Appendices

Academic Policy, Planning & Research:

Academic Standards, Curriculum & Pedagogy:

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy:

UAP FAQ

What is a University Academic Plan?

- Guiding framework pointing to a vision for our academic future
- A blueprint for the immediate next years to build on the University's academic goals and aspirations
- Identifies a set of goals and expectations – strategic academic priorities as core planning foci
- Sits in between a vision of the University and its day-to-day operations
- one of a handful of key institutional planning and framing documents

Why have an Academic Plan?

- The UAP articulates and seeks to achieve a vision of our academic future by stimulating change in the academic or administrative focus, allocation of resources, culture, in attitudes and practices or simply in the way we perceive ourselves.

What Role Does It Play?

The UAP priorities:

Define academic initiatives intended to guide resource allocation.

Guide academic units – Faculties, Departments, Schools, ORUs:

- academic units are asked to translate the general principles of the UAP into more detailed academic and operational plans whose local articulation and realization will in turn inform and influence the evolution of the UAP.

- The UAP contain exhortations and practical suggestions but it is up to each and all of us to make these operational.

Examples of Past Decisions Driven by the UAP:

2005-2010 UAP: Health deemed a priority area for growth – the Faculty of Health was created in 2006

2010-2015 UAP: Student experience a priority in experiential education and internationalization; subsequent emphasis on building experiential education opportunities, increased focus on international students and international opportunities for domestic students

Who Does It?

Academic planning relies heavily on the input of the faculty, students and staff responsible for the design and delivery of our academic programming and research. Senate as the body responsible for the academic governance approves the academic direction of the university articulated in the University Academic Plan.

Just as colleagues in a department or school decide the curricular content and focus of their academic programming, so too does Senate ultimately decide on the appropriateness of these academic programs for the wider University. Just as units make their academic decisions guided by and with the resource support of the Faculty's Dean, so too is Senate interdependent with the Office of the President and Provost.

What is the current UAP 2020-2025?

- It establishes **6 Foundational Priorities**

- And it embeds **the 17 United Nations Sustainable Development Goals (SDGs)** – as wraparound priorities – that challenge us to imagine ways of elevating our 6 priorities.

- all pointing to a **Vision** of **coming together to make positive change for our students, our campuses, and our local and global communities**.

Each of the 6 Foundational Priorities focuses on a key dimension of positive change that York will pursue over the next 5 years. These 6 priorities will guide the internal prioritization and allocation of academic resources and administrative efforts.

The SDGs are outward looking. Differently positioned, the SDGs offer us an opportunity to organize and communicate important research strengths and curricular foci. Embedded into the UAP, the SDGs serve as a rallying call for faculty members to bring their expertise from across disciplines and collaborate to build new tools, develop new strategies and create solutions for some of the biggest local, national and global challenges.

Each priority is first named and then paired with an aspiration statement followed by high-level action statements mixed together with some "outcomes" goals.

Example:

Priority #1: 21st Century Learning: Diversifying Whom, What and How we Teach

At York University we are determined to equip every student, regardless of background or field of study, with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant.

- *Actions:* build 21st century skills into our programs, including digital fluencies, information literacies, critical thinking
- *Outcomes*: 20-25% international students; provide every student with an experiential learning activity

University Academic Plan 2020-2025

Operational Plans

STRATEGIC RESEARCH PLAN

INDIGENOUS FRAMEWORK

INTERNATIONALIZATION STRATEGY

OPEN ACCESS POLICY

SUSTAINABILITY STRATEGY

FACULTY PLANS

SMA 3

INSTITUTIONAL IRP

DIVISIONAL & LOCAL STRATEGIES/IRPs

ENROLMENT PLAN

FACULTY COMPLEMENT STRATEGY

CAPITAL PLAN

Budget Plans

INSTITUTIONAL BUDGET

LOCAL BUDGETS

Major Modifications
Proposal for a Faculty Specific Option
Faculty of Health

January 20th, 2020

Note: **The majority of appendices have been omitted and are available upon request. Course outlines for the courses referenced in the proposal will be available as supplementary documentation on the Senate website.**

1

Major Modifications Proposal Guidelines

1. Faculty: Health

2. Department/School: Kinesiology and Health Sciences, Nursing, Global Health, Psychology, Health Policy and Management

3. Program: All

4. Degree Designation: BA, BSc, BHS, BScN

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)

    Change to degree requirements. Specifically: 1) providing a 6 credit in Faculty out of major option to fulfill 6 general education credits 2) change the BSc general education requirement from 18 to 12 credits.

6. Location: Main campus

7. Effective Date: September 2021

8. Provide a general description of the proposed changes to the program.

The Faculty of Health is proposing a Faculty specific way for our students to satisfy 6 credits of their general education requirement. The intent of this proposal is not to define our courses as general education courses. Instead as part of a Faculty initiative revolving around transition pedagogy and student success, we would like to give our students the opportunity to enroll in courses in our Faculty that are designed to facilitate students becoming more academically capable and resourceful. We have been changing some first and some second-year courses to incorporate what we refer to as pedagogy that aids transition (PAT). PAT involves embedding within the course the following: opportunities for making connections between theory and real word experiences, group/teamwork, distributed practice/scaffolded learning with timely feedback, developing self-regulation capacity through mindfulness and metacognition, and reflection on in-class learning and broader lives that builds oral and written communication skills.

In essence we are proposing 1) a revision to the general education requirements for BA and BHS and BSc students, consisting of a reconfiguration of how the general education credits are achieved. We are proposing to incorporate a faculty-specific option that may be used to fulfill 6 social science general education credits. 2) we are proposing to reduce the number of general education credits from 18 to 12 for the BSc degree.

2

Under Faculty Wide Degree Requirements

For BA and BHS

Change from:

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Change to:

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

Note to be added: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: https://www.yorku.ca/health/general-education-approvedhhcourses/

For BSc

Change from

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts & Professional Studies

Change to:

3

General education: a minimum of 12 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies

Note to be added: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: https://www.yorku.ca/health/general-education-approvedhhcourses/

9. Provide the rationale for the proposed changes.

This section of the proposal describes the context for why we are requesting to add a Faculty of Health specific option for satisfying 6 general education credits. We conclude with a summary of the Faculty's recommended solution involving a curricular based approach applying transition pedagogy practices.

Context

Student success is a multifaceted concept. The Faculty of Health has used Alf Lizzio's framework (2006) targeting 5 senses of success (academic capability, connectedness, purpose, resourcefulness, academic culture) specifically utilizing extra-curricular and co-curricular initiatives. We are now proposing a <u>curricular</u> approach using an overarching framework of "transition pedagogy" i.e., a holistic multi-pronged curricular and co-curricular intentional approach to promote student success (Kift & Nelson, 2005; Wingate, 2007). This curricular approach will specifically target the sense of capability and resourcefulness.

Academic capability involves, at a minimum, mastering academic skills (e.g., oral and written communication, reflection). Students who are ready to learn, understand their role and tasks as a student, show academic capability and typically are more persistent with their studies. Students who are resourceful are able to manage the challenges of university life and engage in help seeking behavior. Students who are both academically capable and resourceful tend to achieve their desired academic goals, can navigate the resources available to them, persist with their studies, and transition successfully (Lizzio, 2006). By contributing to developing these senses of success <u>within the curriculum</u>, students will persist in their major, they will flourish, and they will graduate.

Current co-curricular and extra-curricular practices
In the Faculty, since approximately 2014, we have been focusing on contributing to our students' 5 senses of success co-curricularly (i.e., as an extension of the learning experience) and/or extra-curricularly (outside the academic learning experience) including:
- Announcements by Course representative: This is just one of the co-curricular student success programs we offer to first year students through our Calumet and Stong College partners. This

4

one has been highlighted because it aims to contribute to the resourcefulness of students in all core 1000 level courses in the Faculty. See Appendix A for further details about this initiative. A survey (75 student respondents from first year courses) in 2018 reflects that a majority of the students agreed or strongly agreed that the announcements improved their sense of resourcefulness and found that the topics covered in the announcements were relevant to their academic development. Despite this finding, only about one-third of the students who responded agreed or strongly agreed that they have used the campus resources mentioned in the announcements.

- Pan-university YUSTART program: This extra-curricular online experience has been designed to help prepare incoming new students for a successful transition into University. See Appendix B for more details and a summary analysis of use of the online learning modules in YUSTART of Faculty of Health students. Most of the modules that our students delve into have to do with practical information about being a student at University (e.g., paying registration fees, financing education, connecting with fellow students through Facebook). A majority of students are not necessarily learning about strategies for "academic" success. These gaps in their knowledge and skills can contribute to their failure to transition successfully in and through first year.

- Other extra-curricular approaches are offered with the support of the Faculty of Health Office of Student and Academic Services (OSAS) (e.g., early alert initiatives). In 2018, we participated in a pilot project called 'Ready, Set, YU!'. Student's whose final high school average fell below the admissions entry cut-off were provided with an opportunity to explain why their overall average had dropped. Depending on their rationale, some students were accepted into our academic programs. At this point the students became part of the 'Ready, Set, YU!' project whereby they were required to attend a 3-day orientation prior to the beginning of school, plus 8 Learning Skills sessions, and 6 academic advising appointments (3 in the Fall, 3 in the Winter). During each academic advising appointment there were various topics that were to be discussed based on the time of the year. Most of the students who were part of the pilot did not appear to benefit from it. There were 28 students admitted into the Faculty of Health in the pilot year. Of the 28 students, 19 students received failing grades, some of these students were placed on Academic Warning or Required to Withdraw.

Although we are making headway contributing to our students' success, it is still not enough. If we use our retention numbers as a metric of the success of our initiatives and retention plan, there has been a slight improvement on average across the Faculty of Health between 2013 and 2017 of about 0.5%.Therefore, we do not seem to be having the desired impact on retention. All the effort and resources we put into developing extra- and co-curricular programs will be for naught if we don't also address a few challenges including the barriers to students for developing necessary academic skills.

Barriers
We know that many of our students do not take advantage of the co-curricular and extra-curricular programs designed to help students become better learners. Some of the barriers are as follows:
- Findings from a recent Faculty of Health survey on student success (May 2019) with 732 undergraduate students across all years, plus faculty, staff, and alumni, suggests that students may not be aware of the nature of extra-curricular and co-curricular programs and services. If they do know, there are barriers to their participation such as lack of time to attend student success programs; challenges related to scheduling, commuting and accessibility; stigma and being

5

reluctant to make use of existing resources because they felt intimidated. Some students also indicated the services did not meet their needs. Other research (e.g., Quaye, Harper, & Pendakur, 2019)[1] suggests that using an equity lens is also important in consideration of barriers that students perceive in relation to campus services to support their learning.

- Research shows that it is likely that some students do not take part in workshops and other forms of skill development because they don't think they need any help with being a better learner (Kruger & Dunning, 1999). In addition, these types of extra-curricular workshops typically are targeted towards students who are not performing well. Unfortunately, this ends up promoting the deficit theory of education (i.e., students who differ from the norm in a significant way are considered deficient, and that the educational process must correct these deficiencies).

In addition to the barriers listed above, often our students do not attain the critical analytical, writing, and thinking skills taught in general education courses for the following reasons:

- Timing of enrollment: Although we advise students to take their general education courses within the first 2 years to acquire important academic skills, from our data we estimate that about 15% of students in the Faculty do not take them until 3rd or 4th year.
- Competing home program requirements: students in interdisciplinary and BSc degree programs seem to be most impacted in that often these students have a number of first year courses they must take because the courses are either a major requirement, basic science requirement, a prerequisite course for a course needed in 2nd year, etc. These students are missing out on learning the critical and analytical skills needed for upper-level courses in their programs and as a result, end up unprepared for these upper-level courses.
- Advanced standing: Data (see Appendix C, Table 1) provided by OIPA (Office of Institutional Planning and Analysis) indicates that every year since 2012 on average 27% of college and university transfer students (about 92 students per year) to the Faculty of Health (excluding nursing students) have all 18 of their general education requirements granted in advance. We assume that these students arrive with academic skills learned through general education courses offered at other institutions. We don't know if they do arrive with those critical analytical skills. What we do know is that on average for students arriving in our programs with transfer credits, graduation rates are lower when students are granted 12 general education transfer credits than when they are granted 6 general education transfer credits (see Table 2 in Appendix C). In fact, when students are granted 12 general education transfer credits, they are 1.26 times more likely to leave our programs than when granted six general education credits. We acknowledge, however, that this is a complex relationship dependent on program, incoming GPA, and year level of entry.

A lack of academic capability skills is being noticed by course instructors teaching upper level courses in our programs. For example, a common complaint by course instructors is students do not have the requisite writing and critical thinking skills. Therefore, we have seen a need to use additional resources in order to embed writing and critical thinking skills development within our programs. In the Faculty, two of our programs have already taken on the task of addressing the issue of the students lack of writing

---

[1] Quaye, S. J., Harper, S. R., & Pendakur, S. L. (Eds). (2019). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). Routledge: NY

6

skills by creating and incorporating a writing specific course into their curriculum or changing their curriculum too incorporate more writing .

The aforementioned details suggest that although general education courses have been designed to facilitate students gaining academic skills such as writing and critical/analytical thinking, it appears that many students in our programs are not necessarily acquiring these skills at the beginning of their program, or at all. It is apparent to us that we need to do more within our own curriculum to contribute to our students' academic capability that in turn will contribute to their successful transition in first year and through to graduation.

Breadth as defined in the BA and BSc matrices indicates "Breadth outside of the major is defined in terms of diversity of knowledge and skills"   and "Graduates should be educated to appreciate and value as many facets of human knowledge and scholarship as possible, to more completely prepare them to contribute thoughtfully, knowledgably and compassionately to society", respectively. We would suggest that students enrolling in courses in our Faculty could acquire a breadth of interdisciplinary knowledge by taking a course outside their major but still within the Faculty. As well, our first year and some second year Faculty of Health courses could be considered to align with the social sciences domain. In descriptions of social science subject areas Psychology is listed because it explores facets of society and social relationships. Health studies courses such as HLST 1010 3.00 and HLST 1011 3.00 course descriptions indicate that they provide an inter- and multi-disciplinary introduction to the issues underlying Canada's health care system examining the social, cultural, economic, and political influences on concepts, values and structures of Canada's health care system and an exploration of a wide range of issues and social contexts in health care. In addition, Kinesiology courses such as KINE 1000 6.00 is an introduction to the concept of the 'social body' through study of Western historical legacies and sociological factors of class, gender, 'race', culture with emphasis on sport sociology. KINE 2040 3.00 introduces students to the socio-cultural study of sport and physical activity with emphasis on exploring sport and physical activity, including barriers and catalysts, in relation to communities and community building. Therefore, we propose to provide our students with the option to take specified Faculty of Health courses that have been redesigned to include the PAT features in order to fulfill their social sciences general education credits. See the last Appendix (H) for draft course outlines of the 4 courses proposed to be offered as PAT courses in September 2021.

Change for BSc from 18 to 12 General Education credits
As a final change to the degree requirements, we wish to drop the number of general education credits from 18 to 12 for the BSc degree and within those twelve credits make it possible for six to be satisfied by an outside major Faculty specific option.

The description of the BSc degree (https://secretariat.info.yorku.ca/files/BScPanUniversityDLE.pdf?x92578) indicates that students should possess by the time they graduate the following:
- an understanding of and experience with the scientific methodology
- knowledge of and facility with mathematics
- knowledge of and facility with computational methods and tools
- breadth across foundational science disciplines (biology, chemistry, physics)

7

- depth and expertise in one or more science disciplines (physical sciences, life-sciences, computer science, and mathematics)
- breadth in practical laboratory experience
- depth beyond the first year in a scientific discipline outside the major in order to foster interdisciplinarity
- breadth in human inquiry beyond the BSc including exposure to issues and methodologies in the liberal arts
- demonstrated critical thinking and analytical skills inside and outside the major discipline,
- ability to communicate orally and in writing to a variety of audiences.

The last three bullet points generally speak to human inquiry outside the science discipline. These specific skills listed are achieved currently by having students enroll in a varying number of general education credits depending on the discipline and Faculty. For example, students are required to complete 12 non-science general education credits in the Faculty of Science, 12 general education credits in the interdisciplinary Neuroscience program offered by Science and Health, 12 general education credits for the BScN (Bachelor of Science in Nursing) in Health, and 18 general education credits in the remaining three BSc programs in Health (Kinesiology & Health Sciences (KHS), Psychology (PSYC), and Global Health GH).

The original rationale for 18 credits for BSc degree in KHS and PSYC came out of a harmonization exercise in 2008 soon after the Faculty of Health was newly formed. The change to requiring 18 credits across our programs in 2008 was done in order to harmonize various sets of rules including various general education requirements across BA and BSc degrees offered by different programs forming the Faculty of Health. Originally our BSc students required 12 General Education credits. Part of the rationale for choosing 18 credits was because many of the general education credits offered in the Social Sciences and Humanities were 9 credit courses at that time, and so to have fewer credits would have made it more difficult for our students to find courses to enroll in. This issue no longer exists. We also now know the impact of this change on the BSc students. BSc students have difficulty enrolling in and completing in their first two years 18 general education credits, because they are taken along with basic math and science, computation methods, laboratory, and first year major requirements. This heavy load on first year courses usually results in students refraining from enrolling in their general education course until their 3rd or 4th year. They end up taking them at a time when they need them the least, and if they do poorly in them, then it can have a negative impact on their GPA.

As mentioned previously the expectation was that students would acquire their breadth and critical thinking and inquiry skills through the general education courses. But what we are proposing now is that they could become more academically capable and acquire these academic skills within the Faculty by enrolling in courses that are using pedagogy that aids transition. BSc students could pick up their breadth in human inquiry by taking general education credits outside of our Faculty or from an out of major within Faculty course. Therefore, we are proposing to have the same number of 12 general education courses across all our BSc programs and 6 of those credits can be fulfilled through a within Faculty but outside the major option.

Solution: create a faculty-specific outside major curricular based option

8

The intent is to create an option for students to take two 3-credit or one 6-credit outside major course that supports a curricular focus on student success. It cannot be a requirement on top of the general education credits but instead it is proposed they can choose this option to fulfill 6 credits of the general education requirement. Note our solution is not outside the norm because there is a precedence for defining Faculty specific credits as part of general education requirements. The School of Arts, Media, Performance, and Design (AMPD) require their students to take 6 credits from the AMPD 1900 series of courses. AMPD also stipulates that these 1900 series of courses can be used to satisfy the humanities general education requirement, an AMPD elective, etc.

In sum, we need to normalize learning to learn. All students (not just the ones failing to maintain academic standing) could and should be exposed to opportunities within the curriculum that develop their skills to become better learners. We believe that by augmenting our courses with pedagogy that assists transition and creating opportunities for students to enroll in these course will contribute to our students' academic capability and resourcefulness.

Therefore, we propose that our students be given the opportunity to complete an optional 6 credit within the Faculty but outside their major that fulfills 6 general education credits in the social sciences. Courses that qualify will be a combination of new and revised 1000/2000 level courses that include transition pedagogy.

A PAT (Pedagogy that Aids Transition) rubric:
Our intention is to make sure we are clearly identifying any newly created and revised 1000 and 2000 level courses that include the PAT- Pedagogy Aided Transition attributes. Therefore, we consulted with the assistant registrar and other staff who work with the degree progress report. Although a PAT rubric would assist students and advisors in identifying these courses that can be taken within the Faculty that are outside of their major and that could fulfill 6 general education credits in the social sciences, for a variety of reasons it was decided that a unique rubric was not the correct course of action at this time. We have been assured by the OUR that there are other ways to operationalize this option for the students and to ensure that the degree progress report can capture the appropriate information.

10. Comment on the alignment between the program changes with Faculty and/or University academic plans.

These proposed changes align in general with the new Academic Plan 2020-2025 priority 1 "21st C learning" particularly equipping students with knowledge and transferable skills, and Priority 3 "From Access to Success" in 'supporting students of all backgrounds and circumstances to complete their studies successfully".

These proposed changes could also be considered to align with the new Academic Plan 2020-2025 UN sustainable development goal #4 "Quality Education" (https://sustainabledevelopment.un.org/sdg4) ensuring inclusive and equitable quality education for all and promote lifelong learning opportunities for all.

9

These proposed changes align with the Faculty of Health 2020-2025 academic plan particularly to provide "high quality relevant courses and programs that contribute to students academic success, timely graduation, and lifelong learning."

11. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

Appendix D describes a framework for creating and implementing curricular based features that facilitate Faculty of Health (FoH) students' transition into and through the university academic environment. Most of what is described targets what we can be doing within the curriculum in first year to support our students transitioning into university and through first year i.e., we provide a framework targeting five features of transition pedagogy and suggesting how we can apply Pedagogy to Aid Transition (PAT). The proposed framework is guided by transitional pedagogy literature, with a grounding in Lizzio's (2006) five senses of student success. It is a holistic, integrated approach focusing on establishing best practices in teaching and academic supports for enabling successful student transition (Kift & Nelson, 2005; Wingate, 2007) into and through university.

This framework is designed to motivate the students (Miller, 2014) within the course to engage in the development of their academic capability (learning to learn) and resourcefulness.

Although, most of what is described in transition pedagogy targets what we can be doing within the curriculum in first year to support our students transitioning into university and through first year, for our programs transition also occurs into upper years (e.g., students transferring from college to university, mature students returning to university, etc.). Therefore, we are expanding the idea of transition beyond first year to include any or all of the following: 1) re-imagining existing first or second year courses to incorporate *five transition pedagogy features defined as group/teamwork, distributed practice/timely feedback, providing the students the opportunity for building their capacity for self-regulation and reflection, and providing the students the opportunity for making connections between content and real world experiences;* and 2) incorporating the five transition pedagogy features into the design and development of new courses at the 1000 and/or 2000 level.

It is important to connect the proposed pedagogical features that will aid transition with the goal in mind of not only contributing to graduate attributes but also aligning the transition pedagogy features with the Ontario Council of Academic Vice-Presidents' (OCAV) Undergraduate Degree Level Expectations (UDLE) (Honours) that are associated with baccalaureate degree program outcomes. The Table in Appendix D provides the details about how these features are mapped out.

12. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

We consulted with the following: undergraduate studies/curriculum committee members associated with our five programs; instructors who teach first year courses; members of our student success team

(includes students and college heads); members of the University secretariat that have experience on the Senate subcommittees APPRC and ASCP; with the VP Academic and others from the office of the Vice-Provost Academic; and with the Interim and Assistant Registrar. Appendix E outlines the consultations taken on the proposal. With the feedback given, we were advised to harmonize the BSc general education credits to align with the BSc in the Faculty of Science. Points of clarification and concerns have been addressed in this revised proposal and/or if out of scope to be included in this proposal, Appendix E outlines answers to questions and/or how the concerns were addressed. Appendix G provides letters of support from each of the programs in Health.

13. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

No changes to the program admission requirements are being proposed.

14. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

It is not expected that net new resources are required. If there are any additional costs (e.g., for creating learning artifacts that support the inclusion of transition pedagogy), then instructors can apply for our Funds for Innovation in Teaching (https://www.yorku.ca/health/fund-for-innovations-in-teaching-fit/). This fund is a resource currently in place that the faculty member can apply for to support their teaching.

15. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

Mode of delivery is not being changed. It is possible that new or revised courses may change to a blended or flipped classroom or even online format. But we cannot assume this will be the case.

16. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

The pedagogical features to be added will most likely impact evaluation schemes mainly by adding in a participation component for in class responses through iClicker/REEF technology, learning journals, and online discussions, or by adding in a graded component for the evaluation of low-stakes quizzes administered online in the learning management system (e.g., eclass). This does not change assessments substantially in the current courses, albeit a percentage of the grade will have to be set aside for these participation grades. New courses may alter their grading schemes more, particularly if they incorporate substantial team/group work and engagement in community-based projects. This revised form of assessment is appropriate as it will accommodate a change to the pedagogy that will contribute to students starting on the path to achieving their undergraduate degree level expectations as outlined in the

11

following table.

Pedagogy to Aid Transition (PAT)	Potential Type of assessment	Contribute to the achievement of OCAV Undergraduate degree level expectations
1. Group/Teamwork	Participation/iClicker grades, peer-to-peer or self-evaluation, discussion forum participation	Oral and written communication skills. Autonomy and professional capacity.
2. Distributed practice/timely feedback	Low stakes quizzes, REEF/iClicker participation grades	Depth and breadth of knowledge. Communication skills. Awareness of limits of knowledge.
3. Self-regulation (mindfulness, meta-cognition)	iClicker questions evaluating content in video modules about self-regulation.	Application of knowledge. An understanding of methods of inquiry. Awareness of limits of knowledge.
4. Reflection (build oral and written communication)	Participation for creating learning journals, creating summaries of content, visual representations, eg., mindmaps of content.	Application of knowledge. An understanding of methods of inquiry. Awareness of limits of knowledge.
5. Connecting content to personal experiences	iClicker/REEF questions in class, participation in online discussion forums	Autonomy and professional capacity.

17. Provide a summary of how students currently enrolled in the program will be accommodated.

Students will be grandfathered such that those admitted to the program prior to the change may proceed under the degree requirements in place when they were admitted. A sunset clause will also be noted such that students will be informed that six years from the start of these changes, students will be automatically rolled over to the new degree requirements. Within the 6-year time period, students who transfer from a different Faculty at York to a program within the Faculty of Health may proceed under their former general education requirements or ask to switch to the new requirements.

18. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Please see Appendix F.

12

December 16, 2020

Senate ASCP

Dear Chair of Senate ASCP:

I wish to convey my strong support for the proposal enabling the Faculty of Health to (1) reconfigure how general education requirements are met for BA, BHS and BSc students, and to 2) reduce the number of general education credits for our BSc degree.

The primary objective of the proposed modifications is to create a learning environment for 21st century learning and to improve student success. We propose to do this by enhancing student transition from their first year of study into subsequent years. The modifications are heavily influenced by Lizzio's framework (2006) targeting 5 elements of student success through curricular, extra- and co-curricular activities. However, as we learned through two years of consultations with students, undergraduate curriculum committees, UPDs, faculty members, and student success coordinators, students currently face several barriers preventing them from utilizing available extra and co-curricular resources (e.g., competing home program requirements, commuting and accessibility issues, stigma associated with academic skills-based workshops, and general reluctance to attend). Therefore, we are proposing a <u>curricul</u>um which includes "transition pedagogy" for supporting student success. This approach ensures that all students, not just the ones failing to maintain academic standing, would be given opportunities within the curriculum to develop their skills to become better learners. Augmenting our first-year courses with pedagogy that assists transition and creating space within the degree requirements for students to have the option to enroll in these courses will contribute to students' academic capability and resourcefulness.

The proposed changes will help us address several objectives:
- Improve graduation rates (a performance-based metric for the SMA3).
- UAP Priority 1 "21st C learning" particularly equipping students with knowledge and transferable skills.
- UAP Priority 3 "From Access to Success" in "supporting students of all backgrounds and circumstances to complete their studies successfully".
- Faculty of Health IRP: to provide "high quality relevant courses and programs that contribute to our students' academic success, timely graduation, and lifelong learning."

Providing more opportunities to fulfill general education requirements from within the Faculty is intended to improve student transition, and to enable the Faculty to ensure that students, regardless of the program they are in, have a consistent and fundamental set of competencies and knowledge particularly relevant to working in and studying health related disciplines. We are proposing to incorporate a faculty-specific option that may be used to fulfill 6 social science general education credits. We are also proposing to reduce the number of general education credits from 18 to 12 for the
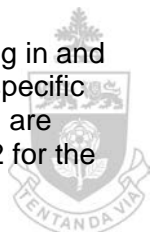
BSc degree so that it is aligned with the 12 non-science general education credits in the Faculty of Science.

The proposal received extremely strong support at the Faculty of Health Council on December 2, 2020. It is not expected that net new resources are required. If there are any additional costs (e.g., for creating instructional content, reusable artifacts, etc., that support the inclusion of transition pedagogy), then instructors can apply for assistance through the Faculty of Health's Funds for Innovation in Teaching (https://www.yorku.ca/health/fund-for-innovations-in-teaching-fit/). This fund is a resource currently in place that any faculty member in Health can apply for to support their teaching.

Sincerely,

Paul McDonald, PhD, FRSPH, FCAHS
Professor and Dean

January 12, 2021

Professor Susan Murtha   Email: smurtha@yorku.ca
Associate Dean, Learning, Teaching, &
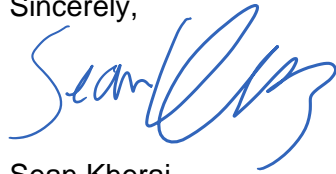Academic Programs
Faculty of Health

Dear Associate Dean Murtha:

Re: Major modifications concerning General Education requirements in Faculty of Health

This letter confirms our consultation meeting held on December 17, 2020 regarding the proposed major modifications to the General Education requirements in several degree programs in the Faculty of Health. While some of these modifications could result in enrolment changes in LA&PS General Education courses, we agree that the intent of the proposal is to strengthen student success and persistence in the Faculty of Health and we support those efforts.

The addition of Faculty-specific options to fulfill some of the General Education requirements in the Faculty of Health will embed best practices for supporting student persistence across several introductory courses. This curricular innovation will work to the benefit of students in the Faculty of Health, enrich curriculum, and result in better retention.

Sincerely,

Sean Kheraj
Associate Dean, Programs
Faculty of Liberal Arts and Professional Studies

Good Afternoon Kathryn,

I am writing in follow up to the attached proposal that has been submitted by the Faulty of Health related to the creation of a new course rubric (PAT). This proposal was reviewed by the internal OUR Program, Proposal, Policy Review and Implementation Committee and there have been a few additional subsequent meetings. The final meeting was a very productive meeting with Susan Murtha this afternoon.

Where we have landed is this – the OUR will be able to count any course infused with "pedagogy assisted transition" attributes that the Faculty of Health identifies as fulfilling the Gen Ed component of the degree. We can do this and ensure that it is reflected in the degree progress report so that students are aware as well. We can do all of this without having to approve a new course rubric at this time.
-
According to Susan, the Faculty of Health will not be in a position to create new PAT-only courses that will need to use the PAT rubric in the foreseeable future. Given this, we agree that we can hold off on assigning the PAT rubric. The OUR can support what the Faculty hopes to achieve as we are able to facilitate their plan to achieve their objectives and goals.

Please let me know if there is anything else you need from me to ensure that this proposal for allowing selected Faculty of Health courses to fulfill the Social Sciences Gen Ed requirement is supported.

Thank you in advance for your consideration,

Frankie

Frances Billingsley MEd(she,her,hers)
Associate Registrar & Director
Student Records & Scheduling | Office of the University Registrar
C 416-666-4704
T 416-736-2100 ext 22519
frances4@yorku.ca|yorku.ca
Division of Students |YORK UNIVERSITY
Bennett Centre for Student Services
4700 Keele Street Toronto ON, Canada M3J 1P3

YORK U

Ranked 33rd in the World in the
Times Higher Education 2020 Impact Rankings

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Proposal for a within Faculty-outside major course option

Lynda van Dreumel
To: Susan J. E. Murtha; **Cc:** Liane R Ginsburg ⌄

The School of Health Policy and Management Curriculum Committee reviewed the STuUDS working group proposal for a within faculty-outside major course option at our September 24th and October 15th meetings.

The SHPM Curriculum Committee expressed support for the proposal in principle and two redeveloped 1000-level 3.00 credit courses were identified as potential offerings to satisfy the components of Pedagogy to Aid Transition: HLST 1010 3.00 and HLST 1011 3.00.

Ongoing issues for discussion within SHPM include capacity to make some spaces available within our current resources, potential demand for seats in the mid to long term, as well as feasibility of expanding capacity within these courses to meet potential demand.

The proposal will proceed to the SHPM Faculty Meeting on November 12th for discussion and decision.

Sincerely,

Lynda van Dreumel (she/her) • Assistant Professor
Undergraduate Program Director, School of Health Policy & Management

YORK UNIVERSITY
Stong College Room 338 • 4700 Keele Street
Toronto ON • Canada M3J 1P3
T 416.736.2100 ext. 22762
lyndavd@yorku.ca • www.shpm.info.yorku.ca

Re: Proposal for a within Faculty-outside major course option

Liane R Ginsburg   Today a

To: Susan J. E. Murtha;   Lynda van Dreumel

Hi Susan,

The SHPM School Committee voted in support of the idea that our redeveloped 1000-level 3.00 credit courses can be potential offerings to satisfy the components of Pedagogy to Aid Transition: HLST 1010 3.00 and HLST 1011 3.00.

Regards,
Liane

YORK | Liane Ginsburg | Professor & Interim Chair
health | School of Health Policy & Management
Faculty of Health | Stong 353 |
lgins@yorku.ca

Pedagogy aid to transition

Michael K Connor

To: Susan J. E. Murtha

You replied to this message on 2020-10-27, 11:49 AM.

This message is flagged for follow up.

Hi Susan,

Our curriculum committee approved this Pedagogy aid to transition Proposal in principle and we will bring it to our faculty council.

Mike

_____

Michael K. Connor Ph.D.
Associate Professor and Undergraduate Program Director
Kinesiology and Health Science
York University
Toronto, ON
M3J 1P3

YORK
U
UNIVERSITÉ UNIVERSITY

FACULTY OF HEALTH

December 4, 2020

School of Kinesiology and Health Science

Susan Murtha, PhD
Faculty of Health
Associate Dean Learning & Teaching
425 HNES

OFFICE OF THE CHAIR

333 NORMAN BETHUNE
COLLEGE
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5403
anbelcas@yorku.ca

Dear Susan,

The School of Kinesiology and Health Science has considered the proposal brought forth by the Faculty of Health as part of its plan for facilitating student success to:

> 1. Make changes to the degree requirements to allow students to satisfy 6 of their general education requirements with a within faculty outside major course. Most notably including a reduction of the general education requirement for a B.Sc. student within the Faculty of Health from 18 to 12 credits.
>
> 2. Redesign and/or develop 1st/2nd-year courses that uses Pedagogy to Aid Transition (PAT).

This proposal was considered and approved first by the Committee for Undergraduate Studies and subsequently approved by the collegium at our School Council meeting held on Friday November 20, 2020. As such, I am sending the full endorsement of this proposal by the School.

Sincerely,

Angelo Belcastro, PhD, F-CSEP
Professor and Chair

Re: Confirmation of SON Approval for FoH Faculty-Wide Requirement Option

Irfan Aslam

To: Karin Page-Cutrara; **Cc:** Susan J. E. Murtha ⌄

Hi Karin, I am writing to confirm that the agenda item "**Faculty of Health Faculty-Wide Proposal – Major Modification**". was approved today at the school council.

Regards,

Irfan

_____

Irfan Aslam,
Assistant Professor Teaching
School of Nursing
FACULTY OF HEALTH

Within the Faculty but Outside the Major

U	**updpsyc**	Yesterday at 11:21 PM
	To: Susan J. E. Murtha	

Dear Susan,

I'm pleased to report that the motion to approve the 'Within the Faculty but Outside the Major' option has been approved by the Psychology Undergraduate Studies Committee. I will be bringing this motion to the Psychology Executive on Monday November 9th for further approval.

Please let me know if you require any additional information.

Kind regards

Karen

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology

Fw: Within the Faculty but Outside the Major - Psychology Approval

U **updpsyc**   Yesterday
    To: Susan J. E. Murtha; **Cc:** Jennifer A Connolly ≫

Dear Susan,

I'm pleased to report that the motion to approve the 'Within the Faculty but Outside the Major' option was approved on November 9th 2020 by the Psychology Department Executive Committee.

Please let me know if you require any additional information.

Kind regards

Karen

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology

health | YORK U

Major Modification Proposal for General Education Requirements

GH_UPD

To: Susan J. E. Murtha; **Cc:** Nicole Wilson ⌄

Hi Susan,

Thanks again for coming to the SGH Council meeting to present on the Faculty's proposal around general education requirements. The Council voted in favour of the proposal.

Keep well,
Adrian

_____

Dr. A.M. Viens
Director
School of Global Health
Faculty of Health
York University

On Dec 2, 2020, Faculty of Health Council approved the following major modifications to Faculty of Health degree programs:

1. **Establishment of a six credit within Faculty out of major option to fulfill general education requirement**
2. **Change to the General Education Requirement from 18 to 12 for the Bachelor of Science Degree Programs in Health**

Robert Bishop, Secretary
Faculty of Health Council

Appendix H Courses that will fulfill PAT and social sciences general education requirement

KINE 1000 6.00 Sociocultural Perspective in Kinesiology.Focuses on understanding the social body as key to the critical study of physical culture, health and human rights. Our point of departure is that no human being lives outside of society. An individual's social body is categorized and trained into socially approved roles and practices that are informed by cultural, political and historical conditions and that influence and are influenced by one's perceived gender, appearance, age, sexual orientation, race, ethnicity, ability, and class or caste. PAT attributes are fulfilled by the following: Group presentation and bibliography builds teamwork, scaffolded learning and reflection is developed through the scheduled tutorials, individual action plans will contribute to self-regulation, lectures/group projects/tutorials will make connections between and real-world phenomena. See draft course outline for further details.

KINE 2040 3.00 Communities in Motion (course on books not yet launched). Introduces students to the behavioural and socio-cultural study of sport and physical activity with emphasis on exploring sport and physical activity, including barriers and catalysts, in relation to communities and community building. In addition, this course introduces students to the research processes that underpin the behavioural and socio-cultural study of sport and physical activity – from the starting point of cultivating curiosity, to conceptualizing a research question and project, to the communicating findings with and to others. PAT attributes are fulfilled by the following: group assignments and case studies connect the content to real-world phenomenon as well as build reflection skills, time-management and self-regulation are augmented by the clear structure of the assignments, the group assignments reinforces team work, and scaffolded learning occurs by building on work completed in the first assignment, mini-quizzes, and online participation. Please see draft courses outline for further details.

HLST 1010 3.00. Foundations of Health Studies I. An inter- and multi-disciplinary introduction to the issues underlying Canada's health care system. Examines the social, cultural, economic, and political influences on concepts, values and structures of Canada's health care system. PAT attributes are fulfilled by the following: teamwork and connecting content to real-world phenomena are fulfilled by students completing a group project, tutorials scaffold the learning, self-regulation skills will be built by students developing action plans, and reflection skills will be built by completing modules on Indigenous health. Please see draft course outline for further details.

HLST 1011 3.00. Foundations of Health Studies II: Health on the Front Lines. Uses the entry point of faculty research (e.g. status and disability; gender-based violence; homelessness) to explore a wide variety of issues and social contexts in health care in the community. Case studies and course material will focus on "front lines" in the struggle for health and equity for all. PAT attributes are fulfilled by the following: teamwork is fulfilled by students engaged in small think-pair-share groups, tutorials scaffold the learning, self-regulation and reflection skills will be built by students completing an academic skills module reflecting on how these skills will be applied in class, reflection skills and connections between content and real -world phenomenon will be built by students completing an exit ticket assignment on health care issues. Please see draft course outline for further details.

Academic Nomenclature

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.

Advanced Standing: Credit granted towards a York University graduate degree or diploma for graduate-level courses completed at York or another post-secondary institution that have not been used to fulfill the requirements of another degree program or graduate diploma.

Calendar: The Calendar is the University's official reference document for all academic programs, policies and requirements.

Collaborative Specialization: A graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained. It is an Intra-University type of degree program.

Combined Degree Program: A program of study involving two existing degree programs of different types in which successful completion of the requirements is confirmed by a separate and different degree document being awarded by each program. The combination may comprise two graduate programs, two undergraduate programs or a graduate and an undergraduate program. The combination typically involves at least one "professionally" oriented program. The programs may be structured such that students pursue the two programs concurrently or consecutively. It is an Intra-University type of degree program.

Core Courses: Mandatory specified courses within an undergraduate program that provide a solid theoretical foundation and / or convey a common body of disciplinary knowledge and skills.

Co-requisite: A course that must be taken simultaneously with another course.

Cotutelle: A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single dissertation which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her dissertation under Cotutelle arrangements. It is an Inter-Institutional type of degree program.

Course Credit Exclusion: A formal status accorded to sets of undergraduate or graduate courses that are recognized as having sufficient overlap in content. Although the courses may have a significant degree of overlap, they are not considered fully equivalent / interchangeable. Students do not receive credit for both / all courses in a designated set of CCE's. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions.*

Course Substitution: A descriptive term applied when a course is recognized as sufficiently similar to a required course in a degree program, certificate or diploma. Substitutions may be programmatic and offered to all students or individualized for a student with departmental or program approval. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions.*

Cross-listed courses: Courses jointly recognized by two or more teaching units, with one unit designated as the course originator. All instances of cross-listed courses are the same course with different identifiers most commonly utilized to signify relevance to more than one particular discipline. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions.*

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

Degree: An academic credential awarded upon successful completion of a prescribed set of requirements that meet a standard of performance as defined by the University.

Degree Level Expectations: Frameworks describing what students should know, and be able to do, after successful completion of a degree program at the bachelors, masters and doctoral degree levels.

Degree Option: A category of undergraduate degree program that has a defined number of degree credit requirements and, where applicable, a minimum number of major credits. They include:

> **Honours:** An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 42 major credits.

> **Specialized Honours:** An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 54 major credits.

> **Bachelor:** An undergraduate degree option; it requires the completion of a minimum of 90 credits and a minimum of 30 major credits.

Degree Program: A prescribed set of courses, combination of courses and / or other forms of study, research or experiential learning that collectively support the achievement of defined degree level expectations and program learning outcomes for an undergraduate or graduate program.

Diploma: A for-credit program of study at the graduate level, which is not itself a Masters or Doctoral degree program, in a specific area, topic or skill, that may be of a

disciplinary or interdisciplinary character. A diploma may be awarded when a candidate admitted to a masters program leaves the program after completing a certain proportion of the requirements (Type 1); offered in conjunction with a masters or doctoral degree, the admission to which requires that the candidate be already admitted to the Masters (or Doctoral) program (Type 2); or be offered as a stand-alone, direct-entry program, generally developed by a unit already offering a related Masters or Doctoral degree, and designed to meet the needs of a particular clientele or market (Type 3).

Double Major: An Honours degree option that includes concentrated sets of courses in two major subject areas for which students receive one Honours undergraduate degree with both majors identified on their transcript.

Dual Credential Program: A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by at least two of the participating institutions, of which one is York University. It is an Inter-Institutional type of degree program.

Electives: Course(s) outside the prescribed set of program requirements, chosen by students and which count towards the total number of credits required for the degree.

Field (Graduate): In graduate programs, an area of concentration that is related to the demonstrable and collective strengths of the program's faculty members. There are no requirements associated with a field, and they are not recorded on either the academic transcript or the degree parchment.

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.

Joint Degree program: A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document. It is an Inter-Institutional type of degree program.

Learning Outcomes: Define what a student should know, and be able to do, after successful completion of an assignment, activity, class, course or program.

Letter of Permission (LOP): A Letter of Permission or LOP is issued to a student who has been approved to take a course at another accredited university towards their York degree.

Major: A primary concentration of courses taken in a subject area within an undergraduate degree program. Normally, a major requires at least 30 of the 90 credits required for a bachelors degree or 42 of the 120 credits required for an Honours degree.

Major Credits: A structured set of courses specifically designated for inclusion in the undergraduate program requirements, either mandatory or among a list of options for students to choose. May include or be in addition to core courses.

Minor: A secondary concentration of courses taken in one subject area within an Honours degree. Normally, a minor requires at least 30 of the 120 credits required. Minors are not available in a bachelors degree.

Prerequisite: A requirement to successfully complete another course, set of courses or achieve a specific grade in a course (or overall GPA) before enrolment in an undergraduate or graduate course.

Professional Masters: A graduate program comprised of advanced studies in professional or applied fields. They may have strong theoretical underpinnings, but their primary purpose is the development of knowledge for application / accreditation in professional practice. Experiential learning is a common component of the degree. Normally they do not include a requirement to conduct original research.

Reactivation: The process by which an undergraduate student returns to their studies after an absence from an academic session. Students in good standing resuming their studies and students returning after a Required Withdrawal apply to reactivate their status in a degree program before enrolling in a future session.

Reinstatement: The process by which a graduate student in good academic standing, and within 12 months of their withdrawal, returns to their studies or to defend a thesis / dissertation.

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

Sessional Dates: Each academic session is scheduled to provide 12 weeks of teaching and a separate examination schedule. All sessions have beginning, end and suspension dates as governed by the *Senate Policy on Sessional Dates and the Scheduling of Examinations.*

Specialization (Graduate): A structured plan of study within a graduate program that provides advanced or in-depth study in a particular focus within the discipline. Normally a specialization will require a minimum of 12 credits in addition to the core in order to advance the designed depth within the degree program requirements. A specialization may be recorded on the academic transcript, but is not recorded on the degree parchment. In cases where a specialization is to appear on the academic transcript, its establishment, deletion or modification are considered major modifications within the context of the York University Quality Assurance Procedures.

Stream (Undergraduate): A structured set of courses with a particular focus within an Honours undergraduate degree program, to provide additional depth within the Major. Appears on the academic transcript but does not appear on the degree parchment.

Normally a stream will require a minimum of 12 credits in addition to the core credits in order to advance the depth of the major within the degree program requirements.

Transfer Credit: Credit granted towards a York University undergraduate degree / certificate for advanced secondary and / or postsecondary studies (or the equivalent) from an accredited institution. It is given either upon admission / re-admission to York University or for pre-approved studies.

Undergraduate Certificate: A for credit program of studies attesting to a level of competence or skills in a particular area or field. It is distinct from an undergraduate degree program and stream. A certificate recognizes a specific grouping of courses that i) are cross-disciplinary but with a thematic coherence, ii) form a coherent yet distinctive complement to the major of a degree program, or iii) lead to the acquisition of specific skills or professional expertise that may meet requirements of outside accrediting bodies.

> **Concurrent Certificate:** Completed concurrently with an undergraduate degree program.

> **Consecutive Certificate:** Open to candidates who hold a degree or have significant post-secondary education.

Visiting Students: Individuals who enrol in undergraduate or graduate for-credit courses but do not intend to complete a degree, certificate or diploma at York.

The undergraduate Visiting Students categories are:

- those who hold an undergraduate degree (bachelors degree minimum) from an accredited university/university-level institution;
- those who do not hold an undergraduate degree but enrol in courses to fulfill the academic, upgrading or professional development requirements of a professional designation; or
- those who are currently attending another accredited university and take York courses on a *Letter of Permission* issued by their home institution.

Under the Ontario Visiting Graduate Student Plan, a graduate student registered at a university in Ontario may take graduate courses at another Ontario University without further admission requirements. York University graduate students may complete up to 6 credits in coursework under the OVGS Plan towards any one degree program.

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 published in the Undergraduate Calendar.

Proposed: 28 January 2021

Proposal for Senate

Modification to English and French Language Proficiency Tests Accepted by York for Admission

Student Recruitment & Admissions | Office of the University Registrar

January 2021

I.   Proposal

This request seeks the approval of Pearson PTE Academic as an additional English language test and the adoption of several additional French language tests to expand the options available to applicants to satisfy the language proficiency requirement for admission.

II.   Issue

With many language testing centers still closed around the world and/or limited capacity for testing, expanding reliable language testing options is critical to support international student admission. To expedite admission decisions and to remain competitive, providing international applicants with a wide array of testing options is required to be meet our international enrolments.

III.   Recommendations

a. Add Pearson **PTE Academic** as a language option for York admission. Launched in 2009, PTE Academic utilizes artificial intelligence to assess candidates' English skills. It is accepted by 42 colleges and universities in Ontario, including Ryerson, Queens, Waterloo and Western. PTE Academic test results are available in 48 hours after completion. Tests can be scheduled up to 24 hours in advance and testing centres are available in more than 50 countries.

Due to their secure testing centres, PTE Academic was able to quickly adjust their centres to meet social distancing and public health safety guidelines allowing for the resumption of operations in most countries including China and India. It is recommended that York require a minimum **PTE Academic score of 60**. This is slightly above the equivalent of 6.5 on the IELTS scale as represented by the PTE Academic scale provided below.

PTE Academic	30	36	42	50	58	65	73	79	83	86
IELTS	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0

The recommendation aligns with other Ontario Universities proficiency requirement as outlined in the table below:

University	IELTS	PTE Academic
York University (recommended)	**6.5**	**60**
Ryerson	6.5	60
Queens	6.5	60
Waterloo	6.5	63
Western	6.5	58

b. Add **Test de connaissance du français** (TCF), **Test d'evaluation de français** (TEF), **Diplome d'etudes en langue française** (DELF), **Diplome approfondi de langue française** (DALF), and **TESTCAN** as acceptable French language testing options for admission to York. The specified testing options are recommended by Glendon to provide choice and align with French language tests accepted by the University of Ottawa, which receives the highest enrolments from students applying for French language university programs in Ontario.

Currently, Test de français international (TFI) is the only accepted French language test for admission to York. Of the recommended French tests, TEF is accepted by Immigration, Refugees and Citizenship Canada (IRCC) for students applying through the Student Direct Stream to obtain their study permit. The following minimum scores are recommended for York admission which aligns with the University of Ottawa proficiency requirements.

French Language Proficiency Requirement	Test de connaissance du français (TCF)	Test d'evaluation de français (TEF)	Diplome d'etudes en langue française (DELF)	Diplome approfondi de langue française (DALF)	TESTCAN
York University (recommended)	**B2**	**B2**	**B2**	**C1 or C2**	**4**
Ottawa U	B2	B2	B2	C1 or C2	4
Laurentian	C1 (advanced)	C1 written test		C1	

A summary of York University's approved and proposed language tests is included in Appendix A.

Summary of York University Language Tests

LANGUAGE PROFICIENCY TESTS	MINIMUM SCORE*
Approved by Senate	
IELTS	6.5
Internet-Based TOEFL	83
Canadian Academic English Language Assessment (CAEL)	60
Cambridge English Language Assessment	176 from C1 Advanced
Duolingo	115 (Fall/Winter 2020-2022 only)
MELAB[1]	N/A
Test de français international (TFI)	785
Proposed for Senate approval	
PTE Academic	60
Test de connaissance du français (TCF)	B2
Test d'evaluation de français (TEF)	B2
Diplome d'etudes en langue française (DELF)	B2
Diplome approfondi de langue française (DALF)	C1 or C2
TESTCAN	4

*The minimum score listed for each English language test is equivalent to a score of 6.5 on IELTS.

---

[1] The MELAB was discontinued in June 2018.
https://www.examword.com/d/melab#:~:text=The%20MELAB%20was%20discontinued%20on,information%20for%20English%20tests'%20researchers.&text=Notice%3A,apps%20from%20the%20web%20site.

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 3 December 2020 and submits the following report to the full Committees.

1. Membership and Chair for 2020-2021

The Sub-Committee's membership for 2020-2021 was confirmed in September as follows:

Lisa Farley (Member designated by APPRC)
Lyse Hébert, Chair (Member designated by APPRC)
Sirvan Karimi (Member designated by ASCP)
Tom Loebel (Dean of Graduate Studies, ex officio)
Lyndon Martin (Vice-Provost Academic, ex officio)
Carolyn Steele (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 (Office of the Vice-Provost Academic).

All members were present at the meeting with the exception of Dean Loebel. Hillary Barron, who recently joined the Secretariat as Assistant Secretary of the University, attended the meeting to observe the proceedings.

Professor Hébert was confirmed as Chair of the Sub-Committee for 2020-2021.

2. Cyclical Program Reviews (CPRs)

a. Follow-up Reports

The Sub-Committee received and reviewed the following five follow-up reports:

- Anthropology and Social Anthropology, Undergraduate and Graduate, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies
- Computer Science, Computer Engineering and Computer Security, Undergraduate and Graduate, Lassonde School of Engineering / Faculty of Graduate Studies

- Human Rights and Equity Studies and Multicultural and Indigenous Studies, Undergraduate, Faculty of Liberal Arts & Professional Studies

- Master of Financial Accountability (MFAc), Graduate, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

- Philosophy, Undergraduate, Glendon

- Philosophy, Undergraduate and Graduate, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

- Social and Political Thought, Graduate, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

The Sub-committee is satisfied that these programs have paid due regard to recommendations arising from the CPR process and are making good progress toward their implementation. A question was raised in conjunction with one of the follow-up reports pertaining to the syncing of tutorials and lectures to the benefit of students. Noting it as a systemic issue not specific to the program in question, the matter will be referred to the Academic Standards, Curriculum & Pedagogy Committee.

b. Lassonde School of Engineering CPRs

The Vice-Provost Academic reported on the timing of Lassonde cyclical program reviews. The Sub-Committee had previously discussed Lassonde's desire to align its Quality Assurance reviews with its scheduled program accreditation review. Delays in the accreditation process due to the COVID-19 pandemic precluded this approach as the CPRs would have pushed the mandated schedule too far out of alignment. Accordingly, all Lassonde CPRs will be launched in 2023, which meets timing requirements of both processes.

3. Legislative and Administrative Matters

a. Revisions to the York University Quality Assurance Procedures (YUQAP)

The Vice-Provost Academic confirmed that revisions to YUQAP approved by the Sub-Committee in 2019-2020 had been ratified by the Quality Council in August 2020. The revised YUQAP is available on the [Quality Assurance website](#).

Joint Sub-committee on Quality Assurance
Report to the Full Committees

    b. Quality Assurance Framework Transition Guidance

The Vice-Provost Academic reported on efforts underway at the Quality Council to review its processes and procedures as articulated in the provincial Quality Assurance Framework. Changes to the Framework will require all Ontario universities to review their institutional policies and procedures to bring them into alignment.

The Office of the Vice-Provost Academic was active in early December participating in focus group consultation sessions with the Quality Council on the proposed revisions to the new provincial Quality Assurance Framework (QAF). Following the consultation process, Quality Council will incorporate feedback received before putting it forward to the Ontario Council of Academic Vice-Presidents (OCAV) for final approval. All universities in Ontario will then be required to revise their Institutional Quality Assurance policies and procedures in order to transition and align with the new revised QAF, with an expected completion timeline of May 2022. Quality Council's regular audits of universities' adherence to their quality assurances protocols will resume in the 2022-2023 academic year.

L. Hébert, Chair of the Sub-Committee