Enrolled Students in Each Faculty Who Received an Award 2018-2019</b>
Liberal Arts & Professional Studies	24,378	6,427	26%
Environmental Studies	519	162	31%
Science	4,718	1,586	34%
Health	11,284	3,790	34%
Education	1,533	465	30%
Glendon	2,507	1,065	42%
Arts, Media, Performance and Design	2,999	1,338	45%
Lassonde	4,125	1,813	44%
Schulich	1,966	1,143	58%
Osgoode	996	707	71%
<b>TOTAL</b>	<b>55,025</b>	<b>18,496</b>	<b>34%</b>
<b>Note 1</b> - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
<b>Note 2</b> - Fiscal year refers to May 1, 2018 to April 30, 2019			

### **Fiscal 2017-2018**

<b>Faculties</b>	<b>Number of Student Enrolled by Faculty (Unique Headcounts) 2017-2018</b>	<b>Number of Students Who Received At Least 1 Award by Faculty 2017-2018</b>	<b>% of Enrolled Students in Each Faculty Who Received an Award 2017-2018</b>
Liberal Arts & Professional Studies	24,805	6,704	27%
Environmental Studies	572	199	35%
Science	4,640	1,533	33%
Health	11,248	3,837	34%
Education	1,329	471	35%
Glendon	2,754	1,056	38%
Arts, Media, Performance and Design	2,989	1,298	43%
Lassonde	3,525	1,524	43%
Schulich	1,884	1,056	56%
Osgoode	990	722	73%
<b>TOTAL</b>	<b>54,736</b>	<b>18,400</b>	<b>34%</b>
<b>Note 1</b> - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
<b>Note 2</b> - Fiscal year refers to May 1, 2017 to April 30, 2018			

Institutionally, the overall disbursement rate has remained consistent at 85% for Fiscal 2018-2019 and Fiscal 2017-2018. This includes all funding for undergraduate and graduate students. On a YOY basis, the disbursement rate by Faculty remains static.

## **CONCLUSION**

Overall disbursement (spending) *increased* on a YOY fiscal basis (Fiscal 18-19: \$33.6M vs. Fiscal 17-18: \$29.1M), representing a YOY spending variance of 16%.

Based on recipient headcount, there was an 4% increase (of 1,150 students) receiving awards (Fiscal 18-19: 30,988 students vs Fiscal 17-18: 29,838 students).

The overall disbursement rate of the University (grad and undergrad) has remained consistent at 85%, as has the YOY disbursement rate by Faculty.

The overall YOY average of the award per student *increased* by approximately \$209 per student (average award per recipient in Fiscal 18-19 = \$1,085 vs. Fiscal 17-18 = \$976).

Student Financial Services (SFS) is currently in the process of reviewing both the Domestic Entrance Scholarship and International Student Support strategies. Refer to **Appendix 1** for historic context regarding the scholarship strategy.

## **APPENDIX 1: Historic Scholarship Strategy & Future Developments**

### ***2019-20 Domestic Entrance Scholarship Strategy***

In 17/18, SFS had contemplated an Entrance Scholarship strategy that focused on High Impact Practices (HIPs) as a competitive recruitment tool to replace the existing Automatic Entrance Scholarship. Originally planned for 2021-22 implementation, the HIPs-based entrance scholarship combined a monetary award (received in Year 1), with a \$1,500 in-kind HIPs award (received in either Year 2, 3 or 4 for participation in a “High Impact Practice”, such as an International Exchange, Work Term, Research Experience, or Experiential Learning.

When the HIPs Scholarship strategy was first contemplated, the financial aid landscape in Ontario was considerably different from that of present day. “Free Tuition” was introduced by the provincial government and had expected to relieve financial pressure for all domestic post-secondary students. The landscape abruptly shifted in March of 2018, when York experienced a 143-day labour disruption and was further impacted by the results of the Provincial election that saw a change in government and created uncertainty around the continuation of the “Free Tuition” policy.

In 2019-20 the following conditions were observed: a) York’s Enrolment levels had not recovered from the labour disruption; b) “Free Tuition” was eliminated, impacting York’s OSAP participation rate and students’ ability to finance their education; and c) a competitive analysis of the university marketplace demonstrated that other universities continued to offer competitive Automatic Entrance Scholarships tied to academic performance.

Therefore, the strategic decision was made to defer the HIPs Scholarship Strategy and to maintain the Domestic Entrance Scholarship values and the Student Life Award values for 2019-20 at the prior year level.

*Domestic Entrance Scholarship – Maintained in 2019-20 (due to rationale above)*

Final High School Admit Average	Automatic Entrance Scholarship Value [A]	Student Life Award Value [B]	Total Entrance Award Value = [A] + [B]
95%+	\$3,500*	\$500 (SLA)	\$4,000
90% to 94.9%	\$2,000	\$500 (SLA)	\$2,500
85% to 89.9%	\$1,000	\$500 (SLA)	\$1,500
80% to 84.9%	\$500	\$500 (SLA)	\$1,000
75% to 79.9%		\$500 (SLA)	\$500

\*renewable

### **2020-21 Domestic Entrance Scholarship Strategy**

In 2020-21, the strategic decision was made to eliminate the Student Life Award (“SLA”), based on the following:

- a) the Student Life Award did not have the desired impact on York’s conversion rates (Strategic Council survey results showed that for 95% of York students, the Student Life Award was “Not meaningful” as a competitive recruitment tool; and;
- b) competitive analysis revealed that no other University is offering scholarships to students admitted with final high school averages of 75% - 79.9%; so removing the Student Life Award positions York to be on par with other Universities in its market. SFS made the decision that the \$1.1M spent on the Student Life Award for students with High School Final Admit averages of <80 could be better utilized.

Therefore, in 2020-21, the Entrance Scholarship will no longer include the Student Life Award; instead the \$500 value of the Student Life Award will be redirected to the Automatic Entrance Scholarship (to increase the values of the Entrance Scholarship, at all tiers, by \$500) and eliminate the automatic award at the 75%-79.9% Final High School Admit Average.

#### ***Domestic Entrance Scholarship – 2020-21***

<b>Final High School Admit Average</b>	<b>2019-20 Entrance Scholarship Program</b>	<b>2020-21 Entrance Scholarship Program</b>
95%+	\$3,500* + \$500 (SLA)	\$4,000*
90% to 94.9%	\$2,000 + \$500 (SLA)	\$2,500
85% to 89.9%	\$1,000 + \$500 (SLA)	\$1,500
80% to 84.9%	\$500 + \$500 (SLA)	\$1,000
75% to 79.9%	\$500 (SLA)	0

\*Renewable

### **Work/Study Program at York University**

Retention analysis demonstrates that York’s Work Study students have a 6% higher retention rate (at 86%) than non-Work Study students (80%). In 2019-20, the Work Study eligibility criteria was changed to remove the financial need criteria and expand the program to include part-time domestic UG students and full-time, international UG students.

Starting in 2015-16, the Work Study program has steadily been reduced due to budgetary reasons. This has impacted the number of Work Study positions approved YOY. SFS has requested additional funding to support the program so that the number of positions can be restored to historical levels.



<b>2019-20 Work Study Hires</b>				
<b>WS Program Type</b>	<b>Full Time, Undergraduate Domestic Students</b>	<b>Full Time, Undergraduate International Students</b>	<b>Part Time, Undergraduate Domestic Students</b>	<b>Total # of Students Hired into Positions</b>
LEAP*	246	65	6	317
RAY (Research at York)	97	7	8	112
Work Study	512	54	17	583
Total	855	126	31	1,012

\*LEAP (Leadership, Engagement and Ambassadorship Program)

<b>2018-19 Work Study Hires</b>				
<b>WS Program Type</b>	<b>Full Time, Undergraduate Domestic Students</b>	<b>Full Time, Undergraduate International Students</b>	<b>Part Time, Undergraduate Domestic Students</b>	<b>Total # of Students Hired into Positions</b>
LEAP*	295	0	0	295
RAY (Research at York)	103	0	0	103
Work Study	717	45	0	762
Total	1,115	45	0	1160

\*LEAP (Leadership, Engagement and Ambassadorship Program)

### ***Support for International Students***

In 2019-20 York/SFS partnered with CIBC to share in the foreign exchange spread (at 50%) on all incoming international currency transactions (i.e. on international student foreign currency payments to York University). 100% of York's share of this self-generated revenue was re-invested to support the financial needs of international students. Specifically, in March of 2020, \$175,000 (100% of self-generated revenue) was disbursed to 226 International students (across all years of study) who were formerly on a "financial block". Western Union Business Solutions (WUBS) will be entering into a similar partnership with York/SFS in 2020-21.

The future International Scholarship Strategy will be informed by the results of an external review (to be completed in the summer of 2020) of York's International Tuition Fees. This approach is supported by the Enrolment Planning Group (EPG). There are four components of the study, with the fourth component pertaining to International Scholarships and how they and other offsets such as waivers, bursaries and tuition pricing can be leveraged to convert prospective international students.

## **APPENDIX 2: 2018-19 QUICK-FACTS TABLES**

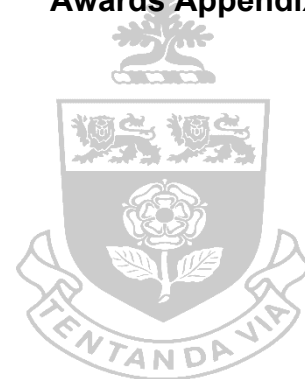
***2018/19 Undergraduate Awards - Table A for Quick-Facts***

<b>York Funded</b>	<b>Entering Student Awards</b>	<b>Entrance Award</b>	\$3,599,090
		<b>Other Entrance Scholarships</b>	\$5,334,432
		<b>President's Scholarship</b>	\$280,800
		<b>Renewable Entrance Scholarship</b>	\$12,000
		<b>Science &amp; Engineering Entrance Scholarship</b>	\$442,000
	<b>Continuing Student Awards</b>	<b>Continuing Student Scholarship</b>	\$1,453,463
		<b>Other In-Course Scholarships</b>	\$1,329,956
		<b>Renewable Entrance Scholarship-Renewals</b>	\$563,500
		<b>Service Bursary Program</b>	\$44,080
		<b>Undergrad Bursary Program</b>	\$11,585,256
<b>Government Funded</b>		<b>First Generation Bursary</b>	\$183,460
		<b>Government Funded Programs</b>	\$777,651
		<b>OSAP Disability Bursary</b>	\$600,761
<b>Private Donations</b>		<b>Endowments and Annual Donations</b>	\$7,432,702
<b>All</b>			<b>\$33,639,151</b>

Appendix 2 (Continued)

			Home Faculty										All
			AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	
York Funded	Entering Student Awards	Entrance Award	\$1,498,143	\$31,500	\$17,000	\$278,951	\$140,300	\$658,984	\$334,808	\$44,112	\$237,700	\$357,592	\$3,599,090
		Other Entrance Scholarships	\$1,398,735	\$38,000	\$53,500	\$562,000	\$345,339	\$742,843	\$576,821	\$5,000	\$985,424	\$626,770	\$5,334,432
		President's Scholarship	\$64,800	\$0	\$16,200	\$43,200	\$32,400	\$27,000	\$16,200	\$0	\$43,200	\$37,800	\$280,800
		Renewable Entrance Scholarship	\$0	\$0	\$0	\$0	\$4,000	\$4,000	\$0	\$0	\$0	\$4,000	\$12,000
		Science & Engineering Entrance Scholarship	\$0	\$0	\$0	\$0	\$0	\$0	\$182,000	\$0	\$0	\$260,000	\$442,000
	Continuing Student Awards	Continuing Student Scholarship	\$410,239	\$6,320	\$19,327	\$85,195	\$62,733	\$504,339	\$63,767	\$0	\$104,621	\$196,922	\$1,453,463
		Other In-Course Scholarships	\$368,606	\$29,296	\$6,900	\$37,347	\$89,852	\$94,769	\$373,359	\$241,981	\$36,245	\$51,601	\$1,329,956
		Renewable Entrance Scholarship-Renewals	\$52,500	\$0	\$0	\$45,500	\$52,500	\$66,500	\$9,000	\$0	\$227,500	\$110,000	\$563,500
		Service Bursary Program	\$80	\$985	\$0	\$0	\$39,015	\$0	\$0	\$0	\$4,000	\$0	\$44,080
		Undergrad Bursary Program	\$2,655,606	\$263,370	\$45,268	\$773,300	\$439,542	\$1,482,232	\$1,734,031	\$3,252,102	\$600,414	\$339,390	\$11,585,256
Government Funded		First Generation Bursary	\$56,848	\$0	\$5,963	\$2,981	\$6,360	\$76,129	\$22,062	\$0	\$0	\$13,117	\$183,460
		Government Funded Programs	\$184,991	\$1,900	\$8,200	\$42,880	\$37,825	\$67,917	\$111,340	\$7,200	\$30,348	\$285,050	\$777,651
		OSAP Disability Bursary	\$250,767	\$32,915	\$5,280	\$40,550	\$36,332	\$142,226	\$26,420	\$13,478	\$11,820	\$40,973	\$600,761
Private Donations		Endowments and Annual Donations	\$1,593,135	\$177,829	\$133,330	\$567,095	\$513,642	\$746,149	\$1,052,546	\$1,709,522	\$533,009	\$406,445	\$7,432,702
All			\$8,534,449	\$582,116	\$310,968	\$2,478,999	\$1,799,840	\$4,613,087	\$4,502,354	\$5,273,396	\$2,814,281	\$2,729,660	\$33,639,151

			Home Faculty										All
			AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	
			heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	
York Funded	Entering Student Awards	Entrance Award	2526	64	34	548	270	1247	621	12	473	696	6491
		Other Entrance Scholarships	1400	43	22	418	219	725	483	1	467	503	4281
		President's Scholarship	12	0	3	8	6	5	3	0	8	7	52
		Renewable Entrance Scholarship	0	0	0	0	1	1	0	0	0	1	3
		Science & Engineering Entrance Scholarship	0	0	0	0	0	0	91	0	0	130	221
	Continuing Student Awards	Continuing Student Scholarship	775	3	37	161	115	829	112	0	170	332	2534
		Other In-Course Scholarships	385	39	11	59	117	113	197	168	29	38	1156
		Renewable Entrance Scholarship-Renewals	15	0	0	13	15	19	3	0	65	34	164
		Service Bursary Program	1	1	0	0	54	0	0	0	2	0	58
		Undergrad Bursary Program	3427	286	63	755	594	1981	1641	781	652	472	10652
Government Funded		First Generation Bursary	35	0	6	3	4	60	17	0	0	8	133
		Government Funded Programs	362	1	2	5	23	40	6	1	1	198	639
		OSAP Disability Bursary	237	23	4	26	32	124	31	8	4	30	519
Private Donations		Endowments and Annual Donations	1077	142	55	389	425	444	290	913	185	165	4085
All			10252	602	237	2385	1875	5588	3495	1884	2056	2614	30988



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## **Memorandum**

To: Senate Committee on Awards

From: Jillian Yeung Do, Director, Student Financial Services  
Karen Warner, Manager Scholarships and Bursaries  
Oana Alexandru, Senior Financial Analyst

cc: Darran Fernandez, University Registrar

Date: May 15, 2020

re: 2019 New Awards Report

### **Overview**

The purpose of this memo is to provide a summary of the new awards approved by Student Financial Services on behalf of Senate in the 2019 calendar year (January 1 to December 31).

This memo presents comparisons of the new awards approved in 2019—analyzed in Tables 1 to 5 by faculty, funding type, value, category, and timing of disbursement. The prior year data has been included to provide a historical perspective. Overall, the number of new awards increased on a year over year (YOY) basis (86 in 2019 vs. 74 in 2018). Much of this increase can be attributed to the 15 new awards created by the Faculty of Graduate Studies to better administer the institution's graduate funding package. On the basis of donor funded awards only, there was a YOY decrease (49 in 2019 vs. 56 in 2018).

Please refer to **Appendix A** for the full list of the new awards (names and public descriptions).

For the Committee's information purposes, **Appendix B** provides award funding definitions.

**TABLE 1: Summary of New Awards by Faculty**

Faculties	2019 Calendar Year		2018 Calendar Year		2017 Calendar Year	
	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved
Non-Faculty Specific	7	8%	9	12%	6	7%
Arts, Media, Performance and Design (undergraduate)	1	1%	3	4%	4	4%
Education (undergraduate)	0	0%	1	1%	0	0%
Environmental Studies (undergraduate)	0	0%	4	5%	2	2%
Glendon (undergraduate)	9	10.5%	0	0%	12	13%
Graduate Studies (excluding Law and Schulich)	30	35%	7	9%	11	12%
Health (undergraduate)	2	2%	16	22%	2	2%
Lassonde (undergraduate)	2	2%	3	4%	5	5%
Law (undergraduate and graduate)	13	15%	9	12%	9	10%
Liberal Arts & Professional Studies (undergraduate)	11	13%	8	11%	19	21%
Science (Undergraduate)	2	2%	1	1%	5	5%
Schulich (undergraduate and graduate)	9	10.5%	13	18%	17	18%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>	<b>74</b>	<b>100%</b>	<b>92</b>	<b>100%</b>

*Calendar year refers to the period from January 1 to December 31*

The faculty with the highest YOY increase in new awards is Graduate Studies. 15 of the 30 new awards created for the FGS were created for the administration of the graduate funding package and are funded through institutional cost centres.

**TABLE 2: Summary of New Awards by Funding Type**

Funding Source	2019 Calendar Year				2018 Calendar Year				2017 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Annual Payments	6	1	0	7	3	5	1	9	11	4	2	17
Endowments	14	5	0	19	15	6	2	23	13	6	0	19
One-Time-Only	6	1	1	8	2	2	0	4	4	1	1	6
Operating	5	24	3	32	5	9	1	15	7	8	2	17
Term Awards	8	5	2	15	12	4	4	20	22	5	4	31
Transcript Notation	4	1	0	5	1	0	0	1	1	0	0	1
Government	0	0	0	0	0	1	1	2	0	1	0	1
<b>TOTAL</b>	<b>43</b>	<b>37</b>	<b>6</b>	<b>86</b>	<b>38</b>	<b>27</b>	<b>9</b>	<b>74</b>	<b>58</b>	<b>25</b>	<b>9</b>	<b>92</b>

There are no significant YOY variance (when the analyzed by the award funding source), except for the awards funded through operating cost centres. This again, can be attributed to the 15 new awards created by FGS for the administration of the graduate funding package. When considering donor funded awards only (i.e. those funded through annual payments, endowments, OTO, and termed awards), there is a *decrease of -7 YOY* (49 in 2019 vs. 56 in 2018).

**TABLE 3: Summary of New Awards by Value**

Award Value	2019 Calendar Year				2018 Calendar Year				2017 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
< \$500	0	0	2	2	1	3	0	4	5	0	0	5
\$500-\$1,000	14	3	1	18	15	3	3	21	27	7	1	35
\$1,001 - \$2,000	4	3	1	8	7	4	1	12	5	1	3	9
\$2,001 - \$3,000	2	2	0	4	3	2	0	5	4	2	1	7
\$3,001 - \$5,000	3	2	1	6	5	2	1	8	6	3	2	11
\$5,001 - \$10,000	3	1	0	4	4	0	1	5	6	2	0	8
\$10,001+	1	4	0	5	0	1	0	1	1	0	0	1
Amount Varies	12	21	1	34	5	9	3	17	3	10	2	15
No Monetary Value	4	1	0	5	1	0	0	1	1	0	0	1
<b>TOTAL</b>	<b>43</b>	<b>37</b>	<b>6</b>	<b>86</b>	<b>41</b>	<b>24</b>	<b>9</b>	<b>74</b>	<b>58</b>	<b>25</b>	<b>9</b>	<b>92</b>

*\*\*Several awards have an award value range. In these instances, the ceiling for the range has been recorded in the chart above.*

There is no significant YOY variance in new awards (when analyzed by award value) except for awards where the amount varies. This would include the 15 awards created by FGS in support of the funding package. The value of the graduate funding package is dependent on tuition rates and is comprised of various funding opportunities including fellowships, research assistantships in the student's field of study, teaching assistantships with relevant undergraduate programs, graduate assistantships with faculty members or research units, and/or scholarships and awards.

**TABLE 4: Summary of New Awards by Category**

Definition	2019 Calendar Year				2018 Calendar Year				2017 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Award	17	22	6	45	18	16	6	40	28	18	3	49
Bursary	12	1	0	13	11	3	2	16	11	4	4	19
Fellowship	0	7	0	7	0	0	0	0	0	0	0	0
Prize/Medal	9	1	0	10	4	2	1	7	14	0	1	15
Scholarship	5	6	0	11	7	4	0	11	5	3	1	9
<b>TOTAL</b>	<b>43</b>	<b>37</b>	<b>6</b>	<b>86</b>	<b>40</b>	<b>25</b>	<b>9</b>	<b>74</b>	<b>58</b>	<b>25</b>	<b>9</b>	<b>92</b>

\*These awards are available to undergraduate and graduate students.

Bursary includes waivers. Calendar year refers to the period from January 1 to December 31.

There is no significant YOY variance in the new awards (when analyzed by award category). Consistent with the last two years, most new awards have been categorized as 'awards. By Senate definition, awards combine academic criteria (minimum grade of 70% for students entering from secondary school, undergraduate grade point average of 6.0, or graduate average of B) and non-academic criteria (e.g. talent, promise, community service, leadership, financial need).



**TABLE 5: Summary of Awards by Timing**

Timing	2019 Calendar Year				2018 Calendar Year				2017 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Convocation	3	0	0	3	1	1	0	2	9	2	0	11
Entrance	5	6	0	11	8	2	0	10	8	4	2	14
In-Course	35	31	6	72	31	22	9	62	41	19	7	67
<b>TOTAL</b>	<b>43</b>	<b>37</b>	<b>6</b>	<b>86</b>	<b>40</b>	<b>25</b>	<b>9</b>	<b>74</b>	<b>58</b>	<b>25</b>	<b>9</b>	<b>92</b>

\*These awards are available to undergraduate and graduate students.  
Calendar year refers to the period of January 1 to December 31.

There are no significant YOY variances in the new awards (when analyzed by timing of award administration/disbursement). Roughly 83% of the University's awards are adjudicated in course (during the Fall, Winter or Summer terms).

## **Conclusion**

Overall, the number of new awards established in 2019 increased on a year over year (YOY) basis (86 in 2019 vs. 74 in 2018). Much of the increase is the result of 15 new awards, established with operating funds to support the administration of the graduate funding package.

There was a YOY decrease in the number of new donor funded awards (49 in 2019 vs. 56 in 2018). These new donor agreements (refer to **Appendix A2**) represent a total of \$3.8M in new student funding, culminating in a potential annual impact of \$950K for York students. The Division of Advancement at York University and the Development Officers within the Faculties share the responsibility of securing donor funding to support institutional objectives which includes student aid.

APPENDIX A (1) - YORK FUNDED AWARDS					
Award Name	Award Description	Faculty	Degree Level	Value	Funding Type
Biology Book Prize, Glendon	Awarded to a graduating Biology major at Glendon College, York University in recognition of excellent academic achievement. This prize is available annually but may not be awarded annually.	SC	UG	\$0	TN
Canadian Competition Law Moot	Funds awarded to students who are participating in our Mooting Program	LW	UG	Varies	OP
Communications Book Prize, Glendon	Awarded to a graduating Communications major at Glendon College, York University in recognition of excellent academic achievement and outstanding contribution to the Communications program. This prize is available annually but may not be awarded annually.	GL	UG	\$0	TN
Convocation Award of Excellence for Student Leadership	Awarded to a graduating student who has been an exceptional leader, one who has made a consistent and valuable contribution to the community at Glendon. In celebration of building community, consideration will be given to the level of equity, integrity and caring that was demonstrated in the recipients' leadership and to the positive impact this has made.	GL	UG	\$0	TN
Dean's Award for Excellence in Teaching	These awards have been created to celebrate and honour excellence in teaching in the Faculty of Liberal Arts & Professional Studies. Exceptional teachers are nominated by their teaching community (i.e. colleagues and students), rather than self-nominated. In so doing, this award recognizes quality teaching as one of the Faculty's reputational strengths, with the following specific objectives in view: - To promote the adoption of excellent teaching practices that foster deep, engaged learning; - To recognize and promote commitment to teaching in innovative and transformative ways to foster student success; - To recognize and promote faculty members' commitment to York's instructional priorities in the areas of first year experience, Experiential Education and e-learning; - To recognize and promote faculty members' commitment to Teaching, Learning and Student Success.	AP	GR	\$2,000	OP

DEM Undergraduate Academic Achievement Award	The DEM Undergraduate Academic Achievement Award recognizes the academic achievement of the student with the highest graduating GPA in the Bachelor of Disaster and Emergency Management (BDEM) programs: Specialized Honours, Honours, Double Major, Major/Minor and Ordinary.	AP	UG	\$0	TN
DTEIL Teaching Practicum Travel Bursary	This bursary will be awarded to students who demonstrate financial need in covering travel expenses for their teaching practicum. Recipients must be registered in the DTEIL Certificate, must be enrolled in EN 4596 9.0 and must use the funds to finish their practicum abroad. The International Teaching Practicum is a popular and distinctive international experience, a demonstration of Glendon's desire to be "a leader in global reach." The D-TEIL Certificate provides a pre-professional preparation for those interested in pursuing a career in English language teaching outside of Canada.	AP	UG	Varies	OP
Emerging Leader Award	The Emerging Leader Award will be awarded in recognition of the contributions made by a Glendon student who has recently become involved in student activities and demonstrates commitment and leadership potential.	GL	GR/UG	\$100 - \$500	OP
Faculty of Graduate Studies Distinguished Scholar's Prize	The prize recognizes an exceptional scholar who has made significant contributions to academia in Canada, with an interest in a broad range of disciplinary fields; demonstrated dedication to teaching; and a track record of innovative and impactful research.	GS	GR	\$1,000	OP
Glendon Tuition Prize	This prize will be awarded to a prospective student who enters a draw at an open house event at Glendon and enrolls in studies at Glendon. Terms and conditions will be provided by Glendon's Office of Recruitment and Applicant Relations to the successful recipient. This prize can be held in addition with other York entrance scholarships.	GL	UG	\$5,000	OP
Graduate Student Award in Clinical Neuropsychology	The Graduate Student Award in Clinical Neuropsychology was created to recognize a graduate student who has made an outstanding contribution to clinical practice or research with relevance to the field of clinical neuropsychology, in either the Clinical or Clinical Developmental halves of the stream. This award is open to all MA and PhD students in the Clinical Neuropsychology Stream (CNS) at York University. The award recognizes innovations in service delivery or knowledge translation, contributions to student training (e.g. active participation in the CNS, mentorship and support of peers), excellence in research, and/or service to the profession of clinical neuropsychology. Individuals may receive the award only once. The award is intended to be given annually.	HH	GR	\$0	TN

ICC International Commercial Mediation Competition	Funds awarded to students who are participating in our Mooting Program	LW	UG	Varies	OP
International Equalization Payment-MA	The International Equalization Payment is the amount needed to make up the difference between Domestic and International take home pay.	GS	GR	Varies	OP
International Global Scholars Award	In recognition of academic excellence and merit, the International Global Scholars Award is offered to incoming international students who have been admitted into a graduate program at the Schulich School of Business. Recipients of the award will have demonstrated academic excellence (minimum 6.0 GPA, B+) in previous studies.	SB	GR	Varies	OP
LA&PS Dissertation Fieldwork Fellowship-Domestic	The Dissertation Fieldwork Fellowship is intended to provide funding support to doctoral students who need to complete fieldwork or other research in support of their dissertations which makes it impossible for them to take up a TA position during the academic year. This will include traditional fieldwork conducted abroad or within Canada, it may include ethnographic research or participant observation and it can also include extended archival research. The Dissertation Fieldwork Fellowship supports up to a one year leave from holding a tutorial assistant position by replacing the value of the TA position with Fieldwork Fellowship Funding.	AP	GR	\$23,891	OP
LA&PS Dissertation Fieldwork Fellowship-International	The Dissertation Fieldwork Fellowship is intended to provide funding support to doctoral students who need to complete fieldwork or other research in support of their dissertations which makes it impossible for them to take up a TA position during the academic year. This will include traditional fieldwork conducted abroad or within Canada, it may include ethnographic research or participant observation and it can also include extended archival research. The Dissertation Fieldwork Fellowship supports up to a one year leave from holding a tutorial assistant position by replacing the value of the TA position with Fieldwork Fellowship Funding.	AP	GR	\$32,620	OP
Outstanding Contribution Award	The Outstanding Contribution Award is awarded in recognition of the achievements of committed students who have had a positive impact at Glendon by generously dedicating their time and talents in at least one of the following areas: residence life, community building, peer mentorship, athletics, creative arts, or university governance.	GL	GR/UG	\$100 - \$500	OP

Schulich Artificial Intelligence Entrance Award	The Schulich Artificial Intelligence Entrance Award is presented to incoming MMAI students in recognition of academic excellence and merit. Recipients must have a minimum cumulative GPA of 6.0 (B+).	SB	GR	Varies	OP
Schulich Entrance Scholarship of Merit in Artificial Intelligence	The Schulich Entrance Scholarship of Merit in Artificial Intelligence is created in recognition of an outstanding applicant to the Schulich School of Business Masters of Management in Artificial Intelligence (MMAI) program. The Scholarship is offered to an incoming MMAI student who demonstrates the highest academic standing in previous studies. Selection will be based on the academic excellence and the admissions profile.	SB	GR	\$25,000	OP
Schulich Service Fund	This is a service bursary administered by the Schulich School of Business.	SB	GR/UG	Varies	OP
Student Access Guarantee Bursary	The Student Access Guarantee is a partnership between York University and the government of Ontario that ensures students who receive financial aid from the Ontario Student Assistance Program (OSAP) and are identified as having financial need, have their direct educational costs covered (tuition, books and mandatory course fees).	All	UG	Varies	OP
Student Initiative and Recruitment Fund	For programs Student Initiatives and Recruitment Activities	AP	GR	\$1,500	OP
Teaching Assistant Excellence Award in Civil Engineering	<p>The Teaching Assistant Excellence Award recognizes an outstanding teaching assistant in the Department of Civil Engineering at York University. The award acknowledges excellence in and commitment to teaching at the undergraduate level.</p> <p>To be eligible for the award, students must meet the following requirements:</p> <ol style="list-style-type: none"> <li>1. Be enrolled as a full-time graduate student in the Department of Civil Engineering at York University at the time of the nomination; and</li> <li>2. Be employed or previously employed as a Teaching Assistant by the Department of Civil Engineering at York University.</li> <li>3. Not have received this award previously during the degree program.</li> </ol>	LE	GR	\$500	OP

York University Faculty Enhanced Graduate Funding - Doctoral Domestic	<p>York University Faculty Enhanced Graduate Funding - Doctoral Domestic is based on the principles of encouraging academic excellence and supporting student success. This funding provides additional financial support to attract and maintain quality potential graduate students. This funding is provided in addition to the York University Graduate Fellowship.</p> <p>York University Faculty Enhanced Graduate Funding - Doctoral Domestic - enhances the Faculty graduate student academic experience and strengthens graduate support. Funding amounts are determined by the Faculty on a case by case basis.</p>	GS	GR	Varies	OP
York University Faculty Enhanced Graduate Funding - Doctoral International	<p>York University Faculty Enhanced Graduate Funding - Doctoral International is based on the principles of encouraging academic excellence and supporting student success. This funding provides additional financial support to attract and maintain quality potential graduate students. This funding is provided in addition to the York University Graduate Fellowship.</p> <p>York University Faculty Enhanced Graduate Funding - Doctoral International - enhances the Faculty graduate student academic experience and strengthens graduate support. Funding amounts are determined by the Faculty on a case by case basis.</p>	GS	GR	Varies	OP
York University Faculty Enhanced Graduate Funding - Masters Domestic	<p>York University Faculty Enhanced Graduate Funding - Masters Domestic is based on the principles of encouraging academic excellence and supporting student success. This funding provides additional financial support to attract and maintain quality potential graduate students. This funding is provided in addition to the York University Graduate Fellowship.</p> <p>York University Faculty Enhanced Graduate Funding - Masters Domestic - enhances the Faculty graduate student academic experience and strengthens graduate support. Funding amounts are determined by the Faculty on a case by case basis.</p>	GS	GR	Varies	OP

York University Faculty Enhanced Graduate Funding - Masters International	<p>York University Faculty Enhanced Graduate Funding - Masters International is based on the principles of encouraging academic excellence and supporting student success. This funding provides additional financial support to attract and maintain quality potential graduate students. This funding is provided in addition to the York University Graduate Fellowship.</p> <p>York University Faculty Enhanced Graduate Funding - Masters International - enhances the Faculty graduate student academic experience and strengthens graduate support. Funding amounts are determined by the Faculty on a case by case basis.</p>	GS	GR	Varies	OP
York University Graduate Studies - Accommodation Assistance	York University Graduate Studies - Accommodation Assistance is a payment made to graduate students who are not able to work due to medical/functional limitations. Funding amounts are determined on a case by case basis.	GS	GR	Varies	OP
York University Graduate Studies - Funding Commitment	York University Graduate Studies - Funding Commitment is a non-work related payment made to graduate students required when a graduate student's annual funding commitment has not been met by other means. Funding amounts are determined on a case by case basis.	GS	GR	Varies	OP
York University Graduate Studies - Internal Waiver	York University Graduate Studies - This is an internal award used by FGS only to waive tuition fees as determined on a case by case basis.	GS	GR	Varies	OP
York University Graduate Studies - Minimum Guarantee	York University Graduate Studies - Minimum Guarantee is a payment made to graduate students who receive an award based on an extension of program time limit petition. Funding amounts are determined on a case by case basis.	GS	GR	Varies	OP
York University International Graduate Scholarship - Doctoral International	York University International Graduate Scholarship - Doctoral is based on the principles of encouraging academic excellence and supporting student success. This funding provides financial support as an entrance scholarship to attract quality graduate students. Funding amounts are determined by the Faculty on a case by case basis.	GS	GR	Varies	OP

York University International Graduate Scholarship - Masters International	The York University International Graduate Scholarship - Masters is based on the principles of encouraging academic excellence and supporting student success. This funding provides financial support as an entrance scholarship to attract quality graduate students. Funding amounts are determined by the Faculty on a case by case basis.	GS	GR	Varies	OP
York University Supplementary Graduate Assistance (Grant-In-Aid) Doctoral Domestic	Supplementary Graduate Assistance is a provision in the CUPE 3903 collective agreement. It is paid out through the Faculty of Graduate Studies each month and is deposited directly to the student account.	GS	GR	Varies	OP
York University Supplementary Graduate Assistance (Grant-In-Aid) Doctoral International	Supplementary Graduate Assistance is a provision in the CUPE 3903 collective agreement. It is paid out through the Faculty of Graduate Studies each month and is deposited directly to the student account.	GS	GR	Varies	OP
York University Supplementary Graduate Assistance (Grant-In-Aid) Masters Domestic	Supplementary Graduate Assistance is a provision in the CUPE 3903 collective agreement. It is paid out through the Faculty of Graduate Studies each month and is deposited directly to the student account.	GS	GR	Varies	OP
York University Supplementary Graduate Assistance (Grant-In-Aid) Masters International	Supplementary Graduate Assistance is a provision in the CUPE 3903 collective agreement. It is paid out through the Faculty of Graduate Studies each month and is deposited directly to the student account.	GS	GR	Varies	OP



APPENDIX A (2) - DONOR FUNDED AWARDS									
Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Min. Value	Max. Value	Min. impact for one year	Funding Type
Abdurahman 'Hosh' Jibril '93 Memorial Bursary	<p>The Abdurahman 'Hosh' Jibril '93 Memorial Bursary was created by his family and friends to honour his memory and many accomplishments. It will be given annually to a student in the JD program in financial need.</p> <p>Abdurahman 'Hosh' Jibril (1953 - 2019) came to Toronto in the late 1970s, one of the earliest Somali refugees to come to Canada. He was a man of powerful intellect who disdained mediocrity and possessed a strong commitment to progressive agendas, such as equality, justice, women's rights, protection of minority groups, and fair representation. Throughout his career as a lawyer and later in his community development work, Hosh has always supported the settlement and integration of large number of refugees and immigrants in Canada, and closely worked with some of society's most vulnerable members on legal matters. He later went back to Somalia to help serve the country faithfully and held a number of important government positions, including the task of leading the drafting and adoption of the Provincial Constitution of Somalia in 2012. Most recently, Hosh was the Minister of Constitutional Affairs, where he led a constitutional review process.</p>	LW	UG	\$1,000	1	1,000	\$1,000	\$1,000	AN

Anthony H. Richmond Scholarship	<p>The Anthony H. Richmond Scholarship will be awarded annually to a graduate level student conducting research on interactions between: i) refugees, forced migration, immigration and/or resettlement within or outside counties of origin and ii) the environment.</p> <p>Created by Freda Richmond in memory of her husband, Anthony (Tony) Richmond, Professor Emeritus at York University and one of the founders of York's Department of Sociology. He established the department's graduate program and served as its first director, and he was also a founding member of the York Centre for Refugee Studies. In 1980, he was elected a Fellow of the Royal Society of Canada. Richmond was known for his civility, lack of pretense, sense of fairness and commitment to scholarly life, as well as his consistent encouragement to women scholars in sociology. Richmond's academic interests began in Britain with studies in race relations and moved on to migration studies when he first came to Canada, before focusing in the latter part of his career on refugees and refugee policy. His lifelong Quakerism fueled his concern for inequities of all kinds. In his final book, "Global Apartheid: Refugees, Racism and the New World Order" (published in 1994) Richmond examined the repressive and restrictive policies 'White' and wealthy countries had instituted to restrain the number of migrant workers and refugees from developing countries - describing the result as a form of Global Apartheid.</p>	All	GR	\$70,000	1	2,000	\$2,000	\$2,000	EN
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Aubrey E. Golden QC '59, '90 (LLM) Bursary	<p>The Aubrey E. Golden QC '59, '90 (LLM) Bursary will be awarded annually to a JD student with financial need who has demonstrated a genuine interest in social justice.</p> <p>Aubrey Edward Golden was called to the Bar of Ontario and given the Gold Key Award in 1959, appointed a Queen's Counsel in 1980 and practiced as a trial and appellate counsel throughout Canada until his retirement in 2004. His work focused on constitutional, labour, aboriginal and environmental law. He represented many large labour and farm organizations as well as organized teachers' federations. He was a member of the Ontario, Alberta, Prince Edward Island and Nunavut bars and conducted cases in every province and territory of Canada. His extensive archives are available in the York University Archives.</p>	LW	UG	\$25,000	1	1,000	\$1,000	\$1,000	AN
Bennett Family Entrance Scholarships	The Bennett Family Entrance Scholarships will be awarded to incoming undergraduate students with high academic standing who demonstrate financial need and/or are the first generation of their family to pursue a post-secondary education.	All	UG	\$725,000	Varies	2,000	\$5,000	\$362,500	OT
Bennett Family Graduate Bursaries	The Bennett Family Graduate Bursaries provide support to full and part-time graduate students who are in good academic standing and who demonstrate financial need. Preference will be granted to those who are the first generation of their family to pursue a post-secondary education.	GS	GR	\$725,822.63	145	5,000	\$5,000	\$365,000	OT

Caio Milhorati Graduate Business Council Award	Established by the 2018-2019 Graduate Business Council (GBC) Executive in tribute to their treasurer, Caio Melo Borges Milhorati (MBA 2019). The Award is given to a continuing international student attending Schulich on a study permit/visa, who is enrolled in a Masters-degree program. Recipients must demonstrate that they have made a positive contribution to the Schulich community through the submission of an application, and also demonstrate financial need. Preference will be given to a student who has come to Canada accompanied by one or more dependants to attend the Schulich School of Business. Value: \$2,500	SB	GR	\$12,500	1	2,500	\$2,500	\$2,500	TM
Cansel Award	The Cansel Award will be awarded to full time undergraduate students in their 3rd or 4th year of study, enrolled in the Geomatics Engineering or Geomatics Science programs. To be eligible, students must be in good academic standing and demonstrate community involvement and leadership qualities by submitting their CV along with a personal statement that outlines their community experience and describes the leadership qualities that make them a strong candidate. Preference will be granted to students who have utilized the in-kind software and services (Can-Net) donated by Cansel Survey Equipment during their studies.	LE	UG	\$20,000	2	2,500	\$2,500	\$500	TM
Cindy Hughes Award in Athletic Therapy	The Cindy Hughes Award in Athletic Therapy will be awarded annually to two undergraduate students enrolled in the third year of the Athletic Therapy Program who show promise to become successful athletic therapists and demonstrate leadership in York's Athletic Therapy Clinic and/or their fieldwork.	HH	UG	\$200,000	2	Varies	Varies	Varies	EN

Dorothy and Ian Macdonald MFA in Theatre Award	The Dorothy and Ian Macdonald MFA in Theatre Award will be granted to student(s) entering or enrolled in the MFA in Theatre Stage Direction Program. First preference will be granted to the MFA Director(s) involved in the Stage Direction program in Collaboration with Canadian Stage. Alternatively, if this is not possible nor practical, or in the event that the aforementioned Collaborative program may cease to exist, this award may be granted to a MFA Theatre student who demonstrates a high degree of artistic excellence in their field and is involved in an experiential learning collaborative endeavour with another theatre company. H. Ian Macdonald is President Emeritus of York University. He served as President and Vice-Chancellor for more than 10 years, from 1974 to 1985. He was also director of the Master of Public Administration Program and a professor of economics and public policy at the Schulich School of Business. He had a distinguished career in academia, the Ontario provincial government, the private sector and with international agencies. In 1958, Ian met Dorothy in the former Britneli's Bookstore, they were soon married and had 5 wonderful children and 6 grandchildren. To celebrate their 59+ years of marriage, and their passion for theatre and enjoyment of live performances, along with their association with the Canadian Stage Theatre Company, Ian and Dorothy decided to create this award to benefit Masters-level students in York's Theatre Program.	AMPD	GR	\$30,000	1	2,500	\$2,500	\$2,500	EN
Felicitas Svejda Biology Program Fund	The Felicitas Svejda Biology Program Fund will support Biology students enrolled in Glendon's Bachelor of Science program. Dr. Felicitas Svejda was considered the mother of Canadian Explorer Roses and a rose breeding revolutionist. She worked at the Canadian Federal Department of Agriculture's Central Experiment Farm in Ottawa for 25 years until retiring in 1985. York University awarded Svejda a degree of Doctor of Science honoris causa in 2000, and she visited Glendon's Bryden Rose Garden in the summer of 2007.	GL	UG	\$97,659	TBD	TBD	TBD	TBD	EN

Forum Equity Partners ICLP Bursary	Forum Equity Partners has created this bursary to support JD students who are participating in Osgoode's Income Contingent Loan Program. Recipients will receive a \$15,000 bursary per year toward their tuition for the duration of their JD program to a maximum of \$45,000.	LW	UG	\$405,000	2	15,000	\$15,000	\$30,000	TM
Forum Equity Partners ICLP Summer Internship	Forum Equity Partners has created this summer internship to support JD students who want to 'do good' in the broader Jane/Finch community by working with a legal services provider or community lawyering organization for 12 - 16 weeks in the summer. It will be available annually to students with preference to students who are recipients of the Income Contingent Loan Program and who have completed first year.	LW	UG	\$90,000	2	10,000	\$10,000	\$20,000	AN
Founders College Bernard Luk Award	The Founders College Bernard Luk Award is awarded annually to Founders College students majoring in one of the College's affiliated academic programs who have demonstrated a significant improvement in their overall GPA and demonstrate financial need. One award each is given to a student in second, third and fourth year.	AP	UG	\$3,000	3	500	\$1,000	\$1,500	AN
George Svec, MBA 1969 Scholarship Endowment	The George Svec, MBA 1969 Scholarship Endowment was established by Schulich alumnus George Svec (MBA '69). It is awarded to a student entering the first year of the MBA program, who demonstrates academic excellence and financial need. The recipient will have achieved a minimum GPA of 6.0 or B+ in previous academic work, as well as an above average GMAT score.	SB	GR	\$300,000	1	Varies	Varies	Varies	EN
Glen Frankfurter Conference Award	The Glen Frankfurter Conference Award will be granted to full-time MA or Ph.D. students enrolled in the graduate program of Geography who are conducting research in historical geography.	AP	GR	\$12,500	Varies	600	\$600	\$600	EN

Harry A. Newman Memorial Ontario Graduate Scholarship in Social Work	<p>The Harry A. Newman Memorial Ontario Graduate Scholarship in Social Work was created to benefit graduate students studying or conducting research in the School of Social Work.</p> <p>Harry A. Newman, who was a member of Lions Club Toronto, played a leading role in the development of youth and community activities for the club. The Harry A. Newman Memorial Foundation was created to further the development of individuals with leadership potential for the benefit of the community.</p>	AP	GR	\$25,000	1	15,000	\$15,000	\$15,000	TM
Helen Carswell Graduate Research Fellowships in Dementia Care	<p>The Helen Carswell Graduate Research Fellowships in Dementia Care will be granted to Masters and PhD students who are affiliated with the Faculty of Health to support evaluation research in dementia care and policy development. The Fellowships will be granted to a maximum of six (6) Master's students and eight (8) PhD students who, in collaboration with the Alzheimer Society of York Region are conducting evaluative research under the direction of the Chair.</p>	HH	GR	\$236,000	3 (2 Master's students at \$13,000 and one PhD student at \$22,000)	13,000	\$22,000	\$48,000	TM

Iristel Graduate Award	The Iristel Graduate Physics Award has been established to support promising graduate students in the field of optical physics. The award will be granted to two (2) full-time graduate students each year in the field of optical physics and will support research and related scholarly and creative activities. Iristel Inc., a leader in Canadian telecommunications, has been an innovator and industry disrupter since Samer Bishay graduated from York University's Space and Communications program in 1998 and applied his technology talents to launch the company from his apartment. Today, Iristel and its affiliate companies operate from the Pacific to Atlantic and up to the Arctic, offering Canadian businesses and consumers advanced communications services of all types. Samer and his company are passionate about helping bright Canadians enter this exciting and ever-changing industry with the best possible academic knowledge and work-related experience. The aim of the annual Iristel Awards for York undergraduate and graduate students, along with hands on training in the Optics Lab, is to encourage bright, inquisitive minds.	SC	GR	\$10,000	2	4,167	\$4,167	\$8,334	TM
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Iristel Undergraduate Scholarship	<p>The Iristel Undergraduate Scholarship has been established to reward academic performance and lab proficiency and to encourage students in their 3rd and 4th year of study to pursue a career in optical physics or biophotonics. The award will be granted to students enrolled in their 3rd or 4th year of an Honours or Specialized Honours program in the Department of Physics and Astronomy.</p> <p>Iristel Inc., a leader in Canadian telecommunications, has been an innovator and industry disrupter since Samer Bishay graduated from York University's Space and Communications program in 1998 and applied his technology talents to launch the company from his apartment. Today, Iristel and its affiliate companies operate from the Pacific to Atlantic and up to the Arctic, offering Canadian businesses and consumers advanced communications services of all types. Samer and his company are passionate about helping bright Canadians enter this exciting and ever-changing industry with the best possible academic knowledge and work related experience. The aim of the annual Iristel Awards for York undergraduate and graduate students, along with hands on training in the Optics Lab, is to encourage bright, inquisitive minds.</p>	SC	UG	\$120,000	2	5,000	\$5,000	\$10,000	TM
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James Laxer Award	<p>The James Laxer Award will be awarded to a full-time student in the Department of Equity Studies and Human Rights, who has earned a minimum of 54 credits, with a minimum GPA of 6.0 (B), and who demonstrates financial need.</p> <p>This award was created by the friends and family of Prof James Laxer.</p> <p>Born in 1941 in Montreal, James received his Bachelors' degree from the University of Toronto and a Master's from Queen's University, before coming to teach political economy at York University. He was the author of over twenty influential books on Canadian history, politics, and economics and a regular contributor to Canadian newspapers, magazines and journals throughout his distinguished career. The James Laxer Award recognizes his service and his commitment to York University, to his students, and to social justice and equality in Canada and worldwide.</p>	AP	UG	\$9,700	1	1,000	\$1,000	\$1,000	TM
Jamie Llambias-Wolff Award for Academic Achievement and Commitment to New Canadians	<p>The Jamie Llambias-Wolff Award for Academic Achievement and Commitment to New Canadians will be awarded annually to an undergraduate domestic student enrolled in a Social Science program such as African Studies, Business &amp; Society, Criminology, Health &amp; Society, Interdisciplinary Social Science, International Development Studies, Law &amp; Society, Urban Studies, or Work &amp; Labour Studies.</p>	AP	UG	\$3,000	1	1,000	\$1,000	\$1,000	TM

Janet Morrison Student Leadership Award	<p>The Janet Morrison Student Leadership Award will be awarded annually to a continuing student who is especially dedicated to both academic (minimum 6.0 gpa for undergraduate students, minimum B average for graduate students) and co-curricular activities, has shown outstanding leadership and is a role model to others. To be eligible students must submit a one page statement outlining these activities. Where there are students of equal qualification/merit, the award will be given to those with financial need.</p> <p>Janet Morrison made a significant impact at York University spanning 17 years and influencing numerous campus initiatives. As Vice-Provost Students, Janet made enormous strides towards the enhancement and coordination of the services and supports we provide to promote engagement, student success, and York pride. Her enthusiasm and advocacy for students and commitment to improving the quality of the student experience is well documented. Janet's energy was contagious and her leadership inspired faculty, staff and countless student leaders. In honour of Janet's immense contributions to York University, the Janet Morrison Student Leadership Award has been named in her honour.</p>	All	GR/UG	\$6,421	1	1,000	\$1,000	\$1,000	TM
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John David McFarland Scholarship in Philosophy	<p>The John David McFarland Scholarship in Philosophy will be awarded annually to third year students majoring in Philosophy on the basis of the student's second year grades. Selection will be made on the basis of academic excellence only. All domestic and international students are eligible for consideration.</p> <p>The John David McFarland Scholarship in Philosophy was established by Sigrid McFarland in loving memory of her life partner of over 50 years. John McFarland, a Kant expert, was one of York University's first professors, and had the distinction of being in its first philosopher. He served terms as Chair of Philosophy, as well as Chair of Senate and was beloved by his family, friends and students.</p>	AP	UG	\$150,000	2	Varies	Varies	Varies	EN
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Julia Baciú Memorial Scholarship	<p>The Julia Baciú Memorial Scholarship will be awarded annually to an undergraduate student entering their first year of study at Glendon. To be eligible the student must be entering Glendon's BA/BEd undergraduate program and majoring in French Studies. The scholarship will be granted to the top student admitted to the program (minimum 80% high school admit average).</p> <p>The Julia Baciú Memorial Scholarship celebrates the life of a young bright woman who dreamed of becoming a French teacher and is intended to commemorate Julia's accomplishments and her passion for learning languages.</p> <p>Julia's life was filled with love, hard work and many friendships, She was always an outstanding, hardworking student who loved school. From a very small age Julia knew that she wanted to teach and was inspired to focus on French by her fabulous teacher at the Bayview Secondary School. Graduating high school with Honours and awarded an Entrance Scholarship, Julia was thrilled to launch a promising future at York University's Glendon campus. She was on course to complete a Bachelor of Arts combined with Education Program, majoring in French and Spanish as a second teachable. Her dream was to be able to stay in school forever.</p> <p>Through this scholarship, Julia's family wishes to help, encourage and inspire students to pursue their love of education and languages as Julia once did.</p>	GL	UG	\$25,000	1	1,000	\$1,000	\$1,000	EN
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Korean Studies Community Engagement Award	<p>Under the Faculty of Liberal Arts and Professional Studies Internship Awards Program (IAP), the Korean Studies Community Engagement Award will be awarded to a student who works with organizations that focus on building Korean communities. Organizations may support the integration of immigrants, enhance social connections, and promote civil engagement.</p> <p>The awards will be available to all LA&amp;PS Honours students in 3rd year, who have completed a minimum of 54 credits or 4th year students who have at least 15 credits remaining to graduate. In order to qualify for this award, students must:</p> <p>Have a minimum GPA of 6.0  Be a Canadian Citizen, Permanent Resident of Canada or Indigenous Person of Canada  Demonstrate both academic excellence and financial need (if applicable)  Students are eligible to receive the internship award only once during their undergraduate studies at York.</p>	AP	UG	\$30,000	1	6,000	\$6,000	\$6,000	TM
LA&PS Aspiration Award	The LA&PS Aspiration Award was created to support third year students in the Faculty of Liberal Arts & Professional Studies, who have demonstrated academic improvement between their first and second years of study, and who also demonstrate financial need.	AP	UG	\$33,000	10	1,500	\$1,500	\$15,000	AN

Lenczner Slaght Advocacy Internship	The Lenczner Slaght firm has created this internship to support the next generation of advocates and to further its commitment to access to justice, social responsibility and diversity in the profession. It will be available annually to JD students in first or second-year who are interested in developing their advocacy skills and experience at a not-for-profit or other organization with an access to justice or social responsibility mandate. Recipients must demonstrate strong academic achievement and an interest in advocacy. Preference will be given to students with a financial need and/or those who are first-generation lawyers.	LW	UG	\$10,000	1	10,000	\$10,000	\$10,000	AN
Marie Henein Prize in Access to Justice	The Marie Henein Prize in Access to Justice was established in 2019 by the Pro Bono Inmate Appeal Program (PIAP) to honour co-founder Marie Henein '89, her important contributions to the administration of justice and to the program's mission of providing access to justice to those who would otherwise go unrepresented. It will be given annually to the student who stands first in the Community Legal Aid and Services Program (CLASP) seminar.	LW	UG	\$14,850	1	500	\$500	\$500	EN
Mark Cross (MC18) Award	The Mark Cross (MC18) Award will be awarded to a member of the York Men's Hockey Team who meets the Ontario University Athletics (OUA) criteria and who best embodies Mark Cross' spirit by exhibiting elite levels of character, respect, optimism, sacrifice and selflessness. Recipient must have a minimum gpa of 6.00.	All	GR/UG	\$65,000	1	4,500	\$4,500	\$4,500	OT
Marvin Kin Tung Cheung, OBE, Memorial Prize in Commercial Law	Marvin Kin Tung Cheung, OBE, was an accomplished and highly respected Chartered Accountant in Hong Kong. This prize in Commercial Law was established by his sister, Greta M. Fung (LLB. 1990), to honour his memory because of his love, support and positive influence over her. It will be awarded to the student who attains the highest standing in Commercial Law.	LW	UG	\$11,000	1	500	\$500	\$500	EN

Mira & Bhabani Charan Pattanaik Award for Excellence in Finance	<p>The Mira &amp; Bhabani Charan Pattanaik Award for Excellence in Finance will recognize the academic achievement of a student pursuing a career in finance. This award will be given to a second year full-time MBA student with a combined minimum GPA of 6.0 (B+) specializing in finance and demonstrated financial need. Value: \$10,000/year.</p> <p>Alumnus Pratyush Pattanaik, MBA '05, has established this award in memory of his parents Mira &amp; Bhabani Charan Pattanaik whose support enabled him to successfully pursue his graduate studies at the Schulich School of Business.</p>	SB	GR	\$30,000	1	10,000	\$10,000	\$10,000	AN
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Monika Federau Scholarship for Women in Business (BCom)	<p>The Monika Federau Scholarship for Women in Business will be awarded annually to a first year female student enrolled in the Bachelor of Commerce (BCom) program at York's School of Administrative Studies in the Faculty of Liberal Arts and Professional Studies. The recipient must be a Canadian citizen, or permanent resident. Selection will be based on a minimum grade of 80% for students entering from high school. The scholarship will provide recipients the (optional) opportunity to be mentored by the donor.</p> <p>Monika Federau is the Chief Strategy Officer for Intact Financial Corporation where she leads the development of corporate strategies, and oversees branding, government relations and communications. She joined Intact in 2010 as Senior Vice President, Marketing responsible for national advertising, communication and sponsorship strategies, as well as research and digital initiatives. Prior to Intact, Ms., Federau lived in Hong Kong working for a global life insurer where she was responsible for developing and executing strategies to enhance the company's brand throughout Asia. Monika serves on the Board of the Interactive Advertising Bureau of Canada, the Board of UNICEF Canada, the Advisory Board for the Smith School of Business at Queen's University and is the Vice-Chair of the Board of Toronto Finance International.</p>	AP	UG	\$20,000	1	4,000	\$4,000	\$4,000	TM
Neal Stephenson Glendon Involvement Award	The Neal Stephenson Glendon Involvement Award will be awarded annually to a full time continuing undergraduate Glendon student who is in good academic standing. To be eligible students must be serving in a volunteer capacity for one of the following groups: Pro Tem, Radio Glendon, GCSU/AEC G or the Faculty Council.	GL	UG	\$26,000	1	1,000	\$1,000	\$1,000	\$1,000 expendable; \$25k EN

Neil Finkelstein Bursary	<p>The Neil Finkelstein Bursary will be given annually to a student in the second or third year of the JD program who has demonstrated financial need and academic excellence. Students must have a demonstrated interest in advocacy.</p> <p>Neil Finkelstein graduated from the Faculty of Law, McGill (LLB) in 1979, and Harvard (LLM) in 1980, and then went on to clerk for The Right Honourable Bora Laskin, Chief Justice of Canada. He had a long and distinguished legal career as a litigator and government advisor. He was an adjunct faculty member at Osgoode for many years and developed a deep relationship with the law school.</p>	LW	UG	\$25,000	1	1,000	\$1,000	\$1,000	EN
Perigoe Family Scholarship	<p>The Perigoe Family Scholarship will be awarded annually to the top incoming Glendon student(s) majoring in English who demonstrates financial need.</p> <p>The Perigoe Family Scholarship commemorates the deep roots of a dedicated alumni family to Glendon. Lillian Perigoe and John Perigoe met as students and were subsequently married in Glendon's Senate Chamber in 1965. Their son, Rae Perigoe (1978 - 2018), also a Glendon alumnus, was involved in Drama and the Glendon Music Ensemble as a student. Both Lillian and Rae benefited from scholarships awarded to Glendon awards. All three of alumni have wonderful memories of excellent teachers and a supportive administration at Glendon. In 2018, the family created this scholarship as a fitting tribute and to inspire and encourage future generations at Glendon.</p>	GL	UG	\$26,500	1	1,500	\$1,500	\$1,500	\$1500 expendable/\$25k EN

Peyvand Melati New Venture Design (NVD) Award	Alumnus Peyvand Melati, EMBA '18, has established this award to encourage the winners of the New Venture Design (NVD) Course to make their venture a reality. The Peyvand Melati New Venture Design (NVD) Award will be given to the winning team of EMBA students participating in the New Venture Design (NVD) annual course capstone competition.	SB	GR	\$15,000	Varies	Varies	Varies	Varies	TM
Philip E. Marsters Bursary	<p>The Philip E. Marsters Bursary will support undergraduate students enrolled in their first or second year of full-time studies in any program. The bursary will be granted to students living in university residence who demonstrate financial need. Preference will be given to first year students that have come from British Columbia.</p> <p>This award was established by Philip E. Marsters (BA'71) who came to York when it was barely more than four residences on a huge farm. Coming from a small town and modest background, he was somewhat terrified to be away from home for the first time at 17 and had no clue what to expect. As Blanche DuBois once said, "I have always depended on the kindness of strangers", and it is Phil's hope that this bursary provides students with the financial support and encouragement they need to succeed in their academic journey and everything else they do.</p>	All	UG	\$10,000	4	Varies	Varies	Varies	OT

Richard Hornsey Co-op for Change Award	<p>The Richard Hornsey Co-op for Change Award was created to benefit full time undergraduate students enrolled in the Lassonde School of Engineering pursuing a co-op position in a voluntary or non-profit organization. Students will be expected to approach an organization with a pitch to create their own volunteer co-op position or secure an existing co-op position in the voluntary or non-profit sector. This award will cover the associated co-op fees and will also provide a stipend during the four (4) month co-op term.</p> <p>Having joined York University in 2001, Richard Hornsey made a significant impact as one of the first Engineering faculty members and led the programs to their first successful accreditation. He was one of a small team who developed the Lassonde School of Engineering from inception, and as Vice-Dean he led the School's academic program, student, and faculty portfolios. He also served as Interim Dean from 2017 to 2018. Richard Hornsey continues his enthusiasm for the enhancement of the Lassonde student experience as a Professor of Computer Engineering in the Department of Electrical Engineering &amp; Computer Science, and by supporting the establishment of the Richard Hornsey Co-op for Change Award.</p>	LE	UG	\$30,000	1	3,000	\$3,000	\$3,000	TM
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Robert Marvin Masters Bursary	<p>The Robert Marvin Masters Bursary will be given to a JD student who demonstrates financial need, outstanding academic achievement and involvement in community service. It was during his years at Osgoode Law where Robert found his passion and his calling in the law, and his thirst for learning was ignited by this passion.</p> <p>The Robert Marvin Masters Bursary was created by his daughter Jennifer and her children, Rachel and Benjamin, as a tribute to Robert's deep knowledge and respect of the law, vision for its application, and unwavering commitment to his family and community. This is a legacy that will go to support all future generation of bold and passionate lawyers.</p>	LW	UG	\$26,000	1	1,000	\$1,000	\$1,000	\$1,000 expendable/\$25k EN
Sanctuary Scholars Bursary	The Sanctuary Scholars Bursary has been created to provide support to students in the Sanctuary Scholars Program who have precarious immigration status and demonstrate financial need.	All	UG	\$50,000	Varies	Varies	Varies	Varies	OT
Spacefy Prize for Excellence in Locative Media	The Spacefy Prize for Excellence in Locative Media has been created to recognize outstanding excellence or potential for an undergraduate student in their 3rd or 4th year of the Media Arts Program in the School of Arts, Media, Performance & Design.	AMPD	UG	\$2,000	1	2,000	\$2,000	\$2,000	OT
The Advertising Club of Toronto Award	The Advertising Club of Toronto Award will be awarded to an undergraduate student in their third or fourth year of any program within the Faculty of Liberal Arts and Professional Studies. To be eligible students must submit a one page statement outlining their commitment to the advertising, media and marketing profession through their volunteer work either on or off campus.	AP	UG	\$1,500	1	1,500	\$1,500	\$1,500	OT
The Advertising Club of Toronto Prize	The Advertising Club of Toronto Prize will be awarded to the undergraduate student(s) who achieves the highest grade in AP/ADMS 4240 Advertising and Communications Course.	AP	UG	\$2,000	2	1,000	\$1,000	\$2,000	OT

The Marianne S. and Nancy R. Nursing Bursary	<p>The Marianne S. and Nancy R. Nursing Bursary has been created to benefit a student enrolled in any York University BScN program, which may include Year 3 or 4 of the Collaborative BScN stream or 2nd entry BScN program. To be eligible, applicants must demonstrate financial need and submit a one page statement outlining their visions and hopes toward contributing to the Canadian healthcare system. Preference will be given to students participating in an experiential learning endeavour, such as but not limited to an exchange program for domestic students.</p> <p>This bursary was created by Nancy Rafferty to honour her best friend Marianne Schimi, who received compassionate care from York University Nursing students and graduates.</p>	HH	UG	\$26,000	1	1,000	\$1,000	\$1,000	\$1,000 expendable/\$25k EN
The Peter Macdonald and Edward Waitzer JD/MBA Students' Association Leadership Award	<p>The Peter Macdonald and Edward Waitzer JD/MBA Students' Association Leadership Award will be annually awarded to a continuing JD/MBA student who possesses a minimum GPA of 6.00 and who demonstrates exceptional commitment to leadership and to generating positive impact within the JD/MBA student community through activities and the initiatives of the Association.</p> <p>The JD/MBA Student's Association ('Association') operates at both Osgoode Hall Law School and the Schulich School of Business. The Association's mission is to enhance the academic and social experience of JD/MBA students. All JD/MBA students are members of the Association. This award was established by the 2018-2019 Executive Committee of the Association to honour the commitment and dedication that Professors Peter Macdonald and Edward Waitzer have to the JD/MBA student experience. The Association Co-Presidents are not permitted to receive the Award during their term of office.</p>	LW/SB	GR/UG	\$4,500	1	1,500	\$1,500	\$1,500	TM

The Right Honourable John R. Cartwright Prize	<p>John Robert Cartwright was born in Toronto in 1895. After graduating from Upper Canada College in 1912, he enrolled at Osgoode Hall Law School but interrupted his studies in 1914 to serve in the First World War. He was awarded the Military Cross in 1917. Upon his return to Canada, he resumed his study of law. Called to the bar in 1920, he joined the firm of Smith, Rae &amp; Greer in Toronto. In 1947 he was counsel for the Government of Canada in the prosecutions that resulted from the findings of the Royal Commission on Spying Activities in Canada. He was appointed to the Supreme Court of Canada in 1949 and became its Chief Justice 1967, retiring in 1970. He is invested as a Companion to the Order of Canada in 1970 for service in the profession of law. Chief Justice Cartwright died on November 24, 1979, at the age of 84.</p> <p>This prize will be given annually to the students in each section of first year who are judged to have won the research competition in Legal Process.</p>	LW	UG	\$10,000	1	Varies	Varies	Varies	EN
vs All Odds Bursary	<p>This award was created by Jordana H. Goldlist, class of 2007. Jordana made it to law school against all odds: she was placed in a group home at 14 years old, expelled from high school at 16, left home for the second time at 17, then spent two years on the streets of Toronto. When she created this award in 2019, she was 40 years old and running her own criminal defence firm, JHG Criminal Law, while mentoring university students and street kids in transition. In 2018, Jordana documented her own transition in a Tedx Talk she gave called "Who Judges The Judge?" This award was created by her as a way to help others who have been accepted into Osgoode "against all odds".</p>	LW	UG	\$25,000	1	1,000	\$1,000	\$1,000	EN

Western Union Business Solutions Refugee Student Bursary	<p>The Western Union Business Solutions Refugee Student Bursary will provide bursary support to refugee students who are registered at York University. This bursary is available to full time undergraduate students who demonstrate financial need. Recipients of the bursary will be encouraged to provide a personal profile to be published by the donor for the purpose of marketing the established bursary.</p> <p>Western Union pioneered the idea of moving money around the world and has been connecting people globally for over 164 years. As one of the world's leading providers of cross-border business payments, Western Union Business Solutions is transforming how businesses can expand globally through its global payment networks.</p>	All	UG	\$26,500	3	500	\$500	\$1,500	\$1,500 expendable/\$25k EN
York Circle Graduate Scholarship	The York Circle Graduate Scholarship was created to benefit continuing graduate students who demonstrate academic excellence in their area of study. Students must demonstrate a high level of academic achievement (A average), and an aptitude in verbal communication and presentation skills. The selected recipient(s) may be invited to attend an upcoming lecture of The York Circle members.	GS	GR	\$25,000	1	500	\$1,000	\$500	EN
<b>TOTAL</b>				<b>\$3,847,453</b>				<b>\$943,434</b>	



## **APPENDIX B: AWARD FUNDING DEFINITIONS**

Endowments	<p>The award is funded by investment income from a principal amount permanently established at the University.</p> <p>The interest rate is set annually by York University; the interest earned on endowments can change from year to year. The annual interest transfer amounts are typically confirmed after June of each year.</p> <p>Funds donated for an endowed award must sit for one full fiscal year (May 1st to April 31st) to accrue interest. Interest generally becomes available for disbursement the following May. For example, interest from donated funds that are received in September 2015 would not be made available for disbursement until after May 1, 2017. In some instances, the donor may choose to provide expendable funding to allow for the award to be granted prior to the release of the first interest payment.</p> <p>If a donor pays his/her donation in installments, the Division of Advancement will hold the pledge payments in an expendable account until the minimum amount of \$25,000 is reached at which time the funds are endowed.</p>
Annual Payments	<p>The award is funded by the donor via a yearly gift equal to the value of the award. Most annual donors provide their yearly amounts ahead of the award being disbursed. There are some instances where the award is granted before the funding is received. In most cases, pledge reminders for annual donations are sent out by Advancement Services, Division of Advancement.</p>
Term Awards	<p>The award is funded for a specified number of years and the donor pledges to provide funds for the value of the award for this specified time. Funding for termed awards could be donated in one lump sum or could be provided on an annual basis.</p>
One-Time-Only	<p>A donation is received to fund an award once.</p>
Government	<p>Funding is provided by the Federal or Provincial government.</p>
Operating	<p>The award is funded by a York University operating account.</p>
Transcript Notation	<p>Award bears no monetary value but is recorded on the recipient's transcript.</p>
External	<p>The award is funded by an external funding agency (i.e., AUCC, Rhodes Scholarship, NSERC). There are two models for external awards:</p> <ul style="list-style-type: none"><li>A. York University selects the recipient, and notifies the external funding agency, which in turn disburses the funds directly to the recipient.</li><li>B. Students apply directly to the external funding agency, which selects the recipient.</li></ul> <p>Type B external awards are not typically posted to student accounts and are not listed as an official University award. Exceptions include the <i>Queen Elizabeth II Aiming for the Top Scholarship</i> and prestigious scholarships such as the <i>Rhodes Scholarship</i>.</p>

# **Faculty of Graduate Studies**

## Report on Graduate Awards, 2018-2019

May 15, 2020

## Overview

This report provides a summary of graduate award disbursement for Fiscal 2018-19 (May 1, 2018 to April 30, 2019), as well as the statistics of major external graduate scholarship and post-doctoral fellowship adjudication (competitions taking place during Fiscal 2018-19). Where possible, we included the data for the last eight years to the most recent year of 2018-19. Disbursement data (Sections 1 and 2 of External Award Trends as well as Internal Awards Trends) are compiled from statistics provided by OIPA, while competition results are based on FGS internal data.

Overall, the value of awards disbursed to graduate students in 2018-19 was fairly comparable to that in the previous fiscal year. External awards slightly increased from 2017-18 by 1.3%, while internal awards increased by 5.26%. The Faculty of Graduate Studies continues to be committed to supporting graduate students through the promotion of merit-based internal and external scholarships as well as the disbursement of needs-based bursaries.

## External Award Trends

### 1. General Overview of Disbursement

Table 1 shows that the value of external awards held by York University graduate students were slightly above \$11 million in total for the last three years, with the total number of awards remaining relatively consistent over the last six years. Chart 2 shows the breakdown of disbursement by funding agency. SSHRC scholarships accounted for more than half of all external graduate awards in 2017-18, followed by the Ontario Graduate Scholarships at 34% of the total.

**Table 1: External Awards – All Graduate, 2011-2019**

Fiscal Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Value of Awards	\$11,800,800	\$8,930,924	\$10,507,418	\$10,346,946	\$10,498,131	\$11,081,878	\$11,107,148	\$11,255,020
Percentage Change	10.4%	-24.3%	17.7%	-1.5%	1.5%	5.6%	0.2%	1.3%
# of Awards	852	690	818	829	816	818	809	826

Chart 1: External Awards – All Graduate, 2011-2019

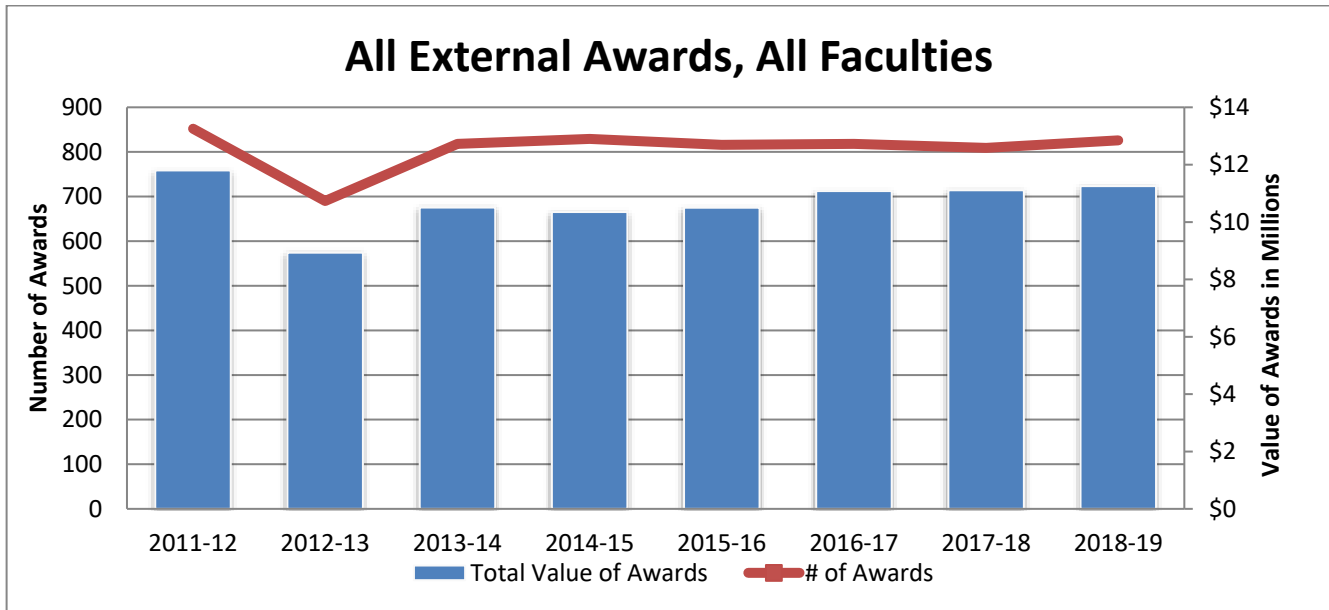
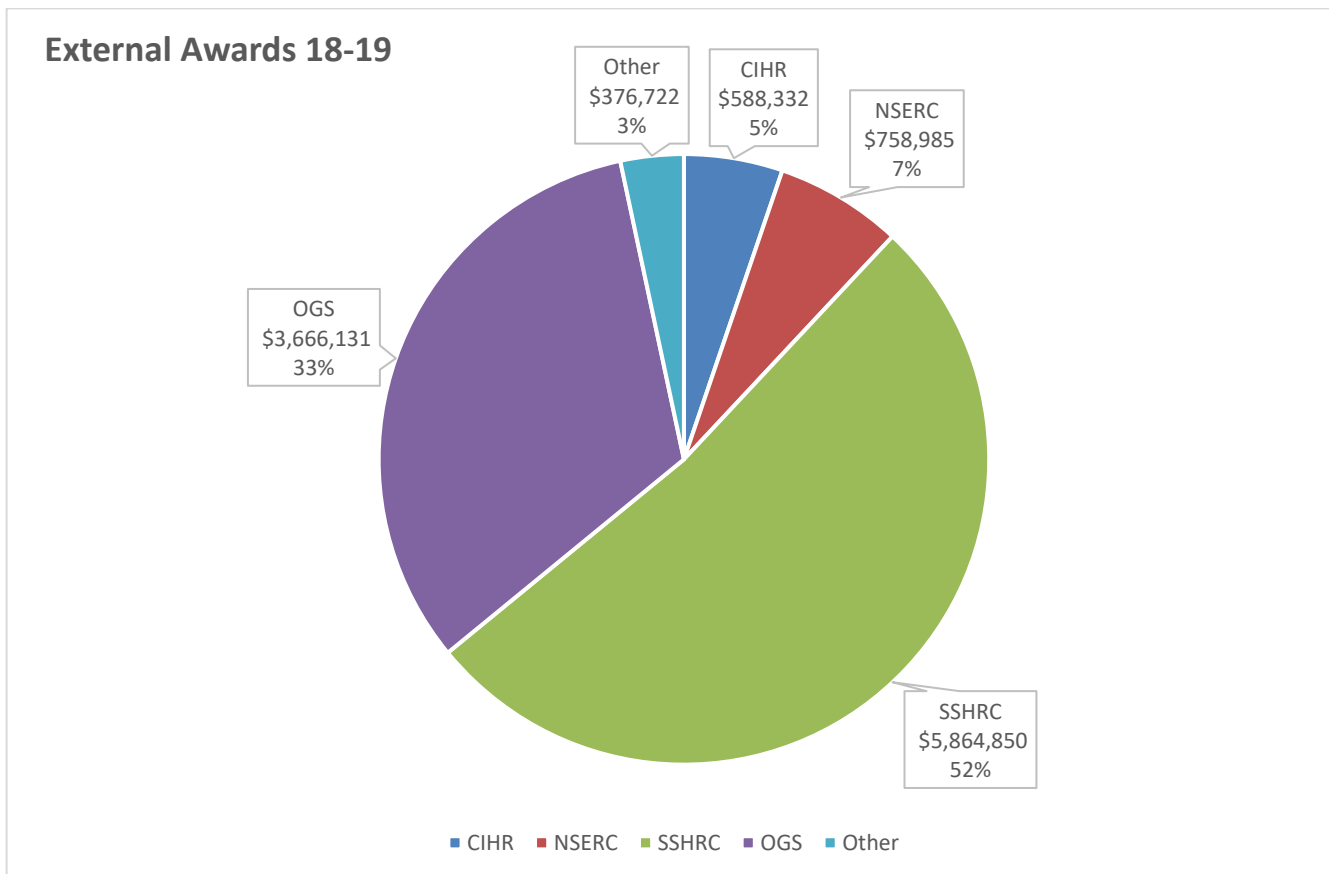


Chart 2: External Awards by Funding Agency, 2018-19



## 2. External Awards by Agency

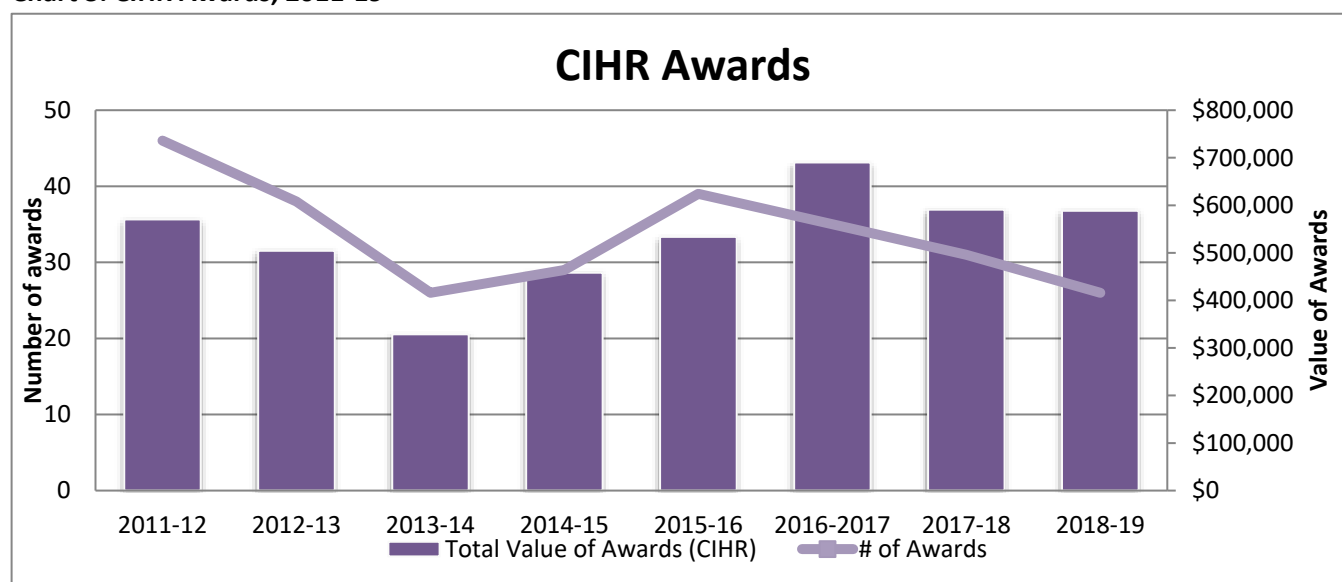
### CIHR:

CIHR scholarships consists of the CIHR Doctoral Award (\$35,000 per year for three years) and the Canada Graduate Scholarship Masters – CIHR (\$17,500 for one year). Of the federal granting agencies, CIHR is the smallest source of funding. Two current obstacles to increasing funding from CIHR merit specific mention. First, the current quota of awards for Master's funding allocated York is set at a low level due to the formula for distributing awards employed by the Tri-council (please see p. 9, section on Canada Graduate Scholarships – Masters for more detail). For Doctoral awards, the number of awards available is relatively small (212 CIHR doctoral awards in 2018-19 compared to 958 awards for SSHRC in the same year,) which limits the possibility of growing the number of Doctoral scholarships that York students can be awarded in the CIHR stream. In 2019, CIHR changed its procedures, introducing an institutional quota for the number of doctoral applications that can be forwarded for national adjudication. FGS continues to work to increase support for health research including working with Research and Innovation to expand the visibility of health research at York to CIHR and drawing on the expertise in the Faculty of Health (and other Health researchers across campus) in reviewing applications.

**Table 2: External Awards – CIHR, 2011-19**

Fiscal Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-18	2018-19
<b>Total Awards</b>	\$570,294	\$504,210	\$328,586	\$458,166	\$533,620	\$689,970	\$590,834	\$588,332
<b># of Awards</b>	46	38	26	29	39	35	31	26

**Chart 3: CIHR Awards, 2011-19**



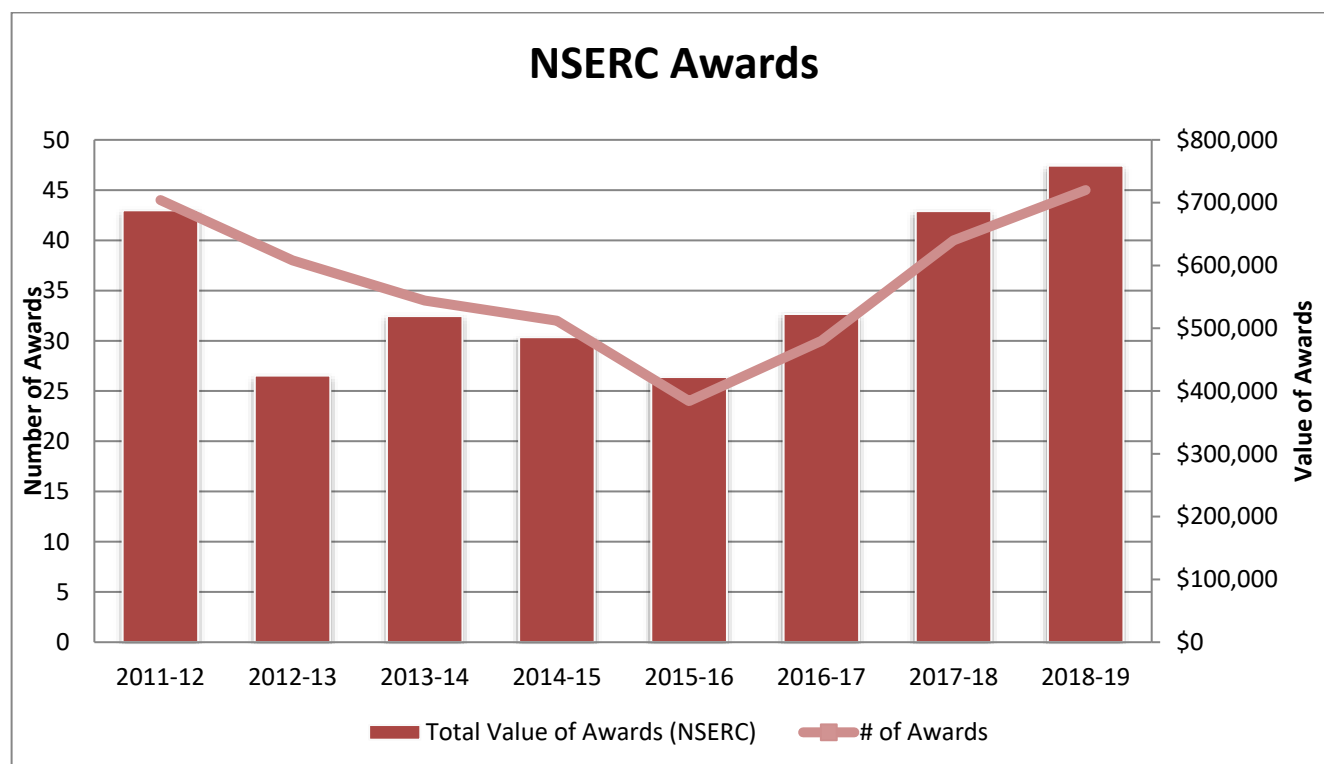
## NSERC:

There are three main NSERC awards that account for the numbers below: the NSERC Canada Graduate Scholarship Doctoral (\$35,000 per year for two or three years), NSERC Postgraduate Scholarships (\$21,000 per year for two or three years), and NSERC Masters (CGS-M, \$17,500 for one year). Both the number and value of awards continued to increase in 2018-19 for NSERC funding. The number of students applying for the NSERC doctoral competition is on the rise and this stream of the competition has seen a high success rate over the past three years and growth is expected to continue. FGS continues to promote the award opportunities to graduate programs and directly to students through FGS newsletters, website, and grant-writing workshops, including inviting NSERC representatives from Ottawa to host workshops on campus.

**Table 3: NSERC Awards, 2011-2019**

Fiscal Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Value	\$687,727	\$424,666	\$519,326	\$485,670	\$ 422,332	\$ 522,670	\$ 686,498	\$ 758,985
# of Awards	44	38	34	32	24	30	40	45

**Chart 4: NSERC Awards, 2011-2019**



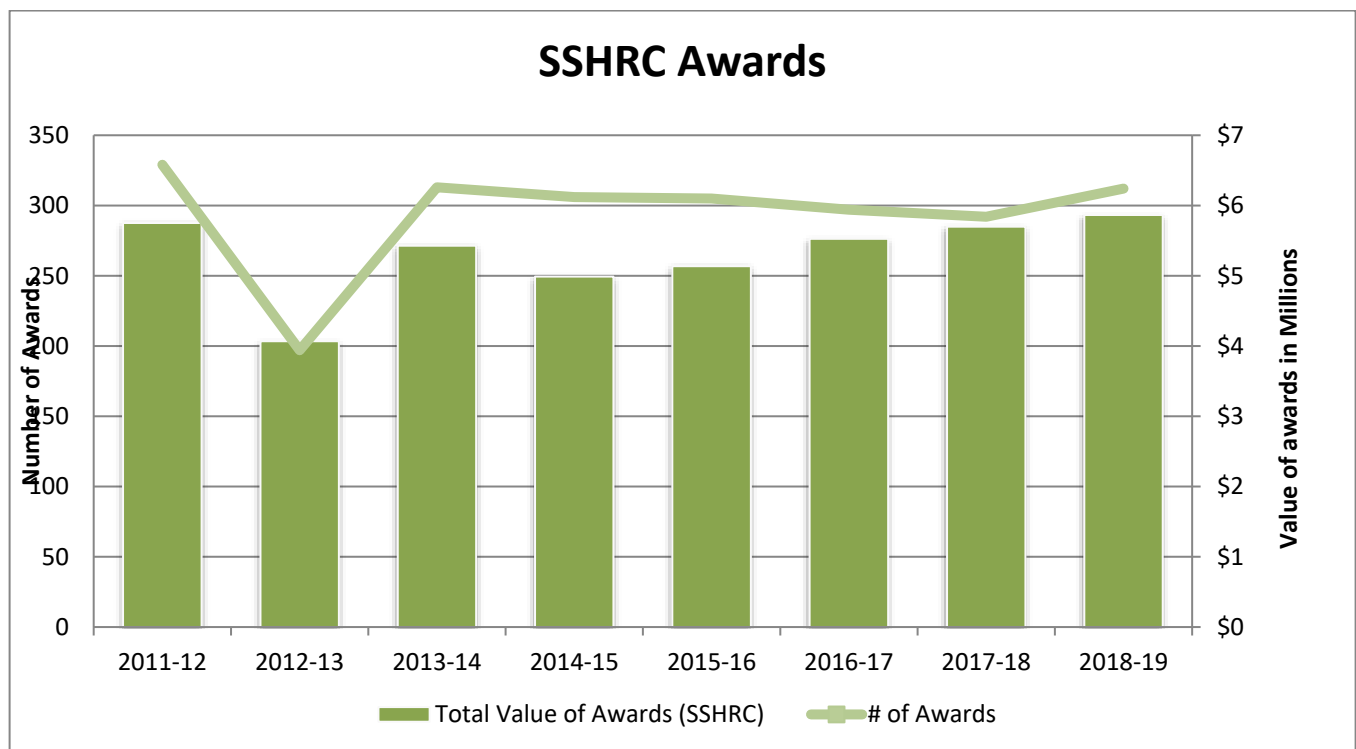
## SSHRC:

SSHRC awards consist primarily of three categories: SSHRC Canada Graduate Scholarship Doctoral (\$35,000 per year for three years), SSHRC Doctoral Fellowship (\$20,000 per year for up to four years), and SSHRC Masters (CGS-M, \$17,500 for one year). SSHRC award value has also increased consecutively for the last three years, totaling over 5.8 million dollars in 2018-19. The strong performance at the SSHRC doctoral level is notable, considering that the total numbers of SSHRC doctoral awards available nationally have been on a decline since 2014-15.

**Table 4: External Awards – SSHRC, 2011-2019**

Fiscal Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Value	\$5,750,910	\$4,067,459	\$5,427,877	\$4,988,617	\$5,135,839	\$5,526,710	\$5,698,335	\$5,864,850
# of Awards	329	197	313	306	305	297	292	312

**Chart 5: SSHRC Awards, 2011-2019**



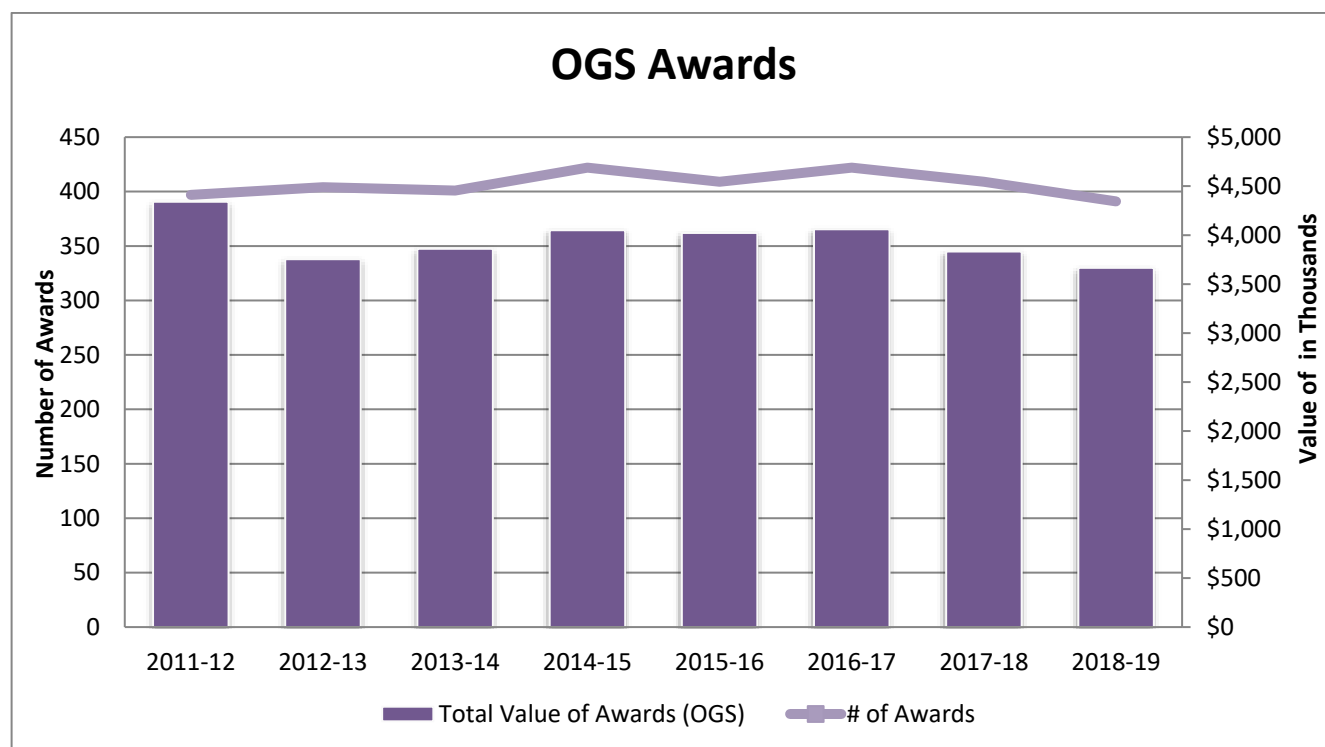
## Ontario Graduate Scholarships (OGS):

Ontario Graduate Scholarships are the main provincial funding open to all full-time graduate students. Since the administration of the award was delegated to the university level several years ago, each university is allocated a quota for the number of awards that may be offered each year. FGS oversees the adjudication process, along with Tri-council award adjudication. The quota is determined based on enrollement, and it should be noted that the annual quota for York has decreased each year since 2014.

**Table 5: OGS Awards, 2011-2019**

Fiscal Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Value	\$4,340,833	\$3,755,000	\$3,859,988	\$4,050,323	\$4,023,094	\$4,059,320	\$3,833,314	\$3,666,131
# of Awards	397	404	401	422	409	422	409	391

**Chart 6: OGS Awards, 2011-2019**



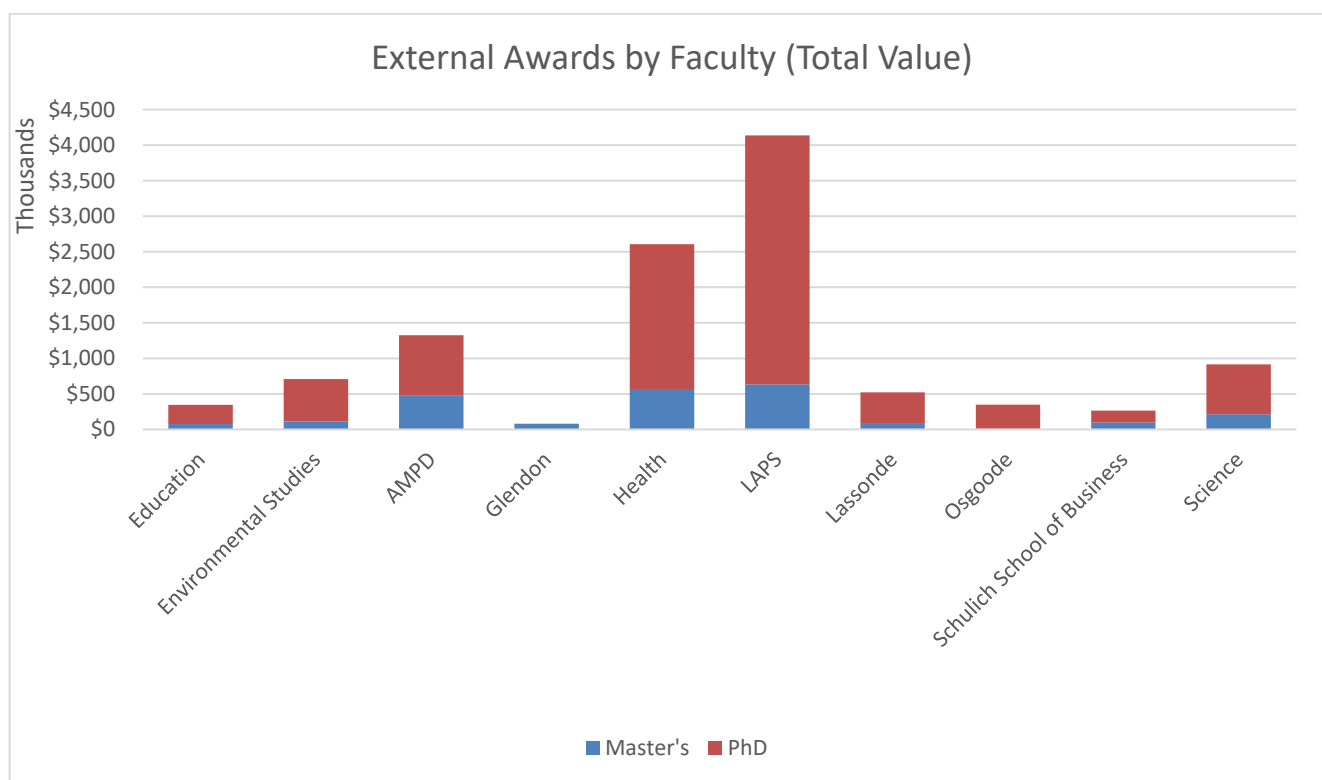


### 3. External Awards by Faculty and by Study Level

External awards data by study level continues to show that a large proportion (79%) of the total external funding is held by doctoral students. While the Faculty of Liberal Arts and Professional Studies drew most external awards in terms of the total value, on a FTE count basis, the Faculty of Environmental Studies is most successful in obtaining external funding at the doctoral level, while the School of the Arts, Media, Performance & Design and the Faculty of Health are most successful at the Master's level. Note that the FTE counts below include all graduate students, including those in a number of professional (non-research based) programs such as the MBA and Osgoode Professional Development (OPD) programs. Since the majority of external awards are available for full-time students in research intensive programs, the proportion of non-research based or part-time students within the Faculty may be a factor in explaining the varying per FTE funding level by Faculty.

**Table 6: External Awards by Faculty and by Study Level, 2018-19**

Faculty	Award value			FTE Count			Per FTE Funding		
	Master's	PhD	Total	Master's	PhD	Total	Master's	PhD	Total
Education	\$75,833	\$270,998	\$346,831	158.3	82.4	240.7	\$479.05	\$3,288.81	\$1,440.93
Environmental Studies	\$112,498	\$596,935	\$709,433	210.5	65.2	275.7	\$534.43	\$9,155.44	\$2,573.21
AMPD	\$474,984	\$849,657	\$1,324,641	202.2	131.7	333.9	\$2,349.08	\$6,451.46	\$3,967.18
Glendon	\$79,997	\$ -	\$79,997	95.7	10.2	105.9	\$835.91	\$0.00	\$755.40
Health	\$568,500	\$2,038,503	\$2,607,003	243	274.1	517.1	\$2,339.50	\$7,437.08	\$5,041.58
LAPS	\$634,496	\$3,502,767	\$4,137,263	775.6	725.9	1501.5	\$818.07	\$4,825.41	\$2,755.42
Lassonde	\$78,748	\$443,004	\$521,752	146.1	147.7	293.8	\$539.00	\$2,999.35	\$1,775.87
Osgoode	\$11,666	\$337,249	\$348,915	269	44.7	313.7	\$43.37	\$7,544.73	\$1,112.26
Schulich School of Business	\$98,334	\$166,111	\$264,445	896.9	46.9	943.8	\$109.64	\$3,541.81	\$280.19
Science	\$214,164	\$700,577	\$914,740	182.5	193	375.5	\$1,173.50	\$3,629.93	\$2,436.06
Total (value)	\$2,349,220	\$8,905,800	\$11,255,020	3179.8	1721.8	4901.6	\$738.79	\$5,172.38	\$2,296.19
Total (%)	21%	79%	100%	65%	35%	100%			

**Chart 7: External Awards by Faculty and by Study Level, 2018-19**

## 4. External Awards – Competition Results 2018-2019

**Note:** This section reports on scholarship competition results based on FGS internal data from each of the award competitions at both master's and doctoral levels. Most competitions take place a year in advance of the actual award start date and recipients of 18-19 awards usually start their funding in September 2019.

### Master's Scholarships (Canada Graduate Scholarships – Masters)

Since 2014, the Master's level Tri-council awards are harmonized into the Canada Graduate Scholarships—Master's program. The adjudication of the award is delegated to each university, based on the allocations given by each of the Tri-council. The allocations are calculated using each institution's proportion of the total sum of grant and award funding received by both faculty and students at all institutions based on fiscal years 2014-15, 2015-16, and 2016-17. The CGS-M program revised institutional allocations for the following cycle (2020-21) and York University has seen advances in all three agencies.

**Table 7: CGS-M Allocation, 2014-2020**

CGS-Masters – Allocation	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
CIHR	8	8	8	3	3	3
NSERC	6	6	6	11	11	13
SSHRC	78	78	79	71	71	71

## Doctoral Scholarships

Tri-council doctoral scholarships continue to be adjudicated at the national level by each council. For NSERC and SSHRC, each institution is given a quota for the number of files that may be forwarded to the national level of adjudication, while no such quota exists for CIHR doctoral award adjudication. The Faculty of Graduate Studies is regularly in contact with the Tri-council program officers as well as our internal adjudication committees to ensure that our forwarded applications are the most competitive, following the council adjudication criteria. Starting in the 2020-21 award cycle, the institution will be given a quota for CIHR.

**Table 8: Tri-council Doctoral Quota and Successful Awards, 2014-2020**

		2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020
<b>CIHR</b>	Submission Quota	n/a	n/a	n/a	n/a	n/a	n/a
	CIHR awards	6	2	7	4	3	3
	CIHR amount	\$630,000	\$210,000	\$735,000	\$420,000	\$315,000	\$315,000
<b>NSERC</b>	Submission Quota	13	12	12	12	14	18
	NSERC awards	5	3	10	7	10	10
	NSERC amount	\$455,000	\$189,000	\$700,000	\$546,000	\$763,000	\$602,000
<b>SSHRC</b>	Submission Quota	101	102	102	105	108	108
	SSHRC awards	42	55	54	41	44	49
	SSHRC amount	\$2,975,000	\$4,395,000	\$4,145,000	\$3,080,000	\$3,055,000	\$3,570,000

## Internal Award Trends: 2011-12 to 2018-19

**Note:** All financial data contained in this Internal Awards section of the report is supplied by the Office of Institutional Research and Analysis (OIPA). OIPA internal awards data includes awards as well as bursaries and prizes.

While undertaking studies, thousands of York graduate students continue to benefit from donor-funded internal awards and bursaries. The Faculty of Graduate Studies continues to work actively with the Offices of Advancement and Student Financial Services to coordinate the establishment of new donor-funded awards as well as effective management of current awards in order to increase funding opportunities for York graduate students. FGS, in partnership with the Division of Students, has focused efforts on implementing an awards management software to streamline the application process for students in order to encourage higher application rates.

Adjudication of graduate internal awards involves graduate programs, Faculties, Organized Research Units (ORUs) as well as the FGS Awards Committee. Each award is adjudicated based on the specific scope and criteria of the award, and all eligible students are encouraged to apply. A number of awards are designated for recruitment and are offered to outstanding prospective students, with the aim of converting the offer of admissions into acceptance.

Internal awards included in this section can be grouped into three categories: 1) bursaries whose selection criteria is financial need; 2) needs-based awards whose adjudication includes both the consideration of financial need and merit; and 3) merit-based awards whose adjudication criteria includes academic excellence and/or specific achievement.

In 2016-2017, York University introduced the York Graduate Fellowship as a part of the standard funding package for research-based graduate students. Since the Fellowship is counted towards the total internal award disbursement, the table below includes two separate sets of data to provide comparable statistics.

The total internal awards and bursaries, excluding the York Graduate Fellowship, have been between \$15 - 17 million over the past seven years. The total value saw an increase of approximately \$900,000 or 5.26% from 2017-18 to 2018-19.

**Table 9: Internal Awards - all graduate, 2012-19**

<b>Internal Awards – all graduate</b>							
<b>Fiscal Year</b>	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Value of Awards - All</b>	\$15,492,679	\$15,644,071	\$15,054,420	\$17,220,829	\$27,229,497	\$31,515,091	\$33,015,773
<b>YU Graduate Fellowships</b>					\$11,236,234	\$16,229,248	\$16,881,621
<b>Value of Awards exclu. Fellowships</b>	\$15,492,679	\$15,644,071	\$15,054,420	\$17,220,829	\$15,993,263	\$15,285,843	\$16,134,153
<b>% Change</b>		0.97%	-3.92%	12.58%	-7.68%	-4.63%	5.26%
<b># of Awards</b>	3806	3708	3795	4489	7011	6987	6824

**Chart 8: Internal awards – all graduate, 2012-19**

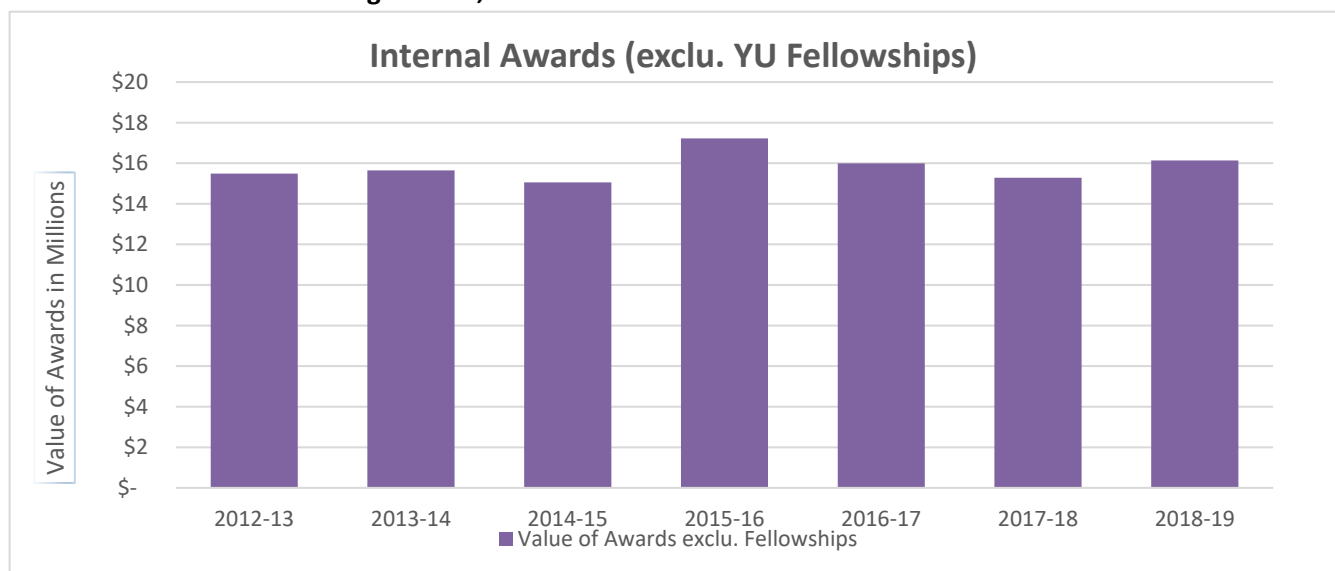
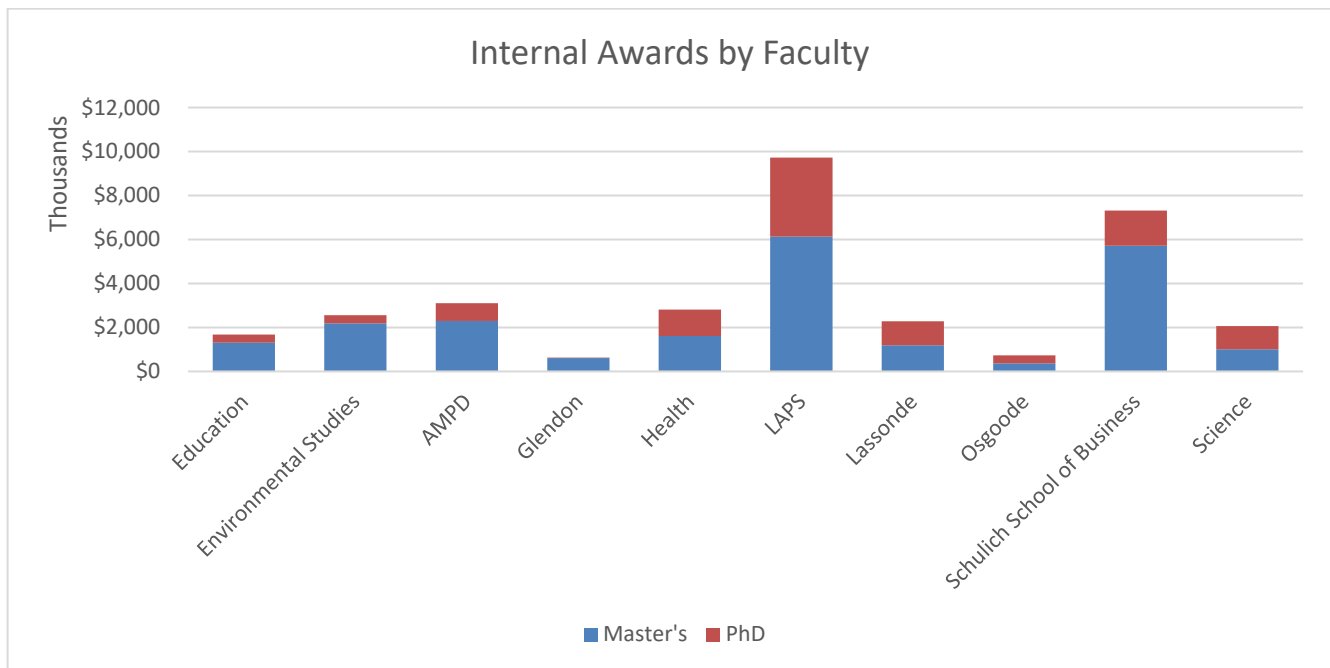


Table 10 below illustrates the internal funding level by Faculty and study level. The data shows that, in contrast to external awards of which over 80% of the total went to doctoral students, Master's students as a whole held 68% of the total internal funding, and per FTE funding at the Master's level is higher than that of the doctoral level. One contributing factor for this is that the York Graduate Fellowship, which is counted in the internal funding below, is higher at the Master's level (10K) when not offset by external scholarships than the doctoral level (\$5,500 on average in association with employment wages).

**Table 10: Internal Funding by Faculty and by Study Level (including York Graduate Fellowships)**

Faculty	Award value			FTE Count			Per FTE Funding		
	Master's	PhD	Total	Master's	PhD	Total	Master's	PhD	Total
<b>Education</b>	\$1,304,162	\$372,257	\$1,676,419	158.3	82.4	240.7	\$8,238.54	\$4,517.68	\$6,964.76
<b>Environmental Studies</b>	\$2,183,198	\$374,046	\$2,557,244	210.5	65.2	275.7	\$10,371.49	\$5,736.91	\$9,275.46
<b>AMPD</b>	\$2,292,042	\$810,771	\$3,102,813	202.2	131.7	333.9	\$11,335.52	\$6,156.19	\$9,292.64
<b>Glendon</b>	\$610,528	\$17,032	\$627,560	95.7	10.2	105.9	\$6,379.60	\$1,669.80	\$5,925.97
<b>Health</b>	\$1,614,130	\$1,195,409	\$2,809,540	243.0	274.1	517.1	\$6,642.51	\$4,361.22	\$5,433.26
<b>LAPS</b>	\$6,132,484	\$3,592,012	\$9,724,496	775.6	725.9	1501.5	\$7,906.76	\$4,948.36	\$6,476.52
<b>Lassonde</b>	\$1,189,906	\$1,094,146	\$2,284,052	146.1	147.7	293.8	\$8,144.46	\$7,407.90	\$7,774.17
<b>Osgoode</b>	\$369,550	\$358,633	\$728,183	269.0	44.7	313.7	\$1,373.79	\$8,023.10	\$2,321.27
<b>Schulich School of Business</b>	\$5,715,260	\$1,597,402	\$7,312,663	896.9	46.9	943.8	\$6,372.24	\$34,059.75	\$7,748.11
<b>Science</b>	\$1,004,772	\$1,057,275	\$2,062,047	182.5	193.0	375.5	\$5,505.60	\$5,478.11	\$5,491.47
<b>Total (value)</b>	\$22,416,032	\$10,468,984	\$32,885,015	3179.8	1721.8	4901.6	\$7,049.51	\$6,080.26	\$6,709.04
<b>Total (%)</b>	<b>68%</b>	<b>32%</b>		<b>65%</b>	<b>35%</b>	<b>100%</b>			

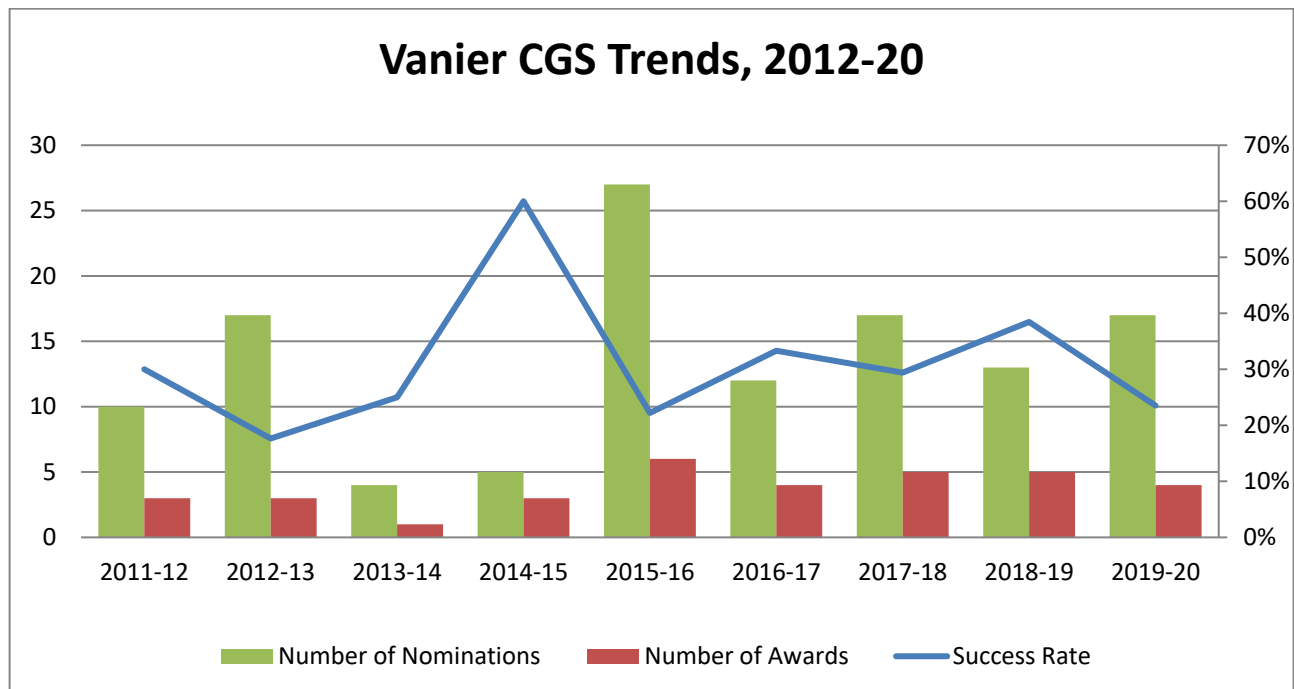
**Chart 9: Internal Awards by Faculty (including York Graduate Fellowships)**

## Other Major External Awards

The Faculty of Graduate Studies plays an active role in the nomination of outstanding students to Canada's most prestigious doctoral awards: the Vanier Canada Graduate Scholarship (\$50,000 for 3 years) and the Trudeau Foundation Scholarship (up to \$60,000 for 3 years). We continue to support the nomination processes for other major external awards, including the Banting post-doctoral fellowships, Polanyi Prize, Ontario Women's Health Scholars Awards, and Autism Scholars Awards.

**Table 11: Vanier CGS nomination data, 2012-2020**

Vanier Award								
Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Applications	26	12	8	160	93	95	93	84
Number of Nominations	17	4	5	27	12	17	13	17
Number of Awards	3	1	3	6	4	5	5	4
Success Rate	18%	25%	60%	22%	33%	29%	38%	24%

**Chart 10: Vanier CGS nomination data, 2012-2019**

## Scholarships for International Students

International students are not eligible for most internal and external awards due to the citizenship requirements of both federal/provincial funders. Many internal donor-based awards that were matched by the provincial government also require Ontario residency as an eligibility criterion, which therefore excludes international students. International students are encouraged to apply to those few awards that are available to them, including the Vanier and Trudeau scholarships, Elia Scholars Program, and the Graduate Fellowships for Academic Distinction. As of 2019, the Ontario Trillium Scholarship program, a major provincial award for international doctoral students at \$40,000 per year, renewable for up to four years, was under review by the provincial government and we have not been able to advertise the opportunity. The province has suspended the program, however, they are still continuing to fund existing award holders that were awarded prior to 2019. The Faculty of Graduate Studies continues to work with the Office of Advancement to seek new award opportunities for international students.

## Post-doctoral Fellows and Visitors

The Faculty of Graduate Studies is pleased to have responsibility for postdoctoral scholars at York University as part of our mandate as of January 2015.

FGS administers the Banting Postdoctoral Fellowship nomination process and supports the development, as appropriate, of CIHR, SSHRC and NSERC Postdoctoral Fellowships, among other postdoctoral opportunities. FGS is committed to increasing the number of post-doctoral fellows and visitors on our campus and supporting their funding and research pursuits.

**Table 12: Banting PDF data, 2015-2020**

Award Name	Banting PDF				
Award Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Applicants	21	34	23	28	23
Number of Nominations	9	10	8	9	7
Number of Fellowships Awarded	1	1	0	3	1

**Table 13: Other Tri-council PDF data, 2016-2019**

Award Name	SSHRC PDF				NSERC PDF				CIHR PDF			
Award Year	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Number of Fellowships Awarded*	7	9	4	10	0	1	0	1	0	1	1	1

\*Numbers may include PDF awards that were subsequently declined.

## Looking Forward: 2019 and Beyond

**Awards Management Software:** In 2017, York University acquired an awards management software – titled Fluid Review – to enhance the promotion and disbursement of financial opportunities to undergraduate and graduate students. The software would create a single point of access for students connected to their student profile, thus tailoring award eligibility and upcoming deadlines to the individual student. York was made aware by the vendor of them stopping to support the Fluid Review product next year. York is working with the vendor to determine options moving forward, and is committed to ensuring a product to meet the goals that were originally set out – and those identified since – is procured and successfully implemented.

**Tri-Agency Harmonization:** Starting in 2018, the Tri-agency announced that they are working towards redesigning the CGS Master's and Doctoral administration to simplify application and adjudication procedures



and processes, with the goal of increasing alignment across the agencies. This process is expected to take a number of years with incremental changes each year. Commencing in 2019, SSHRC began accepting SSHRC doctoral applications online via the SSHRC Online System. In previous years, SSHRC doctoral applications were initiated digitally by applicants, and completed manually in paper format. In 2020, the Tri-agency expanded paid parental leave benefits from six months up to a maximum of 12 months and paid parental leave benefits are included in the report's figures. FGS continues to liaise closely with key contacts at the Tri-agencies and award holders to keep abreast of changes and to inform award holders accordingly.