Appendices

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York University

New Program Brief

for a Minor Degree Program

in *English Language Studies*

ESL & Applied Linguistics

Department of Languages, Literatures and Linguistics

LA&PS

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CORRECTION January 12, 2021

CORRECTION February 9, 2021

1. Introduction

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

The English as a Second Language (ESL) Section of the Department of Languages, Literatures and Linguistics proposes to create a Minor degree in *English Language Studies.* This degree is intended for undergraduate students who use English as a second language and seek to enhance their English language proficiency in ways that will specifically apply to their chosen field of study and careers as graduates. Currently, individual credit ESL courses support language development in the first year of study. Student needs related to language proficiency, however, change with advanced academic study. A degree program will offer courses that allow all students the opportunity to develop language and communication skills that meet the demands of their major programs as they progress through their studies. The designation of a Minor will offer international students an opportunity to enhance their degree program with an academic credential attesting to their communication abilities for academic and professional purposes. In Canada, two universities offer degree programs in ESL: Bishop's University in Sherbrooke, Quebec, and the University of Ottawa, in Ontario. Both serve primarily francophone communities. This proposal draws on models in Australia where there are currently four universities offering degree programs in English language studies to international students.

We propose the term *English Language Studies* for this degree program, rather than the current title of ESL. The title reflects current perspectives of multilingualism and is aligned with a cross-disciplinary focus that will allow students greater self-direction across personal and professional contexts. This term is also consistent with the academic requirements of a degree program responsible to support a range of institutional degree and program level outcomes. Bishop's University and the University of Melbourne in Australia both use the term *English Language Studies* to identify their Minor degree programs. Other terms in use are *English as an Additional Language, English for Speakers of Other Languages,* and *English as a Foreign Language*, which we feel do not adequately reflect the goals and values of the proposed degree program. In consideration of the terms *English as a Second Language (ESL)* and *English for Academic Purposes (EAP)* and *English for Specific Purposes (ESP),* these terms are more commonly used in non-credit, continuing studies contexts or for individual credit courses but are not aligned with the nature of a degree program.

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

N/A

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

This proposal was prepared by Associate Professor Antonella Valeo of DLLL in collaboration with faculty in the ESL Section and the Applied Linguistics Graduate Program. At the time of development, Antonella Valeo was Coordinator of the ESL Section, both department and faculty-wide, as well as Coordinator of the TESOL (Teaching English as a Second or Other Language) Certificate Program in DLLL. Faculty and administrators in select programs and departments were consulted at various points as the proposal was developed. While the program will be available to students from all faculties at York, the emphasis in consultation was with the Department of Economics, the School of Administrative Studies, and the Department of Social Science, where approximately 45%, 35% and 8% (respectively) of students who identify as having an ESL background are enrolled as majors. In addition, four other departments and programs were consulted: The Writing Department, the TESOL Certificate Program in DLLL, the Linguistics Program

in DLLL (for those courses which currently count towards the TESOL Certificate Program), and the ESL Program at Glendon College. Each of the departments and programs shares synergies with the ESL section and currently provide a number of courses that would support advanced language development while introducing students to various disciplinary and professional streams. In addition, faculty teaching in these programs commonly have experience and expertise teaching multilingual students. In addition, undergraduate students were consulted via survey of 288 students enrolled in the existing ESL courses.

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

The program will be offered by the ESL/Applied Linguistics Section and housed in the Department of Languages, Literatures and Linguistics.

2. General Objectives of the Program

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

The proposed program aims to undergraduate students from an ESL background a learning path for sustained and ongoing development of language proficiency that will meet their needs as they progress through their degree studies and prepare them for success as graduates of York. As a pan-university unit, the ESL Section currently provides General Education and elective credit courses to over 2000 undergraduate students from faculties and programs across the university. The 30 credit program will build on current 1000 and 2000 level ESL courses that provide a broad foundation of cross-disciplinary language awareness and development. Additional courses in the program aim to address the development of advanced English language proficiency and competencies directly relevant to students'specific program of study and professional communication goals. Students will complete 24 credits in the proposed program at 1000, 2000 and 3000 levels, and be able to draw on an additional 6 elective credits from complementary courses. These include courses from the TESOL Certificate Program, the Writing Department and the ESL Program at Glendon College. Each of these will offer students an opportunity to diversify their studies with an introduction to specific disciplinary streams. The program will provide a suite of courses that are embedded within students' degree studies, positioning English language proficiency development as key to success rather than remediation designed to meet minimum requirements.

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

A Minor degree in English Language Studies is well aligned with York's pioneering role in ESL programming and will be critical in making York more competitive in attracting international students coming to study in Canada. York was one of the first universities in Canada to integrate ESL as credit courses into degree programming over 30 years ago. In recent years, the unit has grown to accommodate an increasingly diverse student body and to serve the demands of multiple Faculties across York. With the increase in international student enrollment, there has emerged a need to provide students with relevant and integrated programming that moves beyond the current suite of courses, and promotes student retention and success for graduates of York University.

This program will respond to the needs of undergraduate students in ways that are aligned with the recruitment and retention goals outlined in the university's *Strategic Mandate Agreement*. Advanced academic and professional language proficiency play a key role in the academic success and engagement of international students and their decision to complete degree studies at York. By providing ESL instruction at different levels of study, the program will support "student success that spans the student lifecycle" and contribute to student retention by giving students the tools they need

to succeed in their first years and progress through their degree studies. Upper year level courses in this proposal program will allow students to develop advanced communication skills relevant to professional and civic competence and enable York graduates to meet the needs of a "Creative Economy", as outlined in the *Strategic Mandate Agreement,* and promote the reputation of York's academic and professional programs. Experiential education (EE) is an integral part of this program as students participate in activities that require structured reflection and application of their skills to real world tasks. Technology mediated language teaching practices are applied throughout the program in order to enhance student engagement and learning. A Minor degree option will complement the students' degrees by providing evidence of achievement in advanced professional communication and enhance students' profiles as globally situated multilinguals. While other universities in Ontario and across Canada provide non-credit language programs with a business/ professional focus, this will be one of only three universities in Canada to offer a degree program in English language studies that will provide a credential to students as they pursue their degree studies.

3. Need and Demand

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

There is currently no similar degree program at York University. Undergraduate credit courses are offered by the ESL Section in DLLL and the ESL Program at Glendon College. While numerous institutions in Ontario offer credit courses for undergraduate students, only one other institution in Ontario offers a similar degree program, the University of Ottawa. This program is situated within a francophone context and does not serve the diversity of students that characterizes York's undergraduate student community. Minor programs are more common outside of Canada, notably in Australia, a context that attracts large numbers of international students and newcomers and provides a similar model of language instruction and support.

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

York has successfully offered ESL courses for credit to undergraduate students for more than 30 years. Although students are required to meet a minimum level of language proficiency, researchers and practitioners have long recognized that these minimum levels do not ensure that students reach their potential in their academic studies. These courses have successfully allowed students to enhance their initial levels of proficiency, provided in a General Education course, in their first year of study. However, it is widely recognized that the demands on language proficiency change throughout an academic program and that, for some students, a model of first year ESL courses cannot adequately meet changing demands. It is also recognized by researchers and practitioners that students require explicit instruction in order to develop language proficiency and communication skills to meet these needs and reach their potential during their studies. Enhanced language proficiency also supports students' post-graduate goals. Students who intend to pursue graduate degrees or professional qualifications enter a highly competitive environment and are expected to have an excellent command of the English language and advanced communication skills. As York graduates seeking employment, in addition to language proficiency, they are expected to be able to communicate effectively in cross-cultural contexts and communities. A degree program in English language studies will provide a suite of courses designed to meet these varied demands. Further, as a degree bearing program, it will also enhance employability by providing graduates with a credential attesting to advanced knowledge and communicative competence in professional contexts.

Student interest in such a program was assessed through a survey administered to 288 students enrolled in currently available ESL courses; approximately 55% indicated an interest in pursuing a Minor degree in English Language Studies. Students cited numerous reasons for wishing

to pursue this minor, including career prospects, enhanced academic success, international opportunity, social integration and confidence. Several programs in LA&PS and other Faculties have also been consulted for initial input. While students from across York's faculties and programs will be eligible and able to benefit from the program, the greatest potential for synergy has emerged with the Department of Economics; approximately 60% of students currently enrolled in ESL credit courses are majoring in Economics. The Undergraduate Program Director of the Department of Economics has expressed support for the proposal because it will address the changing demands made on students' communication skills as they progress through their degrees (statement included in this submission).

4. Program Content and Curriculum

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

The Minor will require completion of 30 credits. This will include 24 required credits as follows: ESL 1450 6.0, ESL2000 6.0; ESL3010 3.0, ESL3020 3.0, ESL4015 3.0 and ESL4025 3.0. ESL1450 supports student's abilities to engage with subject matter relevant to Canadian studies. ESL2000 introduces students to sociolinguistic dimensions of language and continues to enhance critical thinking skills and creative approaches to language use. At the third year, three capstone courses provide students with an opportunity to draw on discipline-specific content and knowledge. Classroom-focused EE is embedded throughout these courses. Purposeful reflection is a key component at all levels of the program as students engage in activities that ask them to consider their own learning experiences in relation to new concepts and knowledge. In upper-year courses, students engage with case studies that demonstrate real-life application, engage with visiting speakers from a range of communities and participate in field trips to explore the lived experiences of others. These strategies provide an opportunity for students to reflect on their own experiences and knowledge bases and learn to apply them to real-world contexts.

The remaining 6 credits will include existing courses offered in the Writing Department, the TESOL Certificate Program (DLLL), the Linguistics Program (specific courses which currently count towards the TESOL Certificate Program), and the ESL Program at Glendon College. Students will be able to select from these courses to expand their career options, or more finely address their specific interests: courses in the Writing Department were selected to support a focus on workplace and professional contexts; TESOL Certificate courses will provide an entry into language teacher education; and the Glendon courses selected will provide a focus on the Arts and Media. With the exception of Glendon courses, students will be studying alongside students who may not be from an ESL background and in this way, they will benefit from the opportunity to work with others who use English at more advanced levels of proficiency. All the courses include language awareness as a course aim, aligned with program outcomes. Faculty in these programs commonly have expertise in applied linguistics and language acquisition or, as in the Writing Department, are often familiar with the needs of students of multilingual backgrounds, and how to meet those needs at advanced levels in integrated classrooms.

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count

towards the program requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

The program includes 24 courses housed within the existing ESL section of DLLL and an additional 6 credits that are offered in other programs and, in some cases, departments, as electives. This proposal does not seek cross-listing for the elective courses. The programs and departments have been consulted to seek their consent to allow students in this minor to enroll in their courses. This consultation is documented in the Consultation forms included with this proposal. They reference cross-listing because this was initially the proposal and is no longer the case. They are included here as evidence of support.

Currently in ESL Section (24 credits)

Course	Credits	Frequency	Unit
AP/ESL1450 *Thinking about Contemporary Canada*	6	Twice/year	ESL/DLLL
AP/ESL2000 *Language in Use*	6	Once/year	ESL/DLLL
ESL3010 *Intercultural Communication*	3	Once/year	ESL/DLLL
ESL3020 *World Englishes and Translingual Communication*	3	Once/year	ESL/DLLL
ESL4015 *English for Specific Purposes*	3	Once/year	ESL/DLLL
ESL4025 *Critical Academic Literacies*	3	Once/year	ESL/DLLL
	24		

Electives (6 credits) – after completing 15 ESL credits

Course	Credits	Frequency	Unit
AP/TESL3600 *Sociopolitical Issues in Second Language Teaching*	3	Once per year	TESOL Certificate Program, DLLL
AP/LING 2400 *Language in its Social Context*	3	Once per year	TESOL Certificate Program/ Linguistics Program, DLLL
AP/LING2430: *Language, Power & Persuasion*	3	Once per year	TESOL Certificate Program/ Linguistics Program, DLLL
AP/WRIT3003 *Introduction to Institutional/Business Writing*	3	Once per year	Writing Department
AP/WRIT3989 *Effective Writing and Research*	3	Once per year	Writing Department
GL/ENSL 2400 *English in Performance: Dramatic Arts*	3	Once per year	ESL/Glendon

GL/ENSL 3501 *Varieties of English Writing*	3	Once per year	ESL/Glendon
GL/ENSL 3510 *Modes of Communication*	3	Once per year	ESL/Glendon
GL/ENSL 3800 *Dealing with Viewpoint*	3	Once per year	ESL/Glendon

New courses are 3010, 3020, 4015 and 4025, included in this submission.

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

Class size for the required degree courses will be 25 students maximum. This class size is optimum in that it allows the instructor and curriculum to provide a program enriched with a range of EE based activities and to respond to individual needs of learners at different levels of proficiency. Classmates are a critical resource for each other, and this size supports pedagogy that engages students in interaction and group work while allowing the instructor to connect in-class learning with real world community experiences.

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

See Appendix A

5. Program Structure, Learning Outcomes and Assessment

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

See Appendix B

5.2 Address how the program curriculum and structure support achievement of the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s) for degree completion. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

Student achievement in this program is reflected in core program outcomes that are addressed throughout the program, introduced in first year foundational courses and developed in depth in upper year courses. Program outcomes are underpinned by the following principles: Knowledge of multimodality in language and communication; Understanding of intercultural communication; and Awareness of the multidimensional nature of language development and use.

First year courses will provide a broad foundation of academic proficiency and critical thinking skills. Students will increase their familiarity with the different genres of oral and written communication and the ways in which language is constructed and communicated in a range of contexts. Second year courses will focus in more depth on the ways in which context plays a role in determining language use and relevant sociolinguistic aspects of language. Higher level courses will focus on competencies and knowledge that will draw on, and can be applied to, specific disciplinary and professional contexts. Language awareness is a critical component of all courses, aimed at developing autonomy and the ability to continue independently developing communication skills in

future studies and professional contexts. Students will achieve an advanced level of English language proficiency that includes linguistic, sociolinguistic and strategic competencies relevant to academic, professional and social contexts. In their final year, students will be able to demonstrate the following outcomes:

- Understand the role of culture in language and demonstrate effective cross-cultural communication
- Recognize and effectively engage with a range of genres and varieties of discourse
- Utilize a range of oral and written modalities appropriately
- Recognize specific disciplinary and professional knowledge and apply this in achieving the relevant competencies
- Analyse language in use to understand sociolinguistic variation and change and apply this analysis to effective communication
- Understand the role of personal and professional contexts in communication and apply this understanding to effectively manage communication across contexts
- Identify, critically examine and respond to challenges that arise in oral and written communication
- Evaluate own learning and language for challenges and strengths and devise strategies to support continued development

See Appendix C for Curriculum Map

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations. The guidance provided on the Quality Council's website (see http://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-6-a-and-b/) may prove helpful as you consider your response.

The courses are designed to incorporate a common approach to assessment; this includes the use of varied assessment tasks that integrate multiple outcomes and address a range of skills. This approach provides opportunity for students to draw on different strengths and address individual challenges in their language proficiency and communication skills. It also recognizes and supports the multidimensional and iterative nature of language proficiency enhancement, particularly at the advanced stages that characterize ESL students in higher education. Both formative and summative assessment tasks are used and the emphasis is on ongoing classroom-based assessment that integrates productive and receptive communication skills. Formative assessment is integrated with teaching and designed to scaffold learning to be demonstrated in summative tasks.

5.4 Describe how the level of performance of students will be documented and demonstrated, including the progression requirements for the degree program and the graduation requirements.

The assessment methods used in the courses are designed to reflect the nature of the program as one that addresses language development and communication skills embedded in content knowledge and subject matter. Students are required to demonstrate a complex set of competencies to demonstrate progress and achievement. Assessment tools allow students multiple opportunities to demonstrate learning in ways that draw on their strengths while supporting development in other areas. This includes oral and written assessment, multi-media formats and both independent and collaborative tasks. At the initial stages of the program, assessment incorporates extensive scaffolding to allow students to demonstrate analytical competencies applicable to a range of contexts. In higher level courses, student performance is demonstrated through broader project-based work that allows students the opportunity to demonstrate a synthesis of learning and the ability to apply it to specific contexts and make decisions autonomously.

5.5 For graduate programs, indicate the normal full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program) including a description of how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period. Indicate if the program will be available on a part-time basis, and, if applicable, explain how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed on a part-time basis.

N/A

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

Courses will be delivered face-to-face through classroom-based instruction. This allows opportunity for extensive interaction in order to develop oral competence and interpersonal communication skills. Students draw on the diversity of the class to develop an awareness of intercultural and socio-political dimensions of languages.

5.7 The UAP 2015-2020 indicates that York will "incorporate to the extent possible an experiential component in every program" which may include classroom-based activities, community-based learning or internships and coop. Describe the experiential learning components that will be available to students through this program and how these will be sustained.

Classroom-based EE is a key feature of this program and is embedded in all courses. Current language teaching pedagogy is underpinned by a focus on engagement, learning awareness, and the application of knowledge to real-world contexts and as such reflects the core principles of experiential learning. Broadly, current pedagogy is well aligned with EE as it provides opportunities to bring theory and concepts to life through concrete experiences that advance student learning outcomes at both the course and program level and promote student self-reflection and metalinguistic awareness.

Classroom-based EE is embedded in learning and teaching through course materials, classroom-activities, instruction and assessment. Course material draws from a range of genres that reflect both academic and community discourse. Students are expected to be aware of current issues and able to engage with these issues, both within and outside of the academy. Activities require students to begin any engagement with content by reflecting on their own knowledge base and assumptions. This provides the groundwork for activities in which they are asked to examine bias and to explore alternate perspectives. In addition to course material, students are asked to bring in authentic materials that reflect issues pertinent to the classroom. They are asked to examine how abstract concepts are situated in specific contexts and to apply these concepts to their own real-world conditions. In the third-year courses, in particular, assignments include a range of opportunities to engage with others beyond the classroom: in ESL3010, *Intercultural Communication*, students are asked to identify and interview individuals from a professional or academic community of their choice to learn about how cultural communication is embedded within that community and take a field trip to a local intercultural event. In ESL3020, *World Englishes and Translingual Communication*, students are required to engage with online communities to examine how language is used in international contexts and reflect on their own communication. In ESL4015, *English for Specific Purposes*, a focus will be on case studies to demonstrate how language is used in a variety of professional and academic contexts. Students will be asked to contribute to the content of case studies by drawing on their own academic studies and professional goals. In ESL4025, Critical Academic Literacies,

students will create journals and individually constructed projects to engage in critical reflection of language and their academic literacies development in personally relevant contexts.

6. Admission Requirements

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

Students who select this program will be undergraduate students who use English as a second language and self-identify or are advised to enhance their language proficiency in order to fulfill their potential as degree students. Students are required to seek permission from the ESL program in order to be accepted to the minor degree program. Students must complete 15 credits of the required credits before they are able to enroll in electives

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

Students may apply to the Program Coordinator for consideration.

7. Resources

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

The program will be coordinated by a full-time tenured faculty member teaching one or more courses in the proposed program in DLLL. All full-time faculty in this section have PhDs in Applied Linguistics and extensive experience in curriculum development and teaching related to second language acquisition. A total of 10 full-time faculty are available to teach in this program: five professorial stream faculty and five teaching-stream faculty.

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

When multiple sections of any course are offered, as in the case of the first-year courses, these sections are taught by contract faculty with qualifications in teaching English language to adults. Retired faculty are welcome to teach in the program.

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

The courses will be offered primarily in class and will require the same resources of any of the current in-class undergraduate ESL courses.

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

The program will build on the current suite of courses available to undergraduate students. As such, the resources available are already in place and no additional resources are anticipated. The Department and the Dean's Office will monitor the need for additional administrative support for the program as the minor grows.

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

The program will work closely with the ESL Open Learning Centre which currently provides support to ESL students from across York University. The relationship will be enhanced as both the ESL Open Learning Centre and the program develop. Currently one section of one of the first-year courses (ESL1450) is offered as a blended course. Other courses embed technology-enhanced language learning and teaching using Moodle and other online resources and tools made available by individual faculty teaching those sections.

7.6 For graduate programs, indicate financial support that will be provided to master's and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students. Comment on how supervisory loads will be distributed, as appropriate. Special attention should be paid to supervisory capacity for new PhD programs.

N/A

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

All courses will continue to follow the current model with a cap of 25 students enrolled in each section.

Table 1 – Listing of Faculty

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

Faculty Name & Rank	Home Unit	Area(s) of Specialization
James Corcoran, Assistant Professor Eve Haque, Associate Professor Ibtissem Knouzi, Assistant Professor Geoffrey Lawrence, Associate Professor Olga Makinina, Assistant Professor Jacqueline Ng, Assistant Professor Sardar Anwaruddin, Assistant Professor HeeJin Song, Assistant Professor Antonella Valeo, Associate Professor Saskia Van Viegen, Assistant Professor	ESL & Applied Linguistics	Faculty have varied research specializations with the field of Applied Linguistics, Second Language Acquisition and Pedagogy. All hold academic credentials and qualifications as both researchers and classroom practitioners.

For graduate programs: Identify all full-time faculty, retired faculty, adjuncts and contract instructors who will be appointed to and who will actively participate in delivering the program, as follows:

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)

			Area/Field 1	Area/Field 2	Area/Field 3
Full Members (*Note: does not apply to master's-only programs*)					
Associate Members					
Members Emeriti					
Adjunct Members					
Instructor Members					

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

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

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

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

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

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

Table 2 – Graduate Supervision

For graduate programs: Identify the supervisorships of master's major research papers/projects (MRP), master's theses, doctoral dissertations, and post-doctoral students (PDF) by each faculty member who will be appointed to the proposed program completed within the past eight years and currently in progress.

Faculty Member	Completed (within past eight years)	In Progress

	MRP	Thesis	Dissertation	PDF	MRP	Thesis	Dissertation	PDF
Full Members								
Associate Members								
Members Emeriti								
Adjunct Members								

Table 3 – Research Funding Received by Faculty

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

	Source			
Year	**Tri-Council**	**Other Peer Adjudicated**	**Contracts**	**Institutional**

8. Enrolment Projections

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

Currently, enrollment in credit ESL courses is approximately 2000 students annually and includes students from across York's programs and faculties. Approximately 45% have declared majors in Economics, amounting to approximately 900 students. It is anticipated that initial interest in the program will come from students in the Department of Economics, a department which is experiencing significant increases in enrollments of international students. Based on this program alone, anticipated enrollment is in the program is 200 new students enrolling in the program annually and a steady enrollment of up to 450 students reached over a five-year period. The anticipated implementation date is September 2021 when the program will be advertised widely to potential students in their first years at York. Students will complete the program over 4 years of their degree studies, most commonly entering in their second year after completing some of their General Education ESL requirements and foundational courses in their major area of study. The projected enrollment outlined below reflects a management strategy to allow new courses to build capacity to sustain student enrollment.

Student Status	2021	2022	2023	2024	2025
Enrolment (enrolled in the required courses 1450/1010 or 1015/2000).	50 to 75	75 to 100	100 to 125	125 to 150	150 to 200
Completion of core ESL courses, 3010, 3020, 4015, 4025					150
Completion of courses in electives streams (Writing, Linguistics or TESOL)					100

9. Support Statements

Support statements are required from:

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

Support statements are included with this submission as follows:

- Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support (included in new course proposals)
- Department of Economics confirming consultation on/support for the proposed program, as appropriate (Dr. Neil Buckley, Undergraduate Program Director)
- Department of Communication Studies attesting to distinct nature of proposed course ESL3010 Introduction to Intercultural Communication (Dr. Susan Driver, Undergraduate Program Director)
- Department of Anthropology attesting to distinct nature of proposed course ESL3010 Introduction to Intercultural Communication (Dr. Shubhra Gururani, Chair and Undergraduate Program Director)
- Writing Department letter supporting access to courses in the Writing Department for students in the English Language Studies program (Dr. Kim Michasiw, Chair).

Appendix A:

Degree Program Requirements for Undergraduate Calendar

English language proficiency and communicative competence play a critical role in the academic success of York University students. Although students are required to meet a minimum level of language proficiency to be admitted to York, these minimum levels do not ensure that students reach their full potential as students and members of the York community. Advanced English language proficiency helps students meet the changing demands of their studies as they progress through their academic studies. Advanced communicative competence prepares graduates to enter a competitive professional environment that demands the ability to communicate in cross-cultural contexts and diverse communities. The degree program in English Language Studies provides a suite of courses designed to meet these varied demands and provide graduates with a credential attesting to advanced knowledge and communicative competence in professional contexts.

This degree is intended for undergraduate students who are users of English as an additional language and seek to enhance their English language proficiency, academic skills and multilingual competence. The program consists of 30 credits, 24 credits of which are to be completed from courses identified as English Language Studies courses. The remaining 6 credits may be selected from courses in the Writing Department, TESOL Certificate Program in DLLL, and the ESL Program at Glendon College, offering students an opportunity to diversify their studies with an introduction to specific disciplinary streams.

The Minor requires the successful completion of 30 credits as follows:

AP/ESL 1450 6.0 Thinking about Contemporary Canada

AP/ESL 2000 6.0 Language in Use

ESL 3010 3.0 Introduction to Intercultural Communication

ESL 3010 3.00 Introduction to Intercultural Communication

ESL 3020 3.00 World Englishes and Translingual Communication

ESL 4015 3.00 English for Specific Purposes

ESL 4025 3.00 Critical Academic Literacies

Six credits chosen from courses in the Writing Department, TESOL Certificate Program in DLLL, and the ESL Program at Glendon College, and cross listed with the English Language Studies program

Data as per the 2019-2020 academic calendar

Honours Minor: A Minimum of 30 Credits

The Minor in English Language Studies program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental and Urban Change, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

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

Minor credits: the Minor in English Language Studies comprises at least 30 credits, including:

I) ENGLISH LANGUAGE STUDIES CORE: 24 CREDITS (COMPULSORY)

AP/ESL 1450 6.00
AP/ESL 2000 6.00
AP/ESL 3010 3.00
AP/ESL 3020 3.00
AP/ESL 4015 3.00
AP/ESL 4025 3.00

II) 6 additional credits (Electives) chosen From:

AP/TESL 3600 3.00
AP/LING 2400 3.00
AP/LING 2430 3.00
AP/WRIT 3003 3.00
AP/WRIT 3989 3.00
GL/ENSL 2400 3.00
GL/ENSL 3501 3.00
GL/ENSL 3510 3.00
GL/ENSL 3800 3.00

APPENDIX B: Program Outcomes

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	**b) Program Learning Objectives (with assessment embedded in outcomes)** *By the end of this program, students will be able to:*	**c) Appropriate Degree Requirement & Assessment** *Align courses and assessment methods/ activities with the program learning objectives.*
1. Depth and Breadth of Knowledge	• Knowledge of language as used in a range of genres and discourse models across academic, professional and community contexts • Understanding of the nature of language as socially constructed communication • Understanding of the role of critical thinking in evaluating and communicating meaning • Understanding of the impact and role of technology in language learning and use • Awareness of the socially embedded dimensions of language	a) Identify patterns of use in different genres to understand purpose and audience b) Use appropriate genre and discipline specific conventions to communicate effectively in specific academic, professional or community-related tasks c) Draw on a range of vocabulary and linguistic structures to adapt communication to different purposes, audiences and contexts d) Use appropriate tone and register with individuals and in groups to communicate effectively e) Identify cultural norms and demonstrate understanding of how language is used to reflect cultural diversity f) Identify bias and stance in text to understand and communicate nuanced messages to specific audiences g) Identify and critically examine assumptions embedded in key concepts and perspectives	Students are expected to demonstrate a degree of competence in the stated program learning objectives in each course of the program, increasing as they progress from first year to third year courses. Assessment is underpinned by a focus on scaffolding and a student-centred approach that provides multiple opportunities for students to demonstrate developing competence in the early stages and advanced competence with more autonomy and independence in the later stages of the program. Assessment strategies require students to demonstrate language awareness; critical thinking skills are embedded and assessed in all courses. The Curriculum Mapping document details the progression throughout the program for required and elective courses.

APPENDIX B: Program Outcomes

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
2. Knowledge of Methodologies	• Understanding of the role of language variation as relevant to various research methods underpinning a range of disciplines • Knowledge of how to assess strengths and limitations of specific communication patterns and discourse as related to content knowledge • Familiarity with a range of approaches to independently develop questions and lines of inquiry that guide research into specific content • Capacity to use technology to research issues and content relevant to language knowledge and usage • Knowledge of language learning strategies	a) Synthesize information from various sources and analyse content to support a line of inquiry b) Identify and make use of a range of popular and scholarly sources of information as data. c) Effectively review, present, and interpret information in discipline specific content d) Use a basic range of appropriate strategies to obtain, identify and analyse disciplinary and professional content e) Interpret and present information in multiple visual and literary forms f) Produce oral and written texts that follow academic norms in higher education g) Analyze content of primary and secondary material to identify and explain connections between ideas within a text and between texts h) Critically select resources from publications as relevant to academic, professional or community situated content i) Understand and appreciate how diversity among colleagues can contribute to potential for learning and quality of work j) Acquire knowledge of language learning processes and metacognition	Students are expected to demonstrate a degree of competence in the stated program learning objectives in each course of the program, increasing as they progress from first year to third year courses. Assessment is underpinned by a focus on scaffolding and a student-centred approach that provides multiple opportunities for students to demonstrate developing competence in the early stages and advanced competence with more autonomy and independence in the later stages of the program. Assessment strategies require students to demonstrate language awareness; critical thinking skills are embedded and assessed in all courses. The Curriculum Mapping document details the progression throughout the program for required and elective courses.

APPENDIX B: Program Outcomes

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
3. Application of Knowledge	• Ability to synthesize and analyse information and arguments accurately and effectively • Knowledge of academic conventions and practices for acknowledging sources of information and ensuring academic honesty • Capacity to draw on active reading strategies in order to comprehend, critically analyze, and explain ideas in texts. • Use contextual and paralinguistic clues to interpret and convey nuanced meaning in spoken communication • Application of a range of technology to support effective oral and written communication	a) Produce written and oral texts that effectively represent intended ideas and purposes b) Select and organize relevant data to establish relationships c) Adapt written and spoken style to specific audiences d) Understand and use a range of idiomatic language appropriately e) Use register specific to socio-cultural contexts f) Identify stance and position in written and aural materials g) Use key vocabulary and culturally specific conventions for participating in meetings and other workplace interactions	Students are expected to demonstrate a degree of competence in the stated program learning objectives in each course of the program, increasing as they progress from first year to third year courses. Assessment is underpinned by a focus on scaffolding and a student-centred approach that provides multiple opportunities for students to demonstrate developing competence in the early stages and advanced competence with more autonomy and independence in the later stages of the program. Assessment strategies require students to demonstrate language awareness; critical thinking skills are embedded and assessed in all courses. The Curriculum Mapping document details the progression throughout the program for required and elective courses.

APPENDIX B: Program Outcomes

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
4. Communication Skills	• Effective communication in writing and speech, for a range of purposes and across various contexts. • Capacity to articulate one's views and perspectives in response to other speakers and text • Strong communication skills for peer interaction and public discourse • Ability to draw on a repertoire of linguistics resources to effectively communicate with purpose in diverse personal, academic and professional contexts.	a) Use a range of complex linguistic structures and lexical resources to effectively convey meaning in specific contexts b) Use a range of rhetorical features to organize and communicate effectively in academic and professional texts c) Present arguments and perspectives effectively, using a range of strategies d) Synthesize and analyze information effectively, orally and in writing.	Students are expected to demonstrate a degree of competence in the stated program learning objectives in each course of the program, increasing as they progress from first year to third year courses. Assessment is underpinned by a focus on scaffolding and a student-centred approach that provides multiple opportunities for students to demonstrate developing competence in the early stages and advanced competence with more autonomy and independence in the later stages of the program. Assessment strategies require students to demonstrate language awareness; critical thinking skills are embedded and assessed in all courses. The Curriculum Mapping document details the progression throughout the program for required and elective courses.

APPENDIX B: Program Outcomes

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	**b) Program Learning Objectives (with assessment embedded in outcomes)** *By the end of this program, students will be able to:*	**c) Appropriate Degree Requirement & Assessment** *Align courses and assessment methods/activities with the program learning objectives.*
5. Awareness of Limits of Knowledge	• Awareness of the ways in which language intersects with identity • Understanding of how meaning in communication is co-constructed and constrained by social relations and cultural perspectives • Understanding of language change and variation and the need to develop a reflective and critical stance to communication • Awareness of the multi-dimensional nature of language proficiency and the need for ongoing development and learning to adapt to new conditions and environments • Meta-awareness of strategies applied to language learning and development	a) Identify, present and discuss issues relevant to cultural and linguistic diversity b) Articulate the development of personal identity and relation to own choices in language use c) Make conscious decisions about language use for different contexts and purposes d) Understand and interpret nuance and contextual features of communication e) Develop strategies to continue developing language proficiency for a range of contexts and purposes	Students are expected to demonstrate a degree of competence in the stated program learning objectives in each course of the program, increasing as they progress from first year to third year courses. Assessment is underpinned by a focus on scaffolding and a student-centred approach that provides multiple opportunities for students to demonstrate developing competence in the early stages and advanced competence with more autonomy and independence in the later stages of the program. Assessment strategies require students to demonstrate language awareness; critical thinking skills are embedded and assessed in all courses. The Curriculum Mapping document details the progression throughout the program for required and elective courses.

APPENDIX B: Program Outcomes

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	**b) Program Learning Objectives (with assessment embedded in outcomes)** *By the end of this program, students will be able to:*	**c) Appropriate Degree Requirement & Assessment** *Align courses and assessment methods/activities with the program learning objectives.*
6. Autonomy and Professional Capacity	• Understanding of the principles of academic integrity and norms embedded in the academic community. • Application of a repertoire of strategies to foster independent inquiry and ongoing language development • Ability to identify gaps in knowledge and devise strategies to learn independently • Ability to identify and access opportunity for ongoing language development	a) Learn and adhere to practices and expectations of academic integrity b) Select materials for further study by classmates and self c) Develop questions and lines of inquiry for further study and research d) Create groups and establish roles for collaborative work e) Respond to feedback and input on oral and written work by reviewing and revising f) Develop strategies to continue developing language competence	Students are expected to demonstrate a degree of competence in the stated program learning objectives in each course of the program, increasing as they progress from first year to third year courses. Assessment is underpinned by a focus on scaffolding and a student-centred approach that provides multiple opportunities for students to demonstrate developing competence in the early stages and advanced competence with more autonomy and independence in the later stages of the program. Assessment strategies require students to demonstrate language awareness; critical thinking skills are embedded and assessed in all courses. The Curriculum Mapping document details the progression throughout the program for required and elective courses. .

Appendix C: Curriculum Map – Minor in English Language Studies

Program Learning Outcomes	Courses							
	ESL1450: Understanding Canada	ESL1010: Reading & Writing	ESL1015: Oral Communication	ESL2000: Language in Use	ESL3010: Intercultural Communication	ESL3020: International English Purposes	ESL4015: English for Specific	ESL4025: Critical Academic Literacies
1. Depth and Breadth of Knowledge								
a) Identify patterns of use in different genres to understand purpose and audience	I	I/D	I/D	D	A	A	D	A
b) Use appropriate genre and discipline specific conventions to communicate effectively in specific academic, professional or community-related tasks	I	I/D	I/D	D	D	D/A	D	A
c) Draw on a range of vocabulary and linguistic structures to adapt communication to different purposes, audiences and contexts	I/D	I/D	I/D	D	A	A	A	A
d) Use appropriate tone and register with individuals and in groups to communicate effectively	I	I/D	I/D	D	A	A	A	A
e) Identify cultural norms and demonstrate understanding of how language is used to reflect cultural diversity	I	I/D	I/D	D	D/A	A	A	A
f) Identify bias and stance in text to understand and communicate nuanced messages to specific audiences	I	I/D	I/D	D	A	A	D	A
g) Identify and critically examine assumptions embedded in key concepts and perspectives	I/D	I/D	I/D	D	A	A	A	A

I	Introduce
D	Develop
A	Achieve/Assess

Appendix C: Curriculum Map – Minor in English Language Studies

2	Knowledge of Methodologies							
a)	Synthesize information from various sources and analyse content to support a line of inquiry	I/D	I/D	i/D	D/A	A	A	A
b)	Identify and make use of a range of popular and scholarly sources of information as data	I/D	I/D	I/D	D/A	D/A	A	A
c)	Effectively review, present, and interpret information in discipline specific content	I	I	I	I/D	D	D/A	D/A
d)	Use a basic range of appropriate strategies to obtain, identify and analyse disciplinary and professional content	I	I	I	I/D	D/A	A	D/A
e)	Interpret and present information in multiple visual and literary forms	I	I	I	D	A	A	A
f)	Produce oral and written texts that follow academic norms in higher education	I/D	I/D	I/D	A	A	A	A
g)	Analyze content of primary and secondary material to identify and explain connections between ideas within a text and between texts	I/D	I/D	I/D	A	A	A	A
h)	Critically select resources from publications as relevant to academic, professional or community situated content	I/D	I/D	I/D	A	A	A	A
i)	Understand and appreciate how diversity among colleagues can contribute to potential for learning and quality of work	I/D	I/D	I/D	A	A	A	A
j)	Acquire knowledge of language learning processes and metacognition	I/D	I/D	I/D	A	A	A	A

I	Introduce
D	Develop
A	Achieve/Assess

3. Application of Knowledge								
a) Produce written and oral texts that effectively represent intended ideas and purposes	I/D/A	I/D/A	I/D/A	A	A	A	A	A
b) Select and organize relevant data to establish relationships	I/D/A	I/D/A	I/D/A	A	A	A	A	A
c) Adapt written and spoken style to specific audiences	I/D	I/D	I/D	D/A	A	A	A	A
d) Understand and use a range of idiomatic language appropriately	I/D	I/D	I/D	D/A	A	A	A	A
e) Use register specific to socio-cultural contexts	I/D	I/D	I/D	D/A	A	A	A	A
f) Identify stance and position in written and aural materials	I/D	I/D	I/D	D/A	A	A	A	A
g) Use key vocabulary and culturally specific conventions for participating in meetings and other workplace interactions	I/D	I/D	I/D	D/A	A	A	A	A
4. Communication Skills								
a) Use a range of complex linguistic structures and lexical resources to effectively convey meaning in specific contexts	I/D	I/D	I/D	D/A	A	A	A	A
b) Use a range of rhetorical features to organize and communicate effectively in academic and professional texts	I/D	I/D	I/D	D/A	A	A	A	A
c) Present arguments and perspectives effectively, using a range of strategies	I/D	I/D	I/D	D/A	A	A	A	A
d) Synthesize and analyse information effectively, orally and in writing	I/D	I/D	I/D	D/A	A	A	A	A

I	Introduce
D	Develop
A	Achieve/Assess

5. Awareness of Limits of Knowledge								
a) Identify, present and discuss issues relevant to cultural and linguistic diversity	I/D	I/D	I/D	D/A	A	A	A	A
b) Articulate the development of personal identity and relation to own choices in language use	I	I	I	D	A		A	A
c) Make conscious decisions about language use for different contexts and purposes	I/D	I/D	I/D	D	A	A	A	A
d) Understand and interpret nuance and contextual features of communication	I/D	I/D	I/D	D	A	A	A	A
e) Develop strategies to continue developing language proficiency for a range of contexts and purposes	I/D	I/D	I/D	D	A	A	A	A
6. Autonomy and Professional Capacity								
a) Learn and adhere to practices and expectations of academic integrity	I/D	I/D	I/D	D	A	A	A	A
b) Select materials for further study by classmates and self	I/D	I/D	I/D	D	A	A	A	A
c) Develop questions and lines of inquiry for further study and research	I/D	I/D	I/D	D	A	A	A	A
d) Create groups and establish roles for collaborative work	I/D	I/D	I/D	D	A	A	A	A
e) Respond to feedback and input on oral and written work by reviewing and revising	I/D	I/D	I/D	D	A	A	A	A
f) Develop strategies to continue developing language competence	I/D	I/D	I/D	D	A	A	A	A

I	Introduce
D	Develop
A	Achieve/Assess

New Course Proposal Form

Deadline

FWS 19-20 June 1, 2018

Proposal Package

New Course Proposal packages must include the following:

☐ **Completed New Course Proposal form, with unit-level approval documented**
☐ **Evidence of alignment with** Program Learning Outcomes
☐ **Library Support Statement from your unit's** Subject Librarian
☐ Consultation Form **(if applicable)**
☐ Change to Existing Degree/Certificate **form (if your new course will be coded as a program requirement [add hyperlink]**

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider new course proposals that have received department-level curriculum approval**.**

Name: Ahouva Shulman	**Position:UPD - LL**	**Date:Sept 2019**
Name: Coordinators Committee	**Position:Curr. Cmte.**	**Date:Sept 2019**
Name:	**Position:**	**Date:**

Contact Information

Department:	**DLLL – ESL Section**
Undergraduate Program Director: Anne-Marie Lewis	
(Part of program proposal by Antonella Valeo, antvaleo@yorku.ca)	
Proponent's Name: Geoff Lawrence	**Proponent's Email: glawrenc@yorku.ca**

Course Information (Originator)

Effective Session: Fall	**Year: 2020**	**Faculty: AP**	
Rubric: ESL	**Course No.: 3010**	**Credits: 3**	

Long Title (max.100 chars.): Introduction to Intercultural Communication
Short Title (max. 40 chars.): Intercultural Communication

Prerequisites: AP/ESL 1450, AP/ESL 2000, AP/ESL1010 or AP/ESL1015, or permission of coordinator
Co-requisites:
Course Credit Exclusions:
Open to: undergraduate students whose first language is not English
Not open to: students who speak English with native proficiency
Expected Enrolment: 25
Language of Instruction: English
Is this a Study Abroad course? No
List any EE components:

TIP: Course credit exclusions can be determined through consultations with other units offering similar courses.

Cross-Listing

Complete this section if this course will be cross-listed.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Course Integration

Complete this section if this course will be integrated with Graduate Studies.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Relevance

Indicate which program this course will be applicable to. This information will affect students' grade point average and major grade point average calculation.

Types:
Core: course counts towards the program's core average requirement
Declared Subject: course counts towards the program's major credits.
Declared Subject & Faculty Average: course counts towards the program's major and faculty credits.
Elective: course is outside the program's major credits
Non-Major: course does not count towards the program's major credits

Program:	**English Language Studies**	**Relevance: Core**
Program:		**Relevance:**
Program:		**Relevance:**

Course Description

Brief Course Description

Maximum 60 words. Verbs should be in the present tense.
This is the official description as it will appear in the Academic Calendar.

This course focusses on intercultural communication for students from an English language learning background. Students will develop critically reflective strategies to build intercultural awareness and apply intercultural communication strategies in a range of contexts. The course will examine notions of culture and the relationships between language use, culture, power dynamics and identity, contextualized within a global, local and Canadian context.

Expanded Course Description

Maximum 250 words. The expanded course description must begin with the brief course description and include topics/theories.

This course focusses on intercultural communication for students from an English language learning background. Students will develop critically reflective strategies to build intercultural awareness and apply intercultural communication strategies in a range of contexts. The course will examine notions of culture and the relationships between language use, culture, power dynamics and identity, contextualized within a global, local and Canadian context.

The course will adopt an interdisciplinary approach at examining intercultural communication through linguistic, anthropological and psychological paradigms. It will introduce theories examining communication styles, intercultural communication and communication processes such as Bennett's (1986) Development Model of Intercultural Sensitivity and notions of value orientations (Hofstede, 1984; Kluckhohn & Strodtbeck, 1961). The course will have students examine the intersections between culture, language use, identity and power dynamics, critically examining the nature of stereotypes and ethnocentric vs. ethnorelative perspectives.
Through interactive approaches using a mix of collaborative and individual tasks and assignments, the course will introduce a skill-based framework that students can use to develop intercultural research strategies and intercultural communication strategies. Students will make use of a range of technology to access and develop academic knowledge, including multimodal tools to create expressions of identity and community.

Classroom-based EE components: Students will complete ongoing self-reflection journals that require critical reflection of language use and intercultural strategies that are introduced and examined in classroom materials. They will analyze case studies of interactive scenarios and critically analyze multiple dimension of intercultural communication in order to apply a range of communication skills across contexts.

Quality Assurance

Course Learning Outcomes

What will students be able to do upon completion of this course specifically?

1. Identify foundational intercultural communication skills
2. Describe the interconnected factors influencing communication processes in an intercultural context
3. Explain theory, concepts and models of intercultural communication
4. Cultivate a mindful attitude and adaptive competencies in dealing with culture shock stressors
5. Demonstrate increased abilities to be critically reflective and aware of their own cultural background and the influence this background has on expectations around communication processes
6. Compare and contrast different culture-based verbal and non-verbal communication styles
7. Identify challenges and perceptual biases in intercultural/intergroup relationship development
8. Critically examine stereotypes and strategies to deconstruct bias
9. Adjust expectations and appropriately apply strategies and techniques for communicating more effectively with people from diverse linguistic and cultural backgrounds
10. Identify necessary research strategies to further deepen intercultural awareness and communication strategies

Course Rationale

1. How does the course contribute to the program learning outcomes?

The course learning outcomes support a range of program learning outcomes, identified here in abbreviated form:

Program Learning Outcomes	Course Learning Outcomes
1D: Use appropriate tone and register with individuals and in groups	4, 9
1E: Identify cultural norms and demonstrate understanding	1, 2, 3, 5, 6, 7, 10
1F: Identify bias and stance in text	6, 7, 8
1G: identify and critically examine assumptions	1, 2
2I: Understand and appreciate diversity	2, 5, 4
3C: Adapt written and spoken style to specific audiences	5, 9
3E: Use register specific to socio-cultural contexts	9
3F: Identify stance and position in written and aural	5, 8

materials	
3G: Use key vocabulary and culturally specific conventions	9
4A: Use a range of complex linguistic structures and lexical resources	9
5A: Identify, present and discuss issues relevant to diversity	2, 3, 5, 7, 8
5B: Articulate the development of personal identify and relation to choices	2, 3, 5
5C: Make conscious decisions about language use	5, 9
5D: Understand and interpret nuance and contextual features	5, 7, 8, 9
6F: Develop strategies to continue developing language competence	10

2. Please indicate the relationship of this course to existing offerings, particularly in terms of overlap in outcomes and content.

Non

Evaluation

Note: when participation is one of the methods of evaluation, briefly describe how it will be evaluated (e.g., tutorial discussions; submission of response papers; etc.)

Evaluation Basis		% Value
Participation: tutorial discussions, in-class quizzes, group discussions		20
Assignment Type:	Oral presentation	20
Assignment Type:	Critical reflective self-portrait	20
Assignment Type:	Mid-term test	10
Assignment Type:	Research project	30
Assignment Type:		
Assignment Type:		
		TOTAL 100%

Evaluation for Integrated Components

If this is an integrated course, list the additional evaluation criteria for graduate students.

Bibliography and Resources

Include author's full name, publication title, and year of publication.

Required Reading List

Ting-Toomey, S. & Chung, L. (2012). Understanding intercultural communication (2nd Ed.). New York: Oxford University Press
ISBN: 978-0-19-973979-0

Suggested Reading List

Agar, M. (1994). Language shock: Understanding the culture of communication. New York: William Morrow.

Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), Education for the intercultural experience (pp.21-71). Yarmouth, ME: Intercultural Press.

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Frideres, J. (2019). The new ethnic identity? Young people on the prairies. Retrieved from http://canada.metropolis.net/pdfs/Pgs_ODC_spring09_new_ethnic_e.pdf

Gudykunst, W.B. (Ed.) (2003). Cross-Cultural and Intercultural Communication. Thousand Oaks, CA: Sage Publications.

Hofstede G. and Hofstede G.J. (2005). Cultures and Organizations: Software of the Mind. New York: McGraw Hill.

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Piller, I. (2010). Intercultural communication: a critical introduction. Edinburgh: Edinburgh University Press.

Shaules, J. (2007). Deep culture: The hidden challenges of global living. Bristol, UK: Multilingual Matters.

Ting-Toomey, S. (1999). Communicating across cultures. New York: Guildford Press.

Readings for Integrated Component

If this is an integrated course, provide the required reading list for graduate students.

Online Resources List

Other Resources

If other resources will be required for course delivery, please explain.

Instructor developed and selected materials will be made available to students.

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YORK UNIVERSITY LIBRARIES

516 Scott Library
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Fax 416 736 5451
www.library.yorku.ca

Antonella Valeo
Associate Professor
Department of Languages, Literatures and Linguistics
York University
Ross S561

Re: AP/ESL 3010 3.0 Course Proposal

Dear Professor Valeo,

I have reviewed the proposal and am confident that York University Libraries can provide strong support for this new course. The Libraries own a wide variety of resources that addresses the subject matter at varying levels, including in print, online, and in various formats, including books and articles. I have no doubt that students will be well-served by the Libraries' offerings in this area.

Best,

Adam Taves
Associate Dean – Research & Open Scholarship
York University Libraries

New Course Proposal Form

Deadline

FWS 19-20 June 1, 2018

Proposal Package

New Course Proposal packages must include the following:

☐ **Completed New Course Proposal form, with unit-level approval documented**
☐ **Evidence of alignment with** Program Learning Outcomes
☐ **Library Support Statement from your unit's** Subject Librarian
☐ Consultation Form **(if applicable)**
☐ Change to Existing Degree/Certificate **form (if your new course will be coded as a program requirement [add hyperlink]**

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider new course proposals that have received department-level curriculum approval**.**

Name: Ahouva Shulman	**Position:DUP - LL**	**Date:Sept 2019**
Name: Coordinators Committee	**Position:Curr. Cmte.**	**Date:Sept 2019**
Name:	**Position:**	**Date:**

Contact Information

Department:	**DLLL – ESL Section**
Undergraduate Program Director: Anne-Marie Lewis	
Part of Minor degree in ESL by Antonella Valeo, antvaleo@yorku.ca	
Proponent's Name: Saskia Van Viegen	**Proponent's Email: saskiast@yorku.ca**

Course Information (Originator)

Effective Session: Fall		**Year: 2020**	**Faculty: AP**
Rubric:	**ESL**	**Course No.: 3020**	**Credits: 3**

Long Title (max.100 chars.): World Englishes and Translingual Communication
Short Title (max. 40 chars.): World Englishes

Prerequisites: AP/ESL 1000 or AP/ESL 1450, AP/ESL 2000, AP/ESL1010 or AP/ESL1015, or permission of coordinator.
Co-requisites:
Course Credit Exclusions:
Open to: undergraduate students whose first language is not English
Not open to: students who speak English with native proficiency
Expected Enrolment: 25
Language of Instruction: English
Is this a Study Abroad course? No
List any EE components:

TIP: Course credit exclusions can be determined through consultations with other units offering similar courses.

Cross-Listing

Complete this section if this course will be cross-listed.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Course Integration

Complete this section if this course will be integrated with Graduate Studies.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Relevance

Indicate which program this course will be applicable to. This information will affect students' grade point average and major grade point average calculation.

Types:
Core: course counts towards the program's core average requirement
Declared Subject: course counts towards the program's major credits.
Declared Subject & Faculty Average: course counts towards the program's major and faculty credits.
Elective: course is outside the program's major credits
Non-Major: course does not count towards the program's major credits

Program:	**English Language Studies**	**Relevance: Core**
Program:		**Relevance:**
Program:		**Relevance:**

Course Description

Brief Course Description

Maximum 60 words. Verbs should be in the present tense.
This is the official description as it will appear in the Academic Calendar.

This course examines the English language and multilingualism in the current global context, focusing on how bi/multilingual individuals from diverse linguistic and cultural backgrounds bring different languages into writing and communication. Exploring a range of fiction, nonfiction and interdisciplinary scholarship in translingual literature, students will develop awareness of rhetorical conventions and learn strategies for communication across a range of contexts.

Expanded Course Description

Maximum 250 words. The expanded course description must begin with the brief course description and include topics/theories.

This course examines the English language and multilingualism in the current global context, focusing on how bi/multilingual individuals from diverse linguistic and cultural backgrounds bring different languages into writing and communication. Exploring a range of fiction, nonfiction and interdisciplinary scholarship in translingual literature, students will develop awareness of rhetorical conventions and learn strategies for communication across a range of contexts.

Understanding translingualism as openness to language and language difference, the course examines how bi/multilingual individuals and communities negotiate language difference strategically, for a range of purposes and across a variety of contexts. Specifically, the course addresses theories of code-switching, defined as the use of more than one language or the application of grammatical, structural or rhetorical conventions from another language. The course also explores the social construction of language and linguistic ideologies, and the decolonizing potential of a translingual lens. Students critically examine the dominance of English monolingualism and explore the diversity of World Englishes and transnational identities. Students develop translingual writing and communication strategies to use linguistic differences as a resource, and understand variations in writing and oral communication as strategic rather than as barriers or errors. Online resources will be used to access and observe how language issued in a range of international contexts.

Classroom based EE: Through guest speakers, students will critically engage with narratives of language learning and development. Students will create a journal of critical incidents designed to promote reflection of their own linguistic and cultural repertoire, and how this repertoire embodies their own transnational identity.

Quality Assurance

Course Learning Outcomes

What will students be able to do upon completion of this course specifically?

At the end of this course students will be able to:

1. Explain theory, concepts and debates about World Englishes and translingual communication
2. Identify norms of Standard English and varieties of World English, and Identify strategies to write and communicate effectively across boundaries of cultural and linguistic difference
3. Critically reflect on cultural and linguistic repertoires and relationship to language difference and variation
4. Understand how style, discourse and rhetoric operate in relation to writing processes and conventions
5. Identify and analyze code-switching and its strategic functions
6. Analyze contexts and audiences and relate to the comprehension and creation of translingual texts
7. Critically reflect on relationships among language use, linguistic ideologies and transnational identities
8. Apply translingual strategies for writing and communication

Course Rationale

1. How does the course contribute to the program learning outcomes?

The course learning outcomes support a range of program learning outcomes, identified here:

Program Learning Outcomes	Course Learning Outcomes
IA: Identify patterns of use in different genres to understand purpose and audience	4, 6
IB: Use appropriate genre and discipline specific conventions to communicate effectively in specific academic, professional or community-related tasks	6,8
IC: Draw on a range of vocabulary and linguistic structures to adapt communication to different purposes, audiences and contexts	6,8
1D: Use appropriate tone and register with individuals and in groups	6,8
1E: Identify cultural norms and demonstrate understanding of how language is used to reflect cultural diversity	2
1F: Identify bias and stance in text	4
2A: Synthesize information from various sources and analyse content to support a line of inquiry	1
2B: Identify and make use of a range of popular and scholarly sources of information as data.	1
2C: Effectively review, present, and interpret information in discipline specific content	1
2G: Analyze content of primary and secondary material to identify and explain connections between ideas within a text and between texts	1,7
2H: Critically select resources from publications as relevant to academic, professional or community situated content	1,7
2J: Acquire knowledge of language learning processes and metacognition	3,4

3A: Produce written and oral texts that effectively represent intended ideas and purposes	2,4,8
3C: Adapt written and spoken style to specific audiences	2,4,8
3E: Use register specific to socio-cultural contexts	2,4,8
3G: Use key vocabulary and culturally specific conventions	1,2,4
4A: Use a range of complex linguistic structures and lexical resources	8
4B: Use a range of rhetorical features to organize and communicate effectively in academic and professional texts	2,4,8
4D: Synthesize and analyse information effectively, orally and in writing	1,7
5A: Identify, present and discuss issues relevant to cultural and linguistic diversity	3,7,5
5B: Articulate the development of personal identity and relation to own choices in language use	3,7
5C: Make conscious decisions about language use	5,7,8
5D: Understand and interpret nuance and contextual features	5,7
5E: Develop strategies to continue developing language proficiency for a range of contexts and purposes	2,7
6E: Respond to feedback and input on oral and written work by reviewing and revising	2,8
6F: Develop strategies to continue developing language competence	6,8

2. Please indicate the relationship of this course to existing offerings, particularly in terms of overlap in outcomes and content.

None

Evaluation

Note: when participation is one of the methods of evaluation, briefly describe how it will be evaluated (e.g., tutorial discussions; submission of response papers; etc.)

Evaluation Basis	**% Value**
Participation: In-class discussions, small assignments	**20**
Assignment Type: Oral presentation	**15**
Assignment Type: Narrative essay (Literacy autobiography)	**20**
Assignment Type: Mid-term test	**15**
Assignment Type: Research project (Author study)	**30**
Assignment Type:	
Assignment Type:	
TOTAL 100%	

Evaluation for Integrated Components

If this is an integrated course, list the additional evaluation criteria for graduate students.

Bibliography and Resources

Include author's full name, publication title, and year of publication.

Required Reading List

Academic works

Canagarajah, S. (2012). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
Cushman, E. Translingual and Decolonial Approaches to Meaning Making
College English (78:3) Jan 2016, 234-242.
Donahue, C. "The 'Trans' in Transnatinoal-Translingual: Rhetorical and Linguistic Flexibility as New Norms." *Composition Studies* 44.1 (2016): 147-150.
Horner, Bruce, and Laura Tetreault. "Translation as (Global) Writing." *Composition Studies* 44.1 (2016): 13-30. Print.
Matsuda, Paul Kay. "The Lure of Translingual Writing." *PMLA* 129.3 (2014): 478-483

Literary works

Adichie, C. N. (2013). *Americanah* . New York: Alfred A. Knopf.
Anzaldúa, G. (1987). *Borderlands: la frontera.* San Francisco: Aunt Lute.
Barba, A., Uribe, K., Tiang, J., & Josefsson, K. (2019). One Day in August a Man Disappeared – A Multilingual Most Exquisite Corpse Story. *Words Without Borders.*
Brand, D. *What We All Long For.* Toronto: Vintage Canada, 2005.
Brossard, N., & de Lotbinière-Harwood, S. (1993). She would be the first sentence of my next novel. *Tessera*.
Chang, L. S. (2009). *Hunger: A novella and stories*. New York: WW Norton & Company.
Desai, A. (1984). *Clear light of day*. New York: Harper & Row.
Díaz, J. (1996). *Drown*. New York: Riverhead Books.
Gimenez, M.J. (2019). Cuatro Poemas. *Apostles Review, 23.*
Highway, T. (1998). *Kiss of the fur queen.* Toronto: Doubleday Canada,
Hoffman, E. (1990). *Lost in translation: A life in a new language*. New York: Penguin Books.
Hussain, N. (2018). *Sky Wri Tei Ngs.* Toronto: Coach House Books.
Kogawa, J. (1994). *Obasan*. New York: Anchor Books.
Long, N. (2019). Tu Piel Oscura/Your Dark Skin. *Apostles Review, 23.*
Mistry, R. (1992). *Tales from Firozsha Baag*. Toronto: McClelland & Stewart.
Reid-Benta, Z. (2019). Snow Day. *Frying Plantain.* Toronto: House of Anansi Press.
Saravia, A. (2014). Trilingual Day of Rain. *Words Without Borders.*
Tan, A. (1990). Mother tongue*. The Threepenny Review, 43,* 7-8.
Tan, A. (1989). *The Joy Luck Club.* New York: Putnam & Sons.
Walker, A. (2011). *The color purple.* Open Road Media.

Suggested Reading List

Readings for Integrated Component

If this is an integrated course, provide the required reading list for graduate students.

Online Resources List

Other Resources

If other resources will be required for course delivery, please explain.

Instructor developed and selected materials will be made available to students.

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www.library.yorku.ca

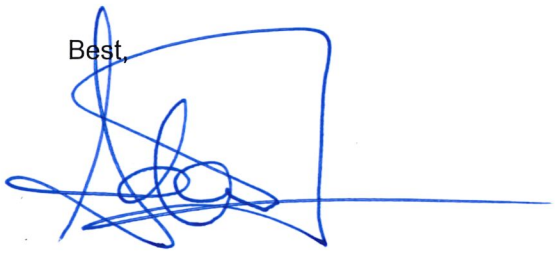
Antonella Valeo
Associate Professor
Department of Languages, Literatures and Linguistics
York University
Ross S561

Re: AP/ESL 3020 3.0 Course Proposal

Dear Professor Valeo,

I have reviewed the course proposal and am confident that York University Libraries can provide strong support for this new course. The Libraries own most of the books listed on the proposed bibliography, often electronically and/or in multiple print copies, and have arranged for others to be purchased. Additionally, the Libraries provide access to a wide variety of resources that will enrich students' learning and research potential on topics covered in this new course.

Best,



Adam Taves
Associate Dean – Research & Open Scholarship
York Unviersity Libraries

New Course Proposal Form

Deadline

FWS 19-20 June 1, 2018

Proposal Package

New Course Proposal packages must include the following:

☐ **Completed New Course Proposal form, with unit-level approval documented**
☐ **Evidence of alignment with** Program Learning Outcomes
☐ **Library Support Statement from your unit's** Subject Librarian
☐ Consultation Form **(if applicable)**
☐ Change to Existing Degree/Certificate **form (if your new course will be coded as a program requirement [add hyperlink]**

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider new course proposals that have received department-level curriculum approval**.**

Name: Ahouva Shulman	**Position: UPD -LL**	**Date:Sept 2019**
Name: Coordinators Committee	**Position: Curr. Cmte**	**Date:Sept 2019**
Name:	**Position:**	**Date:**

Contact Information

Department: DLLL – ESL Section
Undergraduate Program Director: Anne-Marie Lewis
Submitted as part of program proposal by Antonella Valeo, antvaleo@yorku.ca
Proponent's Name: Antonella Valeo Proponent's Email: antvaleo@yorku.ca

Course Information (Originator)

Effective Session: Fall		**Year: 2020**	**Faculty: AP**
Rubric:	**ESL**	**Course No.: 4015**	**Credits: 3**

Long Title (max.100 chars.): Using English for Specific Purposes
Short Title (max. 40 chars.): English for Specific Purposes

Prerequisites: AP/ESL 1450, AP/ESL 2000, AP/ESL1010 or AP/ESL1015, or permission of coordinator
Co-requisites:
Course Credit Exclusions:
Open to: undergraduate students whose first language is not English
Not open to: students who speak English with native proficiency
Expected Enrolment: 25
Language of Instruction: English
Is this a Study Abroad course? No
List any EE components:

TIP: Course credit exclusions can be determined through consultations with other units offering similar courses.

Cross-Listing

Complete this section if this course will be cross-listed.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Course Integration

Complete this section if this course will be integrated with Graduate Studies.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Relevance

Indicate which program this course will be applicable to. This information will affect students' grade point average and major grade point average calculation.

Types:
Core: course counts towards the program's core average requirement
Declared Subject: course counts towards the program's major credits.
Declared Subject & Faculty Average: course counts towards the program's major and faculty credits.
Elective: course is outside the program's major credits
Non-Major: course does not count towards the program's major credits

Program:	**English Language Studies**	**Relevance: Core**
Program:		**Relevance:**
Program:		**Relevance:**

Course Description

Brief Course Description

Maximum 60 words. Verbs should be in the present tense.
This is the official description as it will appear in the Academic Calendar.

This course examines English language and communication for different purposes with an emphasis on the specificities of language use in disciplinary and academic programs, professional contexts, and sociocultural purposes. Students will identify how language is used variously across contexts and develop strategies to effectively communicate within their individual academic, professional and social communities.

Expanded Course Description

Maximum 250 words. The expanded course description must begin with the brief course description and include topics/theories.

This course examines English language and communication for different purposes with an emphasis on the specificities of language use in disciplinary and academic programs, professional contexts, and sociocultural purposes. Students will identify how language is used variously across contexts and develop strategies to effectively communicate within individual academic, professional and social communities.

The course will introduce students to current perspectives and theories related to language specificity as situated in communities of practice. It will draw on genre theory and discourse analysis to examine how language is constructed, and constructs, communication in a range of contexts. This will include discussion of critical genre theory and interdiscursivity, as well as the contributions of systemic functional linguistics. A primary aim is to develop an awareness of language as multidimensional. This includes an understanding of socio-linguistic aspects of language that influence lexical, pragmatic and textual features of language use, as well as a broader critical perspective on language purpose and community. The aim is to develop the ability to independently analyse, and construct language essential for discursive competence across communities of practice. Students will make use of a range of technological tools to access and develop academic knowledge.

Classroom-based EE components: Students will examine case studies that exemplify how language is used in specific contexts. Through reflection and critical analysis, they will develop communication strategies effective across multiple contexts. They will develop simulations and role-plays to demonstrate the application of these skills to their own current and future academic and professional communities.

Quality Assurance

Course Learning Outcomes

What will students be able to do upon completion of this course specifically?
At the end of this course students will be able to:

1. Discuss theory, concepts and models of language specificity
2. Identify and analyze language for commonalities and differentiation across contexts and purposes
3. Critically reflect on how language functions to communicate context specific messages within their communities of practice
4. Identify challenges and issues related to the use of language for specific purposes
5. Apply strategies and techniques to effectively communicate in specific academic, professional and socially constructed communities
6. Identify and apply research strategies to independently assess language use across and within specific contexts and purposes

Course Rationale

1. How does the course contribute to the program learning outcomes?

Program Learning Outcomes	**Course Learning** Outcomes
IA: Identify patterns of use in different genres to understand purpose and audience	1, 2
IB: Use appropriate genre and discipline specific conventions to communicate effectively in specific academic, professional or community-related tasks	5
IC: Draw on a range of vocabulary and linguistic structures to adapt communication to different purposes, audiences and contexts	5
1D: Use appropriate tone and register with individuals and in groups	5
1F: Identify bias and stance in text	4
1G: identify and critically examine assumptions	4
2A: Synthesize information from various sources and analyse content to support a line of inquiry	2
2C: Effectively review, present, and interpret information in discipline specific content	2
2D: Use a basic range of appropriate strategies to obtain, identify and analyse disciplinary and professional content	5
2H: Critically select resources from publications as relevant to academic, professional or community situated content	6
2J: Acquire knowledge of language learning processes and metacognition	6

3A: Produce written and oral texts that effectively represent intended ideas and purposes	5
3C: Adapt written and spoken style to specific audiences	5
3E: Use register specific to socio-cultural contexts	5
3G: Use key vocabulary and culturally specific conventions	5
4A: Use a range of complex linguistic structures and lexical resources	5
4B: Use a range of rhetorical features to organize and communicate effectively in academic and professional texts	5
5C: Make conscious decisions about language use	3, 6
5D: Understand and interpret nuance and contextual features	3
5E: Develop strategies to continue developing language proficiency for a range of contexts and purposes	6
6B: Select materials for further study by classmates and self	6
6C: Develop questions and lines of inquiry for further study and research	6
6F: Develop strategies to continue developing language competence	6

2. Please indicate the relationship of this course to existing offerings, particularly in terms of overlap in outcomes and content.

None

Evaluation

Note: when participation is one of the methods of evaluation, briefly describe how it will be evaluated (e.g., tutorial discussions; submission of response papers; etc.)

Evaluation Basis		% Value
Participation: tutorial discussions, in-class quizzes, group discussions		20
Assignment Type:	Oral presentation	20
Assignment Type:	Language analysis	20
Assignment Type:	Mid-term test	10
Assignment Type:	Research project	30
Assignment Type:		
Assignment Type:		
	TOTAL 100%	

Evaluation for Integrated Components

If this is an integrated course, list the additional evaluation criteria for graduate students.

Bibliography and Resources

Include author's full name, publication title, and year of publication.

Required Reading List

Charles, M. (2012). 'Proper vocabulary and juicy collocations': EAP students evaluate do-it-yourself corpus-building, *English for Specific Purposes, 31*, 93-102.

Evans, S. (2012). Designing email tasks for the Business English classroom: Implications from a study of Hong Kong's key industries. *English for Specific Purposes, 31*, 202–212.

Hewings, M. (2002). A history of ESP through *English for Specific Purposes*. English for Specific Purposes World, 1, http://www.esp-world.infoJames, M.A., (2006). Transfer of learning from a university content-based EAP course.*TESOL Quarterly 40*, 783-806.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*. New York, NY: Routledge/Taylor & Francis.

Jackson, L., Meyer, W., & Parkinson, J. (2006). A study of the writing tasks and reading assigned to undergraduate science students at a South African university. *English for Specific Purposes, 25*, 260-281.

Liu, D. (2012). The most frequently-used multi-word constructions in academic written English: A multi-corpus study. *English for Specific Purposes 31*, 25–35.

MacDonald, M., & Badger, R. (2000). The real thing?: Authenticity and academic listening. *English for Specific Purposes, 19*, 253-267.

Paltridge, B., & Starfield, S. (Eds.). (2012). *Handbook of English for specific purposes.* New York: Wiley/Blackwell

Suggested Reading List

Benesch, S. (2001). *Critical English for academic purposes*. Mahwah, NJ: Lawrence Erlbaum Associates/Routledge.

Callies, M., & Zaytseva, E. (2013). The Corpus of Academic Learner English (CALE): A new resource for the assessment of writing proficiency in the academic register. *Dutch Journal of Applied Linguistics, 2* (1), 126–132.

Flowerdew, L. (2005). An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP: Countering criticisms against corpus-based methodologies. *English for Specific Purposes, 24*, 321-332.

Henry, A. (2007). Evaluating language learners' response to web-based, data-driven, genre teaching materials. *English for Specific Purposes*, *26*, 462-484.

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Readings for Integrated Component

If this is an integrated course, provide the required reading list for graduate students.

Online Resources List

Other Resources

If other resources will be required for course delivery, please explain.

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Fax 416 736-5920
http://www.library.yorku.ca/ScottReference

November 26, 2019

Professor Antonella Valeo
Department of Languages, Literatures and Linguistics
Faculty of Liberal Arts & Professional Studies
York University
Toronto, Ontario M3J 1P3

Re: ESL 4015 – Using English for Specific Purposes

Dear Professor Valeo:

I have reviewed the proposal and I am confident that the Libraries' collections can provide support for this course. All of the required resources listed on the course proposal bibliography are available through the Libraries' print collections and online subscriptions. Most recommended resources are also available. Attempts will be made to secure access to any items not currently owned.

In summary, the York University Libraries can support this new proposed course.

Sincerely,

Adam Taves
Associate Librarian
Scott Library 105F
416.736.2100 x88866
taves@yorku.ca

New Course Proposal (NCP) Form

Deadline

FWS 20-21 June 1, 2019

Proposal Package

New Course Proposal packages must include the following:

x Completed NCP form, with unit-level approval documented
x Evidence of alignment with Program Learning Outcomes
x Library Support Statement from your unit's Subject Librarian
☐ Consultation Form **(if applicable)**
☐ Change to Existing Program **form (if your new course will be coded as a program requirement**

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider new course proposals that have received department-level curriculum approval**.**

Name: Ahouva Shulman	**Position:DUP-LL**	**Date:November 2019**
Name: Coordinators	**Position:Curr-Cmte.**	**Date: Novebmer 2019**
Name:Maria Joao Dodman	**Position:Chair**	**Date:November 2019**

Contact Information

Department:	**DLLL – ESL**
Undergraduate Program Director: Ahouva Shulman	
Proponent's Name: James Corcoran	**Proponent's Email:corcora2@yorku.ca**

Course Information (Originator)

Effective Session:	**Fall**	**Year:**	**2020**	**Faculty: AP**
Rubric:	**ESL**	**Course No.:**	**4025**	**Credits: 3**

Long Title (max.100 chars.): Critical Academic Literacies
Short Title (max. 40 chars.): Critical Academic Literacies

Prerequisites: AP/ESL 1450, AP/ESL 2000, AP/ESL1010 or AP/ESL1015, or permission of coordinator
Co-requisites:
Course Credit Exclusions:
Open to: undergraduate students whose first language is not English
Not open to: students who speak English with native proficiency
Expected Enrolment: 25
Language of Instruction: English
Is this a Study Abroad course? No
Is this a General Education course? No
List any EE components:

TIP: Course credit exclusions can be determined through consultations with other units offering similar courses.

Cross-Listing

Complete this section if this course will be cross-listed.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**
Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Course Integration

Complete this section if this course will be integrated with Graduate Studies.

Faculty:	**Rubric:**	**Course No.:**	**Credits:**

Relevance

Indicate which program this course will be applicable to. This information will affect students' grade point average and major grade point average calculation.

Types:
Core: course counts towards the program's core average requirement
Declared Subject: course counts towards the program's major credits.
Declared Subject & Faculty Average: course counts towards the program's major and faculty credits.
Elective: course is outside the program's major credits
Non-Major: course does not count towards the program's major credits

Program:	**English Language Studies**	**Relevance: Core**
Program:		**Relevance:**
Program:		**Relevance:**

Course Description

Brief Course Description

Maximum 60 words (including punctuation and spaces). Verbs should be in the present tense.
This is the official description as it will appear in the Academic Calendar.

Academic ways of talking, reading, and writing are fundamentally social practices that are sites for identity formation and negotiation. This course encourages students to develop an ability to effectively produce, synthesize, and analyze texts. Students are encouraged to critically reflect upon their evolving academic literacies, developing sustainable strategies for effective communication across a range of academic and disciplinary contexts.

Expanded Course Description

Maximum 250 words (including punctuation and spaces). The expanded course description must begin with the brief course description and include topics/theories.

Academic ways of talking, reading, and writing are fundamentally social practices that are sites for identity formation and negotiation. This course encourages students to develop an ability to effectively produce, synthesize, and analyze texts. Students are encouraged to critically reflect upon their evolving academic literacies, developing sustainable strategies for effective communication across a range of academic and disciplinary contexts.

Traditional models of literacy view reading and writing as individual, stable, easily transferable, cognitive skills. In contrast, an academic literacies approach sees academic ways of talking, reading, and writing as fundamentally social practices that are sites for students' identity formation and negotiation. Building on critical understandings of academic literacies that consider the dynamic, meaning-making potential of academic language within particular social relations of power, this course encourages students to develop sustainable strategies and processes for textual production as they construct and negotiate their evolving academic identities within their academic / disciplinary communities. During the development of their communicative capacities, students reflect critically on how a variety of standard and alternative (e.g. multilingual, multimodal) texts are produced, consumed, and evaluated by educational stakeholders.

During this course, students will improve the efficacy of their academic reading, writing, speaking, critical thinking, and research skills. However, unlike some traditional English academic language courses, this course adopts a "language as resource" rather than "language as problem" perspective, encouraging students to draw on all available linguistics resources as they learn to effectively communicative with different academic audiences. Students leave this course with the academic communication skills to succeed in their disciplinary programs alongside a critical academic language awareness that allows them to confidently and sustainably navigate their academic journeys.

Classroom-based EE components: Students complete journals that require critical reflection of language use across modalities embedded in range of texts. Through an individually constructed project, students will critically examine their academic literacies development in personally relevant contexts.

Quality Assurance

Course Learning Outcomes

What will students be able to do upon completion of this course specifically?

1. Explain theory, concepts and debates surrounding academic literacies;
2. Identify key strategies for effectively producing and consuming standard vs. alternative (e.g. multimodal) academic texts;
3. Identify and engage in sustainable academic communication practices and processes;
4. Produce effective oral, written, and multimodal academic texts;
5. Critically examine a range of academic and disciplinary language conventions;
6. Recognize, mobilize and utilize a range of language resources when producing academic texts;
7. Critically reflect on the potential of standard vs. alternative (e.g. multimodal, translingual, etc.) texts to make meaning and reflect and negotiate scholarly identity;
8. Critically reflect on the potential of language as a tool for creating, maintaining, and/or challenging social relations of power;
9. Develop a sense of community through the sharing of texts, ideas and resources.

Course Rationale

How does the course contribute to the program learning outcomes? For example, course learning outcomes #1 contributes to program learning outcomes x, y, z.

Program Learning Outcomes	Course Learning Outcomes
IA: Identify patterns of use in different genres to understand purpose and audience	1, 2, 5, 6, 8
IB: Use appropriate genre and discipline specific conventions to communicate effectively in specific academic, professional or community-related tasks	2, 4
IC: Draw on a range of vocabulary and linguistic structures to adapt communication to different purposes, audiences and contexts	2, 4, 6
1D: Use appropriate tone and register with individuals and in groups	2, 4
1E: Identify cultural norms and demonstrate understanding of how language is used to reflect cultural diversity	1, 4, 5, 7
1F: Identify bias and stance in text	1, 5, 7
2A: Synthesize information from various sources and analyze content to support a line of inquiry	3

2B: Identify and make use of a range of popular and scholarly sources of information as data.	2, 3, 6, 7
2C: Effectively review, present, and interpret information in discipline specific content	2, 5, 6
2H: Critically select resources from publications as relevant to academic, professional or community situated content	6, 9
2J: Acquire knowledge of language learning processes and metacognition	1, 3, 5
3A: Produce written and oral texts that effectively represent intended ideas and purposes	2, 4, 9
3C: Adapt written and spoken style to specific audiences	2, 4
3E: Use register specific to socio-cultural contexts	2, 4, 8
3G: Use key vocabulary and culturally specific conventions	2, 4
4A: Use a range of complex linguistic structures and lexical resources	2, 3, 4, 6
4B: Use a range of rhetorical features to organize and communicate effectively in academic and professional texts	2, 3, 4
4D: Synthesize and analyze information effectively, orally and in writing	2, 3, 5, 7, 8
5A: Identify, present and discuss issues relevant to cultural and linguistic diversity	1, 6, 7, 8, 9
5B: Articulate the development of personal identity and relation to own choices in language use	1, 3, 4, 6, 7, 8, 9
5C: Make conscious decisions about language use	1, 2, 3, 4, 6, 8
5D: Understand and interpret nuance and contextual features	2, 5, 7, 8
5E: Develop strategies to continue developing language proficiency for a range of contexts and purposes	3, 6
6E: Respond to feedback and input on oral and written work by reviewing and revising	3, 8, 9
6F: Develop strategies to continue developing language competence	3, 6, 7, 9

If this is a general education course, please explain how the course learning outcomes align to the general education principles of interdisciplinarity, breadth and critical skills.

Please indicate the relationship of this course to existing offerings, particularly in terms of overlap in outcomes and content.

Evaluation

Note: when participation is one of the methods of evaluation, briefly describe how it will be evaluated (e.g., tutorial discussions; submission of response papers; etc.)

Evaluation Basis		% Value
Participation: In-class / online discussions		**15**
Assignment Type:	**Oral presentation**	**15**
Assignment Type:	**Digital identity text (multimodal)**	**30**
Assignment Type:	**Digital identity reflection text**	**10**
Assignment Type:	**Mid-term quiz**	**15**
Assignment Type:	**Critical article review**	**15**
Assignment Type:		
		TOTAL 100%

Evaluation for Integrated Components

If this is an integrated course, list the additional evaluation criteria for graduate students.

Bibliography and Resources

Include author's full name, publication title, and year of publication.

Required Reading List

Marshall, S. (2017). *Advance in Academic Writing 2*. Toronto, ON: Pearson.

Suggested Reading List

Bloch, J. (2007). Abdullah's blogging: A generation 1.5 student enters the blogosphere. *Language Learning & Technology*, *11*(2), 128-141.

Corcoran, J. N. (2017). The potential of autobiographical identity texts in English for academic purposes classrooms. *College ESL Quarterly*, *Winter 2017*, 1-7.

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire.* Clevedon, UK: Multilingual Matters. (Chapter 1)

Gee, J. P. (1999). Critical issues: Reading and the new literacy studies: Reframing the national academy of sciences report on reading. *Journal of Literacy Research*, *31*(3), 355-374.

Lea, M. R., & Street, B. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education, 23*(2), 157–172.

Turner, J. (2004). Language as academic purpose. *Journal of English for Academic Purposes, 3*(2), 95–109

Wingate, U. (2015). *Academic literacy and student diversity: The case for inclusive practice.* Clevedon, UK: Multilingual Matters. (Introduction)

Readings for Integrated Component

If this is an integrated course, provide the required reading list for graduate students.

Online Resources List

Other Resources

If other resources will be required for course delivery, please explain.

Instructor developed and selected materials will be made available to students.

YORK
UNIVERSITÉ
UNIVERSITY

YORK UNIVERSITY LIBRARIES

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
http://www.library.yorku.ca/ScottReference

November 26, 2019

Professor Antonella Valeo
Department of Languages, Literatures and Linguistics
Faculty of Liberal Arts & Professional Studies
York University
Toronto, Ontario M3J 1P3

Re: ESL 4025 – Critical Academic Literacies

Dear Professor Valeo:

I have reviewed the proposal and I am confident that the Libraries' collections can provide support for this course. The Libraries maintain extensive collections to support teaching, learning, and research in the area of academic literacies. Most of the resources listed on the course proposal bibliography are available through the Libraries' print collections and online subscriptions. Attempts will be made to secure access to any items not currently owned. Further, the Libraries are firmly committed to developing programmatic approaches to supporting students' development of academic literacies.

In summary, the York University Libraries can support this new proposed course.

Sincerely,

Adam Taves
Associate Librarian
Scott Library 105F
416.736.2100 x88866
taves@yorku.ca

CHANGE TO EXISTING COURSE (CEC) PROPOSAL FORM

Deadline

FWS 2020-2021 June 1, 2019

Proposal Package

The proposal package must include the following:

x evidence of unit-level approval on the completed CEC form
☐ Consultation form (if applicable, such as when cross-listings are affected)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider curriculum proposals that have received department-level curriculum approval.

Name: Ahouva Shulman	**Position: DUP-LL**	**Date:November 2019**
Name:Coordinators	**Position:Curr. Cmte**	**Date:November 2019**
Name:Maria Joao Dodman	**Position:Chair**	**Date:November 2019**

Contact Information

Department:	**Languages, Literatures & Linguistics**
Unit Contact:	**Ahouva Shulman**
Proponent's Name: Antonella Valeo	**Proponent's Email: antvaleo@yorku.ca**

Current Course Information (Originator)

Rubric:	**ESL**	**Course No.:**	**1450**	**Credits:6**
Title: Thinking about contemporary Canada				
Cross-Listing: Humanities				
Is this a General Education course? YES				
Change Effective Academic Session: Fall				
Change Effective Academic Year: 2020				

Type of Change

☐ course number / year-level	☐ course description	☐ credit value
☐ course credit exclusion(s)	☐ pre/co-requisite(s)	☐ cross-listing
☐ retire/expire course	☐ format/delivery mode	☐ course title

☒ other (please specify): Remove General Education designation

If the changes are to the year level or credit weight, explain how the course learning outcomes, evaluation methods, relevancy, and required readings will be revised to address the change.

If the change is to the format or delivery mode, explain how this will affect the course design, method of instruction, resources, and evaluation.

Academic Rationale

1. How does this change clarify requirements or options for students?
2. How does this change lend to program identity or coherence?
3. What is the role of the course in supporting students to achieve the program learning outcomes? (posted on the Faculty Council Curriculum Toolkit)

This course change proposal is linked to the Program Proposal for a Minor degree in English Language Studies, currently under review by the faculty. The proposal is to remove the General Education designation for ESL 1450. It is included in a proposed Minor degree program and will no longer be available to students as both a General Education credit and a credit to the Minor. The existing ESL1000 General Education course will continue to provide a General Education Humanities credit for ESL students. ESL1450 will be revisioned as an elective course that provides enhanced language instruction to ESL students beyond the foundation courses. These changes will be made through an additional CEC proposal. This proposal positions ESL1450 as an elective and a 1000 level course in the proposed Minor degree.

Description

Use the current course description from the repository. Denote additions in **bold, blue, underlined** type and deletions with a ~~strikethrough~~ in the left column.

Current Course Information	Proposed Course Changes Example: **Add this text** Example: ~~Delete this text~~
Titles Thinking about Contemporary Canada **Descriptions** Examines issues critical to Canadian society and culture through texts representing a range of voices and genres - from text to film, official to creative, rooted in Canada to immigrant. Key themes include those of arrival, belonging and the idea of nation. The course also aims to enhance English language and critical thinking skills necessary for academic success in university study. Note: This course comprises the English as a second language requirement for students with an ESL background. Course credit exclusions: AP/HUMA 1220 9.00, AP/ESL 1000 9.00 (prior to Fall 2016)	**Titles** Thinking about Contemporary Canada **Descriptions** Examines issues critical to Canadian society and culture through texts representing a range of voices and genres - from text to film, official to creative, rooted in Canada to immigrant. Key themes include those of arrival, belonging and the idea of nation. The course also aims to enhance English language and critical thinking skills necessary for academic success in university study. ~~Note: This course comprises the English as a second language requirement for students with an ESL background. Course credit exclusions: AP/HUMA 1220 9.00, AP/ESL 1000 9.00 (prior to Fall 2016)~~

CHANGE TO EXISTING COURSE (CEC) PROPOSAL FORM

Deadline

FWS 2020-2021 June 1, 2019

Proposal Package

The proposal package must include the following:

x evidence of unit-level approval on the completed CEC form
☐ Consultation form (if applicable, such as when cross-listings are affected)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider curriculum proposals that have received department-level curriculum approval.

Name: Ahouva Shulman	**Position: DUP-LL**	**Date:November 2019**
Name:Coordinators	**Position:Curr. Cmte**	**Date:November 2019**
Name:Maria Joao Dodman	**Position:Chair**	**Date:November 2019**

Contact Information

Department: DLLL - ESL
Unit Contact: Ahouva Shulman
Proponent's Name: Antonella Valeo Proponent's Email: antvaleo@yorku.ca

Current Course Information (Originator)

Rubric: ESL Course No.: 3015 Credits: 3
Title: Using English for Specific Purposes
Cross-Listing:
Is this a General Education course? No
Change Effective Academic Session: Fall
Change Effective Academic Year: 2020

Type of Change

☐ course number / year-level	☐ course description	☐ credit value
☐ course credit exclusion(s)	☐ pre/co-requisite(s)	☐ cross-listing
☒ retire/expire course	☐ format/delivery mode	☐ course title
☐ other (please specify):		

If the changes are to the year level or credit weight, explain how the course learning outcomes, evaluation methods, relevancy, and required readings will be revised to address the change.

ESL 3015 3.00 will be retired and replaced with a new course, ESL 4015 3.00. The 4000-level course will have required readings that draw on scholarly research journal articles and address both theoretical and pedagogical aspects of English for Specific Purposes. These have been included in the ESL 4015 3.00 new course proposal in response to CCPS review. Following the revision, the proposed course is considered appropriate for 4000 level study.

If the change is to the format or delivery mode, explain how this will affect the course design, method of instruction, resources, and evaluation.

Academic Rationale

1. How does this change clarify requirements or options for students?
2. How does this change lend to program identity or coherence?
3. What is the role of the course in supporting students to achieve the program learning outcomes? (posted on the Faculty Council Curriculum Toolkit)

This course continues to draw on materials provided by the students to customize the course content to individual needs. However, the course now includes readings from scholarly journals and texts that address theoretical dimensions of the use of English for Specific Purposes and insight from research studies. It will provide students enrolled in the proposed English Language Studies Minor with 3 of the 6 required credits at the 4000 level.

Description
Use the current course description from the repository. Denote additions in **bold, blue, underlined** type and deletions with a ~~strikethrough~~ in the left column.

Current Course Information	**Proposed Course Changes** Example: **Add this text** Example: ~~Delete this text~~
Titles Long: Short: **Descriptions** Brief Expanded	**Titles** Long (max 100 characters including spaces): Short (max 40 characters including spaces): **Descriptions** Brief (max 60 words including spaces and punctuation): Expanded (max 250 words including spaces and punctuation):

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UNIVERSITY

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Office of the Dean

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

February 10, 2021

Chair and Professor Maria Joao Dodman, mdodman@yorku.ca
Department of Languages, Literatures & Linguistics
South Ross 576

Dear Professor Dodman:

On behalf of Interim Dean J. J. McMurtry of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposed major modification to the English as a Second Language program. I have reviewed the proposal and I am satisfied that the degree is timely and interdisciplinary. It is also of significant importance for increased program coherence and clarity of degree requirements. I will detail my support for the major modification in this letter in the following paragraphs.

The program will be well positioned in the Department of Languages, Literatures, and Linguistics. With this program, York University will be one of only three universities in Canada to offer a degree program in English language studies. The Minor degree option will complement students' degrees by providing them with a credential – in contrast to other universities in Ontario and Canada, which provide non-credit language programs. In view of the fact that this is a degree bearing program, it will also enhance graduates' employability in the highly competitive employment environment and will offer our students a professionalizing advantage.

In proposing these curricular changes, the department successfully aligns itself with York University's Strategic Mandate Agreement (SMA) 2017-20. As it is stated in the SMA, the updated program will foster global citizenship, and cultivate open-minded and engaged approaches to teaching and learning.

The creation and use of a distinct rubric, which has the support of the University Registrar, aligns to the values of progressivity and sustainability as outlined in the University Academic Plan (UAP). A distinct rubric will make the program curriculum clearer and more accessible to students. In turn, making the relevant

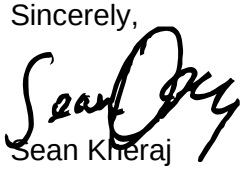
courses more visible to students is a cost effective and important retention strategy for English Language Studies.

The Dean's office does not expect that the creation of a Minor degree in English Language Studies will require extensive additional resources. In terms of infrastructure, the Department has undergone a major renovation which has improved the space and support of the delivery of the degree.

The changes detailed in the major modification proposal are timely and we can reasonably expect them to be implemented, if approved, for Fall 2021, according to the timeline proposed by the Department. The proposal addresses the opportunities identified in the UAP 2015-2020 of expanding experiential education and technology enhanced learning.

In summary, this is a quality proposal and the Dean's Office is in full support.

Sincerely,



Sean Kheraj
Associate Dean, Programs

: LG

cc: M. J. Dodman, Chair, Dept. of Languages, Literatures & Linguistics
J.J. McMurtry, Interim Dean
L. Cho, Global & Community Engagement
J. Parna, Director, Academic Programs and Policy
G. Alboiu, Undergraduate Program Director, Dept. of Languages, Literature & Linguistics
A. Pitt, Vice Provost Academic
M. M. Porporato, Chair of the Committee on Curriculum, Curricular Policy and Standards
K. White, Assistant Secretary of the University

Re: Fw: Notice of Intention to Develop a Program Proposal : English Language Studies with options ....

Alice Pitt to: Antonella Valeo 01/04/2017 11:02 AM
Sent by: Alice Jane Pitt
Cc: Cheryl Underhill, Julie Parna, LAPS Assoc. Dean Programs, Vivian Olender, York University Quality Assurance Procedures

History: This message has been replied to.

Happy New Year Antonella!

I think you have satisfied the technical requirements for the two proposals and should proceed.

The establishment of a minor in English Language Studies seems to respond to a need that you describe clearly.

It will be important to determine the level of interest of students. I think it would also be helpful if you could identify examples of similar programs in Canada or beyond. Need and demand are difficult to demonstrate but increasingly important.

I am pleased to see that your will draw upon courses from the TESOL certificate as well as Professional Writing.

I wonder about limiting admission to both the minor and the certificate to International students. My colleague in Education, Sandra Schecter, has done work on what she refers to as 1.5 generation, students whose education has been all or almost all completed in Canada but for whom university level studies poses language competency barriers. Something for you to think about.

There are resource requirements so the proposal will need to address these in consultation with the Dean's Office.

ALice

Alice Pitt, PhD
Vice-Provost Academic
York University
931 Kaneff Tower
4700 Keele Street, Toronto, ON. M3J 1P3
Tel: 416-650-8017 | Email: vprovost@yorku.ca | Fax: 416-736-5876
Web: vprovostacad.info.yorku.ca

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Antonella Valeo Dear Julie, I am writing in follow up to my earlier... 2017/01/02 06:17:14 PM

From: Antonella Valeo/fs/YorkU
To: Julie Parna/fs/YorkU@YORKU

Cc: Alice Pitt/fs/YorkU@YORKU, Cheryl Underhill/fs/YorkU@YORKU, LAPS Assoc. Dean Programs/fs/YorkU@YorkU, York University Quality Assurance Procedures/MID/YorkU@YORKU, Vivian Olender/fs/YorkU@YORKU
Date: 2017/01/02 06:17 PM
Subject: Fw: Notice of Intention to Develop a Program Proposal: English Language Studies with options....

Dear Julie,

I am writing in follow up to my earlier email below. Please let me know if the revised documents have been reviewed.

Happy New Year,

Antonella

Antonella Valeo, PhD | Assistant Professor
ESL & Applied Linguistics | ESL Coordinator
Department of Languages, Literatures and Linguistics
York University | Ross 560 | 4700 Keele Street | Toronto, Ontario | M3J 1P3

----- Forwarded by Antonella Valeo/fs/YorkU on 01/02/2017 06:15 PM -----

From: Antonella Valeo/fs/YorkU
To: Julie Parna/fs/YorkU@YORKU,
Cc: Alice Pitt/fs/YorkU@YORKU, Cheryl Underhill/fs/YorkU@YORKU, LAPS Assoc. Dean Programs/fs/YorkU@YORKU, York University Quality Assurance Procedures/MID/YorkU@YORKU, Vivian Olender/fs/YorkU@YORKU
Date: 11/28/2016 02:58 PM
Subject: Re: Fw: Notice of Intention to Develop a Program Proposal: English Language Studies with options....

Dear Julie,

Thank you for your response and detailed feedback. I have revised the NOI submitted earlier as two NOIs for separate programs, and included more information as requested. The pdfs attached are signed by the LAPS Associate Dean of Programs.

Best,

Antonella
[attachment "NOI_Certificate in English for Professional Communication.pdf" deleted by Alice Jane Pitt/fs/YorkU] [attachment "NOI_Minor in English Language Studies.pdf" deleted by Alice Jane Pitt/fs/YorkU]

Julie Parna	Dear Antonella, I am writing to you on behalf of A...	09/14/2016 11:30:27 AM
Antonella Valeo	Good morning, I am submitting a Notice of Intent...	09/05/2016 11:21:04 AM

Antonella Valeo

From: Neil Buckley <nbuckley@yorku.ca>
Sent: Tuesday, June 26, 2018 9:16 PM

To: Antonella Valeo
Subject: Re: ESL degree proposal

Hi Antonella,
Thank you for sending the document regarding your newly proposed English Language Studies minor. The Department of Economics is very supportive of this proposal. The proposal looks interesting and would be incredibly useful for many of our international majors who are looking to get the credibility of a North American degree in Economics. While their major courses prepare them with a strong economic acumen, adding a minor in English Language Studies would help them gain the language and social skills necessary to succeed in the North American socio‐economic environment. The ELS minor looks to be well designed. I notice it involves a few ESL courses that our major students already often enrol in, which should help with awareness and take up of the minor. I also think that minor electives such as WRIT3003 ("Introduction to Institutional/Business Writing) and WRIT3989 ("Effective Writing and Research") would especially be useful for our students.
Please keep us informed of the progress of the minor as it moves forward.
Best regards,
Neil

Neil J. Buckley, Ph.D.
Undergraduate Program Director and Associate Professor
Department of Economics, York University
Vari Hall 1140, 4700 Keele Street, Toronto, ON M3J 1P3
Email: nbuckley@yorku.ca

On Jun 23, 2018, at 6:55 AM, Antonella Valeo <antvaleo@yorku.ca> wrote:

From: Antonella Valeo
Sent: Thursday, May 31, 2018 10:18 PM
To: Neil J Buckley <NBuckley@schulich.yorku.ca>
Subject: ESL degree proposal
Hi Neil,
I'm writing with a request that I hope you can help me with before going on sabbatical. Some time ago, I met with you and Jill to discuss the possibility of a Minor degree in English Language Studies for ESL students. I am now at the stage of completing the first draft. I recall you and Jill were very encouraging about the ways in which this degree might be suitable for students in Economics and I am writing to find out if you could provide a note of support in a brief email that I can submit as evidence of this support with the degree proposal. Attached is the current draft to help you see how it's coming along. Please let me know if there's anything else I can give you.
Thanks!
Antonella

Antonella Valeo, PhD | Associate Professor
ESL & Applied Linguistics |
Coordinator, ESL Program and TESOL Certificate Program
Department of Languages, Literatures and Linguistics
York University | Ross S540 | 4700 Keele Street | Toronto, Ontario | M3J 1P3

<English Language Studies Minor_DRAFT May 21st, 2018.doc>

Antonella Valeo

From: Susan D Driver
Sent: Wednesday, June 12, 2019 12:30 PM
To: Antonella Valeo
Subject: Re: Course proposal in ESL section.

Hello Antonella, thanks for consulting with us on this. I do not think that cross-listing or course exclusion is warranted from the perspective of the Dept of Communication studies in relation to your new course. It looks interesting and I wish you good luck.
thanks,
Susan Driver

From: Antonella Valeo
Sent: June 3, 2019 9:23 AM
To: Susan D Driver
Subject: FW: Course proposal in ESL section.

Dear Susan,

My name is Antonella and I am faculty in the ESL section of DLLL. I'm writing to consult with you regarding a new course we are proposing as part of a Minor in English Language Studies. This is a 3 credit designed to explore intercultural communication for ESL students. The committee has asked that we consult with you to see if any cross-listing or course exclusion may be warranted. I do not believe this is the case but have attached it for your review. Please let me know if you have any questions or would like to meet up to discuss this in more detail.

Thanks,
Antonella

Antonella Valeo, PhD | Associate Professor
ESL & Applied Linguistics |
TESL Canada Journal Co-editor
Department of Languages, Literatures and Linguistics
York University | Ross S561 | 4700 Keele Street | Toronto, Ontario | M3J 1P3

Antonella Valeo

From: Shubhra Gururani <gururani@yorku.ca>
Sent: Tuesday, July 9, 2019 9:58 AM
To: Antonella Valeo; Undergraduate Program Director of Anthropology; Colleen Winnifred Robinson
Subject: Re: Course proposal in ESL section.
Attachments: gururani.vcf

Dear Antonella,

Please accept my apologies for taking so long. I have reviewed the new course proposal and have no objections as the course is clearly intended for ESL students.

We do however have a course ANTH 2300 3.0 Intercultural Training Skills, which could be of interest to your students as well.

This course prepares students to negotiate their learning goals in a cross-cultural context while on university exchange. Topics covered may include culture, participant observation, culture shock, risk & safety, managing intercultural conflict, friendship, travel, politeness, cleanliness, gender & sexuality, gifts, poverty, religion and health.

Sorry again for the late response.

Best,
Shubhra

Prof. Shubhra Gururani
Chair & Associate Professor,
Undergraduate Program Director
Department of Anthropology
York University
4700 Keele Steet
Toronto. ON. M3J1P3
CANADA

On 2019-06-03 10:20 a.m., Antonella Valeo wrote:
> Dear Shubhra
>
> My name is Antonella and I am faculty in the ESL section of DLLL. I'm
> writing to consult with you regarding a new course we are proposing as
> part of a Minor in English Language Studies. This is a 3 credit
> designed to explore intercultural communication for ESL students. The
> committee has asked that we consult with you to see if any
> cross-listing or course exclusion may be warranted. I do not believe
> this is the case but have attached it for your review. Please let me
> know if you have any questions or would like to meet up to discuss this in more detail.
>
> Thanks,
Antonella
Antonella Valeo, PhD | Associate Professor
*ESL & Applied Linguistics | *
TESL Canada Journal Co-editor
Department of Languages, Literatures and Linguistics
York University | Ross S561 | 4700 Keele Street | Toronto, Ontario | M3J 1P3

Curriculum Proposal Consultation Form

Instructions for Department-Level Curriculum Representative

Consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate.

1. Complete page 1
2. Provide consultee with a copy of the proposal
3. Include completed Curriculum Proposal Consultation Form with completed new course proposal package. In some cases, the CPC form is required for Change to Existing Course Proposal Forms (such as when cross-listed courses are affected).

Date: August 3, 2018

Department/School: DLLL/ESL

Representative's Name: Antonella Valeo

Representative's Role: Curriculum Designate

Course Information (Originator)

Effective Session: F/W	**Year: 2020**	**Faculty: AP**
Rubric: WRIT	**Course No.: 3003**	**Credits: 3.00**
Program, Degree or Certificate Title: English Language Studies		
Stream (if applicable):		

Proposal

Briefly describe what is being proposed: e.g. A new cross-listing is being proposed between AP/EN 4009 6.00 (existing course) and AP/CLTR 4009 6.00 (new cross-listing).

A new program proposal for a Minor degree in English Language Studies will be submitted. A total of 6 credits will be available for students to take outside of the ESL section. It is proposed that the following courses be cross-listed as ESL courses; students will be able to take them for credit after completing 15 credits in the home program. A cross-listing is being proposed between AP/WRT3003 (existing course) and AP/ESL3030 (new cross-listing).

Instructions for Consultee

1. Complete page 2
2. Return completed consultation form to Department-Level Curriculum Representative

DATE: August 3, 2018

Department/School: Writing Department

Representative's Name: Kim Michasiw

Representative's Role: Department Chair

Curriculum Proposal Feedback

Please consider the following questions when writing your feedback:

WRIT 3003: Introduction to Institutional/Business Writing aligns nicely with what I take to be the intents of the English Language Studies program. I have two small concerns about its inclusion as an elective. The first is that 3003 is one of our "keystone" courses, of which our majors must take at least two. At this time, we don't have so many majors as to fill these courses and, it has to be said, 3003 is not the most popular of the four keystones. It is, however, conceivable that, with program growth and a change of student interest, spaces in the course will be hard to reserve. Should this prove to be the case two or five years from now WRIT and LLL can chat. The second concern regards the preparedness of the ELS students after their 15 ESL credits. WRIT 3003 is a fairly demanding course, considerably more so than 3989, but I guess we will find out when and if English Language Studies students actually appear. Which is to say, the WRIT approves the experiment, but will be observing closely.

Curriculum Proposal Consultation Form

Instructions for Department-Level Curriculum Representative

Consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate.

1. Complete page 1
2. Provide consultee with a copy of the proposal
3. Include completed Curriculum Proposal Consultation Form with completed new course proposal package. In some cases, the CPC form is required for Change to Existing Course Proposal Forms (such as when cross-listed courses are affected).

Date: August 3, 2018

Department/School: DLLL/ESL

Representative's Name: Antonella Valeo

Representative's Role: Curriculum Designate

Course Information (Originator)

Effective Session: F/W	**Year: 2020**	**Faculty: AP**
Rubric: WRIT	**Course No.: 3989**	**Credits: 3.00**
Program, Degree or Certificate Title: English Language Studies		
Stream (if applicable):		

Proposal

Briefly describe what is being proposed: e.g. A new cross-listing is being proposed between AP/EN 4009 6.00 (existing course) and AP/CLTR 4009 6.00 (new cross-listing).

A new program proposal for a Minor degree in English Language Studies will be submitted. A total of 6 credits will be available for students to take outside of the ESL section. It is proposed that the following courses be cross-listed as ESL courses; students will be able to take them for credit after completing 15 credits in the home program. A cross-listing is being proposed between AP/WRT3989 (existing course) and AP/ESL3989 (new cross-listing).

Instructions for Consultee

1. Complete page 2
2. Return completed consultation form to Department-Level Curriculum Representative

DATE: August 3, 2018

Department/School: Writing Department

Representative's Name: Kim Michasiw

Representative's Role: Department Chair

Curriculum Proposal Feedback

Please consider the following questions when writing your feedback:

WRIT 3989 has loing been a service course, mounted in large part for ITEC majors, who are required to take either it or WRIT 3988 as part of their major. As WRIT reconfigures 3988 to better serve the needs of ITEC, 3989 will be a bit of an orphan in need of comfort. Making it an option for English Language Studies students will, I'm sure, provide a sense of purpose that will in turn be comforting. That is, WRIT very much approves.

Undergraduate *Certificate in Psychological Methods and Data Analysis*

1. Introduction

1.1 The goal of the undergraduate *Certificate in Psychological Methods and Data Analysis* is to provide students with valuable training in applied quantitative methods and analysis. This Certificate will be housed within the Department of Psychology and falls under the category of a 'Disciplinary Certificate'.

1.2 The name (*Certificate in Psychological Methods and Data Analysis*) is appropriate given the content of the material. There are no other Certificates (that we know of) at York that have a similar name.

2. General Objectives of the Undergraduate Certificate

2.1 The students will gain knowledge in study design, manuscript preparation, basic and advanced statistical methods, basic and advanced research methods, data analysis, psychometrics, the application of statistical methods to real-world problems, modern issues in research methods, statistics and data analysis, and communicating the results of analyses to a variety of audiences. At program completion, students will have developed enhanced reasoning and literacy in research and statistical methods for application in multiple settings. Quantitative skills are in high demand and give behavioral science/health graduates an advantage when competing for entry-level research/data science positions. Further, the Certificate will provide undergraduate students applying to graduate school (in any Psychological area) with an advantage in terms of strong methodological skills.

2.2 The proposed *Certificate in Psychological Methods and Data Analysis* aligns with several University initiatives. For example, this Certificate will help position York as a leader in offering innovative programs and amplify an area of demonstrated strength. York's Psychology Department is already a leader in training graduate students in advanced Quantitative Methods, with the only specialized MA/PhD program in Psychological Methods in Ontario and one of only a few programs in Canada. Further, we also offer a Quantitative Methods Diploma for graduate students not majoring in Quantitative Methods. However, to date, the opportunities available to graduate students have not been available to undergraduate students. The proposed *Certificate in Psychological Methods and Data Analysis* will be the first in Canada to focus on methods and data analysis (Cape Breton University has an Undergraduate Certificate in Quantitative and Qualitative Methods) and will help solidify York's Undergraduate Psychology Program as one of the most innovative and research-focused programs in the country. The proposed *Certificate in Psychological Methods and Data Analysis* also aligns with the academic plans of the Department of Psychology with respect to offering specializations to undergraduate students. For example, this *Certificate* will offer an advanced training opportunity over and above available Concentrations that are being proposed by the Department of Psychology. The proposed *Certificate in Psychological Methods and Data Analysis* also aligns with the Faculty of Health's mission to 'promote a high quality learning experience' and York University's plan to 'reinvent our programs to address emerging issues and labour market needs'. This Certificate will encourage students to take advanced level methods courses which are known to benefit students as they apply to and enter the workforce (see the *Need and Demand* section below).

3. Need and Demand

3.1 To the best of our knowledge, there are no other related Certificates at York. Further, as noted above, this Certificate will also be a one-of-a-kind opportunity within Canada.

3.2 According to the American Psychological Association, job prospects for students with Quantitative Methods skills are excellent and superior to those from other areas of psychology (https://www.apa.org/ed/precollege/psn/2016/01/quantitative-psychology). Although psychology students are famous for fearing methods courses, there are numerous students who have a passion for methods and see

the value of becoming more skilled in the application of methods. Further, a 2016 Statistics Canada report (https://www150.statcan.gc.ca/n1/pub/11-626-x/11-626-x2016056-eng.htm) found that students specializing in Quantitative Methods earned the highest average salary of any university discipline (tied with Management Sciences). Earning a *Certificate in Psychological Methods and Data Analysis* may be the beginning of a career in Quantitative Methods.

3.3 We expect that 15-20 students from each yearly cohort of Psychology undergraduates will pursue the *Certificate in Psychological Methods and Data Analysis.* The implementation date of the Certificate will be September 2021.

4. Curriculum, Structure and Learning Outcomes

4.1 Students will be required to complete 24 credits in courses related to Psychological Methods and Data Analysis (see Section 4.3).

Learning Outcomes	Alignment with courses
Utilize basic and intermediate methods used to conduct research in Psychology	Students participating in the certificate will be exposed to both introductory and intermediate research methods (i.e., PSYC 2030 and PSYC 3010). In these courses, students are expected to apply the various research methods in Psychology to research scenarios and through the development of a research proposal. Students will learn how to utilize and apply these different methods in PSYC 3015 and PSYC 3090.
Match the research design of a study to the appropriate data analytic approach	Students participating in the certificate will be exposed to both introductory and intermediate statistics (i.e., PSYC 2020 or equivalent, PSYC 3031, PSYC 3032). As part of these courses, students are taught how elements of the design help them to determine an appropriate data analytic approach. Students are then asked to show evidence of their learning through application to various research scenarios or their data analysis assignment(s).
Analyse quantitative data from Psychological studies using basic and intermediate level univariate statistics.	In the introductory and intermediate statistics courses students are taught how to analyze psychological data (i.e., PSYC 2020 or equivalent, PSYC 3031, PSYC 3032). This is reflected in the course topics where students learn ways to explore their data and draw inferences. A more in-depth look at the theories and issues related to analysis of Psychological data is addressed in PSYC 4330.
Use data analytic software to perform basic and intermediate level statistical methods.	In the introductory and intermediate statistics courses students are taught how to analyze psychological data (i.e., PSYC 2020 or equivalent, PSYC 3031, PSYC 3032). This is especially emphasized in the 3000 level courses where students are expected to learn the statistical software R. Note: more instructors at the 2000 level are now incorporating software in their statistics courses to introduce students to how data is analyzed in real-world settings.

Interpret and report the results of statistical analyses in APA format	In all of the courses listed in the certificate students are taught how to interpret and report their results in APA format and therefore there is plenty of opportunity and reinforcement.

Students completing the *Certificate in Psychological Methods and Data Analysis* will receive training in basic and intermediate level research methods and statistics. In addition, students also have the opportunity to gain skills in psychological measurement, program evaluation and the theoretical underpinnings of quantitative methods. In other words, the set of courses required for completion of the Certificate build upon the foundational components of research methods and statistics, and completion of these sequentially organized courses will ensure that students are positioned to carry out intermediate level research and conduct, interpret and write-up the results of intermediate level data analysis.

4.2 The methods and criteria for assessing student achievement are established separately for each independent course, with the learning outcomes of the required courses aligned with those of the *Certificate in Psychological Methods and Data Analysis.* That being said, most of the courses will offer a mix of tests and assignments that evaluate the theory underlying the methods discussed (tests) and the practical implementation of the procedures (assignments). For example, in PSYC 3031 (Intermediate Statistics I) students learn both theoretical aspects of statistics (e.g., assumptions, alternative test statistics) as well as the application of the methods (e.g., conducting analyses with statistical software, interpreting and writing up the results). The table presented above provides examples of the kinds of methods used across the courses that make up this Certificate.

4.3 Course requirements of the *Certificate in Psychological Methods and Data Analysis*

The following courses are required:

Unit	Number	Credit Value	Name	Short Description	Existing/New	Equivalent Courses
PSYC	2020	6.00	Statistical Methods I and II	This course provides an introduction to statistical methods for Psychology.	Existing	PSYC 2021 3.00 & PSYC 2022 3.00
PSYC	2030	3.00	Introduction to Research Methods	This course provides an introduction to basic research methods that are used in Psychology.	Existing	
PSYC	3031	3.00	Intermediate Statistics I	This course builds on the topics introduced in PSYC 2020 6.00 and expands the student capabilities with statistical software.	Existing	
PSYC	3032	3.00	Intermediate Statistics II	This course builds on the topics covered in PSYC	New	

				3031 3.00, covering advanced topics related to the analysis of Psychological data.		
PSYC	3090	3.00	Psychological Measurement	This course provides an introduction to the theory and methods of Psychological testing.	Existing	

In addition, six credits are required from the following options:

Unit	Number	Credit Value	Name	Short Description	Existing/New
PSYC	3010	3.00	Intermediate Research Methods	This course builds on the material taught in PSYC 2030 3.00, providing students with a more solid foundation to design, execute, and communicate the findings from Psychological studies.	Existing
PSYC	3015	3.00	Introduction to Program Evaluation	This course introduces the student to the methods involved in collecting, analyzing, and using information to answer questions about psychological programs.	Existing
PSYC	4330	3.00	Seminar in Statistics	This course provides training in advanced level theories and issues related to the analysis of Psychological data.	Existing
PSYC	3900	3.00	Independent Research Project	The topic of the project must directly relate to Psychological Methods and Data Analysis and be approved by the	Existing

				Certificate in Psychological Methods and Data Analysis Coordinator.	
PSYC	3901	3.00	Independent Research Project	The topic of the project must directly relate to Psychological Methods and Data Analysis and be approved by the *Certificate in Psychological Methods and Data Analysis* Coordinator.	Existing
PSYC	3902	6.00	Independent Research Project	The topic of the project must directly relate to Psychological Methods and Data Analysis and be approved by the *Certificate in Psychological Methods and Data Analysis* Coordinator.	Existing
PSYC	3903	6.00	Independent Research Project	The topic of the project must directly relate to Psychological Methods and Data Analysis and be approved by the *Certificate in Psychological Methods and Data Analysis* Coordinator.	Existing
PSYC	4900	3.00	Independent Research Project	The topic of the project must directly relate to Psychological Methods and Data Analysis and be approved by the *Certificate in Psychological Methods and Data Analysis* Coordinator.	Existing
PSYC	4901	3.00	Independent Research Project	The topic of the project must directly relate to	Existing

				Psychological Methods and Data Analysis and be approved by the *Certificate in Psychological Methods and Data Analysis* Coordinator.	
PSYC	4902	6.00	Independent Research Project	The topic of the project must directly relate to Psychological Methods and Data Analysis and be approved by the *Certificate in Psychological Methods and Data Analysis* Coordinator.	Existing
PSYC	4903	6.00	Independent Research Project	The topic of the project must directly relate to Psychological Methods and Data Analysis and be approved by the *Certificate in Psychological Methods and Data Analysis* Coordinator.	Existing

The required courses (PSYC 2020, PSYC 2030, PSYC 3031, PSYC 3032, PSYC 3090) and PSYC 3010 are all expected to be offered yearly. PSYC 3015 and PSYC 4330 are expected to be offered every two years.

The minimum average GPA across all courses counting towards the Certificate is a C+.

Note 1: Although normally Certificates require students to take at least 18 credits at the 3000 level or above, for this Certificate only 15 credits are required at the 3000 level or above. Much of the foundation for the Certificate is taken at the 2000 level (e.g., PSYC 2020 (or PSYC 2021/PSYC 2022), PSYC 2030), with 3000/4000 level courses building on specific aspects of that foundation. In other words, without offering/requiring the foundational nine credits at 2000 level, the content in the 3000/4000 level courses would be difficult to process. Thus, we believe that requiring nine credits at the 2000 level and 15 credits at the 3000/4000 level is justified and provides students with a good balance of foundation and more specialized skills.

Note 2: Students in the Specialized Honours Program are required to take PSYC 2020 6.00 (or PSYC 2021 3.00/PSYC 2022 3.00), PSYC 2030 3.00, PSYC 3031 3.00, and PSYC 3010 3.00 as part of their degree requirements. Thus, in order to ensure that they have taken at least 12 credits beyond what is required by their program, they cannot use PSYC 3010 3.00 to satisfy the six credits required from the course options available. However, they can take any two of PSYC 3015 3.00, PSYC 4330, 3.00 PSYC 390x 3.00, and PSYC 490x 3.00 or PSYC 390x/490x 6.00 to satisfy this requirement.

4.4 Courses will be offered face-to-face, online, or blended (partially face-to-face, partially online). Much of the material related to research methods and statistics can be taught effectively online, however face-to-face instruction, especially for examples of how to apply the methods/analysis, is beneficial for many students. In each of the courses offered with this certificate students are required to balance the conceptual and the practical. For the conceptual component of these courses offering students the opportunity to have this information prior to the normal class time is beneficial as it frees up the actual class time for addressing questions, reinforcing and applying concepts, and building skills. In all of the learning outcomes presented under this certificate students are expected to be able to utilize, match, analyse, interpret, or report information in some form. Trying to balance the conceptual and practical all during normal class time can be overwhelming for students and therefore these proposed modes of delivery will allow for some flexibility in providing students with enough time and support to acquire the learning outcomes.

5. Admission Requirements

5.1 The *Certificate in Psychological Methods and Data Analysis* is open to students registered in an undergraduate degree program within the Department of Psychology. This is appropriate given that the *Certificate in Psychological Methods and Data Analysis* is targeted at undergraduate Psychology students. The Certificate is also open to students in other programs within the Faculty of Health and the Psychology program at Glendon, should they be permitted to do so by their program. Following completion of the required courses, students will complete a Certificate Application which will be reviewed/adjudicated by the Department of Psychology.

6. Resources

6.1 Faculty resources: As indicated above, the Department of Psychology is already home to one of the only Quantitative Methods for Psychology graduate programs in Canada, and hence we already have several faculty members with specializations in Quantitative Methods. Further, the Department of Psychology has several teaching stream faculty with specializations in Quantitative Methods. The table below lists faculty with specializations in Quantitative Methods. There are also several other faculty members who are qualified to teach undergraduate research methods and statistics courses.

Faculty Member	Academic Level	Stream
Maxwell Barranti	Assistant Professor	Teaching
Philip Chalmers	Assistant Professor	Research
Ji Yeh Choi	Assistant Professor	Research
Robert Cribbie	Professor	Research
David Flora	Professor	Research
Christopher Green	Professor	Research
Monique Herbert	Assistant Professor	Teaching
Alistair Mapp	Assistant Professor	Teaching
Jodi Martin	Assistant Professor	Teaching

All of these faculty members currently teach, or will be teaching, methods courses at the Undergraduate level within the Department of Psychology. Further, the Department of Psychology is hiring a new Quantitative Methods faculty member to start July 1, 2021 and this individual will be expected to teach methods and analysis courses at the undergraduate level.

6.2 Laboratory facilities: No labs or major equipment are required for carrying out these courses (and hence the *Certificate in Psychological Methods and Data Analysis*). The Department of Psychology now uses open source software (e.g., R) in all methods/analysis courses. Thus, labs are now carried out within the designated classroom or online.

6.3 Space: No additional space will be required in order to carry out the *Certificate in Psychological Methods and Data Analysis* given the statistical software options chosen (see 6.2).

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
    - Submitted
- from the University Librarian confirming the adequacy of library holdings and support
    - Submitted
- from the University Registrar confirming the implementation schedule and any administrative arrangements
    - Submitted

8. Calendar Copy

Disciplinary Certificate in Psychological Methods and Data Analysis

Admission: Students enrolled in an undergraduate degree program within the Department of Psychology in the Faculty of Health. Students in other programs within the Faculty of Health, or in the Psychology program at Glendon, are also permitted to complete the Certificate should they be permitted to do so by their program. Students can begin working on the requirements for the Certificate at any time, with an application to receive the Certificate submitted after successful completion of all the requirements (see below). It will be the responsibility of students to ensure they complete all Certificate requirements, including pre-requisites where needed.

Graduating with a Certificate: An average grade point average of 5.00 (C+) or greater is necessary across the courses taken to satisfy the requirements of the Certificate. Students must submit an application to graduate with the Certificate. Applications can be obtained from, and are submitted to, the Department of Psychology. Transcript notation that the requirements for the Certificate have been completed will be made once the Registrar's Office has received notice from the Department of Psychology of successful completion of the Certificate requirements. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program.

Required courses (18 credits):
HH/PSYC 2020 6.00 **or** PSYC 2021 3.00 and PSYC 2022 3.00
HH/PSYC 2030 3.00
HH/PSYC 3031 3.00
HH/PSYC 3032 3.00
HH/PSYC 3090 3.00

A minimum of 6 credits selected from the following courses (see requirements above)*:*
HH/PSYC 3010 3.00
HH/PSYC 3015 3.00
HH/PSYC 3900 3.00
HH/PSYC 3901 3.00
HH/PSYC 3902 6.00
HH/PSYC 3903 6.00
HH/PSYC 4330 3.00
HH/PSYC 4900 3.00
HH/PSYC 4901 3.00
HH/PSYC 4902 6.00
HH/PSYC 4903 6.00

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November 24, 2020

Dear Colleagues,

It is a pleasure to provide this letter of support for the Department of Psychology's proposal to introduce a Certificate in Psychological Methods and Data Analysis. As noted by my colleagues, there is a growing demand for graduates with advanced skills in research design, statistics and data analysis. Recent surveys suggest that students with these skills have higher rates of employment across a wide variety of health and social service areas, in the public, non-profit and private sectors. Since the skills being developed are highly applicable to a number of fields across the social and health sciences, the certificate will also provide an important benefit for those seeking admission to various graduate programs within and well beyond psychology. The use of open source software and labs will enhance student hands on experience. The proposed certificate will provide an important way for our students to convey their expertise in how to design, analyze and disseminate research in applied settings. They will also develop advanced skills in psychometrics (the construction and analysis of instruments to assess human characteristics, interests, conditions and traits). As such, the proposed Certificate is a wonderful example of the Department of Psychology's efforts to contribute to the UAP, and priority 1 (21st century knowledge) in particular.

Because the Certificate will simply bundle a group of existing courses, it will enable students to develop and convey to others a concertation of desirable 21st century knowledge and skills in a manner which does not require any significant new resources, space or teaching capacity.

Sincerely,

Paul McDonald, PhD, FRSPH, FCAHS
Professor and Dean

MEMORANDUM

York University Libraries

SUBJECT: Library Statement for the Undergraduate Certificate in Quantitative Methods for Psychology

FROM: Maura Matesic
Social Science and Communication Studies Librarian

DATE: August 2020

Undergraduate Certificate in Quantitative Methods for Psychology

York University Libraries will be able to support the Undergraduate certificate in Quantitative Methods for Psychology.

This certificate program will allow students the opportunity to gain knowledge and experience in study design, manuscript preparation, statistical methods, research methods and data analysis among other topics. Students will develop real world skills for multiple settings including a variety of work placements and graduate study programs.

York University Libraries currently maintains a very good collection in the areas of sociology, psychology, and social science, as a number of subject specialist librarians contribute to the collections in these areas. The York University Libraries in-house collection of materials may be complemented by the Libraries online databases: CSA Sociological Abstracts, PsychInfo, Lexis Nexis Academic, JStor, Web of Science, Expanded Academic, and Social Sciences Abstracts.

I have reviewed the course bibliography and materials not currently in the collection will be added. As well, the instructor(s) may wish to place material on reserve in the Scott Library.

For additional student support, the instructor may also wish to consider a component of Information Literacy instruction to teach research strategies at the appropriate level.

YORK
UNIVERSITÉ
UNIVERSITY

DIVISION OF STUDENTS

Office of the University Registrar

Darran A. Fernandez
University Registrar

Bennett Centre for Student Services
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
roinfo@yorku.ca

September 28, 2020

To: Academic Standards, Curriculum and Pedagogy Committee

RE: Support letter Undergraduate *Certificate in Quantitative Methods for Psychology*

The proposal for the creation of a new Undergraduate Certificate in Quantitative Methods for Psychology has been reviewed by the Office of the University Registrar (OUR).

As certificates are audited by departments we look forward to collaborating with the Department of Psychology to work through any remaining implementation details in support of their requirements.

We support the establishment of the undergraduate certificate.

Sincerely,

Darran A. Fernandez, M.Ed.
University Registrar
York University

Major Modifications to Existing Programs
Proposal

Major Modifications Proposal

1. **Faculty**: Environmental and Urban Change / Science (Dept. of Biology)
2. **Department**:
3. **Program**: Environmental Science
4. **Degree Designation**: Bachelor of Science
5. **Type of Modification**: (***Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes***.):

Changes to program requirements, changes to program options, revisions to program structure and streams, streams renamed, revisions to articulation of program learning outcomes, addition of EUC as a Faculty approved to offer the program.

6. **Location: (*current campus and, if applicable, proposed*)**: Keele Campus
7. **Effective Date**: September 2021

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

The existing specialized honours program provides a foundation in Physical Geography with a choice of one of two streams: Life Sciences and Physical Sciences.

The proposed program includes a core set of courses in years 1-4 with two specialized streams for students to choose from: *Environmental Dynamics* and *Biodiversity and Conservation*. This program has a new 4th year interdisciplinary Capstone for Environmental Science students completing an Honours degree and a set of electives that can be taken by students completing an	**Honours**	**Bachelor**

Honours or Bachelors degree in either stream.		
Science Requirements	15	15
Non-Science Requirements	12	12
Major Core Requirements	27	24
Stream Core Requirements	18	15
Program Electives	18	9
Free Electives	30	15
	120	**90**

For the Honours program, in **YEAR 1 all** students will take:

- GEOG 1401 3.0 Physical Geography: Weather and Climate
- GEOG 1402 3.0 Physical Geography: Dynamic Earth
- BIOL 1000 3.0 Cells, Molecular Biology, & Genetics
- BIOL 1001 3.0 Evolution, Ecology, Biodiversity, and Conservation Biology
- Foundation Science (6.0 in PHYS or CHEM)
- Foundation Math 6.0
- Foundation Computer Science 3.0

YEAR 2 all student will take:

- GEOG 2401 3.0 Hydrosphere I
- GEOG 2420 3.0 Statistical Analysis OR BIOL 2060.3 Statistics for Biologists
- BIOL 2050 3.0 Ecology

Students will take the following based on choice of stream:

Environmental Dynamics	Biodiversity & Conservation
• GEOG 2402 3.0 Hydrosphere II • GEOG 2500 3.0 Vegetation and Soils • GEOG 2600 3.0 Geomorphology	• BIOL 2040 3.0 Genetics • BIOL 2080 3.0 Practical Methods in Ecology • BIOL 2010 3.0 Plant Biology

YEARS 3 & 4 all students will take:

- NEW 4xxx 3.0 Capstone

Plus 3 credits from

- ENVS 3420 3.0 Environmental Law
- ENVS 3430 3.0 Environmental Assessment
- ENVS 4445 3.0 Ontario Environmental Politics and Policy

Students will take the following based on choice of stream:

Environmental Dynamics	Biodiversity & Conservation
• GEOG 3540 3.0 Field Studies in Physical Geography Plus 6 credits from: • GEOG 3100 3.0 Global Biogeochemical Cycles • GEOG 3500 3.0 Biogeography (cross-listed as BIOL 3500) • GEOG 3700 3.0 Disaster! Earth's Extreme Events	• BIOL 3001 3.0 Field Course • BIOL 4245 3.0 Conservation Biology (cross-listed as ENVS 4110) Plus 3 credits from: • BIOL 3171 3.0 Population Ecology • BIOL 3172 3.0 Community Ecology • BIOL 4070 3.0 Behavioural Ecology

Students have a list of program electives that can be taken by students in either stream for the remainder credits in their degree. See Appendix D.
This proposed program is more streamlined, more collaborative, has more clearly articulated Learning Outcomes, and is designed with fewer requirements than the current version. Its two streams are also more reflective of 21st century trends and issues. These changes mean that a student's pathway through the program will be clearer and more interdisciplinary, which can improve student experience and retention.

9. **Provide the 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 a motion to form a new merged Faculty of Environmental and Urban Change (EUC). This Faculty has been approved and launched 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 aspects of the changes needed to implement the curriculum articulated in the proposal.

The goals of this curriculum modification were as follows:

1. Grow number of students in the BSc
2. Grow options for students within degree
3. Use existing courses effectively
4. Support collaboration across Faculty lines
5. Simplify curricular pathways
6. Establish a learning outcomes orientation
7. Develop a future-focused program

Revised and focused programs will provide greater clarity and structure for pathways

through programs and options for minoring in different parts of the new Faculty. Modifications to this program will provide greater visibility and clarity to the program. In particular, the revised program will improve the navigation of the higher education years and enhance overall student and campus experiences.

Currently a BSc Specialized Honours, the revised program will be offered as an Honours degree (120 credits) and a Bachelor's degree (90 credits). A Minor is planned for the future. A streamlined curriculum makes it possible to add a minor or undergraduate certificate from another area of studies within Science, EUC or another Faculty at York. These new options provide more choice for students at a time when enrolments in Environmental Science programs at other universities are increasing, public awareness regarding the urgent need to address environmental issues is growing, and employment opportunities are increasing.

The existing program draws courses primarily from Geography and Biology. The proposal formalizes the program as a joint offering by, and collaboration between two, Faculties: Science and Environmental and Urban Change. The merger between Geography and FES has highlighted the expertise in Environmental Science now located in EUC and, with the program, the Faculty of Environmental and Urban Change will add a Bachelor of Science to its degree offerings.

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

This program is integral to the curricular offerings in the Faculty of Environmental and Urban Change. As stated in the Proposal for the Creation of a Faculty of Environmental and Urban Change, "Environmental Science remains a high-demand program. Current demand analysis suggests that high school students passionate about environmental issues are more likely to select a science-based environmental program. York University has not benefited from this demand relative to others given existing fragmentation and confusion in environmental science programs spanning numerous faculties. A consolidated, multiple pathway program is envisioned and being developed around issues of climate change, biodiversity conservation, and physical geography to attract and retain students." The revised program will also enhance the visibility of the Faculty of Science's participation in this important program area.

The proposal is informed by and responsive to many aspects of the University Academic Plan 2020-2025. The program advances research programs, partnerships and initiatives that align with the Strategic Research Plan, in particular with the research stream "Public Engagement for a Just and Sustainable World." The program is enthusiastic about playing an active role in responding to the University-wide challenge to contribute to the UN Sustainable Development Goals (SDGs). Climate change has been identified as "an area of strong interest and expertise at York, crossing many disciplines and functions, and engaging multiple SDGs…". The program has enormous capacity to contribute to #6 (Clean Water and Sanitation), #7 (Affordable and Clean Energy), #12

(Responsible Consumption and Production), #13 (Climate Action), # 14 (Life Below Water) and #15 (Life on Land).

11. **If applicable, 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 outcomes. Programs should have eight to twelve program learning outcomes. (*i.e., the mapping of the courses to the program learning outcomes; graduate outcomes*)**:

Learning Outcomes have been refined and articulated more succinctly than previous versions. See Appendix A for Program Learning Outcomes and Appendix B for a mapping of how required courses meet these Outcomes.

See Appendix C for how these LOs map onto the ODLES however they are met by: Depth and Breadth of Knowledge (A, B, C, D), Knowledge of Methodologies (D, G, H), Application of Knowledge (C, D, E, G, H), Communication Skills (F), Awareness of Limits of Knowledge (H), Autonomy and Professional Capacity (D, E)

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**:

Members of the former Department of Geography, the Department of Biology, the Department of Earth and Space Science Engineering and the former Faculty of Environmental Studies have worked collaboratively since April 2019, with support from the Chair of ASCP, the Vice-Provost Academic, a curriculum specialist, and colleagues assigned to support the merger between Geography and Environmental Studies. From April 2019 to September 2020, colleagues were provided with models, principles, and areas for discussion to develop a modified and more streamlined version of the curriculum. The proponents of the proposal reviewed developments with their colleagues in the contributing units following each meeting.

While curriculum was developed through these discussions, in October 2020, colleagues continued these discussions outside these formal meetings and developed a curricular structure that allowed for greater interdisciplinary collaboration in the core course offerings. Two new streams were agreed upon and these streams replace the existing streams currently offered in the program. Content in the former Physical Sciences stream has been replaced by a new and revised stream in *Environmental Dynamics*. Content covered in the Life Sciences stream has been replaced by a replaced by a new and revised stream in *Biodiversity and Conservation*. A stream dedicated to Climate Change with participation from the Department of Earth and Space Science Engineering is envisioned for the future.

See Appendix F and G for supporting letters from the Dean of Science Rui Wang and the Dean of Environmental and Urban Change Alice Hovorka. The program will be administered jointly by the Faculty of Environmental and Urban Change and the Faculty of Science. Included in Appendix E is a document outlining program governance.

13. **If applicable, describe changes to any admission requirements and on the appropriateness of the revised requirements for the achievement of the program learning outcomes**:

Currently, there are different admission requirements for the Life Science and Physical Science stream; specifically, *Life Science* requires 4U Biology and *Physical Science* requires 4U Physics. However, admission requirements will change so that students will enter into the Environmental Science with one set of requirements – 4U Biology but not 4U Physics. With this change, students will have greater freedom to choose their stream in Year One of the program rather than in the application. Thus, while the current program admits students directly into one of the two streams, the proposed program will admit students into the BSc in Environmental Science.

Current Requirements:

Life Science Stream	**Physical Science Stream**
ENG4U SCH4U MHF4U MCV4U	
SBI4U	
One additional 4U or M course: SPH4U preferred	SPH4U
	One additional 4U or 4M course
Academic: high 70s to mid-80s	

Proposed Requirements:

Environmental Science
ENG4U SCH4U MHF4U MCV4U
SBI4U
One additional 4U or 4M course
Academic: high 70s to mid-80s

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**:

The proposed program reduces the number of credits required to complete the program, adds new options, thus reducing need to offer under-subscribed courses, and streamlines course lists to ensure that all courses contribute to satisfying learning outcomes. The proposed program integrates existing courses from EUC that are new to

the program with courses taught in Science. One new course is proposed, the 4th year Capstone, which will be developed and taught jointly between EUC and Biology.

15. **When applicable, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes**:

While no changes to mode of delivery has been planned, the move to remote learning as a result of the COVID-19 health emergency has introduced a greater awareness of the benefits of and capacity for mounting some courses in an online or blended fashion.

A future plan includes identifying additional field 'experiences,' with students taking an accepted substitution, which would allow for greater curricular accessibility and achieve the same learning outcomes.

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 assessment and teaching and learning is not changing.

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

There are fewer than 50 students enrolled in the current program. Students will be contacted to meet with advisors to determine plans for completing the program in accordance with normal progression. Where possible, students will be given the choice about whether they complete the streams associated with the current program or are able to transfer to streams in the revised program. Students will not be required to complete aspects of the new program that are offered at a year-level other than their own. All students currently enrolled will be accommodated within a seven-year window.

18. **Provide the following appendices**:

    A) Program Learning Outcomes (eight to twelve) – See Appendix A

    B) A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar – See Appendix H

Appendix A: Program Learning Outcomes

By the end of their program, students will:

1. Articulate environmental dynamics and/or elements of biodiversity and conservation as key elements of understanding environmental science
2. Recognize the complex biophysical processes that explain variations in landforms, ecosystems, and biota in space and time and assess their implications
3. Describe, synthesize, and evaluate the causes and impacts of dynamics and implications of global environmental change
4. Gain practical experience and develop scientific, strategic, and expert knowledge by sampling, measuring, investigating, analyzing, and interpreting intertwined climatological, ecological, and biophysical systems in both the field and laboratory
5. Work collaboratively to address scientific and practical solutions to environmental challenges
6. Effectively communicate concepts, arguments, analyses, and/or data for different audiences in different forms including, but not limited to, oral, written, technical, verbal, and/or visual forms
7. Convert questions about the environment into scientifically testable hypotheses or devise studies that implement the scientific method
8. Evaluate and effectively use concepts, theories, and tools that respond to environmental science challenges in ways that recognize the limits of the scientific knowledge and processes

Appendix B: Mapped Learning Outcomes to Program Courses

Courses	Learning Outcomes							
	A	B	C	D	E	F	G	H
	Articulate environmental dynamics and/or elements of biodiversity and conservation as key elements of understanding environmental science	Recognize the complex biophysical processes that explain variations in landforms, ecosystems, and biota in space and time and assess their implications	Describe, synthesize, and evaluate the causes and impacts of dynamics and implications of global environmental change	Gain practical experience and develop scientific, strategic, and expert knowledge by sampling, measuring, investigating, analyzing, and interpreting intertwined climatological, ecological, and biophysical systems in both the field and laboratory	Work collaboratively to address scientific and practical solutions to environmental challenges	Effectively communicate concepts, arguments, analyses, and/or data for different audiences in different forms including, but not limited to, oral, written, technical, verbal, and/or visual forms	Convert questions about the environment into scientifically testable hypotheses or devise studies that implement the scientific method	Evaluate and effectively use concepts, theories, and tools that respond to environmental science challenges in ways that recognize the limits of the scientific knowledge and processes
CORE								
GEOG 1401 3.0 Weather and Climate		1	1	1		1		
GEOG 1402 3.0 Dynamic Earth		1	1	1		1		
BIOL 1000.3 Cells, Molecular Biology, & Genetics			1	1		1	1	1
BIOL 1001.3 Evolution, Ecology, Biodiversity, and Conservation Biology			1	1		1	1	1
GEOG 2401.3 Hydrosphere I		1	1	1	1		1	
GEOG 2420.3 Statistical Analysis OR BIOL 2060.3 Statistics for Biologists				1		1	1	
BIOL 2050.3 Ecology	1	1	1		1	1	1	1
ENVS 3420.3 Environmental Law					1	1		1
ENVS 3430.3 Environmental Assessment			1	1	1	1		1
ENVS 4445.3 Ontario Environmental Politics and Policy					1	1		1
NEW 4xxx.3 Capstone		1	1	1	1	1	1	

Stream Core - Environmental Dynamics								
GEOG 2402.3 Hydrosphere II	1	1	1	1	1		1	
GEOG 2500 3.00 Introduction to Soils and Vegetation	1	1	1	1		1	1	
GEOG 2600 3.00 Geomorphology I	1	1	1			1		
GEOG 3540 3.0 Field Studies in Physical Geography	1			1	1		1	1
GEOG 3500.3 Biogeography	1	1	1	1	1	1	1	1
GEOG 3700.3 Disaster! Earth's Extreme Events	1		1			1		1
GEOG 3100 3.0 Global Biogeochemical Cycling	1	1	1		1	1	1	1
Stream Core - Biodiversity & Conservation								
BIOL 2040.3 Genetics	1					1		
BIOL 2080.3 Practical Methods in Ecology	1		1	1	1	1	1	1
BIOL 2010.3 Plant Biology	1	1	1	1	1	1	1	1
BIOL 3001.3 Field Course	1	1		1	1	1	1	1
BIOL 3171.3 Population Ecology	1	1	1	1	1	1	1	1
BIOL 3172.3 Community Ecology	1	1	1	1	1	1	1	1
BIOL 4070.3 Behavioural Ecology			1			1	1	1
BIOL 4245.3 Conservation Biology	1		1	1	1		1	

Appendix C: Program Learning Outcomes Mapped onto ODLES

		1	2	3	4	5	6
		Depth and Breadth of Knowledge	Knowledge of Methodologies	Application of Knowledge	Communication Skills	Awareness of Limits of Knowledge	Autonomy and Professional Capacity
A	Articulate environmental dynamics and/or elements of biodiversity and conservation as key elements of environmental science knowledge	1					
B	Recognize the complex biophysical processes that explain variations in landforms, ecosystems, and biota in space and time and assess their implications	1					
C	Describe, synthesize, and evaluate the causes and impacts of dynamics and implications of global environmental change	1		1			
D	Gain practical experience and develop scientific, strategic, and expert knowledge by sampling, measuring, investigating, analyzing, and interpreting intertwined climatological, ecological, and biophysical systems in both the field and laboratory	1	1	1			1
E	Work collaboratively to address scientific and practical solutions to environmental challenges			1	1		1
F	Effectively communicate concepts, arguments, analyses, and/or data for different audiences in different forms including, but not limited to, oral, written, technical, verbal, and/or visual forms				1		
G	Convert questions about the environment into scientifically testable hypotheses or devise studies that implement the scientific method		1	1		1	
H	Evaluate and effectively use concepts, theories, and tools that respond to environmental science challenges in ways that recognize the limits of the scientific knowledge and processes		1	1		1	

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January 20, 2021

Re: Letter of support - Environmental Science degree

I enthusiastically support the changes to the Environmental Science degree, jointly offered by the Faculty of Environmental and Urban Change (EUC) and the Faculty of Science (FSC). This program allows for dual entry whereby students can enter through either FSC or EUC. The program consists of core foundational science and environmental science in the first two years, following which students can choose to specialize in two streams: Biology and Conservation or Environmental Dynamics. The program draws on strengths in Biology, Physical Geography and Ecology, exemplifying interfaculty collaboration and interdisciplinary learning.

The goal of these changes to the existing program are to simplify and streamline the program structure while offering an appealing program to students with a desire to pursue interests in environmental science. I am hopeful that these positive changes will increase net student enrolment in the program and make York University an attractive destination for Environmental Science students.

As this program is an interfaculty collaboration, I fully commit the Faculty of Science to providing the course offerings that define the program, and the costs associated (including instructors, facilities/equipment and staffing support). We will collaborate and share on an equitable basis with EUC on matters of collegial governance of the program, promotion, recruitment efforts and student support, to be guided by a joint governance committee made up of equal representation from both Faculties. The guiding principles of the SHARP model will be followed with respect to revenue streams, and further resourcing will be detailed in a Memorandum of Understanding created at the Decanal level in consultation with the Provost.

Both Faculties have worked very hard to create a strong and innovative program in Environmental Science, and to nurture future leaders in addressing the most pressing challenges facing our world. I wish to offer my congratulations to both teams who worked diligently to create this exciting program, and fully anticipate its approval.

Sincerely,

Rui Wang
Dean, Faculty of Science

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January 10, 2021

Greetings,

I am writing to support – strongly and enthusiastically – the proposed Bachelor of Science in Environmental Science to be jointly offered by Faculty of Science and our Faculty of Environmental and Urban Change (EUC).

Impetus for this program is rooted in consolidating previously fragmented and disconnected pathways to studying environmental science at York University, as well as visioning a compelling and relevant program grounded in the pressing challenges of climate crisis, biodiversity loss, and environmental degradation. Further, the program aims at reversing stagnant and/or declining enrolment trends in this realm at York by drawing in net new undergraduate students with interests in and passion for science and environmental issues.

The proposed program offers a dual-pathway program – entry can be via FoS or EUC – grounded in foundational science (first year) and foundational environmental science (second year) courses, and then opening to two streams of 'biology and conservation' and 'environmental dynamics' in which students specialize (or take a combination of the two). Ultimately, this reflects an interdisciplinary program within the sciences, drawing together York University strengths in biological sciences, ecology, and physical geography. Students will also have access to policy and planning issues related to conservation and landscape change through program electives in EUC and capstone offerings both within the program and pan-university. The proposed program will offer students intensive experiential learning opportunities in laboratory, field, and classroom settings.

The BSc Environmental Science has been explicitly innovated as a collaborative program between EUC and Faculty of Science. For its part, EUC wholeheartedly commits to course offerings and ongoing collaboration to strength the program for the benefit and success of students in the environmental sciences. EUC commits to sharing costs (e.g. instructors, facilities/equipment, experiential education opportunities, etc.) on an equitable basis; promotional website/materials, recruitment efforts, and student support will be shared and coordinated through collegial and administrative avenues. Revenue streams will be modelled along SHARP budget model principles and aligned with a collaborative spirit. EUC also commits to collegial governance of the new program, facilitated by a standing committee with equal representation from both Faculties and equitable responsibility for the academic mandate and administrative operations of the program. Resourcing and governance issues will be detailed in a Memorandum of Understanding drafted at the decanal level and approved by the Provost.

This is an exciting time for York University in enhancing its strengths and programming in environmental science. I offer my sincerest congratulations to and appreciation for those Faculty of Science and EUC colleagues who have come together in this endeavour. The proposed BSc Environmental Science is a milestone worth celebrating and I look forward to its approval and implementation in due course.

Sincerely,

Alice J. Hovorka
Dean & Professor

Major Modifications to Existing Programs
Definitions and Proposal Template

Several types of curriculum initiatives fall under the category of Major Modifications to Existing Programs; a full listing is articulated in Section 5.1 of the *York University Quality Assurance Procedures*.

The attached **Major Modification Guidelines** are applicable for following types of Major Modifications:

Significant changes to program requirements (i.e., comprising approximately one-third of the major requirements, core requirements and/or the degree program).

Addition of a new major or specialization where a similar major or specialization currently exists at the undergraduate level.

Addition of a new option (e.g. location where program is offered; new specialization) within an existing graduate program.

Introduction or deletion of a major research paper or thesis, course-only, co-op, internship or practicum option to a Master's program.

Merger of two or more programs.

Change to the requirements for graduate program candidacy examinations or residence requirements.

Significant changes to the learning outcomes of an existing program

Significant changes to the faculty complement delivering an existing program.

Change to the essential resources of a program that impair its delivery.

Note: *Separate templates exist for the remaining types of Major Modifications, specifically:*

New undergraduate certificates
Closure of undergraduate certificates *(see Program Closure template)*

Policies related to bridging programs:
http://secretariat-policies.info.yorku.ca/policies/bridging-courses-policy-and-guidelines/
http://secretariat-policies.info.yorku.ca/policies/bridging-programs-at-york-university-policy-and-guidelines/

Template updated June 2018

Major Modifications Proposal Guidelines

1. Program: Intermedia

2. Degree Designation: BFA

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

   A. Change in name from "Intermedia" to "Integrative Arts."

   B. Changes to program requirements.

   C. Changes to content that affects the learning outcomes.

4. Effective Date: FALL 2021

---

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

   The Specialized Honours BFA Program in Intermedia is a joint program between Computational Arts and Visual Art and Art History that was launched in the Fall of 2018 to join individual creative practice with technological tools and intellectual inquiry. Due to low enrolments the program was put on pause a year later. The aim of this initiative is the rebranding of Intermedia as pan-faculty program in AMPD, called Integrative Arts, that combines artistic and technological skills with a greater emphasis on artistic and creative methodology, transdisciplinary study of the arts, engagement in the creative industries, all taking place within a social justice and decolonial framework. This shift is reflected in the program requirements and is described in the learning outcomes in the sections below.

   Note that, because of the interfaculty structure of this program, a description of the governance structure is provided in Appendix E.

6. Provide the rationale for the proposed changes.

   The Intermedia program was launched as a joint program between Computational Arts and Visual Art and Art History to join individual creative practice with technological tools and intellectual inquiry. It covered an area between Computational Arts and Visual Art and Art History that focussed more on application-level tools than the creative coding focussed Digital Media program (jointly offered by Computational Arts and EECS) currently offers, while at the same time providing an emphasis in digital technology that is not available in the current offerings of Visual Art and Art History.

   Although the focus of the program fell clearly in an area of unmet demand within AMPD, first year enrolments for Intermedia were disappointingly low (8 students in total, with a 25% loss in retention in the first year), and only 16 applications (all pools) in the second year of offer. Therefore, after its first year of operation it was decided to put the program on pause to provide an opportunity to reassess the program and its future direction.

There are a few reasons for this false start, but the most prevalent issue lies with the name Intermedia itself. Most importantly, the name Intermedia created confusion for applicants trying to distinguish between Intermedia and two similarly named programs in AMPD, Digital Media and Media Arts. The similarity in the naming also created perceived, if not actual, overlaps between the programs (which also have learning outcomes in art and technology) causing further confusion for applicants. These issues were highlighted in a report by the Higher Education Strategy Associates (HESA) of current offerings in AMPD in the area of media and technology provided in 2019. In response to the recommendations of the report, a shift in naming from Intermedia to Integrative Arts and a reframing of the programing objectives is being proposed to help disambiguate Intermedia from other AMPD programs.

Another issue was that early efforts to differentiate Intermedia from Digital Media and Media Arts caused the focus of the program to be too narrow, only appealing to a niche cohort of applicants, and failing to meet a greater need in unmet demand in the faculty. Therefore, in this update it was decided to shift the focus of the program to appeal to a larger need in the faculty, first by expanding the scope of integrative arts, and by emphasizing learning objectives with a concerted focus on methodology. Critical, sustained engagement with creative methodologies denaturalizes the ways in which we make and experience the arts by inviting ethical questions about access and power. At the same time, this methodological approach to creative practice develops a shared language for for students in the program. The program encourages new approaches to combining arts and technical skills enabling students to engage in creative industries and with a community and social justice framework, as outlined in the Program Learning Outcomes in section 8 below.

This revised program responds to changing student demand and industry needs by facilitating individualized student pathways through the program and culminating in collaborative capstone projects. This structure prepares a wide range of students for professional success within changing fields by foregrounding not only techniques within disciplines but also the skills to communicate and collaborate across fields and to adapt to dynamic conditions. The revisions will allow students to pursue a course of study that blends shared foundational courses (i.e., the methodologies) with individualized programs of study across the arts and departments. For instance, the Integrative Arts program would offer a potential avenue for the contemplation and celebration of racial identity through intersections between areas of Screen Dance, Digital/Electronic Music and Digital Performance being developed across the Departments of Music, Dance and Theatre. The program would also facilitate future collaborations and connections to programs planned for the new Markham Centre Campus (MCC). From this shared foundation, students then focus in one or more areas of expertise that will then support and inform their shared work in culminating capstone projects. Within these capstone projects, students work collaboratively to address transdisciplinary challenges.

This re-evaluation has presented an opportunity to refocus the program from a joint program between Computational Arts and Visual Art and Art History to a pan-faculty program in AMPD that allows students to access courses from across the faculty and structure a more dynamic program according to their needs. AMPD's integrated advising office (OAISS) helps students to chart their own pathways through the School. With support from OAISS, the core courses developed for Integrative Arts will provide accessible, rigorous, pan-faculty options for students enrolled in a range of AMPD

programs. AMPD at York is uniquely qualified in Ontario, Canada, and the world to deliver such a fulsome pan-faculty program due to its comprehensive offerings across the spectrum of the arts and close physical proximity among AMPD programs.

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

The BFA in Integrative Arts will be well-aligned with AMPD's 50+ Strategic Plan[1] and its mission of "connecting cultural expression with evolving technologies" that prepares "future leaders who are ready to build more equitable and sustainable futures for themselves and their communities." Through its emphasis on methodology, transdisciplinary study of the arts, and social justice, it will address the call "to build new connections across social divisions, and to imagine and create sustainable futures." As outlined in AMPD's strategic plan, Integrative Arts will establish a forward-thinking approach to engagement in the creative industries "built through connections: across departments and disciplines; across the University; across diverse industries, communities, and beyond." Integrative Arts is well situated to AMPD's four major theme areas as a program that will connect *self + community, arts + technology, imagination + industry, and edge + centre*. In its social justice focus, Integrative Arts will join the *inclusive artistic and intellectual community* of AMPD by building *community partnerships that promote equitable and sustainable futures.* Integrative Arts will be a resource for all disciplines in AMPD by providing *support for development of digital skills and industry standards across disciplines.* The curriculum of Integrative Arts will be structured on *flexible curricular pathways to support student exploration and collaboration across AMPD programs,* and in doing so become a *revised program that meets changing student interests and demand.* Finally, Integrative arts will address the goal of the *implementation of significant and sustainable inclusive practices and equity framework to promote equal access and recognition of the multiplicities across all departments and programs in AMPD.*

Further, the proposed BFA's emphasis on joining individual creative practice with technological tools, intellectual inquiry, and social justice aligns with York University's larger academic vision. The very nature of this transdisciplinary and experiential program addresses the majority of the key priorities outlined in York's University 2020-2025 Academic Plan, informed in part by the UN's Sustainability Development Goals. IA students will acquire a shared vocabulary and breadth of knowledge, specialized technique, and the opportunity to apply both knowledge and technique toward collaborative challenges that echo contemporary practices in which artists collaborate to address complex global and social problems. This also responds to a rising demand to replace the Renaissance artist with Renaissance teams and will met growing industry demands for individuals with strong skills in communication, collaboration and diverse, transdisciplinary perspectives. IA will form part of York's commitment "to continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking" and to "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."[2]

By encouraging students to inhabit new territories opened up by the intersection of technology and art practice, this program provides a technical and conceptual toolbox that is not only relevant to their everyday lives but will also demonstrate how their work as creative artists can ensure that emerging industries develop in ethical and socially

responsive ways. In the process of offering these new opportunities, the collaboration between the Departments in AMPD directly addresses the university's recommendation to "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."[3]

Most importantly, the decolonization of knowledge and methods is part and parcel of the social justice framework within which this program is grounded. This approach enables a reimagining of creative practice and theorization which does not center white, Western approaches, but places them in dialogue within a range of culturally diverse epistemologies. The ambition of the program to have a meaningful engagement with social justice and to maintain a social justice framework will require constant self-reflection and refinement to carry-out these goals. Indeed, it is fully expected that the hybrid practices which will emerge out of the Integrative Arts program will be significant insofar as they allow themselves to be continually challenged and revised by diverse perspectives, including those of Black, Indigenous, Latinx, Asian, near and Middle Eastern, and perspectives by people of colour with intersectional attention to feminist, queer, trans, and critical disability studies, among others. The emphasis of this program is its dynamism both for students within the program and beyond as they apply the learned principles to create positive change in their communities.

1. A • M • P • D 50+, School of the Arts, Media, Performance & Design Strategic Plan, 2020-2025
2. *York University Academic Plan 2020-2025,* June 29, 2020.
3. Ibid.

8. 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).

The following is an update of the program learning outcomes (PLO's) from Intermedia to Integrative Arts, based on the PLO's from the original proposal that passed Senate on June 15, 2017:

	Program Learning Outcomes	Courses through which learning outcomes are addressed and embodied
1. Depth and Breadth of Knowledge	The BFA in ~~Intermedia~~ Integrative Arts is awarded to students who have demonstrated a: - developed knowledge, critical understanding and ability to apply the key artistic concepts in ~~art and technology~~ transdisciplinary art methodology and practice.	~~FA/VISA 1999, FA/VISA 2999~~ FA/PANF 1100, FA/PANF 1110, FA/PANF 2100, FA/PANF 3100, FA/VISA 3999

	- developed knowledge and understanding of engagement in the creative industry and social justice organizations across different sectors of the arts, including how they overlap, differentiate and combine. - developed understanding of the key areas, including from transdisciplinary perspectives, and how other fields intersect - developed ability to gather, review, and interpret information and compare and contrast creative options in ~~art and technology~~ across the arts. - developed critical thinking and ability to apply concepts and methods inside and beyond ~~art and technology~~ discipline specific art practices.	FA/PANF 1100, FA/PANF 1110, FA/MUSI 2002, FA/PANF 3100, FA/PANF 3999, FA/PANF 4999 studio and studies course choices (Course offerings from across AMPD, see Appendix C) studio course choices (Course offerings from across AMPD, see Appendix C) ~~FA/DATT 3999, FA/DATT 4999~~ FA/PANF 3999, FA/ PANF 4999
2. Knowledge of Methodologies	The BFA in ~~Intermedia~~ Integrative Arts is awarded to students who have demonstrated an understanding of methods of enquiry and creative activity in ~~art and technology~~ transdisciplinary art methodology and practice that enables the student to: - evaluate the appropriateness of different approaches to artistic creation using well established ideas and techniques. - apply the techniques, formats, styles and aesthetics of ~~art and technology~~ various art practices, including the ability to integrate various media, to the creation of art works. - describe and comment upon particular aspects of current and historical art works.	~~FA/VISA 1999, FA/VISA 2999,~~ FA/PANF 1100, FA/PANF 1110, FA/PANF 2100, FA/VISA 3999, studio and studies course choices studio course choices (Course offerings from across AMPD, see Appendix C) ~~DATT 1100, VISA 1000~~ FA/PANF 1100, FA/PANF 1110, FA/PANF 3100, FA/VISA 3999

	- work effectively in a team context in which team member skills are complementary and overlapping.	~~FA/DATT 3999,~~ FA/PANF 3999, many studio courses (Course offerings from across AMPD, see Appendix C)
3. Level of Application of Knowledge	This degree is awarded to students who have demonstrated: - the ability to review, present and critically evaluate and apply information/techniques to the creation of an artwork and its documentation. - the ability to effectively employ techniques and carry out creative experimentation with a variety of materials and techniques, in the development of ~~Intermedia~~ creative projects. - The ability to develop engagement strategies and community organizing for developing work that crosses sectors in the creative industries and social justice organizations. - to make use of scholarly articles and primary sources so that both creative and writing projects address and expose the importance of ~~art and technology~~ transdisciplinary art within culture at large	 ~~FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 2100, FA/PANF 3999, FA/ PANF 4999, studio courses (Course offerings from across AMPD, see Appendix C) ~~FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 3999, FA/ PANF 4999, studio courses (Course offerings from across AMPD, see Appendix C) FA/PANF 1100, FA/PANF 1110, FA/MUSI 2002, FA/PANF 3100, FA/PANF 3999, FA/PANF 4999 FA/PANF 1100, FA/PANF 1110, FA/PANF 2100, FA/PANF 3100, FA/PANF 3999, FA/ PANF 4999, studies courses
4. Awareness of Limits of Knowledge	This degree is awarded to students who have demonstrated an: - understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	 ~~FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 1100, FA/PANF 1110, FA/PANF 2100, FA/PANF 3100, FA/PANF 3999, FA/ PANF 4999

	- understanding of the importance of continued education, especially in the face of ongoing technological innovation and change.	~~FA/DATT 3999, FA/DATT 4999,~~ FA/DATT 2400, FA/PANF 3999, FA/ PANF 4999, upper level studio courses (Course offerings from across AMPD, see Appendix C)
5. Level of Communication Skills	This degree is awarded to students who have demonstrated the ability to:	
	- communicate accurately and reliably, orally and in writing, to a range of audiences (artists, non-artists, academic and non-academic). This includes understanding and employing discipline-specific terminology and presenting it clearly to others.	~~FA/VISA 1999, FA/VISA 2999, FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 1100, FA/PANF 1110, FA/PANF 2100, FA/PANF 3100, FA/VISA 3999, FA/PANF 3999, FA/ PANF 4999, most courses
	- present work, from first to final year, in the context of classroom critiques with response from both students and professors.	~~FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 1100, FA/PANF 1110, FA/PANF 2100, FA/PANF 3100, FA/VISA 3999, FA/PANF 3999, FA/ PANF 4999, all studio courses
	- The ability to develop strategies to disseminate and promote work in the community at large.	FA/PANF 1100, FA/PANF 1110, FA/MUSI 2002, FA/PANF 3100, FA/PANF 3999, FA/PANF 4999
	- understand and articulate the role and impact of ~~art and technology~~ transdisciplinary art methodology and practice within the larger society.	~~DATT 1100, VISA 1100,~~ FA/PANF 1100, FA/PANF 1110, FA/DATT 2400, FA/PANF 2100, FA/PANF 3100, studies courses
6. Autonomy and Professional Capacity	This degree is awarded to students who have demonstrated:	
	- the qualities and transferable skills necessary for further study, employment, or community involvement in ~~the field of art and technology~~, transdisciplinary art methodology and	~~FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 3100, FA/PANF 3999, FA/ PANF 4999, all studio courses

	practice e.g., technical skills, critical thinking, historical awareness, aesthetic sensibility, ability in written expression. - the ability to identify and address personal learning needs in changing circumstances. - personal responsibility, ethical decision-making and leadership, and an ability to work effectively with others.	~~FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 3999, FA/ PANF 4999, all studio courses ~~FA/DATT 3999, FA/DATT 4999,~~ FA/PANF 2100, FA/PANF 3100, FA/PANF 3999, FA/ PANF 4999, all studio courses

9. 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.

This outlines the process, notes on comments forthcoming once the process is complete…

- Initial changes were approved by the Intermedia Program Council, a joint committee between the Department of Computational Arts (DCA) and Visual Art and Art History (VAAH). (October, 2020)
- The proposal was then brought to the individual Chairs of AMPD for consultation. Chairs were encouraged to bring the proposal to their departments for additional feedback and consultation. (October/November 2020)
- A revised proposal based on the feedback was then brought back to the Intermedia Program Council for discussion and approval by the committee. (November 30, 2020)
- Final approved the proposal was brought to DCA and VAAH for discussion and approval. (December 16, 2020)
- Once approved the proposal was brought to the Academic/Administrative Policy and Planning Committee (AAPPC) of AMPD for discussion and approval. (January 12, 2021)
- Once approved the proposal was brought to Faculty Council for discussion and approval. (January 25, 2021)
- The proposal was then brought to the Academic Standards, Curriculum and Pedagogy Committee or discussion and approval. (February 10, 2021).

10. 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.

The admission requirements will be adjusted to allow for a broader cohort of applicants to the program. The BFA in Integrative Arts will need to meet the requirements needed for acceptance into any program at York. An upper level arts course taken in High School will be encouraged, but not required. A major change will be the elimination of a portfolio requirement as it can be a boundary for students who do not have access to traditional arts training prior to University. Integrative Arts aims to provide access and encourage students who have knowledge and experience outside of traditional art training to explore new directions in arts, creative industries, and decolonial / social justice based work.

11. 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.

    As with Intermedia, Integrative Arts will be based mainly on existing course offerings and resources from other programs. The courses listed below are a renaming and adjustment of the original Intermedia specific courses and do not represent significant additional resources than the original Intermedia program:

    - FA/PANF 1200 (cross-listed with DATT 1200) Multimedia Asset Creation I (open to non-Majors)
    - FA/PANF 1100 Introduction to Creative Methodologies I 3.0 (open to non-Majors)
    - FA/PANF 1110 Introduction to Creative Methodologies II 3.0 (open to non-Majors)
    - FA/PANF 2100 3.0 Research Creation; Processes and Practices for the Artist (open to non-Majors)
    - FA/DATT 2400 3.0 Creative Coding I (open to non-Majors)
    - FA/PANF 3100 3.0 Ethics in the Arts: Creative Practice, Social Justice, and the Creative Industries (open to non-Majors)
    - FA/PANF 3999 3.0 Collaborative Project
    - FA/PANF 4999 6.0 Capstone Project

    Computational Arts will be administering the program on behalf of the faculty, including the courses listed above. A detailed description of these courses and the progress of the curriculum is provided on section 15.

    As the program grows, it will be important to hire faculty that includes diverse perspectives in order to properly address the social justice mandate of this program, including those of Black, Indigenous, Latinx, Asian, near and Middle Eastern, and perspectives by people of colour with intersectional attention to feminist, queer, trans, and critical disability studies, among others.

12. 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.

    No.

13. 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.

    No.

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

    When Intermedia was paused students enrolled in the program were given the option to shift to Digital Media, Media Arts, or stay in a modified version of Intermedia based on existing course offerings in Digital Media and Visual Arts. For the four students who opted to stay with Intermedia, this meant a difference in five courses:

    - FA/VISA 1999 was replaced with FA/DATT 1000 Introduction to Interactive Digital Media
    - FA/DATT 2400 was replaced with FA/DATT 1939 Making New Media Art (web based), or FA/DATT 2050 Media Signal Processing (this course is a continuation of FA/DATT 1000)
    - FA/VISA 2999 was replaced with either FA/ARTH 3450: Leonardo: Arts and Science, FA/ARTH 3680E: Art of the 1960s, or FA/ARTH 3611 Curatorial Practices
    - FA/DATT 3999 was replaced with FA/DATT 3700 Collaborative Project or FA/3701 Collaborative Project in Games
    - FA/DATT 4999 was replaced with FA/VISA 4090A Visual Arts Capstone in Installation Art which includes new media.

    Of the four students who remained in Intermedia, one was a switch from another program and has graduated already, and the other three will be entering their third or fourth year in 2021 (depending on their progress).

15. 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.

    A side by side comparison is provided in Appendix A, in addition three graphical representations are provided in Appendices B-D that give an overview to the Integrative Arts Program (Appendix B), an example of the course options that students can take across AMPD (Appendix C), and an overview of the existing Intermedia Program (Appendix D).

    Like Intermedia, Integrative Arts has core courses in every year of the program that help to develop a cohort among the students in the program, while providing context and emphasis to the courses they are taking from across the faculty. In Integrative Arts

the majority of the core courses focus on methodology, transdisciplinary study of the arts, and engagement in the creative industries.

In addition, students are required to take courses from across AMPD in order to gain depth and breadth in AMPD disciplines. Depth is achieved by asking the students to complete 18 credits at 3000-level and 18 credits at 4000-level. Of the 4000-level credits, at least 6.0 should be in one discipline. In order to take 4000-level courses in a given discipline, students will be expected to complete the prerequisites required for those courses. An example of these pathways is shown in Appendix C.

The core courses in the program are built from the core of Intermedia.

YEAR 1

FA/PANF 1100 Introduction to Creative Methodologies I and FA/PANF 1110 Introduction to Creative Methodologies are derived from the format of FA/VISA 1999 Intermedia Fundamentals, but the format has been altered to make the courses more feasible to deliver. The primary difference being that FA/VISA 1999 was offered as a single term, co-taught 6.0 that was open to majors only. Whereas FA/PANF 1100 and FA/PANF 1110 only require one course director, are taught over two terms, and are open to non-majors. A studio course is also included, FA/PANF 1200 Multimedia Asset Creation I , that will provide an introduction to using application based digital tools, such as video and audio editors, for creating and manipulation digital content. FA/DATT 1100, FA/VISA 1000, and FA/VISA 1130 were eliminated as requirements so that students would have the opportunity to pursue interests and build foundations within other disciplines in AMPD.

YEAR 2

In order to suit better the needs of Integrative Arts students and Visual Arts and Art History students, FA/VISA 2999 Critical Issues in Intermedia has been renamed and renumbered to FA/ARTH 3999 New Media Art: From Duchamp to the Postdigital and moved to third year of the program (already approved in Fall 2019). There is a new course, FA/PANF 2100 Research Creation; Processes and Practices for Artist. In addition, there is a course added to the core from Music, FA/MUSI 2002 3.00 – An Introduction to Entrepreneurship for Artists. Creative Coding I is maintained (with a third year option to take Creative Coding II) in order to further enhance the student's digital skills.

YEAR 3

FA/PANF 3100 3.0 Ethics in the Arts: Creative Practice, Social Justice, and the Creative Industries has been added to provide the students with a course that provides an ethical focus in creative practice, social justice, and the creative industries, which are core themes of the degree. The third-year core course, FA/PANF 3999 Collaborative Project, is simply a rubric change from FA/DATT 3999, with the primary objectives of the course remaining the same. In this experiential education focussed course students develop a single project together as a group, with dissemination in a public forum. The course is meant to build on the complimentary skills of the students and to help them develop project management skills. As mentioned above, FA/ARTH 3999 New Media Art is a renumbering and rubric change of FA/VISA 2999.

YEAR 4

Students take FA/PANF 4999, a capstone course where they work in smaller groups or individually on projects.

Of the requirements described above the following courses will be new courses:

- FA/PANF 1100 Introduction to Creative Methodologies I 3.0 (replaces FA/VISA 1999)
- FA/PANF 1110 Introduction to Creative Methodologies II 3.0 (replaces FA/VISA 1999)
- FA/DATT 1200 Multimedia Asset Creation I
- FA/PANF 2100 3.0 Research Creation; Processes and Practices for Artist
- FA/PANF 3100 3.0 Ethics in the Arts: Creative Practice, Social Justice, and the Creative Industries

The following courses will be changes from existing courses:

- FA/PANF 3999 3.0 Collaborative Project (DATT 3999)
- FA/PANF 4999 6.0 Capstone Project (DATT 4999)

And the following course will stay the same:

- FA/DATT 2400 3.0 Creative Coding I

*It should be noted that the PANF rubric was created prior to and separately from this proposal for courses that can be offered at the faculty level in AMPD in order to encourage the creation of transdisciplinary offerings and make them more visible to students. This designation makes this rubric well-suited for the pan-faculty Integrative Arts Program as it will position the program within the faculty as a resource for all students in AMPD.

Appendix A

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

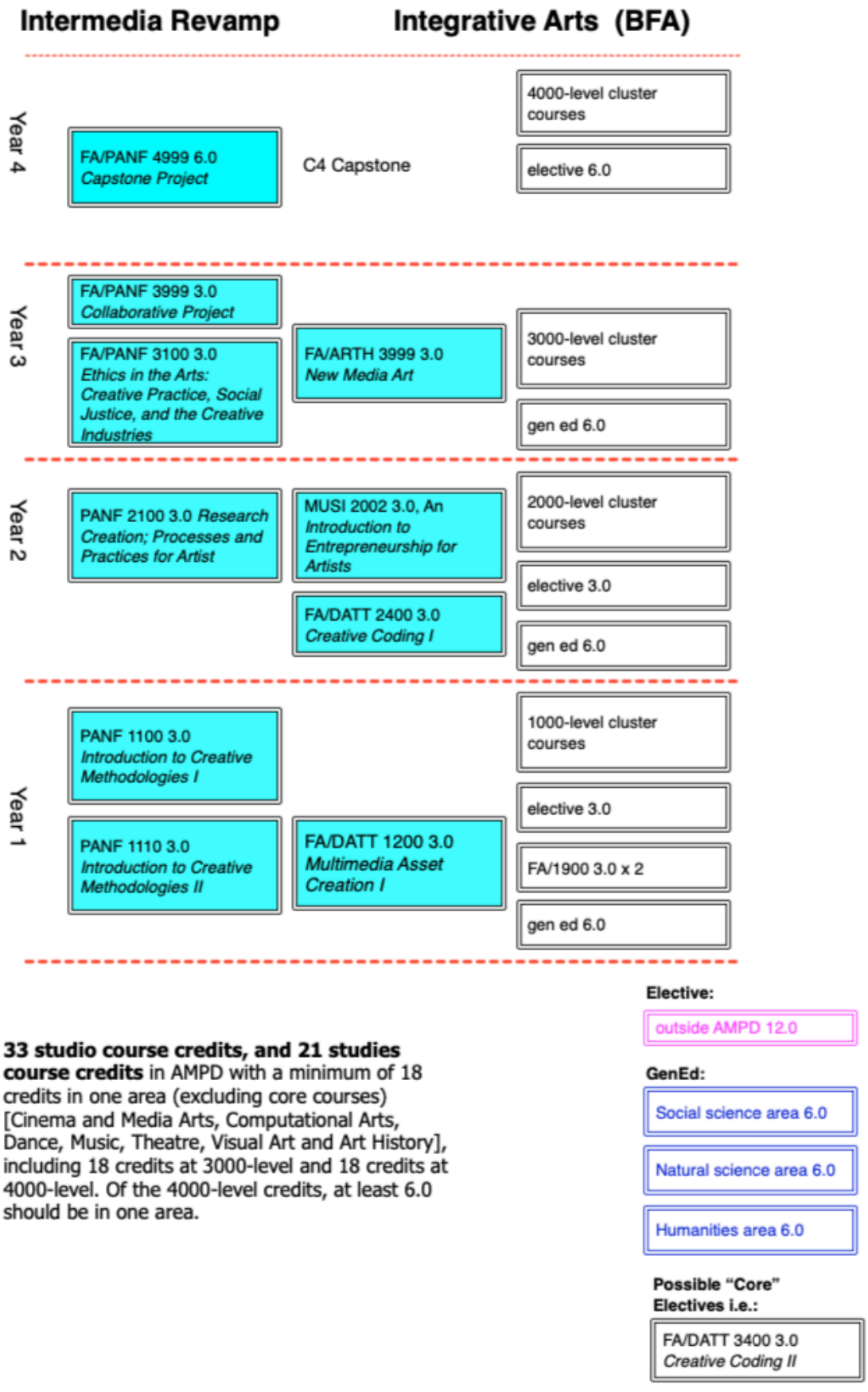
Change from:	Change to:
~~**Specialized Honours BFA Program in Intermedia (Studio)**~~ At least 66 credits in visual arts and digital media, including: **33 credits made up of the following:** • FA/ARTH 1000 3.00 • FA/ARTH 1130 6.00 • FA/ARTH 2999 3.00 • FA/DATT 1100 3.00 • FA/DATT 2400 3.00 • FA/DATT 3999 3.00 • FA/DATT 4999 6.00 • FA/VISA 1999 6.00 **21 credits chosen from the following:** • FA/DATT 2000 3.00 • FA/DATT 2010 3.00 • FA/DATT 2300 3.00 • FA/DATT 2500 3.00 • FA/DATT 3300 3.00 • FA/DATT 3400 3.00 • FA/DATT 3930 3.00 • FA/DATT 3931 3.00 • FA/DATT 3935 3.00 • FA/DATT 3940 3.00 (cross-listed to: FA/VISA 3033 3.00) • FA/DATT 3941 3.00 (cross-listed to: FA/VISA 3034 3.00) • FA/DATT 4010 3.00 • FA/DATT 4300 3.00 • FA/DATT 4931 3.00 • FA/DATT 4932 3.00 (cross-listed to: FA/DANC 4221 3.00) • FA/DATT 4940 3.00 • FA/VISA 2055 3.00 • FA/VISA 2056 3.00 • FA/VISA 2061 3.00 • FA/VISA 2065 3.00 (cross-listed to: FA/VISA 2065 3.00) • FA/VISA 3022A 3.00 • FA/VISA 3024B 3.00	**Specialized Honours BFA Program in Integrative Arts (Studio)** **A program core of 30 credits that consists of the following:** • FA/PANF 1100 3.0 • FA/PANF 1110 3.0 • FA/PANF 2100 3.0 • FA/DATT 2400 3.0 • FA/MUSI 2002 3.0 • FA/PANF 3100 3.0 • FA/ARTH 3999 3.0 • FA/PANF 3999 3.0 • FA/PANF 4999 6.0 **33 studio course credits, and 21 studies course credits** in AMPD with a minimum of 18 credits in one area (excluding core courses) [Cinema and Media Arts, Computational Arts, Dance, Music, Theatre, Visual Art and Art History], including 18 credits at 3000-level and 18 credits at 4000-level. Of the 4000-level credits, at least 6.0 should be in one area. *Note: some courses in each cluster will be required for upper level courses.* **12 credits electives** **6 credits FA/xxxx 1900** **18 credits general education**

• FA/VISA 3033 3.00 (cross-listed to: FA/DATT 3940 3.00) • FA/VISA 3034 3.00 (cross-listed to: FA/DATT 3941 3.00) • FA/VISA 3055 3.00 • FA/VISA 3056 3.00 (cross-listed to: FA/FACS 3937 3.00) • FA/VISA 3057 3.00 (cross-listed to: FA/FACS 3938 3.00) • FA/VISA 3058 3.00 • FA/VISA 3060 3.00 • FA/VISA 3063 3.00 • FA/VISA 3066 3.00 • FA/VISA 3067 3.00 • FA/VISA 3072 3.00 • FA/VISA 3074 3.00 • FA/VISA 4056 6.00 • FA/VISA 4090 6.00 • FA/VISA 4090A 6.00 • FA/VISA 4090J 6.00 • FA/VISA 4090Z 6.00 **12 credits chosen from the following:** • FA/ARTH 3450 3.00 • FA/ARTH 3610 3.00 • FA/ARTH 3650 3.00 • FA/ARTH 3680N 3.00 • FA/ARTH 3710 6.00 • FA/ARTH 4351 3.00 • FA/ARTH 4640B 3.00 • FA/ARTH 4800L 3.00 • FA/DATT 2100 3.00 • FA/DATT 2301 3.00 • FA/VISA 3001 3.00 • FA/VISA 3001A 3.00 • FA/VISA 3001B 3.00 • FA/VISA 3001C 3.00 • FA/VISA 3001D 3.00 • FA/VISA 3001E 3.00 • FA/VISA 3001K 3.00 • FA/VISA 4001 3.00 *Overall, 36 credits are required at the 3000 or 4000-level including at least 18 credits at the 4000-level with at least 12 major credits at the 4000 level.* **6 credits in AMPD that are not DATT, ARTH, or VISA**	

12 credits outside AMPD **12 credits electives** **6 credits FA/xxxx 1900** **18 credits general education**	

Appendix B

Overview of the program requirements of Integrative Arts



Appendix C

The following is a list of example courses that students in Integrative Arts can take to satisfy the degree requirements for their degree. This list will be amended and updated in consultation with participating units. We anticipate that this list will continually grow as the program matures and becomes part of the fabric of AMPD.

DANCE

FA/DANC 1340 Intro to Dance Studies required of dance majors and open to non-majors lecture and tutorials
FA/DANC 1341 Dance in the 21st century required of dance majors and open to non-majors (blended)
FA/DANC 1400 – Dancing for non-majors (in studio)
FA/DANC 1900 – Dance, Film and Culture (blended)
FA/DANC 1500 – Big Dance, Small Space (fully on-line, dancing cultures course) – starting W 21
FA/DANC 3560 Teaching Street and Club Dance (Dance Studies course) Lecture and tutorials
FA/DANC 4221 Interactive Stage (cross-listed with DATT 4932 & DATT 5221) in studio1
FA/DANC 4400 Senior Projects – lecture and independent time to explore project details

CINEMA AND MEDIA ARTS

FA/Film1001 Making Media
FA/Film1102 Media Practice
FA/Film1101 Media Practice I
Writing for Games and Interactive (forthcoming)
Advanced Collaborative Media Project (forthcoming)
Virtual Production Courses (forthcoming)

COMPUTATIONAL ARTS

All Computational Arts (FA/DATT) courses are open to non-majors, with the exception of FA/DATT 3700 and FA/DATT 3701, on condition that prerequisites are satisfied before a student takes a particular course.

MUSIC
MUSI 1500 6.0 The Music of Bollywood Films
MUSI 1510 3.0 The Musical Experience
MUSI 1520 6.0 Rhythm and Blues, Soul, Funk, and Rap
MUSI 1530 3.0 Rock and Popular Music
MUSI 1590 6.0 Women and Popular Music
MUSI 2520 6.0 Contemporary Black Urban Music

Studio music courses are also open to non-majors as long as they pass an audition.

THEATRE
THEA 1520 3.0 Acting for Non-Majors
THEA 1521 3.0 Acting for Non-Majors II
THEA 2060 3.0 Voice and Speech
THEA 2141 3.0 Intro to Design
THEA 2410 6.0 History of Visual Sources
THEA 3060 3.0 Public Speaking

VISUAL ART AND ART HISTORY

FA/ARTH 1000 Critical Issues in Contemporary Art
FA/ARTH 3345 Visual Culture in Modern Asia
FA/ARTH 33347A Comics and Social Justice
FA/ARTH 3400 Cabinet of Curiosities
FA/ARTH 3450 Leonard: Art and Science
FA/ARTH 3611 Curatorial Studies
FA/ARTH 4940 Art, Music, Image
FA/ARTH 4800I Art of the Arctic
FA/ARTH 4610 The Senses in Art

FA/VISA 1010 Fundamentals of Studio Practice
FA/VISA 3056 Sound Art

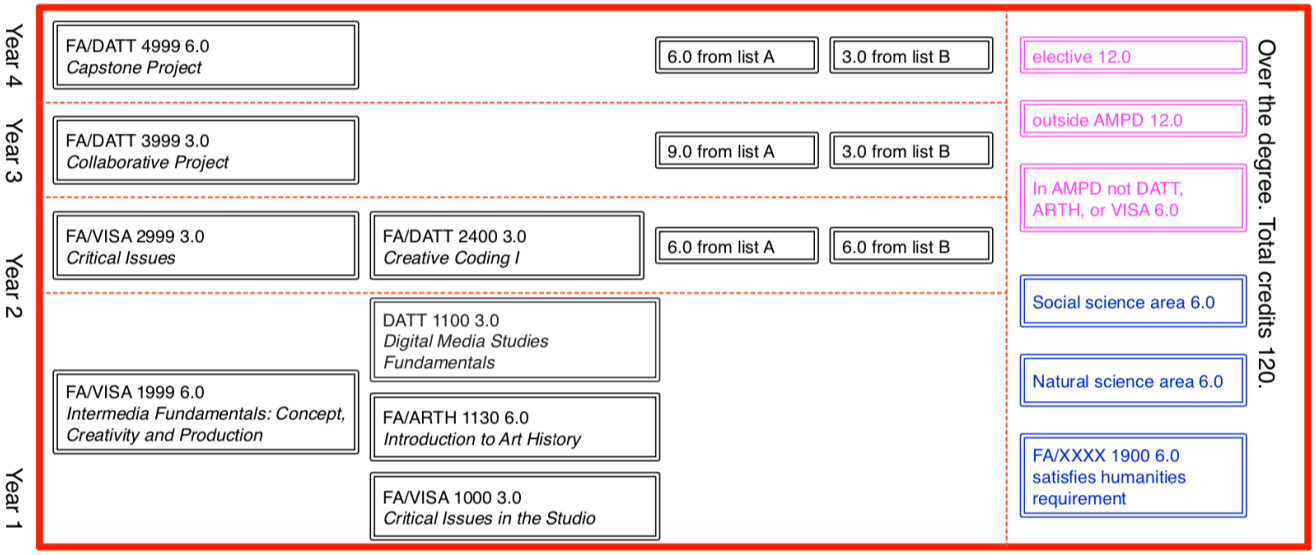
A list of PANF courses that will also be available to students:

FA/PANF 1010	3.00	Introduction to Design: Practice and Appreciation (for non-majors)
FA/PANF 1800	6.00	The Biology of Story
FA/PANF 1900	3.00	Design and Contemporary Culture
FA/PANF 1900	3.00	Skills for Success in the Arts
FA/PANF 2000	3.00	Academic Writing in the Arts: Joining the Conversation
FA/PANF 2102	3.00	Making Digital Movies With Mobile Media
FA/PANF 3140	3.00	Production Design for Film 1
FA/PANF 3250	3.00	Screen Acting: Practical Approaches for Crafting Screen Performance
FA/PANF 4140	3.00	Production Design for Film
FA/PANF 4145	3.00	Shooting the Set: Making Innovative Films on a Sound Stage
FA/PANF 4202	3.00	"When We Were Fab" Expo 67, the Arts in Canada, and the Utopian Moment

Appendix D

Intermedia Original (BFA) suggested progress FW18

Tue Mar 10 2020



Overall, 36 credits are required at the 3000 or 4000-level including at least 18 credits at the 4000-level with at least 12 major credits at the 4000 level.

Studies Courses - list B

FA/DATT 2100 3.0 Publishing in Digital Media
FA/DATT 2301 3.0 Game History, Genre, and New Directions
FA/VISA 3001 3.0 Critical Issues in the Studio II
FA/VISA 4001 3.0 Professional Practices for Visual Artists
FA/ARTH 3450 3.0 Leonardo da Vinci: Art and Science
FA/ARTH 3610 3.0 Art Institutions / Art Networks
FA/ARTH 3650 3.0 Art in Crisis
FA/ARTH 3680N 3.0 Art, Politics and Society
FA/ARTH 3710 6.0 Memory and Place
FA/ARTH 4351 3.0 ???
FA/ARTH 4640B 3.0 Contemporary Sculpture
FA/ARTH 4800L 3.0 Art of the Arctic

Studio Courses - list A

FA/DATT 2000 3.0 Introduction to Physical Computing
FA/DATT 2010 3.0 Physical Computing II
FA/DATT 2300 3.0 Game Development I
FA/DATT 2500 3.0 Introduction to 3D Modelling
FA/DATT 2501 3.0 Introduction to 3D Animation
FA/DATT 3300 3.0 Game Mechanics
FA/DATT 3400 3.0 Creative Coding II
FA/DATT 3930 3.0 Screen-Based Fluid Interfaces
FA/DATT 3931 3.0 Interactive Installation and Performance I
FA/DATT 3935 3.0 Creative Data Visualization
FA/DATT 3940 3.0 / FA/VISA 3033 3.0 Modelling for 3D Fabrication
FA/DATT 3941 3.0—FA/VISA 3034 3.0 Digital Fabrication
FA/DATT 4010 3.0 Physical Computing III
FA/DATT 4300 3.0 Game Development II
FA/DATT 4931 3.0 Interactive Installation and Performance II
FA/DATT 4932 3.0 The Interactive Stage
FA/DATT 4940 3.0 Generative and Parametric 3D Modeling for the Arts
FA/VISA 2055 3.0 Time-Based Art: Performance and Everyday Life
FA/VISA 2056 3.0 Time-Based Art: Introduction to Video Art – Production
FA/VISA 2061 3.0 Photo Studio 1
FA/VISA 2065 3.0 Photography: Camera to Print
FA/VISA 3022A 3.0 Painting: The Body and Technology
FA/VISA 3024B 3.0 Painting and Mass Media
FA/VISA 3033 3.0 / FA/DATT 3940 3.0 Modelling for 3D Fabrication
FA/VISA 3034 3.0 / FA/DATT 3941 3.0 Digital Fabrication
FA/VISA 3055 3.0 Time-Based Art: Video Installation
FA/VISA 3056 3.0 Time-Based Art: Sound For Artists
FA/VISA 3057 3.00 Time-Based Art: Video in the Expanded Field
FA/VISA 3060 3.0 Hybrid Approaches to Black and White Photography
FA/VISA 3063 3.0 Photography: Space and Site Photo Studio II: Landscape and Place
FA/VISA 3066 3.0 Photography: Space and Site
FA/VISA 3067 3.0 Photography: The Constructed Image
FA/VISA 3070/4070 6.00 Extended Print Practice
FA/VISA 3072 3.0 Photo-Digital Print Processes: Intaglio and Lithography
FA/VISA 4056 6.0 Time-Based Art: Sound for Artists II
FA/VISA 4090 6.0 *Various titles*

Appendix E

Governance in ~~Intermedia~~ Integrative Arts is conducted via an interdepartmental program council, which was established to oversee all aspects of the ~~Intermedia~~ Integrative Arts Undergraduate Program. The program has ~~two~~ stakeholders~~: Visual Art and Art History (VAAH) and Computational Arts (CA) in~~ from participating departments in the School of Arts, Media, Performance, and Design. The ~~Intermedia~~ Integrative Arts Program Council consists of ~~three~~ one faculty member~~s~~ from each department, including the department chairs. The following is the current Intermedia Program Council Governance Document with changes reflected for the governance of Integrative Arts. The program will be managed via a pan-faculty committee that will oversee curricular changes, discuss recruitment, and other program related issues. Day to day operations will be handled by Computational Arts.

~~Intermedia~~ Integrative Arts Program Council, York University
Governance Document
approved by Intermedia Council: XXXXX

Background

The ~~Intermedia~~ Integrative Arts Program Council is being established to oversee all aspects of the Integrative Arts Undergraduate Program. The program has ~~two~~ a stakeholder *from each participating unit in the School of Arts, Media, Performance, and Design*: *Cinema and Media Arts, Computational Arts, Dance, Music, Theatre, Visual Art and Art History* ~~Visual Art and Art History (VAAH) and Computational Arts (CA) in the School of Arts, Media, Performance, and Design~~. ~~The Intermedia Program Council consists of three faculty members from each department, including the department chairs.~~

~~This document is the first statement of governance since the Intermedia Undergraduate Program was approved in 2017.~~

Mandate

The ~~Intermedia~~ *Integrative Arts* Program Council shall be responsible for the *oversight of the following responsibilities of the Integrative Arts Program*: ~~all undergraduate and graduate programs co-housed in the Department of Visual Art and Art History (VAAH) and Computational Arts (CA) in the School of the Arts, Media, Performance and Design. This committee~~:

- Develops and reviews curriculum including new programs, program changes, and course changes.
- Develops and reviews program policy.
- Coordinate on matters of recruitment, outreach, communications, to strive for X/alignment, school-based initiatives that might impact the programs
- maintain communication with undergraduate ~~and graduate~~ student stakeholders
- maintain communication with dedicated staff
- maintain communication with sessional instructors

Curriculum Approval Process

Course changes

Course changes not affecting program requirements are endorsed by the council according to the rules and regulations of the originating unit. Courses are then recommended to the AMPD AAPPC by the to the originating unit and provided to other units for information.

Types of initiatives:

A. Proposed changes to existing courses that **are part** of degree requirements of a ~~Intermedia~~ Integrative Arts course (e.g., renumbering, change of pre-requisite, change of weight, change of description, short or long)
B. Proposal of a new course that **is planned** to become part of degree requirements of a ~~Intermedia~~ Integrative Arts course
C. Proposal to change the degree requirements of the degree programs that fall within the program council's mandate.
D. Proposed changes to existing courses that **are not part** of degree requirements of a ~~Intermedia~~ Integrative Arts course
E. Proposal of a new courses that **is not planned** to become part of degree requirements of a ~~Intermedia~~ Integrative Arts course

Required Action

Category A, B, C: come to ~~Intermedia~~ Integrative Arts Program Council **for approval.**
Category D, E: come to ~~Intermedia~~ Integrative Arts Program Council **for information.**

~~Intermedia~~ Integrative Arts Program Council Composition

The Committee is composed of the following members:

a) Voting Members

- ~~Chair of Visual Art and Art History~~
- ~~Chair of Computational Arts~~
- ~~Two faculty from VAAH (appointed by chair of VAHH)~~
- ~~Two faculty members from CA (appointed by chair of CA)~~
- *Four to six faculty members from different participating units: Cinema and Media Arts, Computational Arts, Dance, Music, Theatre, Visual Art and Art History*
- One ~~Intermedia~~ Integrative Arts Student.

b) Non-Voting Members

AMPD, ~~Intermedia~~ Integrative Arts Program Assistant, recording secretary

Meetings

1. any member may submit an item for information on the agenda; (consult with chair in advance to ensure time allocation on the agenda)
2. any member may bring a proposal forward for approval at a meeting; consult with chair in advance to ensure time allocation on the agenda

Program Council Chair

The Chair is selected annually by the voting members of the Integrative Arts Program Council. Responsibilities include assembling the agenda and running the meeting.

Voting procedures

Quorum: ~~two members from each Department VAAH and CA~~ *A simple majority of Integrative Arts Program Council members.*

Voting procedure:

1. by consensus
2. if one member requests a vote in which case a simple majority
3. a member can request a vote on a motion via email (time period 3 working days)

Changes to Governance Document

A ⅔ majority is required for changes to this document.

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SCHOOL OF THE ARTS, MEDIA, PERFORMANCE & DESIGN

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Senate ASCP

February 1, 2021

Dear colleagues:

I write with enthusiastic support for the major modifications necessary to revise the current "BFA Intermedia" program to "BFA Integrative Arts," including: 1) name change; 2) changes to program requirements; 3) updates to the course options and progressions. The changes outlined in the major modification not only respond to recommendations and extensive internal consultations, but they also take advantage of more recent and emerging opportunities by creating a more dynamic, flexible, and inclusive BFA program that will both prepare students for a range of evolving careers in the arts and creative industries and maximize the distinctive advantages of program and resource offerings in AMPD. With a distinct emphasis on inclusion and opportunities to address the SDGs from the unique perspectives of creative arts, the program revisions advance the UAP priorities: **21st-century learning** and **knowledge for the future**.

This proposal emerges from over two years of consultations and external advising, including a December 2019 program review report from HESA on the distinctions and differentiation among media-focused programs in AMPD. That report identified the need for greater clarity of the distinctions among the Faculty's media-related programs: BA in Digital Media; BFA in Media Arts; BFA in Intermedia. (Note that a separate proposal regarding revisions to the BFA Media Arts is forthcoming.) We also conducted surveys and focus group research with our current students and alumni, and we reviewed the materials available from prospective student surveys and data regarding student preferences, trends, and program selection over the past 10 years. We also consulted extensively across the Faculty, and with professional partners and employers of our graduates.

The proposed revisions respond to the external recommendations we received and seek to capitalize on the unique opportunities within AMPD, both historically and in our challenging current moment. These include: a shared foundational curriculum; individualized and thematic pathways that cut across the Faculty in novel ways; collaborative final projects; integration of creative coding and entrepreneurship for artists; culminating collaborative projects. This program will also build capacity to expand work-integrated learning opportunities and prepare students to navigate rapidly changing fields that combine the arts and emerging technologies, while developing strong collaborative skills and professional acumen.

One of the historic strengths of AMPD (formerly Faculty of Fine Arts) and York University has been its capacity for exploration across different artistic disciplines and the opportunities and resources that allow students to create their own distinct visions. The physical and conceptual proximity of faculty and programs across AMPD further allow for transdisciplinary cross-training, while the dispersion of particular tools, such as VR and AR technologies, are deployed across multiple areas and taken up in diverse ways throughout the Faculty.

In modified BFA Integrative Arts will allow students the opportunity to build on the distinct offerings of collaboration and creativity offered throughout AMPD. By engaging in a shared foundational curriculum, students develop a shared vocabulary and base of knowledge from which to explore. From this shared base, students are then empowered to select their own distinct pathways, clustered thematically and building on expertise throughout AMPD. The program responds to student demand for individual options and customization, while maintaining the disciplinary skills needed for success post-matriculation. The culmination in collaborative projects capable of engaging both industry and community partners responds to the University's commitment to **working in partnership** both by echoing the professional spheres in which multi-disciplinary teams are formed to respond to complex and hybrid challenges, and facilitating explicit collaborations and projects outside York University.

To cite only one salient example: although underway prior to the events of COVID-19, this program prepares graduates to respond to the dramatic changes in creative fields necessitated by the pandemic. Over the past several months, live events – not only dance, theatre and galleries, but also sports, fundraising and community events – have increasingly required expertise with media, digital outreach. This program prepares students by integrating skills, techniques and knowledge from across the arts and disciplines not so that every student can do everything, but rather so that they are prepared both to learn iteratively and to engage knowledgably and confidently with collaborators from across a range of professional fields and in response to dynamic and even unforeseen challenges.

Finally, this program has been developed with a strong central focus on equity, inclusion,and student **access to success**. The program is a BFA offered without a portfolio requirement. We recognize that students who have experienced historic barriers to university often do not receive the specialized training, equipment, tools, and preparation to submit a polished artistic portfolio typically required in BFA programs. This program provides talented students with resources and opportunity either to progress in the Intergrative Arts program, or to use the foundation year as preparation for transition to another program with portfolio requirements. The culminating projects will offer opportunities engage with community partners and can take up the SDGs as specific challenges to guide students' final projects and develop professional portfolios for their future success.

For all of these reasons, I am grateful for the work among AMPD colleagues to develop and propose these program major modifications and I strongly support the proposal submitted here.

Respectfully submitted,

Sarah Bay-Cheng, Ph.D.
Dean

OUR - Academic Scheduling

2020-2021 ACADEMIC YEAR – SU21

SU21 - Grant Dates not determined	
Summer 2021	
First Day of Classes SU, S1	Monday, May 10, 2021
Victoria Day	Monday, May 24, 2021
Last Day of Classes S1	Monday, June 21, 2021
Study Day S1	Tuesday, June 22, 2021
S1 Exam Start Date	Wednesday, June 23, 2021
S1 Exam End Date	Friday, June 25, 2021
First Day of Classes S2	Monday, June 28, 2021
SU Break	Tuesday, June 22 to Friday June 25, 2021
Canada Day	Thursday, July 1, 2021
Civic Holiday	Monday, August 2, 2021
Study Days SU	Saturday August 7, 2021[1] Sunday, August 8, 2021
Last Day of Classes SU, S2	Tuesday, August 10, 2021[2]
Study Days SU, S2	Wednesday, August 11, 2021
SU, S2 Exam Start Date	Thursday, August 12, 2021
SU, S2 Exam End Date	Thursday, August 19, 2021
Note 1	Extra SU study days required due to impacts of Canada Day and Civic Holiday
Note 2	Virtual Thursday required due to Canada Day

2021-2022 ACADEMIC YEAR – FW21 AND SU22

FW 21 - Grant Dates not determined	
Fall Term 2021	
Labour Day	Monday, September 6, 2021
Orientation Activities	Friday, September 3, 2021[1]
Fall First Day of Classes	Wednesday, September 8, 2021
Thanksgiving	Monday, October 11, 2021
Fall Reading Week	Saturday, October 9 to Friday, October 15, 2021
Fall Last Day of Classes	Tuesday, December 7, 2021
Study Day	Wednesday, December 8, 2021
Fall Exam Start Date	Thursday, December 9, 2021
Fall Exam End Date	Wednesday, December 22, 2021
Fall Exam Reserve Day	Thursday, December 23, 2021[2]
Note 1	Orientation would normally be on September 7 (the day immediately before classes begin) as this conflicts with Rosh Hashanah; Orientation has moved to Friday, September 3, 2021
Note 2	15 exam days
Winter Term 2022	
New Year's Day	Saturday, January 1, 2022
Winter First Day of Classes	Monday, January 10, 2022[1]
Family Day	Monday, February 21, 2022
Winter Reading Week	Saturday, February 19 to Friday, February 25, 2022
Winter Last Day of Classes	Sunday, April 10, 2022
Study Day	Monday, April 11, 2022
Winter Exam Start Date	Tuesday, April 12, 2022[2]
Winter Exam End Date	Thursday, April 28, 2022
Winter Exam Reserve Day	Friday, April 29, 2022
	Assumption that Monday January 3 will be a holiday in lieu of New

SU22 - Grant Dates not determined	
Summer 2022	
First Day of Classes SU, S1	Monday, May 9, 2022
Victoria Day	Monday, May 23, 2022
Last Day of Classes S1	Monday, June 20, 2022
Study Day S1	Tuesday, June 21, 2022
S1 Exam Start Date	Wednesday, June 22, 2022
S1 Exam End Date	Friday, June 24, 2022
SU Break	Tuesday, June 21 to Friday, June 24, 2022
First Day of classes S2	Monday, June 27, 2022
Canada Day	Friday, July 1, 2022
Civic Holiday	Monday, August 1, 2022
Study Days SU	Saturday, August 6 to Sunday, August 7, 2022[1]
Last Day of Classes SU, S2	Tuesday, August 9, 2022[2]
Study Days SU, S2	Wednesday, August 10, 2022
SU, S2 Exam Start Date	Thursday, August 11, 2022
SU, S2 Exam End Date	Thursday, August 18, 2022
Note 1	Extra SU study days required as 11th Friday meet occurs August 5 due to Canada Day and 12th Monday occurs August 8 due to Civic Holiday
Note 2	Virtual Friday required due to Canada Day

2022-2023 ACADEMIC YEAR – FW22 AND SU23

FW 22 - Grant Dates not determined	
Fall Term 2022	
Labour Day	Monday, September 5, 2022
Orientation Activities	Tuesday, September 6, 2022
Fall First Day of Classes	Wednesday, September 7, 2022
Thanksgiving	Monday, October 10, 2022
Fall Reading Week	Saturday, October 8 to Friday October 14, 2022
Fall Last Day of Classes	Tuesday, December 6, 2022
Study Day	Wednesday, December 7, 2022
Fall Exam Start Date	Thursday, December 8, 2022
Fall Exam End Date	Thursday, December 22, 2022
Fall Exam Reserve Day	Friday, December 23, 2022
Note 1	15 exam days
Winter Term 2023	
New Year's Day	Sunday, January 1, 2023
Winter First Day of Classes	Monday, January 9, 2023
Family Day	Monday, February 20, 2023
Winter Reading Week	Saturday, February 18 to Friday, February 24, 2023
Winter Last Day of Classes	Monday April 10, 2023[1]
Study Day	Tuesday, April 11, 2023
Winter Exam Start Date	Wednesday, April 12, 2023
Winter Exam End Date	Wednesday, April 26, 2023
Winter Exam Reserve Day	Thursday, April 27, 2023
Note 1	Easter falls in 12th week of Winter term 12th Friday falls on Good Friday, Friday April 7 requires Virtual Friday on Monday April 10

SU23 - Grant Dates not determined	
Summer 2023	**Late May start date with break for 2023 Congress**
First Day of Classes SU, S1	Monday, May 8, 2023
Victoria Day	Monday, May 22, 2023
Break for 2023 Congress	Saturday, May 27 to Friday, June 2, 2023
Last day of classes S1	Monday, June 26, 2023
SU break	Tuesday, June 27 to Sunday, July 2, 2023[1]
Study Day S1	Tuesday, June 27, 2023
S1 Exam Start Date	Wednesday, June 28, 2023
S1 Exam End Date	Friday, June 30, 2023
Canada Day	Saturday, July 1, 2023
Canada Day Stat Holiday	Monday, July 3, 2023[2]
First Day of classes S2	Tuesday, July 4, 2023
Civic Holiday	Monday, August 7, 2023
Last day of classes SU, S2	Tuesday, August 15, 2023[3]
Study Days SU, S2	Wednesday, August 16, 2023
SU, S2 Exam Start Date	Thursday, August 17, 2023
SU, S2 Exam End Date	Thursday, August 24, 2023
Note 1	SU Break extended due to Canada Day
Note 2	Assumption of grant day for Canada Day
Note 3	Virtual Monday required due to Canada Day

FW 23 - Grant Dates not determined	
Fall Term 2023	
Labour Day	Monday, September 4, 2023
Orientation Activities	Tuesday, September 5, 2023
Fall First Day of Classes	Wednesday, September 6, 2023
Thanksgiving	Monday, October 9, 2023
Fall Reading Week	Saturday, October 7 to Friday, October 13, 2023
Fall Last Day of Classes	Tuesday, December 5, 2023
Study Day	Wednesday, December 6, 2023
Fall Exam Start Date	Thursday, December 7, 2023
Fall Exam End Date	Thursday, December 21, 2023
Fall Exam Reserve Day	Friday, December 22, 2023
Note 1	15 exam days
Winter Term 2024	
New Year's Day	Monday, January 1, 2024
Winter First Day of Classes	Monday, January 8, 2024
Family Day	Monday, February 19, 2024
Winter Reading Week	Saturday, February 17 to Friday, February 23, 2024
Winter Last Day of Classes	Monday, April 8, 2024[1]
Study Day	Tuesday, April 9, 2024
Winter Exam Start Date	Wednesday, April 10, 2024
Winter Exam End Date	Thursday, April 25, 2024[2]
Winter Exam Reserve Day	Friday, April 26, 2024
Note 1	Virtual Monday for 12th Friday due to Good Friday, March 29
Note 2	Passover begins April 22

SU24 - Grant Dates not determined	
Summer 2024	**Late May start date**
First Day of Classes SU, S1	Monday May 6, 2024
Victoria Day	Monday May 20, 2024
Last day of classes S1	Monday June 17, 2024
SU break	Tuesday June 18 to Friday June 21, 2024
Study Day S1	Tuesday June 18, 2024
S1 Exam Start Date	Wednesday June 19, 2024
S1 Exam End Date	Friday June 21, 2024
First Day of classes S2	Monday June 24, 2024
Canada Day	Monday July 1, 2024
Civic Holiday	Monday August 5, 2024
Last day of classes SU, S2	Tuesday August 6, 2024[1]
Study Days SU	Saturday August 3, 2024[2] Sunday August 4, 2024 Wednesday August 7, 2024
Study Days S2	Wednesday August 7, 2024
SU, S2 Exam Start Date	Thursday August 8, 2024
SU, S2 Exam End Date	Thursday August 15, 2024
Note 1	Virtual Monday required due to Canada Day and Civic Holiday
Note 2	Extra SU study days required as 12th Monday meet occurs Monday August 5 due to impacts of Canada Day and Civic Holiday