



# York University Senate Notice of Meeting

Thursday, November 22, 2018, 3:00 pm  
Senate Chamber, N940 Ross Building

## AGENDA

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1. Chair's Remarks (F. van Breugel)
2. Business Arising from the Minutes
3. Inquiries and Communications
4. President's Items (R. Lenton, for information)
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### Committee Reports

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  - a. Statement of Policy on Free Speech: Notice of Motion
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  - a. Vice-President Research & Innovation Annual Report (R. Hache)
7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) ..... 13
  - a. Certificate in Athletic Therapy (Health): Changes to Requirements
8. Awards (B. Spotton Visano)..... 16
9. Other Business

### Consent Agenda

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

10. Minutes of the Meeting of October 25, 2018 ..... 18
11. BA (Honours) Programs in Business Economics, Department of Economics, Glendon: Changes to Requirements (page 14)

# York University Senate

## Appendices

### Executive Committee

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M. Armstrong, Secretary

# PRESIDENT'S KUDOS REPORT

NOVEMBER 2018



Professor and Associate Vice-President Research [Dr. Rebecca Pillai Riddell](#) was awarded the 2019 Jeffrey Lawson Award for Advocacy in Children's Pain for her excellence in the field of pain management and her impact as a mentor to young scholars studying behavioural pain responses.



York alumnus and honorary degree recipient [Matt Galloway](#) (BA '94; LLD '17) was named the 2018 *NOW Magazine* best radio personality.



Lassonde graduate students [Zhongpan Wu](#) and [Karim Hammad](#) have won two industry awards for their work on custom computers' DNA sequencing capabilities:

- Best Live Demo Award from the 61st IEEE International Midwest Symposium on Circuits and Systems;
- Industrial Collaboration Award from CMC Microsystem's TEXPO/Innovation 360 Symposium.



PhD student [Dwayne Brown](#) won Metroland Media Toronto's Urban Hero award in the Social Issues (People's Choice) category for his work with Generation Chosen, an organization he co-founded that provides mentorship to youth in the Jane-Finch neighbourhood.



Undergraduate student [James Jung](#) took home the top prize at the Engage Undergraduate Investment Conference stock pitch competition, the largest undergraduate investing conference in the United States.



The Schulich School of Business was the top-ranked North American business school in sustainability education, according to [2018 Better World MBA Ranking](#) by *Corporate Knights Magazine*. The ranking also placed the Schulich MBA program third in the world.



The [York Lions Men's Soccer Team](#) won the OUA Blackwood Cup for the second consecutive year and the fifth time in the last six years.



President's Ambassador Program

The inaugural cohort of students selected to participate in the [President's Ambassador Program](#) were announced. This diverse group of multi-talented undergraduate and graduate students are engaged York community members who will share their commitment for the University through various institutional events and initiatives.



York launched the new [Indigenous Studies](#) program in September for the 2018-19 academic year through the Department of Equity Studies in the Faculty of Liberal Arts and Professional Studies. Students enrolled in the program will be grounded in knowledge of Indigenous languages, cultures, traditions and languages, and will study the multiple issues faced by Indigenous communities in Canada and around the world.



Faculty of Science Professor [Jennifer Chen](#) has been named to the Top 40 under 40 Power List by *The Analytical Scientist Magazine* in recognition of her work to create a multifaceted research program in analytical chemistry.



The Society for the History of Technology has named [Professor Edward Jones-Imhotep](#) the winner of the 2018 Sidney Edelstein Prize, which is the most prestigious book prize in the history of technology field. Jones-Imhotep is the second faculty member of a Canadian university to receive the honour in the prize's fifty year history.



The Schulich Executive Education Centre's [Asian Business and Management Program](#) won gold in the Canada China Business Council's Educational Excellence category for demonstrating outstanding achievement in delivering China-related success.



Lassonde students [Maheen Sani](#) and [Hunter Schofield](#) won the Co-op/Internship of the Year award in recognition of their leadership excellence and technical expertise.



The [York Lions Field Hockey Team](#) won the 2018 OUA championship tournament, defeating the Guelph Gryphons by a score of 1-0 to bring the OUA banner home two years in a row.



Dance professor Patrick Alcedo's documentary [Dancing Manilenyos](#) won in the Foreign Short category at the Hollywood International Independent Documentary Awards.



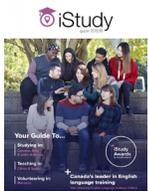
[Isaac Garcia-Sitton](#), director of International Education and the York University English Language Institute (YUELI) at the School of Continuing Studies, has been named one of 2018's "10 Most Influential Hispanic Canadians," a recognition presented by TD Bank and organized by the Hispanic Business Alliance.



Glendon professor [Roberto Perin](#) won the Historical Writing Book Award at the 2018 Toronto Heritage Awards for his book *The Many Rooms of This House: Diversity in Toronto's Places of Worship Since 1840*.



The [Law in Action Within Schools](#) (LAWS) Program, an innovative partnership between Osgoode Hall Law School, University of Toronto Faculty of Law and the Toronto District School Board, received a \$17M Catalyst Grant from the Law Foundation of Ontario in recognition of its work to advance access to justice in Ontario.



The [York University English Language Institute \(YUELI\)](#) has been recognized as the [2018-19 World Language School of the Year - North America](#) by iStudy Guide. The award is the highest recognition for a language institution.



York computer security students, [Team X](#), won first prize in the Cybersecurity Higher Education Contest at the "People in Cyber Conference."



York's [Centre for Research on Latin America and the Caribbean](#) (CERLAC) marks its fortieth anniversary this month. CERLAC is Canada's oldest and largest LAC research centre. The anniversary was commemorated with a talk featuring performance studies scholar Diana Taylor during the [2018 Michael Baptista Lecture](#).



Chemistry Professor [Ryan Hili](#) won the Petro-Canada Young Innovator Award, a distinction that recognizes outstanding early career faculty. The award program is a commitment by Petro-Canada (now Suncor Energy Inc.) and York University to encourage excellence in teaching and research that will enrich the learning environment and contribute to society.



Faculty of Environmental Studies professor [Andil Gosine](#) won a Canada Council for the Arts Explore and Create Grant valued at \$22,000 to produce a documentary related to his research on visual arts and indentureship.

## APPOINTMENTS



[Several York alumni](#) were elected or re-elected to office throughout Ontario in the most recent municipal elections, including mayor of Toronto and alumnus John Tory (LLB '78).



Lassonde Professor [John Moores](#) has been elected as a member of the Royal Society of Canada College of New Scholars, Artists and Scientists in recognition of his outstanding work in the field of planetary science and space engineering.



Faculty of Science professor [Amro Zayed](#) was named President-elect of the Entomological Society of Ontario.



Two Osgoode Hall Law School alumni were appointed as judges to the Ontario Superior Court of Justice in Brampton:

- the Honourable James Stribopoulos (LLB '94);
- and Justice Susanne Boucher and Susanne Boucher (LL.B. '96; LLM '02).

## Executive Committee – Report to Senate

**At its meeting of November 22, 2018**

### **1. Statement of Policy on Free Speech (Notice of Motion)**

The Executive Committee received and discussed a draft *Statement of Policy on Free Speech* prepared by the President's Working Group. In providing notice of motion to Senate that the proposed policy will come forward for approval at its meeting on 13 December 2018, the Committee presents the document for a deliberated discussion at the November meeting. Senate's input on the draft will help shape the final version presented for approval next month. Supplementing the three-page *Statement of Policy* (found at P. 26 of the Senate package) are several supporting documents, including one suggesting further development of resources and ongoing assessment of policy needs. All of the material is set out in Appendix A to the Executive report. Professor Lorne Sossin who chaired the Working Group, will be in attendance for the discussion this month.

Under very tight timelines, the Working Group endeavored to consult broadly across the University to make certain that voices that wished to be heard on this topic were heard, and to produce legislation that reflects the imperative messages of the York community. Over the past weeks contributions from students, faculty and staff were facilitated through a variety of media and formats including: open fora on the Keele and Glendon campuses (with a total of 97 participants); written submissions (54 received); meetings with student governments and groups (YFS, GSA, Student Representative Roundtable); Faculty Council discussions (some still to come) and Facebook postings.

Senators are encouraged to engage in the Senate discussion on the draft policy prior to its presentation for approval in December. In addition, the Chair of Senate will communicate with Faculty Council Chairs to encourage input to the draft Statement.

### **FOR INFORMATION**

### **2. Approval of Committee Members Nominated by Faculty Councils**

The Committee has approved the following individual nominated by Faculty Councils for membership on Senate committees with terms beginning July 1, 2018 and ending June 30, 2021.

#### **Academic Policy, Planning and Research**

Regina Lee, Lassonde School of Engineering

# Executive Committee – Report to Senate

## 3. Board/Senate Jurisdiction Matter

One of Executive's priorities for the year is, jointly with the Board Executive committee, to bring forward to Senate a recommendation on a process to clarify the responsibilities of the Board, Senate and Administration for the suspension of classes during a disruption. Work on the initiative is progressing. Senate Executive provided feedback on a draft process at its meeting in November. Members' comments and suggestions will be taken up with the Chair of the Board in the coming weeks. A proposal to Senate is anticipated early in 2019.

## 4. Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate<sup>1</sup>

In the coming days the Executive Committee will issue its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. All terms begin July 1. Information about membership opportunities and committee mandates will be posted on the Senate website.

Senators are strongly encouraged to assist in the process of identifying prospective candidates. An online form -- linked to committee details and membership criteria -- will be available for the purpose of suggesting the names of individuals. Information may also be communicated directly to Cheryl Underhill of the University Secretariat ([underhil@yorku.ca](mailto:underhil@yorku.ca)).

The Committee hopes to fill vacant positions by January 2019 on the following committees.

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

In addition, the Committee will seek candidates for one of two Senate nominees to the Board of Governors for a two-year term of 2019-2021.

## 5. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Sub-Committee, the Senate Executive received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, six new candidates have been deemed eligible for honorary degrees, and one candidate was renewed for a further five years in the pool.

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<sup>1</sup> Faculty Councils nominate individuals to serve on Senate Executive, Academic Policy, Planning and Research, and the Sub-Committee on Honorary Degrees and Ceremonials.

# Executive Committee – Report to Senate

## 6. Senate Rules, Procedures and Guidelines Review

Another of Executive's priorities for 2018-2019 is the review of Senate's rules in accordance with the 3-year review cycle. The exercise is at the stage of gathering suggestions. A preliminary list of the aspects of the rules proposed for focus in this round has been compiled based on suggestions conveyed by members through written submissions, a survey response or commentary in meetings. At the beginning of this month, Senators were notified of the list and prompted to identify additional suggestions if gaps were observed.

A recent communication from four Senators to Executive expressed concern about a perceived emphasis on the theme of member decorum to the detriment of suggestions oriented toward other directions. Executive reiterates to Senate its call for recommendations to supplement the preliminary inventory to capture all points of interest in this year's review. Input is requested by 30 November 2018 and can be directed to the Secretary of Senate, Maureen Armstrong ([maureena@yorku.ca](mailto:maureena@yorku.ca)).

## 7. Message Board for Senators

In September, Senate was advised of a number of planned innovations to enhance the Secretariat's support of Senate and its committees. One such initiative is the creation of a message Board for Senators that could function independently of e-mail for those who prefer that option. A potential program to house the electronic board was previewed for Executive at its November meeting. Members were impressed with its broad functionality, particularly the potential to either be a stand-alone message board or be integrated with e-mail to enable users to receive a note when a new message has been posted. The Chair committed over the winter months to tend to arrangements for a Senate board that is integrated with the email option.

The communication from the small group of Senators to Executive referenced in item #6 above, also conveyed concern about introducing a Senate message board. They expressed apprehension that a discussion medium requiring a purposeful decision to check messages would have the deleterious effect of silencing Senators / Senate dialogue. The comprehensive functionality of the message board under consideration should allay those concerns. Coincident with the implementation of a new message board, Executive is open to maintaining the Senate-D list serve as needed for further reassurance.

## 8. Monitoring the Academic Disruption

The Committee is aware that efforts continue to facilitate students' completion of coursework and have final grades confirmed in courses affected by the winter 2018 labour disruption. Senators are reminded of an upcoming deadline for two course completion remediation options. They are as follows:

## **Executive Committee – Report to Senate**

- January 10, 2019: to drop a 2017-2018 (Y) or Winter 2018 (W) term course without receiving a grade
- January 10, 2019: for deferred standing in six-credit F/W 2017-2018 and 3-credit Winter 2018 courses

### **9. Senate Meeting in December**

As has been widely discussed of late, all universities in the province have been directed to have a Free Speech policy in place as of 1 January 2019. York's *Statement of Policy on Free Speech* will require approval by both Senate and the Board of Governors prior to the University's closure for the December holidays in order to meet the government's strict deadline. Following Senate's discussion of the draft Statement of Policy this month, a final version will be presented for approval at the meeting scheduled for Thursday, 13 December 2018. Any other time-sensitive items of business will also be included on the agenda.

Franck van Breugel, Chair  
Alison Macpherson, Vice-Chair



# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of November 22, 2018

### FOR INFORMATION

APPRC met on November 1 and 15 and submits the following report for information.

#### 1. Vice-President Research and Innovation Annual Report

Having discussed it with APPRC, Vice-President Haché will present his annual report on research to Senate this month.

The committee was encouraged by the increasing success and recognition of York researchers that the report illustrates, and it noted the substantial initiatives in progress under Innovation York. Refinements to some processes together with new measures will enhance research support to faculty and continue the promising trends.

Last year at this time, APPRC reported under this same item that a *Canada Research Chairs Equity, Diversity and Inclusion (EDI) Action Plan* had been developed. Key components include:

- improved training in unconscious bias through a York-specific process
- enhanced collaboration to improve recruitment and hiring, with written guidelines developed
- support for Chairs, including emotional

The plan was presented to the Senate Committee as required by the CRC Secretariat. York is also mandated to have it approved by the Board of Governors; it is scheduled for review by the Board at its meeting this month.

York's EDI plan describes how it aims to maintain the participation of individuals from the federally mandated four designated groups – women, Aboriginal Peoples, persons with disabilities and visible minorities – within its allocation of Chairs. York-specific targets have been set for each of the four categories, and a particular focus for the VPRI Office this academic year is meeting those targets by year's end in order to sustain federal funding for the Chairs.

#### 2. Faculty Blue Facilitating Group

In June 2017 Senate approved in principle the establishment of a new Faculty comprising the Faculty of Environmental Studies, the LA&PS Department of Geography, and potentially other departmental units or programs. The goal is to create a bold new structure woven around environmental themes that aptly positions the Faculty - and the University - in the competitive post-secondary landscape.

## **Academic Policy, Planning and Research Committee Report to Senate (cont'd)**

After the process was paused this past spring, a Facilitating Group is reviving the initiative, lending support and providing oversight to resume the momentum initially generated by FES and the Department of Geography. Under the auspices of the *Academic Policy, Planning & Research* and the *Academic Standards, Curriculum & Pedagogy* committees, the membership of the Group includes the Provost, the Vice-Provost Academic, the Deans of the Faculties of Environmental Studies and Liberal Arts & Professional Studies, and the Chair of the Department of Geography. The Chairs of APPRC and ASCP are its co-chairs.

The Facilitating Group is commencing discussions with relevant programs and key individuals to collectively cultivate a sharpening of the academic vision and values statement for the new / re-visioned faculty. This vision is central to thinking about curriculum development, as well as aligning related programs and units across the university. An articulation of the new Faculty vision is anticipated by January 2019. The co-chairs are also planning visits with the FES and LA&PS Faculty Councils early in the new year to brief them on its facilitation of the process.

### **3. Academic Planning Forum**

Plans for the *Forum of Ideas 2018-2019* are being finalized. This year's event will have two components designed to address specific questions that arose in the last year's forum, and stimulate Faculties' thinking about promising new ideas on the horizon for post-secondary curriculum and teaching. The first component is comprised of two panels that will provide guidance on the various forms of institutional support and resource planning for program development, including interdisciplinary cross-Faculty initiatives. The second component of the forum is designed to help set the stage for conversations about new ideas for curriculum and teaching. A keynote speaker is planned to provide insights on pinpointing trends, identifying need and demand in the current Ontario post-secondary landscape and enhancing data-driven program planning and decision-making. A reception following the speaker will afford continuing conversation on the topics.

Originally eying December for the event, plans have shifted to a time early in 2019.

### **4. Incomparable Metrics: Defining an Action Plan**

As reported to Senate last month, the "incomparable metrics" initiative remains a priority for the Committee. Discussion of the project continued in November and led to confirmation of an action plan, as follows:

- Reiterate in the discussion paper the commitment to traditional scholarly activities in addition to enhancing the focus on non-traditional forms of scholarship in order to buttress a comprehensive representation of York's research culture
- As part of an ongoing pan-University dialogue, transmit the Committee's discussion paper on Incomparable Metrics to Faculty Councils and the Libraries

## **Academic Policy, Planning and Research Committee Report to Senate (cont'd)**

for further discussion with a request for details on the concrete measures being taken to enhance research cultures and better profile scholarship;

- In APPRC's submission to the University budget consultation, recommend investment in resources (e.g., tools and databases) for Faculties and the Libraries to continue their efforts on developing metrics;
- Transmit the Committee's discussion paper to the Electronic-CV Task Force to help inform its deliberations;
- Transmit the discussion paper to the Provost and VPRI in anticipation of SMA-3 negotiations.
- Proceed with the planned facilitated discussion of metrics at a Senate meeting next term to garner further input from the collegium, perhaps concentrated on one or two specific formats of scholarly, creative, research activities not normally covered by comparable metrics.

### **5. Tracking UAP Progress**

Another of APPRC's priorities this year is taking stock of 2015-2020 UAP progress in its penultimate year and framing the process for developing the next Plan. In its work last year to monitor developments on UAP priorities – particularly the priority on Innovative, Quality Programs for Academic Excellence - the Committee gathered written submissions from the Deans and Principal on their Faculty's progress on the implementation of UAP priorities and objectives.

The Committee studied the Faculties' submissions last spring, and commissioned a "mind map" to provide a visual representation of planning initiatives in order to surface interrelationships between and/or among the Faculties and identify opportunities to coordinate. A first-pass at a mind map was reviewed earlier this month. Members identified refinements to the document to hone in on tangible opportunities for cross-Faculty collaboration in pursuit of UAP priority #1 - Innovative, Quality Programs for Academic Excellence. Once finalized, the visual map, together with a written summary of the Faculties' responses, will be shared with the Deans and Co-Principals to acknowledge their contributions to the exercise and aid ongoing planning. The intelligence gathered will also help frame APPRC's discussion with the Deans on academic plans ensuing this spring and next autumn.

### **6. Markham Centre Campus Planning**

The Provost briefed the committee on the actions that are unfolding following the unexpected announcement by the Province that it is cancelling dedicated funding for post-secondary education satellite campuses in Ontario, including the York-Seneca campus in Markham. External stakeholders and partners are being consulted, and internally all avenues to continue the University's initiative are being explored. Time is needed to evaluate the circumstances and opportunities. No plans are being cancelled; however the immediate uncertainty is occasioning a pause in program planning.

# **Academic Policy, Planning and Research Committee Report to Senate (cont'd)**

## **7. Welcome to New Members**

The Committee is pleased to welcome new members Kean Birch from the Faculty of Graduate Studies, Martin Sers, a graduate student from the Faculty of Environmental Studies, Regina Lee of the Lassonde School of Engineering, and Andrea Davis, the COU Academic Colleague.

Lesley Jacobs  
Chair of APPRC

# Academic Standards, Curriculum and Pedagogy Committee



## Report to Senate

At its meeting of 22 November 2018

### For Action

#### 1. Changes to Requirements for the Certificate in Athletic Therapy • School of Kinesiology and Health Science • Faculty of Health

ASCP recommends,

That Senate approve changes to the requirements for the Certificate in Athletic Therapy, housed in the School of Kinesiology and Health Science, Faculty of Health, effective Fall/Winter 2019-2020.

### Rationale

A number of changes to the admissions and program requirements are proposed for the Certificate in Athletic Therapy, many of which seek to bring the program into alignment with the Canadian Athletic Therapists Association (CATA), the accreditation body for Athletic Therapists. The certificate program must meet CATA requirements to maintain its status as an accredited Athletic Therapy program; this allows graduates of the program to write the Athletic Therapy Board Canadian Certification Exam to become Certified Athletic Therapists in Canada. Relevant documentation on the proposal may be found at Appendix A to this report.

The primary changes to the admissions criteria include the requirements that students be registered in the BA or BSc (Honours) programs in Kinesiology and Health Science, complete 40 experiential hours in a clinical and/or field setting, and complete a minimum of 48 credits before applying to the certificate program. While the admissions criteria previously did not specify the degree program in which students must be registered, in practice, the certificate program was limited to Kinesiology and Health Science students. This clarification is being made to comply with CATA requirements. The minimum number of credits required to apply to the program will increase from 24 to 48 as the program is seeking more experienced students to facilitate success and retention.

The number of credits required for the certificate program will increase from 24 to 33. The program also will adopt an inquiry- and competency-based curriculum structure as well as changes in the assessment of teaching and learning. The curriculum will feature case studies and practical skills labs, as well as four currently existing practicum courses in field and clinical settings. These changes align with CATA's competency-based curriculum mandate and the UAP goals of expanding experiential learning opportunities for students.

**Approvals:** Faculty of Health Council 5 September 2018 • ASCP 24 October 2018

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate (cont'd)

### Consent Agenda

#### 2. Changes to Requirements for the BA (Honours) Programs in Business Economics • Department of Economics • Glendon

ASCP recommends,

That Senate approve the following changes to the degree requirements for the BA (Honours) Programs in Business Economics, housed in the Department of Economics, Glendon, effective Fall/Winter 2019-2020:

- Reducing the credit value of a core course, GL/ECON 3300 Management Economics, from 6 to 3 credits;
- Splitting one 6-credit course, GL/MATH 2680 Mathematics of Investment, into two 3-credit courses, GL/MATH 1950 3.0 Mathematics of Investment I and GL/MATH 2950 3.0 Mathematics of Investment II, with only the former being a core course; and
- Reducing the major credits for the BA (Honours) program from 66 to 60, and for the Specialized Honours BA program from 78 to 72.

### Rationale

The proposed changes relate to the Specialized Honours BA and iBA, Honours BA and iBA, Honours Double Major BA and iBA, and Honours Major/Minor BA and iBA.

The major requirements for the BA (Honours) programs in Business Economics were recently reviewed with the aim of avoiding unnecessary duplication and providing students more flexibility. Reformulating GL/ECON 3300 as a 3-credit course gives students the flexibility to pursue exchange opportunities abroad, which are common during Study Level 3. Due to constraints on teaching resources in the Mathematics Department, which delivers all mathematics courses for the Business Economics programs, GL/MATH 2680 has not been offered every year. In consultation with the Mathematics Department, it was decided to split GL/MATH 2680 into two 3-credit courses and to maintain only one half, GL/MATH 1950, as a core course. GL/MATH 1950 will continue to adequately prepare students for upper year major courses. The proposed changes will not affect the achievement of program learning outcomes or impact programs other than the Mathematics Department.

**Approvals:** Glendon Faculty Council 26 October 2018 • ASCP 7 November 2018

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)**

## **For Information**

### **a. Minor Modification to Curriculum**

The following proposal has been approved by ASCP:

- Minor changes to the requirements for the Finance stream within the Bachelor of Commerce (Honours) Program, School of Administrative Studies, Liberal Arts & Professional Studies

Kim Michasiw, Chair

# Senate Committee on Awards

## Report to Senate

At its meeting of 22 November 2018

### FOR INFORMATION

#### 1. Revisions to the Procedures for Nomination for University Professors and Distinguished Research Professors (Senate Policy on Honorific Professorships)

The Awards Committee recognized the value of the considerable work to compile files for candidates who are otherwise excellent but not selected for the University Professorship and Distinguished Research Professorship. In view of this, the Committee discussed the benefit of extending the length of time a file is active; currently, per the Procedures for Nomination in the Senate Policy on Honorific Professorships, nomination files are held for reconsideration for one year.

The Committee approved revisions to the Procedures, in sections 4.1 and 4.2 of the Policy, to allow nomination files of those not selected for the University Professorship and Distinguished Research Professorship to be held for reconsideration for three years by the Awards Committee.

The revisions are presented in the table below. The full policy is included as Appendix A, with the updated sections bolded.

Current Procedures	Revised Procedures
<p>4.1 <i>University Professor</i></p> <p>iv) Nominators will be advised of a decision after the deliberations. Files of those not selected will be held until the Committee's next deliberations on the University Professorship. Nominators may choose to re-nominate the individual and may submit supplementary material.</p>	<p>4.1 <i>University Professor</i></p> <p><b>iv) Nominators will be advised of the committee's decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.</b></p>
<p>4.2 <i>Distinguished Research Professor</i></p> <p>v) Nominators will be advised of a decision after the deliberations. Files of those not selected will be held until the committee's next deliberations on</p>	<p>4.2 <i>Distinguished Research Professor</i></p> <p><b>v) Nominators will be advised of the committee's decision after the deliberations. Files of those not selected will be held for three years</b></p>

# Senate Committee on Awards

## Report to Senate (cont'd)

the Distinguished Research Professorship. Nominators may choose to re-nominate the individual and may submit supplementary material.	<b>for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.</b>
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Although changes to Senate policies must be approved by Senate, Senate approval is not required in this case as the revision relates to the Procedures section of the Senate Policy on Honorific Professorships.

### **2. Revisions to the President's University-Wide Teaching Awards Criteria**

Similar to the Honorific Professorships policy, the Committee approved revisions to the President's University-Wide Teaching Awards Criteria to allow nomination files of full-time faculty and contract/adjunct faculty not selected to be reconsidered for three years, provided the nominee remains active at the University. In response to observations about the challenges student nominators experience when trying to obtain teaching evaluations from a faculty or department, the criteria now require nominees to provide a summary of teaching evaluations.

The revised PUWTA criteria are included as Appendix B, with the updated sections bolded.

The PUWTA call for nominations will be distributed in November. Senators are encouraged to promote the submission of nominations among their colleagues.

Brenda Spotton Visano, Chair

## The Senate of York University – Minutes

**Meeting:** Thursday, October 25, 2018, 3:00 pm  
Senate Chamber, N940 Ross

F. van Breugel (Chair)	J. Goldberg	A. Norwood
A. Macpherson (Vice-Chair)	R. Grinspun	J. O'Hagan
M. Armstrong (Secretary)	R. Habib	S. Paradis
T. Abudallah	M. Hamadeh	J. Patel
R. Allison	D. Hastie	A. Perry
J. Amanatides	L. Hébert	B. Pilkington
A. Avolonto	A. Hovorka	S. Pisana
I. Azari	R. Irving	A. Pitt
T. Baumgartner	L. Jacobs	M. Poon
A. Belcastro	H. Jordan	C. Popovic
L. Bellissimo	A. Karim	S. Premji
E. Bernado-Ciddio	N. Khurana	M. Rajabi-Paak
O. Birot	A. Kimakova	M. Reisenleitner
D. Cabianca	J. Kirchner	A. Ricci
L. Cho	K. Kroker	I. Roberge
J. Clark	J. Lazenby	B. Ryder
J. D'Angelo	R. Lee	L. Sanders
A. Davis	R. Lenton	V. Saridakis
W. Denton	C. Lewis	L. Sergio
Y. Dina	T. Loebel	M. Sers
C. Ehrlich	J. MacDonnell	J. Sharma
S. Ehrlich	E. Mackinnon	A. Solis
S. Embleton	W. Mackwood	B. Spotton Visano
J. Etcheverry	A. MacLennan	P. Szeptycki
B. Evans	J. Magee	G. Tourlakis
L. Farley	P. McDonald	R. Tsushima
I. Ferrara	J. McMurtry	E. van Rensburg
N. Fisher-Stitt	K. Michasiw	G. Vanstone
L. Frew	J. Michaud	R. Wellen
L. Fromowitz	P. Millet	B. White
B. Gainer	T. Moore	D. Wilson
A. Garisto	D. Mutimer	D. Zwick
A. Glasbeek	R. Myers	

### 1. Chair's Remarks

The Chair of Senate, Professor Franck van Breugel of the Lassonde School of Engineering, welcomed Senators and gave a special welcome to new Deans Alice Hovorka, Environmental Studies, and Jane Goodyer, Lassonde. The Chair expressed condolences on the passing of Professor Emeritus Robert Cox, a former member of the Department of Political Science; Robert L. R. Overing, the founding dean of York's Faculty of Education; and Jack Ellis, a former Associate Dean of the Faculty of Environmental Studies and Chair of Senate APPC.

## The Senate of York University – Minutes

The Chair drew Senators' attention to the correspondence requested at the September meeting of Senate pertaining to a recommendation by two Senators to amend the Senate rules on decorum, which had been included in the agenda.

### 2. Minutes of the Meeting of June 14, 2018

At the request of a Senator, the minutes were moved to the regular agenda. It was moved and seconded **“that Senate approve the minutes of the meeting of June 14, 2018.”**

It was moved and seconded that item 4 of the minutes, Inquiries and Communications, be amended by adding the phrases **“saying there is no rule that requires prior vetting of communications”** and **“the speaker continued, saying his focus is the academic implications of the disruption.”** Responding to the rationale provided, the Chair advised that Senate Executive discussed the alternate wording but was satisfied with the language as drafted. It also agreed to take up the question of providing notice of communications during the upcoming review of the Senate Rules, Procedures and Guidelines.

On a vote, the amendment was *defeated*. On a vote, the motion to approve the minutes *carried*.

### 3. Business Arising from the Minutes

There was no business arising from the minutes.

### 4. Inquiries and Communications

#### a. Report of the Academic Colleague to the Council of Ontario Universities

Senator David Mutimer attended a recent meeting of the COU Colleagues and the Council in the absence of an appointed Academic Colleague for York, where the discussion centred on free speech on campus. The Colleagues' discussion focused on how institutions can support faculty and students in fostering a climate of free expression, with the importance of a pedagogy specific to locations and experiences emerging as a predominant theme. In the Council meeting, where Colleagues and university Executive Heads met together, the Colleagues shared a wide range of scenarios to generate discussion on the practical supports that can be put into place to make institutional free speech policies meaningful and effective.

### 5. President's Items

Reflecting on the October 4 Senate sponsored Community Forum on Renewing Institutional Focus, President Rhonda Lenton highlighted the University's commitment to diversity, inclusion and social justice, which ensures there is no shortage of robust

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discussion and debate. However, the understanding that well-intentioned people dedicated to the success of the university hold different views is essential to productive discussion and debate. President Lenton affirmed her commitment to working with the entire University community to move forward from the labour disruption and to follow up on the takeaways of the forum under the purview of the administration. With challenging times ahead in the current provincial environment, it will be essential for the York community to rally together and find points of consensus.

Regarding the free speech policy mandated by the Ontario government, the Free Speech Policy Working Group will draw from the wide range of existing statements and policies that address free speech to develop a document that reflects the York community. Details about the Working Group's consultations with the community will be announced soon.

Following the announcement of the cancellation of provincial government funding for Markham Centre Campus, President Lenton is exploring with the University's partners whether there are means of moving forward with the Campus. It is hoped that the University will be able to continue the work underway on programming in support of experiential education and research innovations, and respond to the demographic growth anticipated in the York Region in the future. Updates will be shared with Senate as more information becomes available.

President Lenton thanked the teams involved in the YUFA negotiations for their contributions to a successful ratification of the agreement.

President Lenton urged Senators to review the Kudos Report in the agenda package, an inspiring display of the work undertaken by members of the York community. Similarly inspiring are recent events that celebrated the activities of a number of colleagues, including the launch of the Black Canadian Studies Certificate and the Indigenous Studies BA program. Senators were encouraged to attend the Indigenous Council of York's first Community Engagement Session on the Indigenous Framework on November 22.

Responding to suggestions that there be representation from student associations on the Free Speech Policy Working Group, President Lenton highlighted that students will be consulted on the development of the policy. It was confirmed that the policy will be brought to both the Board and Senate for approval.

Senators expressed disappointment about the cancellation of provincial funding for Markham Centre Campus, as well as concern about the impact of the cancellation on the faculty searches underway for the Campus. In response, President Lenton noted that those faculty appointments are linked to programs rather than to the Campus. Further budget cuts to universities are anticipated and the University community will

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need to work together to manage cuts. President Lenton conveyed her appreciation for the calls of a Senator for Senate- and University-wide engagement in advocacy in support of the Campus, but highlighted the importance and effectiveness of the collective advocacy strategy with Ontario university Executive Heads.

Other comments generated by the report included the following:

- concern about the complaints against eight students filed under the Code of Student Rights and Responsibilities
- concern about the University's engagement with the Ontario Chamber of Commerce (OCC), as it is thought that the organization's positions on employment standards do not align with the University's values

### Committee Reports

#### 6. Executive Committee

##### a. Election of COU Academic Colleague

The Vice-Chair presented candidates for election to the role of Academic Colleague to the Council of Ontario Universities and confirmed that no other nominations had been received. It was moved, seconded and *carried* “**that nominations be closed.**” As a result, Andrea Davis, Associate Professor, Department of Humanities, Liberal Arts & Professional Studies, was elected to the role.

##### b. Information Items

The Executive Committee's information items included the following:

- approval of Senate committee members nominated by Faculty Councils
- approval of members of Senate committees nominated by student Senators
- the Committee's monitoring of the academic disruption, which includes the development of a report of remediation options and actions taken by the Executive Committee and Senate during the disruption, to be shared with Senate at an upcoming meeting
- Senate committee priorities for 2018-2019, including the addition of a Senate discussion of the *Principles Governing a Presidential Search* to the Executive Committee's priorities in response to input received at the September Senate meeting and the Community Forum
- report on the Senate sponsored Community Forum on Renewing Institutional Focus
- work underway on the free speech policy
- Committee and Sub-Committee membership for 2018-2019

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A Senator observed that widespread discomfort with collegial governance and the role of Senate in collegial governance emerged as a central theme during the Community Forum; in view of this, it was suggested that Senate Executive include a general consideration of improving collegial governance as a follow-up item from the Forum.

### 7. Academic Policy, Planning and Research

#### a. Information Items

APPRC provided information on these items:

- confirmation of its priorities for 2018-2019
- on the university budget consultations, the Committee's input to the Provost and Vice-President Finance and Administration on the areas where the University Fund resources should be directed
- process planning for a new / "revised" faculty composed of Geography, the Faculty of Environmental Studies and other possible units, which is being led by a Facilitating Group co-chaired by the Chairs of APPRC and ASCP
- plans to hold an academic planning forum in early December that will build on last year's Forum of Ideas
- defining an action plan on Incomparable Metrics to track the University's success in research and scholarship through indicators
- discussions with the Deans and Principal on Faculty academic plans, to take place from Spring to Fall 2019
- an electronic curriculum vitae exercise geared toward modernizing practice

In response to a question from a Senator about whether APPRC intends to consider the effects of the SHARP budget model on inter-departmental and inter-faculty programs, President Lenton and Senator Loebel noted that the Office of the Provost and the Faculty of Graduate Studies are working on guidelines to facilitate those collaborations. It was highlighted that the budget must support interdisciplinarity, a defining feature of the University.

### 8. Academic Standards, Curriculum and Pedagogy

#### a. Diploma in Communication, Culture and Leadership in Canada: Establishment

It was moved and seconded **“that Senate approve the establishment of the Type 2 Graduate Diploma in Communication, Culture and Leadership in Canada, housed in the Schulich School of Business, Faculty of Graduate Studies, effective summer 2019.”**

Following discussion regarding the name of the program that involved a motion which was subsequently withdrawn, a friendly amendment was moved and seconded revising

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the name to “**Diploma in Communication, Culture and Leadership in Canadian Business.**” On a vote, the motion as amended *carried*.

### b. Information Items

Information items reported by ASCP were the following:

- minor changes to the requirements for the MA and PhD programs in Sociology, LA&PS / Graduate Studies
- minor changes to the requirements for the Professional LLM Specializing in Securities Law, Osgoode / Graduate Studies
- sessional dates for three academic years, from SU2019 to FW2021-2022

## 9. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

### a. Report of the Sub-Committee on Quality Assurance

The APPRC-ASCP Joint Sub-Committee on Quality Assurance transmitted to Senate a collection of Final Assessment Reports from completed Cyclical Program Reviews in the Department of Social Science, LA&PS, as required by the York University Quality Assurance Procedures.

## 10. Tenure and Promotions

### a. 2017-2018 Annual Report

Tenure and Promotions presented its annual report on Tenure and Promotions for 2017-2018. In doing so, the Committee’s Co-Chair noted that the full committee review of unit-level standards, originally scheduled to take place in 2017-2018, will occur in early 2019.

## 11. Tenure and Promotions Appeals

### a. 2017-2018 Annual Report

The 2017-2018 Annual Report of the Tenure and Promotions Appeals Committee was transmitted to Senate.

## 12. Other Business

There being no further business it was moved, seconded and *carried* “**that Senate adjourn.**”

# The Senate of York University – Minutes

## Consent Agenda Items

### 13. Minutes of the Meeting of September 27, 2018

The minutes of the meeting of September 27, 2018 were *approved by consent*.

### 14. Master of Arts in Social and Political Thought: Change to requirements

Senate *approved by consent* changes to the admission and degree requirements for the MA program in Social and Political Thought, Department of Social Science, LA&PS / Graduate Studies.

### 15. BA programs in Business and Society: Change to requirements

Senate *approved by consent* a change to the requirements for the BA programs in Business and Society, Department of Social Science, LA&PS.

### 16. Senators on the Board of Governors re: October 2, 2018 Meeting of the Board

A synopsis of the Board meeting of October 2, 2018 as conveyed by Senators Mutimer and Turlakis was *noted*.

F. van Breugel, Chair \_\_\_\_\_

M. Armstrong, Secretary \_\_\_\_\_

# APPENDICES

## **Executive Committee:**

- Appendix A: Draft Statement of Policy on Free Speech

## **Academic Standards, Curriculum and Pedagogy Committee:**

- Appendix A: Certificate in Athletic Therapy (Health): Changes to Requirements

## **Awards**

- Appendix A: Senate Policy on Honorific Professorships
- Appendix B: President's University-Wide Teaching Awards Criteria

## York University Statement of Policy on Free Speech

*Draft – November 15, 2018*

### Purpose

1. York University wishes to affirm its longstanding protection of and support for free speech as a fundamental principle upon which it pursues its mission. This Statement of Policy has been informed and enhanced by submissions, comments and suggestions shared by many members of the York community who participated in consultations over a number of weeks in the Fall of 2018.

### York's Definition of Free Speech

2. In light of York University's policies, and the laws governing the University, freedom of speech is the right to seek, receive, share and impart information and ideas of all kinds, in a variety of forms, including orally, in writing, in print, and in the form of art or music, or through any other media of one's choice. In the words of the Task Force on Student Life, Learning & Community (2009), the "University has an unwavering commitment to fundamental values of free expression, free inquiry, and respect for genuine diversity of thought and opinion." Preservation of free and open exchange of ideas and opinion for and by all members of the community through respectful debate, including robust rights to protest and express dissent, are central to the mission of York University. Attempts to prevent such free inquiry, whether from other members of the University community or from external groups, are inconsistent with this mission.

### York's Policy on Free Speech

3. As set out in the *York University Act*, the objects and purposes of York University are, (a) the advancement of learning and the dissemination of knowledge; and (b) the intellectual, spiritual, social, moral and physical development of its members and the betterment of society. York University is committed to the goal of a welcoming and approachable campus, embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge.
4. York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, inequality and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.
5. A range of York Policies reflect the right of all community members and invited guests to express their views within the law without fear of intimidation or harassment. To guarantee this right, it is recognized that community members may be exposed to ideas or opinions they find disagreeable or offensive. Freedom of speech is not

absolute and does not protect expression that constitutes hate speech, harassment, threats, discrimination or otherwise violates the law. Consequently, the University will not tolerate members of our community or guests engaging in threatening speech or actions which violates York's commitments to ensure the safety of community members, as noted in various policies such as Disruptive and/or Harassing Behaviour in Academic Situations, Racism, Sexual Violence which address the priority of community safety and the harm that can arise from some forms of expression. These policies also provide recourse for those affected by such speech.

6. All persons having access to and use of University property must comply with York's policies and the laws of Canada, which circumscribe where, when and how speech may be permitted. Students, for example, are responsible for upholding an atmosphere of civility, diversity, equity and respect in their interactions with others, and should strive to make the campus safe, support the dignity of individuals and groups, and uphold individual and collective rights and responsibilities. The autonomy and responsibility of student groups over activities they organize or sponsor, and the development of their own policies in relation to freedom of speech and expression, are also affirmed.
7. This Statement of Policy draws from a number of policies at York University (set out in the Related Policy Section below), and the specific procedures in relation to complaints, dispute resolution, enforcement and remedies are set out under each underlying policy and also under applicable collective agreements.
8. York University affirms that it has in place mechanisms to deal with complaints and ensure compliance. Each of the existing policies underlying this Statement of Policy include mechanisms for interpretation, compliance and enforcement. Complaints that remain unresolved may be referred to the University Ombudsperson and to the Ontario Ombudsman. Additional guidelines, tool-kits, education and training with respect to free speech will be developed from time to time as needed.
9. York University will prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO).
10. This Statement will be reviewed coincident with the release of the first annual report, then 2 years following that and thereafter every five years.

## **Related Policies**

Code of Student Rights and Responsibilities  
Computing and Information Technology Facilities Policy  
Disruptive and/or Harassing Behaviour in Academic Situations Policy  
Firearms and Weapons Policy and Procedures  
Hate Propaganda Guidelines  
Healthy Workplace Policy  
Policy Concerning Racism  
Policy on Acceptance and Display of Commemorative Artwork  
Postering Policy  
Presidential Regulation Number 4 Regarding Student Government/Organizations  
Prohibiting On-Campus Essay Writing Services Policy  
School of Nursing Policy on Social Media  
Sexual Violence Policy  
Special Events and Visits of High Profile Guests Policy  
Student Professional Behaviour Policy (BScN)  
Student Professional Behaviour Policy (BSW)  
Temporary Use of Space Policy  
Workplace Harassment Prevention Policy  
Workplace Violence Prevention Policy

# York Working Group on Free Speech Policies<sup>1</sup>

## Mandate, Policy Principles & Resources

### 1. Background:

On August 30, 2018, the Ontario Provincial Government announced its intention to assure free speech protections at publicly funded Universities and Colleges. It is requiring every publicly-assisted college and university to develop and publicly post by January 1, 2019 its own free speech policy that meets the government's minimum standards. Those minimum standards have been stated as:

- A definition of freedom of speech.
- Principles based on the University of Chicago Statement on Principles of Free Expression:
  - Universities and colleges should be places for open discussion and free inquiry.
  - The university/college should not attempt to shield students from ideas or opinions that they disagree with or find offensive.
  - While members of the university/college are free to criticize and contest views expressed on campus, they may not interfere with the freedom of others to express their views.
  - Speech that violates the law or constitutes harassment or a threat is not allowed.
- That existing student discipline measures apply to students whose actions are contrary to the policy (e.g. ongoing disruptive protesting that significantly interferes with the ability of an event to proceed).
- That institutions shall consider official student groups' compliance with the policy as a condition for ongoing financial support or recognition, and encourage student unions to adopt policies that align with the free speech policy.
- That the college/university uses existing mechanisms to handle complaints and ensure compliance. Complaints that remain unresolved may be referred to the Ontario Ombudsman.
- That by September 1, 2019, the institution shall prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO).

### 2. Working Group and Mandate

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<sup>1</sup> In these documents the terms "freedom of speech" and "freedom of expression" are used interchangeably.

In light of York's extensive, existing policy commitments with respect to free speech, the President established a Working Group on York's Free Speech Policies, in order to:

- (i) identify and integrate into a single, consolidated policy document York's policies relating to free speech;
- (ii) consult York community members on how best to address gaps or areas which require modifications in York's existing policies;
- (ii) determine if there are any gaps which need to be addressed or areas which require modifications to York's existing policies, and if so what process should be followed for such reform; and
- (iv) present recommendations for a consolidated policy statement, and related initiatives, in response to the Government requirement.

The Working Group consists of:

Chair: Lorne Sossin, Presidential Advisor on Community Engagement

Thabit A.J. Abdullah, Professor & Chair, Department of History, Liberal Arts and Professional Studies

Paul Axelrod, Professor Emeritus, Education

Jamie Cameron, Professor, Osgoode Hall Law School

Mazen J Hamadeh, Associate Professor, Health and Head of Stong College (Member of Senate Executive)

Marshall McCall, Professor and Chair, Department of Physics and Astronomy, Science

Heather Shipley, Advisor, Education & Communications, Centre for Human Rights, Equity, and Inclusion

John Wu, Schulich School of Business/Osgoode Hall Law School, Student Senator (Member of Senate Executive)

The Working Group is supported by Maureen Armstrong and Robert Everett of the Office of the University Secretary and General Counsel, and assisted by Sarah Cantrell, Assistant Vice-President Institutional Planning and Analysis, who also sits on a working group on this issue at the COU.

The Working Group will circulate a draft consolidated statement of policy document and invite comment and discussion by students, faculty and staff at in-person and digital consultations in November, 2018. The policy will be finalized in December, 2018.

### **3. (Draft) Definition of Freedom of Speech**

The directive from MTCU requires Universities to adopt a definition of free speech for purposes of its protection and regulation. It is noteworthy that while the existing policy framework reflects a deep commitment and broad protection of expressive freedom, it is not a term that has been subject to a single definition at York University.

While discussion of the scope of expressive freedom has been and will continue to be important, the Working Group takes as its point of departure the existing legal definition of free expression by the Supreme Court of Canada in the context of section 2(b) of the *Charter of Rights and Freedoms*. In framing this constitutional protection of the *Charter* protection of “freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication,” the Supreme Court of Canada in *Irwin Toy Ltd. v. Quebec (Attorney General)*, [1989] 1 S.C.R. 927, provided the following description of “expression”:

"Expression" has both a content and a form, and the two can be inextricably connected. Activity is expressive if it attempts to convey meaning. That meaning is its content. Freedom of expression was entrenched in our Constitution and is guaranteed in the Quebec *Charter* so as to ensure that everyone can manifest their thoughts, opinions, beliefs, indeed all expressions of the heart and mind, however unpopular, distasteful or contrary to the mainstream. Such protection is, in the words of both the Canadian and Quebec Charters, "fundamental" because in a free, pluralistic and democratic society we prize a diversity of ideas and opinions for their inherent value both to the community and to the individual. (at p.968.)

This approach to free expression is reflected in the variety of free speech protection and regulation within several existing policies and procedures at York University.

Following past periods of strife at York, then President Shoukri issued statements on “free speech,” in which he described York’s approach to free speech in the following terms,

“Universities exist for the discussion of often difficult and uncomfortable ideas in a civil and respectful academic environment, because this is a critically important way to protect genuine freedom of thought and opinion.”

...

“It is the responsibility of those with strong views on either side of this debate to conduct themselves in a way that does not demonize others, nor create an atmosphere where intolerance is the inevitable outcome. Equally we will not tolerate members of our community engaging in speech or actions which may be or be perceived to be threatening. Nor is it acceptable to attempt to disrupt or

interfere with events on campus, even if some may find them distasteful. This includes actions by groups from outside the University, who have been warned that we will not tolerate attempts to silence students expressing themselves.”

We observe that the “Chicago Statement” referred to in the MTCU letter of September 12, 2018, captures a similar approach in the following terms: “Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, the University of Chicago fully respects and supports the freedom of all members of the University community “to discuss any problem that presents itself.”

#### **4. (Draft) Principles for a Freedom of Speech Statement of Policy**

Free speech protection and regulation is governed by a variety of policies at York University. That said, until now, those protections and regulations have not been synthesized and consolidated into a separate and free-standing free speech policy at the University. In so doing, we are mindful that many of the most important aspects of assuring expressive freedom takes place not in the articulation of policies but in how policies are interpreted, applied and enforced. For this reason, we believe transparency, consistency and fairness in the administration of these policies is vital. The annual report in response to the MTCU directive is an important aspect of transparency, but the development of guidelines, tool-kits, best practices, education and training are important as well.

Attached as Appendix A is an overview of relevant legislation and policies.

Since the Working Group is developing a statement of policy on free speech drawn from existing policy frameworks, some aspects of the directive can be addressed simply by highlighting how these policies are responsive. For example, York’s existing Code of Student Rights and Responsibilities addresses the requirement in the directive relating to student discipline. Further, the question of how student groups deal with expressive freedom, and their relationship to York’s policies, is addressed through York’s existing Regulations Regarding Student Organizations.

With the recognition that the administration of policies relating to free speech can be enhanced by a clear set of governing principles, and in light of the importance of consolidating and clearly conveying the relevant policies relating to free speech, we have identified the following principles applicable to free speech at York University:

- 1) Open discourse, where points of view are freely and vigorously expressed and debated, is central to the mission of York University. Every effort must be made to ensure the protection and promotion of free speech.

2) Expressive freedom at York University is subject to the limits that are prescribed by law; these include the *Criminal Code* (prohibiting hate propaganda), the Ontario *Human Rights Code* and other laws (such as legal requirements of confidentiality and privacy protection).

3) The university is a distinctive setting. Academic freedom protects certain kinds of speech in certain settings at the University, and where it applies, additional protections from Senate policies, collective agreements and elsewhere may also apply. Like free speech generally, academic freedom is vital to the mission of the University but not absolute. Short of “hate speech,” there may also be legitimate constraints on speech at the University, inside and outside the classroom, that arise from an assessment of disproportionate impact for certain individuals and groups, the evolving standards of professional practice, and other contextual assessments. Faculty, for example, are not permitted to humiliate students. Under the Code of Student Rights and Responsibilities, students are required to treat community members with respect. Policies on sexual violence and harassment and racism set out other important constraints on the content of speech on campus. Such constraints should be applied with care so that legitimate dialogue is not unduly stifled.

4) Free speech activities at York University are also subject to a range of University policies and procedures, including policies on the temporary use of space, postering, use of computing facilities and others. Some of these policies and procedures relate to logistics and costs for events such as security; others may relate to the internal rules of various faculties, centres, institutes, student groups, etc. An inclusive approach to free speech is the underlying assumption and commitment of these policies and procedures. To reiterate, provided that the policies and procedures of the University are respected, speakers should be permitted to make their presentations free from interruption, threats or harassment.

5) As a general approach, protections for free speech on campus should be interpreted broadly, while constraints to free speech should be interpreted narrowly. To the extent that constraints on free speech exist at the University, they relate to the content of speech, not to the speaker. Even where some community members may find the presence of a particular speaker on campus upsetting or offensive, however, this cannot interfere with the right of groups to invite controversial speakers or the right of those speakers to share their views.

## **Appendix “A”: Relevant Legislation and Policies**

### **A. Governing Legal Framework**

The framework for understanding and disseminating York’s policies with respect to free speech includes both a range of policy instruments within the University, and a range of legal instruments outside the University which govern conduct within the University. Some of these legal instruments are set out below (as well as relevant excerpts from those instruments) – and please note that this is not an exhaustive list.

#### ***York University Act, 1965 -***

<http://secretariat.info.yorku.ca/governance-documents/york-university-act-1965/>

4. The objects and purposes of the University are,
- (a) the advancement of learning and the dissemination of knowledge; and
  - (b) the intellectual, spiritual, social, moral and physical development of its members and the betterment of society.

#### ***Criminal Code (R.S.C., 1985, c. C-46)***

<https://laws-lois.justice.gc.ca/eng/acts/C-46/section-319.html>

#### **Hate Propaganda**

Advocating genocide

318 (1) Every one who advocates or promotes genocide is guilty of an indictable offence and liable to imprisonment for a term not exceeding five years.

- Definition of *genocide*

(2) In this section, *genocide* means any of the following acts committed with intent to destroy in whole or in part any identifiable group, namely,

- (a) killing members of the group; or
- (b) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction.
- Consent

(3) No proceeding for an offence under this section shall be instituted without the consent of the Attorney General.

## **Public incitement of hatred**

319 (1) Every one who, by communicating statements in any public place, incites hatred against any identifiable group where such incitement is likely to lead to a breach of the peace is guilty of

- (a) an indictable offence and is liable to imprisonment for a term not exceeding two years; or
- (b) an offence punishable on summary conviction.

## **Wilful promotion of hatred**

(2) Every one who, by communicating statements, other than in private conversation, wilfully promotes hatred against any identifiable group is guilty of

- (a) an indictable offence and is liable to imprisonment for a term not exceeding two years; or
- (b) an offence punishable on summary conviction.

## **Defences**

(3) No person shall be convicted of an offence under subsection (2)

- (a) if he establishes that the statements communicated were true;
- (b) if, in good faith, the person expressed or attempted to establish by an argument an opinion on a religious subject or an opinion based on a belief in a religious text;
- (c) if the statements were relevant to any subject of public interest, the discussion of which was for the public benefit, and if on reasonable grounds he believed them to be true; or
- (d) if, in good faith, he intended to point out, for the purpose of removal, matters producing or tending to produce feelings of hatred toward an identifiable group in Canada.

## ***Human Rights Code, R.S.O. 1990, c. H-19* –**

<https://www.ontario.ca/laws/statute/90h19>

“Ontario’s *Human Rights Code* is clear – the right of people to express their opinion is protected.” “Expressing Support for Freedom of Expression” (2011) - <http://www.ohrc.on.ca/en/annual-report-2010-2011-looking-back-moving-forward/expressing-support-freedom-expression>

## ***Charter of Rights and Freedoms –***

<https://laws-lois.justice.gc.ca/eng/Const/page-15.html>

Fundamental freedoms

2. Everyone has the following fundamental freedoms:

- (a) freedom of conscience and religion;
- (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- (c) freedom of peaceful assembly; and
- (d) freedom of association.

As a general matter, Universities do not constitute “government” within the meaning of s.32 of the *Charter*, and therefore fall outside the ambit of its application. The question as to whether *Charter* protects expressive freedom under section 2(b) on campus continues to be the subject of debate, though the current state of the law reflects the view that the *Charter* itself does not apply—see

*BC Civil Liberties Association v. University of Victoria*, 2016 BCCA 162 (CanLII), <https://www.canlii.org/en/bc/bcca/doc/2016/2016bccca162/2016bccca162.html?searchUrlHash=AAAAAAAAAAEAFTlwMTUgQkNTQyAzOSAOQ2FuTEIJKQAAAEACy8yMDE1YmNzYzM5AQ&resultIndex=1>

That said, definition of “free speech” in *Charter* jurisprudence informs scope of concept within other legal instruments and University policies.

## **B. Existing University Policies and Policy Statements**

What follows is a list of the key policies which govern free speech at York University, and some excerpts from those policies of particular relevance to expressive freedom on campus. Again this list is not exhaustive. For example, the policy below on student governments and organizations refers to additional guidelines which may be contained in the hundreds of separate constitutions and internal policies of each student group and organization.

### **B.1 York University Policies and Plans**

#### **University Academic Plan 2015-2020**

<http://secretariat.info.yorku.ca/senate/academic-policy-planning-and-research-committee/university-academic-plan-2015-2020-uap/>.

Our Mission Statement includes: We test the boundaries and structures of knowledge. We cultivate the critical intellect.

Our Values are:

**Excellence:** York strives for excellence in teaching and learning (or pedagogies), academic programs and research/scholarly/ creative pursuits enriching as well as educating, enabling as well as informing through fostering intellectual curiosity, innovation, and creativity.

**Progressive:** York is open minded, forward looking and flexible. We embrace innovative approaches, technologies and perspectives to solve problems, develop new understandings, solutions and discoveries that have an impact on our world.

**Inclusivity and diversity:** York is a welcoming and approachable campus embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge

**Social justice and equity:** York is socially responsible, and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms through civic, scientific and cultural actions.

**Sustainability:** York values environmental, social, and fiscal sustainability through its programs, physical environment, and fiduciary practices.

**Code of Student Rights and Responsibilities** - <https://oscr.students.yorku.ca/student-conduct>

### **Introduction**

York University is a place of research, teaching and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another. Freedom of expression, freedom of association, freedom to study and to learn, freedom to engage in research, and the freedom to write and to publish are all recognized as central to the mission of the institution. It is acknowledged that these values can only be meaningful, and these freedoms fully realized, in an atmosphere of safety and security. All York students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire York community.

...

1. Students have the following rights:

*(2) The right to participate in activities for students at the University, without harassment, intimidation, discrimination, disruption or acts of violence.*

4. All students have the rights and responsibilities articulated in the preamble. In keeping with these rights and responsibilities, students are responsible for conducting themselves in a way that supports research, teaching and learning, and upholding an atmosphere of civility, diversity, equity and respect in their interactions with others. Students should strive to make the campus safe, to support the dignity of individuals and groups, and to uphold individual and collective rights and responsibilities.

### **Program Specific Codes of Conduct**

There are a variety of program specific policies and requirements which relate to free speech at York – for example, the “Social Media” policy for students in the BScN (Nursing) program incorporates a series of profession-wide restrictions on the use of social media - <https://secretariat-policies.info.yorku.ca/policies/school-of-nursing-policy-on-social-media/> which in turn forms part of a broader set of professional behavior requirements - <http://secretariat-policies.info.yorku.ca/policies/student-professional-behaviour-policy-bscn/>

### **Regulations Regarding Student Government/Organizations**

<https://secretariat-policies.info.yorku.ca/policies/presidential-regulation-number-4-regulations-regarding-student-governments-organizations/>

- 10.(a) Students may form organizations to promote activities, causes or projects in which they are interested.
- (b) Upon approval or authorization by the relevant body, such organizations are eligible to
  - (i) receive grants from a sponsor, including a student government or a faculty, college, department or other academic unit, and
  - (ii) receive funds generated by a levy approved in accordance with these regulations.
- (c) All such organizations must, prior to receiving funds, provide the Provost with
  - (1) a copy of their constitution or equivalent written statement of purposes and goals,
  - (2) a current listing of the names and addresses of executive officers, including the treasurer or equivalent, and
  - (3) an undertaking to observe the general regulations and policies of the university and the regulations and procedures governing financial accountability.

### **Policy on Temporary Use of University Space**

<https://secretariat-policies.info.yorku.ca/policies/temporary-use-of-university-space-policy/>

1. Members of the York University community are encouraged and allowed to hold events and to engage in the full expression of their opinions on the University's premises, subject only to the principles and procedures outlined herein.
2. The lands and buildings of York University are private property and the University reserves the right to control access to its campuses, and the use of its space and facilities.
3. Persons who are not students, faculty, staff or members of a governing body of York University are considered guests of the University.
4. Members of the University and others may use University space provided that it is reserved in advance for organized purposes and that it is used in compliance with all University policies and regulations and municipal by-laws. For example, and without limiting the generality of the foregoing, users must comply with the University's food and alcohol policies, parking regulations, smoking restrictions, fire and safety requirements, etc. Federal and Provincial statutes and municipal by-laws relating to private property and the rights of individuals will apply without condition.
5. The University upholds the principles of freedom of speech and freedom from intimidation and harassment. All persons having access to and use of University space shall observe these principles, and the laws of Canada.

### **Policy on Postering**

<https://secretariat-policies.info.yorku.ca/policies/postering-guidelines/>

7. With the exception of University approved regulatory notices, postering inside classrooms, lecture halls and other teaching spaces is prohibited. Posters and documents relating to class instruction or other programmatic use of the teaching space are permitted, but shall be removed upon vacating the room/space.

### **Policy on Acceptance and Display of Commemorative Artwork**

<https://secretariat-policies.info.yorku.ca/policies/acceptance-and-display-of-commemorative-art-work-guidelines/>

3. In determining whether to accept and display a work, the following considerations will apply:

The artistic merit of the work

The degree of difficulty of maintaining and the cost of insuring the work

Any special security measures required to protect the work

Whether the work or the individual or event it commemorates is so controversial as to engender activity which would compromise the work, the facilities or the activities of the university.

## Hate Propaganda – Guidelines

<https://secretariat-policies.info.yorku.ca/policies/hate-propaganda-guidelines/>

1. York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, **inequality and discrimination based on grounds enumerated in the Ontario Human Rights Code**. In such an environment there is no place for hate propaganda.

## Policy Concerning Racism

<https://secretariat-policies.info.yorku.ca/policies/racism-policy-and-procedures/>

1. York University affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength.
2. York University affirms its commitment to human rights, and, in particular, to the principle that every member of the York community has a right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity.
3. York University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment and to promote anti-racism.

## Policy on Sexual Violence

<https://secretariat-policies.info.yorku.ca/policies/sexual-violence-policy-on/>

### Sexual Harassment:

- a. Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted;
- b. The making of an implied or express promise of reward for complying with a sexually oriented request;
- c. The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request; and/or
- d. Sexually oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

### Sexual Violence:

Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is

committed, threatened or attempted against a person without the person's consent and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

## **Policy on Computing and Information Technology Facilities**

<http://secretariat-policies.info.yorku.ca/policies/computing-and-information-technology-facilities-senate-policy/>

2. Computing and information technology facilities may be used only in a manner which does not contravene York University's relevant policies, codes, agreements, and network protocols, and provincial and federal laws.

## **Policy on Workplace Harassment Prevention**

<http://secretariat-policies.info.yorku.ca/policies/workplace-harassment-prevention-policy/>

The term, "workplace harassment" means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; or workplace sexual harassment.

1. York University is committed to protecting all persons working for York University and shall take reasonable precautions to prevent workplace harassment.
2. Anyone who engages in workplace harassment shall be subject to complaint procedures, investigation, remedies, sanctions and discipline up to and including termination.

## **Policy on Special Events and Visits of High Profile Guests**

<http://secretariat-policies.info.yorku.ca/policies/special-events-and-visits-of-high-profile-quests-to-the-university-policy/>

To ensure that special events and visits of high profile guests to the University are properly arranged and staged, the President shall, from time to time, establish formal procedures applicable to all members of the University community. These procedures will ensure the application of consistent standards for University events and will address appropriate protocol and operational considerations, including, but not limited to, co-ordination for scheduling within the University calendar, evaluating the adequacy of the budget to the project requirements, space, risk assessment, security arrangements, invitations, publicity & media relations, hosting.

## **B.2 Senate Motions and Policies:**

In addition to University policy, Senate has also adopted a range of policies and motions which contribute to the framework of freedom of speech protections at York

### **Senate's Hortative Motion to SSHRC on Academic Freedom and the Role of the University (June 2009)**

That the Senate of York University express to the *Social Science and Humanities Research Council* (SSHRC) its support for universities to organize and host academic conferences free from government intervention.

That the Senate of York University confirm that the principles of academic freedom prevail with regard to all academic activities undertaken under the auspices of the university as also expressed by the President of the University, the Chair and Chair-designate of the Board of Governors.

### **Senate Policy on Responsible Conduct of Research - <https://secretariat-policies.info.yorku.ca/policies/misconduct-in-academic-research-policy/>**

### **Senate Policy on Faculty Responsibilities - <https://secretariat-policies.info.yorku.ca/policies/responsibilities-of-faculty-members-statement-and-procedures/>**

3. The statement of collegial responsibilities which follows pre-supposes an understanding of the traditional values of university life--that receiving an appointment at a university has meant and still means to most colleagues a commitment to a life of scholarship and creativity, and that the full professional energies of faculty members will be placed at the service of the academy and their disciplines. A tenured appointment guarantees freedom of thought and action to its holders. With this guarantee comes a commitment to the community of one's academic peers to use those freedoms for the purposes for which they are intended. This shared trust must not be abused, either by inordinate or indiscreet paid activity which fails to meet the general criteria outlined below, or by failure to fulfil one's university obligations. A university cannot function by constantly coercing faculty members to live up to their scholarly or creative responsibilities, or to refrain from taking on outside paid work which is neither reflective nor innovative. However, the university must nonetheless be in a position to account to all of its members and to society at large for the way in which those responsibilities are discharged. It must therefore possess knowledge of the behaviour which will permit such an accounting, and must accept responsibility for dealing with abuse.

### **Senate Policy on Disruptive and/or Harassing Behaviour in Academic Situations (2006)**

<http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>

## Policy

Senate affirms that no individual or group of individuals shall cause by action, threat or otherwise, a disturbance that obstructs any academic activity organized by the university or its units.

York is committed to policies that support the teaching and learning of controversial subject matter. Students and instructors are, however, expected to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be civil and respectful at all times within the learning environment, including within classrooms, laboratories, libraries, study halls and other places where academic activities are conducted and in areas proximate to those where academic activities are taking place.

It shall be the responsibility of the course director or other supervisor to determine the appropriate academic response and follow-up resulting from a disruption.

### **C. Statements from York Presidents:**

<https://www.yorku.ca/secretariat/senate/committees/apprc/documents/AcadFreedom/YorkUniversityStatementsandDeclarations2009-2010.pdf>

President 's Statement on Free Speech: A Reminder of Our Rights and Responsibilities (26 February 2010)

“It is the responsibility of those with strong views on either side of this debate to conduct themselves in a way that does not demonize others, nor create an atmosphere where intolerance is the inevitable outcome. Equally we will not tolerate members of our community engaging in speech or actions which may be or be perceived to be threatening. Nor is it acceptable to attempt to disrupt or interfere with events on campus, even if some may find them distasteful. This includes actions by groups from outside the University, who have been warned that we will not tolerate attempts to silence students expressing themselves.”

University statement on building academic communities (June 16, 2009)

President's Statement on Academic Freedom and the Role of the University (May 21, 2009)

### **D. York Collective Agreements**

YUFA, OHFA and CUPE collective agreements all include reference to “academic freedom” – for example, the YUFA-York Collective Agreement provides:

10.01 The parties agree to continue their practice of upholding, protecting, and promoting academic freedom as essential to the pursuit of truth and the fulfilment of the University’s objectives. Academic freedom includes the freedom of an employee to examine, question, teach, and learn; to disseminate his/her opinion(s) on any questions related to his/her teaching, professional activities, and research both inside and outside the classroom; to pursue without interference or reprisal, and consistent with the time constraints imposed by his/her other University duties, his/her research, creative or professional activities, and to freely publish and make public the results thereof; to criticize the University or society at large; and to be free from institutional censorship. Academic freedom does not require neutrality on the part of the individual, nor does it preclude commitment on the part of the individual. Rather, academic freedom makes such commitment possible.

10.02 When exercising their rights of action and expression as citizens, employees shall endeavour to ensure that their private actions or expressions are not interpreted as representing positions of York University. Any published views of the Administration concerning yufa shall be clearly identified as representing the views of the York University Administration.

Collective Agreements also include important protections against harassment, including CUPE 3903 (Article 4), as well as YUFA (Article 3)

The Working Group does not see this policy exercise as derogating from any of the rights or procedures contained in collective agreements to which York is a party.

## **E. York Task Forces, Reviews and Inquiries**

York's president announced the creation of a Task Force on Student Life, Learning & Community (2009) “Rights and Responsibilities Within the University” -

[https://www.yorku.ca/president/communication/reports/docs/TaskForce\\_FINALREPORT.pdf](https://www.yorku.ca/president/communication/reports/docs/TaskForce_FINALREPORT.pdf)

“32. The most important principle that needs to guide the action of the University on the matters considered by this Task Force is (from our Terms of Reference) the University’s unwavering commitment to fundamental values of free expression, free inquiry, and respect for genuine diversity of thought and opinion. The core missions of the University are research, teaching and learning. We foster the scholarly and civic development of the University’s students in a safe

and secure learning environment. Preservation of academic freedom and free and open exchange of ideas and opinion for and by all members of the community through respectful debate are central to these missions.

33. It follows that universities are and should be sites of scholarly, intellectual and political engagement, places in which provocative questions can be asked which intentionally seek to disturb the status quo and which need to be raised free of intimidation and harassment. Universities are and should be places of controversy. Intimidation or harassment of members of the community in an attempt to limit their freedom of inquiry or expression of opinion has no place on a university campus. Fully respecting expressive freedom in a manner consistent with the laws of Canada means that points of view with which some or even the vast majority of us may disagree, which for some of us may even be intolerable, must be able to be raised and explored in a variety of academic and scholarly venues.

34. We affirm the principle that the University must be open to the widest range of reasoned debate and argument and that attempts to prevent such free academic inquiry, whether from other members of the University community or from external groups, are inconsistent with the purpose of the University.

35. Universities must also proactively protect free expression including speakers whose views may be deemed to be controversial. This is particularly important in our case because from the information we have been given, it seems that the most disruptive incidents that have occurred on campus, those which have interfered with classes (and which should be noted are fewer in number than the general impression that has effectively circulated in the media and even within our own campus) have occurred when rival groups attempt to 'shut down' one another. These are confrontations, in short, in which student groups attempt to stifle one another's expressive freedom through intimidating or harassing behaviours. These are also the events in which tensions are at their highest and in which the possibility of violence is the most pressing. Part of the protection of freedom of expression is the prevention of its abuse. Expression used to silence others is not defensible."

Iacobucci Report [https://www.yorku.ca/acreview/presidents\\_response.pdf](https://www.yorku.ca/acreview/presidents_response.pdf) (2009)

## **F. Centre for Human Rights, Equity and Inclusion**

### **Resource Guides:**

- Hate Propaganda: A Guide for Students, Faculty & Staff
- La propagande haineuse : Guide pour les étudiants, les membres de la Faculté et le personnel
- Sexual Harassment: A Guide for Students, Faculty, & Staff

- Sexual Assault: A Guide for Students, Faculty, and Staff
- Gender Expression/Gender Identity: A Guide for Students, Faculty, & Staff (Inclusive Language)
- Accommodating Creed (Religion): A Guide for Students, Faculty, & Staff
- Accommodating Disability: A Guide for Students, Faculty, & Staff
- Accommodating Family: A Guide for Students, Faculty, & Staff
- Faculty Resource Guide: Teaching Students with Disabilities
- Understanding Racism: A Guide for Students, Faculty, & Staff

### **Inclusion Lens: Event Management Tool**

- Inclusion Lens - an Event Management Tool designed to assist York University in engaging all peoples in events!

# York University Statement of Policy on Freedom of Speech

## Free Speech Resources and Projects

*Draft – November 15, 2018*

Building on York University's Statement of Policy on Free Speech and the submissions, comments and suggestions shared by many members of the York community who participated in consultations over a number of weeks in the Fall of 2018, the Working Group believes it is important to undertake a range activities and further consultations in relation to free speech at the University.

The Statement of Policy on Free Speech includes the recommendation that, "Additional guidelines, tool-kits, education and training with respect to free speech will be developed from time to time as needed." Below, we elaborate on these recommended next steps.

### **1. Tool-Kit on Protest**

The Working Group heard from a number of community members that the rules relating to protest at York are vague, and there is a perception that those who participate in protest activities may be subject to "reprisals" of various kinds. A "tool-kit" which includes the relevant policy language, examples of permitted and prohibited activities, and further resources for advice and recourse, would go some way to address the current ambiguity. In addition to providing an important source of information for those wishing to engage in protest, such a tool-kit could also form the basis for additional training and education for University staff. While there is significant expertise at York on these issues, the Centre for Human Rights, Equity and Inclusion, which already has developed a tool-kit for those planning events, might be well-suited to this project. The Working Group emphasizes the importance of broad and inclusive consultations in the development of such tool-kits.

### **2. Interpretive Guidelines**

The Working Group heard from many members of the York community that their concern lay not in the general language of a Statement of Policy on Free Speech but how such policies have been and will be interpreted and applied. Interpretive Guidelines, which include examples and commentary, could be helpful in several areas, and we would identify interpretive guidelines around the Temporary Use of University Space policy (for example, when additional charges for security would be required), the Student Code of Rights and Responsibilities, the policy concerning Racism, and the Senate Policy on Disruptive and/or Harassing Behaviour in Academic Situations, as high priorities. In each setting, the Working Group would recommend a broadly consultative process for developing such guidelines, including the involvement of student bodies such as YFS and YUGSA, among others.

### **3. Web Portal for Free Speech Policies and Resources**

Given the importance of clarity and access to information on free speech, the Working Group recommends the development of a single web portal on free speech, which would house York's Statement of Policy on Free Speech, Annual Reports and other publications developed in relation to the Statement of Policy, and would include tool-kits and interpretive guidelines, and links to relevant underlying policies.

### **4. Ongoing Discussion on Free Speech**

The Statement of Policy commits York University to prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO). The Working Group recommends that a process be created for community members to provide ongoing input into the further development of resources relating to the Statement of Policy on Free Speech.

### **5. Addressing Gaps and New Policies**

This process has highlighted how dynamic the area of free speech, and its limits, has become. York University has a long and rich history of fostering an environment in which ideas are freely and respectfully exchanged and debated and evolving its policies and procedures to reflect the needs and interests of the community. The Working Group sees value in reviewing the Statement of Policy on Free Speech and related policies at regular intervals to ensure they remain relevant and effective.

## Freedom of Speech Policy Working Group WHAT WE HEARD

On October 25, 2018 the Working Group posted a discussion document with respect to the development of a freedom of speech policy. It invited all members of the community to provide input on the subject through several media including submitting remarks in writing, posting to a Facebook page dedicated to the subject, or attending one of four town halls (one at Glendon campus, two in-person sessions on the Keele campus and one e-town hall). In addition, discussions on the topic have been undertaken at Faculty Council meetings and submitted to the Working Group.

A wide range of questions, suggestions and concerns have been shared. The following provides a summary of the key messages received.

### The Obligation to Have a Policy and Its Content

#### 1. Creating a policy

The provincial government is motivated by an intention to provide for right wing racist, sexist, and anti-LGBTQ activism on campuses and to prevent community members from protesting these views. The University of Chicago statement has been used in Chicago to invite right-wing extremists to speak on campus, and to silence students who protested them. Ultra right-wing speech is particularly harmful to the York community given the racial, cultural and gender diversity of our students, faculty and staff.

The government is encroaching on the autonomy of the university and this initiative should be opposed by the university.

Some endorsed the principles of the Chicago statement or the statement itself. Others worry that it lays the groundwork for curtailment of protests. Similarly, some welcome the Ford government's initiative out of a desire to avoid the "shutting down" of speakers, stop arbitrary labelling and marginalization of individuals as extremist, and reduce the costs to organizers when controversial speakers are invited. Others are concerned that extremists have been emboldened by the government's mandate, and are stealthily encroaching on campuses.

The relationship between free speech and safety, wellbeing and mental health was frequently highlighted in open forums. For some, the unrestrained exercise of free speech and freedom of expression can result in harms resulting from anxiety or shaming. For others, the very essence of a university is to expose students to ideas they may find provocative or in some ways offensive in (ideally) a scholarly sharing of perspectives.

Some worried that the University was creating a policy from scratch and would abandon its values and convictions. Others appreciated the robust framework and accepted that view, expressed by the working group, that the University has a robust, policy-rich context and decades of experience dealing with challenging situations. In this light, it is not necessary to draft a new policy. The goal is to draw upon existing documents to create a statement of policy that reliably consolidates them.

## 2. Definition of Free Speech

The limitations to free expression based on hate speech should be explicitly mentioned in the definition portion of the policy.

The definition of free speech should not include language that is racially, religiously or sexually coded.

Consider expanding the definition of free speech beyond the conventional, liberal conception based on a negative right, to include other conceptions--such as an Indigenous conception--that would ground a positive right. E.g. Anishinaabe constitutional order which focus on responsibilities rather than a vision of individuals as autonomous.

The consultation document issued by the working group – some found it dense and conceptually ambiguous, others found it thorough and consistent – did not address academic freedom *per se*. (This was done out of respect for collective agreements and the special nature of academic freedom). Even so, the rights and responsibilities of faculty members came into view. Do instructors have a special burden to be sensitive to their students? Are there limits to the kind of research conducted and disseminated? Must speech be grounded in “factuality”? Is “opinion” legitimate if it challenges, for example, the human causes of climate change as opposed to the actions best able to address climate?

## 3. Scope and Content

Statements that are demonstrably false should not be permitted under a free speech policy, when the evidence that such statements ARE demonstrably false, is well known, and the false statement is likely to cause significant harm. (e.g. "Adolph Hitler's Nazi Germany did not murder millions of people", or "There are biological differences that make men smarter than women.")

The policy should include a corresponding right to freedom from discrimination, that is, it should balance classic liberal notions of freedom with diversity and equity. It may be helpful to identify what is *out* of scope such as private conversations or posting on social media not tied to York e-mail or servers. Notions of intent may be germane, for

deliberate offence may differ from the kinds of passionate, even distasteful exchanges that require negotiation in the class room setting.

Freedom to protest must be upheld. The Chicago Principles acknowledge freedom “to criticize and contest views” but indicate that they may not “interfere with the freedom of others to express their views”. How will “interfere” be defined? Individuals asked: who defines and policies anti-racism? Who defines what is “disruptive?” Is it the length of time, the number of people involved, the forcefulness?

The scope of the policy should be clear. How will this apply to invited guests and uninvited visitors? Does it apply to students while engaged in experiential education opportunities?

The policy and procedure must take into consideration the diverse campuses of York. The special nature of Glendon was cited in this regard, where close quarters may magnify issues around use of space.

### The Working Group and Consultation

The Working Group does not have any members from elected student governments and should. It has insufficient student representation. Greater student representation will assist identifying key issues.

Given the level of expertise that exists within certain departments (e.g. Equity Studies), it was disappointing that the working group did not undertake a more pro-active outreach program. The working group was advised to familiarize itself with actual case studies when campus controversies turned on free speech debates.

There were a number of requests to provide a detailed record of the consultations available as context and out of a commitment to transparency and accuracy.

### Concerns Regarding How the Policy May be Applied

Many student groups are concerned that the policy will be against them to prevent them from speaking out on issues of importance to them. It could have a significant chilling effect on free speech and student activism.

Although the Working Group itself will not be responsible for implementation, there were suggestions about concrete steps:

- Training (mandatory or voluntary) for members of the community or public education on what a university is and why freedom of speech is essential
- Creating of toolkits or other forms of guidance
- The development of illustrations

- Creation of “speakers’ corners” or designating times when classes are not held adjacent to areas set aside for demonstrations
- A free speech and privacy ombudsperson
- (New) mechanisms for sanctioning those who prevent the exercise of free speech

## Athletic Therapy Certificate Major Modifications Proposal

<b>Program:</b>	Athletic Therapy Certificate Program offered concurrently as part of the Kinesiology and Health Science Program
<b>Degree Designation:</b>	Certificate in Athletic Therapy
<b>Type of Modification:</b>	Significant curriculum and pedagogical changes to align with a competency-based learning outcome approach
<b>Effective Date:</b>	Fall 2019

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### Provide a general description of the proposed changes to the program:

The proposed three-year Athletic Therapy Certificate Program (ATCP) will increase from 24 to 33 credits and will include 4 required practicum courses (on and/or off campus) to foster experiential education and achievement of the Canadian Athletic Therapists Association (CATA) competency-based curriculum. The admission criteria changes will provide prospective candidates with foundational knowledge critical to student success in the ATCP.

The proposed curriculum structure will incorporate a model of inquiry-based learning in which students will have the opportunity for higher learning as well as self-directed learning through the use of case studies. The Athletic Therapy inquiry-based courses will be complemented with practical skills labs as well as seminar courses relating to the case study topics. Student placements will be structured in progressive manner to enhance the quality of the placement experience for both the community partner as well as the student.

The overall curriculum will be ladderized from beginner to intermediate and advanced, over three years. The proposed program will be divided into various theme-based units with the final year culminating to an integrative unit incorporating field and clinical aspects of Athletic Therapy.

### Provide the rationale for the proposed changes:

The changes to the ATCP are being proposed for several reasons:

- To enhance the student learning experience and foster the development of critical thinking health care professionals.
- To align with the York University Academic Plan (UAP) as well as President Lenton's vision of experiential education, pedagogical innovation and self-directed learning.
- Through experiential education and a student-centred approach, the proposed changes will seek to promote higher learning, critical thinking and lifelong learning skills, which are vital in the profession of Athletic Therapy.
- To enhance the quality of the placement experience for both the community partner as well as the student.

- To align with CATA's competency based curriculum mandate and align with their program accreditation committee's recommendation of implementing the proposed changes.
- To become the premier Athletic Therapy program of choice for students, increase program enrollment, and ultimately prepare students toward certification as Athletic Therapists in Canada.

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

The York University Academic Plan (UAP) has a vision for an open-minded and engaged approach to learning. The UAP values excellence in pedagogies while embracing innovative and progressive curriculum approaches. Inquiry-based and experiential learning are part of the Plan's priorities to foster engaged approaches to learning. President Lenton's welcome message to the University dated September 7, 2017, stated that "York is committed to ensuring that the student learning experience continues to evolve with these changes through the advancement of technology-enhanced learning, experiential education, internationalization and other pedagogical innovation that inspires self-directed learning."

Inspired by and in keeping with the UAP as well as the vision of President Lenton, the Athletic Therapy Certificate Program (ATCP) is proposing significant curriculum and pedagogical changes to enhance the student learning experience and create critical thinking professionals. The Canadian Athletic Therapists Association (CATA) is also moving towards competency-based learning outcomes and changing our program as suggested will also better align with CATA's mandate. Also, since CATA is the accrediting body for our curriculum content and delivery methods, it is our intent to align with the CATA's program accreditation so that the York University Athletic Therapy Certificate Program remains not only relevant and competitive in Canada, but rather the premier program of choice for students. Remaining an accredited program is a requirement to allow graduates of the York program the opportunity to write the Athletic Therapy Board Canadian Certification Exam to become a Certified Athletic Therapists in Canada.

**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):**

Please see appendix A for the detailed outline and A-1 for the mapping of program learning outcomes.

**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:**

- Several Meetings from October 2015 to May 2016 were held with current Faculty and Staff of the Athletic Therapy Certificate Program to review the current program and brainstorm and develop newer curriculum content and delivery methods that align with CATA's competency-based learning approach.
- Current students in the ATPC program were notified and consulted on the proposed changes to the current structure of the ATPC at the orientation meetings in September of 2016 and 2017, and although it would not impact their current status in the program, there was overwhelming support for changing the current structure to the proposed structure (student survey results). Although there is an alternate choice for Athletic Therapy education in Ontario (Sheridan College's Bachelor of Athletic Therapy), the two programs have always co-existed. As well, the proposed changes to the existing program are completely novel to any other Athletic Therapy program in Ontario or Canada.
- Fall 2016, a subsequent brainstorming session was held with Michael Boni, Assistant Lecturer and Dr. Loriann Hynes, Associate Professor and Athletic Therapy Certificate Program Coordinator held to incorporate student feedback and refine the program proposed structure.
- Fall 2016, a meeting was held with Dr. Mike Connor, Undergraduate Director and Dr. Angelo Belcastro, Chair of the School of Kinesiology and Health Science to determine support and viability of a program change.
- Fall 2016, a meeting with Dr. Susan Murtha, Associate Dean of Teaching and Learning, Faculty of Health for consultation and support on program change direction.
- Winter 2017, a meeting with Sharon Pereira, Manager of Operations for the School of Kinesiology and Health Sciences to determine the financial, physical and administrative resources required.
- Winter 2017, subsequent meeting held with Rob Bishop, Director of Student Services and Josephine Fung, Manager of Student Services for Faculty of Health to determine the student's academic consideration.
- March 2017, a meeting with Dean Paul McDonald, Dr. Loriann Hynes and Dr. Angelo Belcastro was held to discuss the proposed changes.
- On March 28-29, 2017, meetings were held with CATA's Program Accreditation Committee as part of their program review and the proposed changes to the Athletic Therapy Certificate Program were presented and discussed. Not only did CATA support the proposed changes, but they also recommended starting the process to implement the proposed program changes. As such we are following through on their recommendation as it can greatly impact the future accreditation of the York Athletic Therapy Certificate Program.
- June 2017 – consultation with Mary Saad, Undergraduate Academic Advisor for the School of Kinesiology and Health Sciences to develop a proposed program map for Kinesiology students for both the Bachelor of Arts and Science stream specialized honours students.
- August 2017 – Notice of Intention documents to develop a program proposal was submitted and approved by the Chair of Kinesiology and Health Science, Dr. Angelo Belcastro as well as Dean Paul McDonald.
- August 2017 – the Notice of Intention documents were subsequently submitted for review and approval to Vice-Provost Pitt.

- August 22, 2017 – authorization to develop the proposal for major modifications was granted by Vice-Provost Pitt.
- October 10, 2017 – Meeting with Anda Petro, Experiential Education Coordinator, Faculty of Health and Geneviève Maheux-Pelletier, Educational Developer, Teaching Commons to discuss the program proposal and suggestions for structure, learning outcomes, experiential component and evaluation methods.
- November 20, 2017 – Meeting with Wendy Anderson, Coordinator, Academic Standards for the Faculty of Health to discuss and determine implementation process and obtain feedback on proposal submission.
- January 26, 2018 – Proposed academic courses were tabled for discussion at the School and Kinesiology and Health Academic Council Meeting. The courses were voted on and approved to proceed to the Faculty of Health Curriculum Committee for discussion
- February 26, 2018 – Proposed academic courses were tabled for discussion at the Faculty of Health Curriculum Committee Meeting. The courses were voted on by the members and approved to proceed to the Faculty of Health Council.
- March 12, 2018 – Meeting with Dr. Loriann Hynes and Kelly Parr, Practicum coordinator to discuss the practicum needs of the ATCP.

There is no foreseeable adverse impact on any other existing programs. Rather, it may help to increase enrollment to the Kinesiology and Health Science Program within the Faculty of Health, as it may be an attractive opportunity for students to come to York University specifically for the ATCP.

**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.**

Changes to the program's admission requirements are being proposed coincident with the program changes as outlined below:

**Current Admission Criteria:**

1. Assessment of York University academic standing through cumulative grade point average review
2. A letter of application
3. Reference letters
4. Completed a minimum of 24 credits including HH/KINE 1000 6.00 (Sociocultural Perspective in Kinesiology) and HH/KINE 1020 6.00 (Fitness and Health) and achieved Honours Standing of 5.00 (C+)
5. Must have Standard First Aid and Basic Rescuer CPR certification or (HH/PKIN 0750 0.00 – Emergency Care I)
6. Complete an interview for selected candidates

**Proposed Admission Criteria:**

1. Registered in the BA or BSc Kinesiology and Health Science Honours degree program at York University
2. Submit an application by February 1 to the KINE undergraduate office

3. Submit two reference letters - one of which indicates a completion of 40 experiential hours in the clinical and/or field setting with a Certified Athletic Therapist - CAT(C) or Sport Physiotherapist or a current York ATCP student enrolled in HH/KINE 4592 3.00
4. Applicants must have completed or be in the process of completing a minimum of 48 credits by the end of the Winter Term of the same calendar year as their application to the York ATCP, and achieved a minimum cumulative grade point average of 5.00 (C+)
5. Completed the following courses with minimum grade of C+ in each course:  
 KINE 2011 3.00 – Human Physiology I  
 KINE 2031 3.00 – Human Anatomy  
 KINE 2495 3.00 – Sports Injuries (OR KINE 2490 3.00 Athletic Therapy I AND  
 KINE 3600 3.00 Athletic Therapy II in place of  
 KINE 2495 3.00)
6. Must have Standard First Aid and CPR-C certification or (HH/PKIN 0750 0.00 – Emergency Care I)
7. Eligible applicants will be contacted to complete an interview process.

### **Academic Standing:**

Students must complete the required academic and practicum Athletic Therapy courses in consecutive order over a 3-year period from the time of entry into the Athletic Therapy Certificate Program. Students in the Athletic Therapy Certificate must maintain in Honours standing in the Kinesiology and Health Science program and a minimum grade 5.00 (C+) in each of the required certificate courses.

The CATA program accreditation has stipulated that a student enrolled in the ATCP must be a Kinesiology and Health Science student at York University, hence the reason for criterion number one. For criterion three, the requirement of 40 experiential hours validated by a reference letter from a Certified Athletic Therapist - CAT(C) or Sport Physiotherapist or a current York ATCP student enrolled in HH/KINE 4592 3.00 is to ensure that the prospective candidate has explored the rewards and demands of the profession prior to entering into studies.

The new admission requirement of minimum credits has been increased to 48 credits from 24 credits, as the program is seeking a more experienced student to facilitate success in the program and avoid possible attrition considering the pressures and time commitment a student will be faced with. In criterion number five, the above noted courses will provide students the opportunity to gain foundational knowledge prior to entry into the program.

**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.**

There are no resource implications due to the reallocation of existing resources. The current total FCE is 22.82 and the new proposed FCE is 22.5.

Please see Appendix B proposed resource plan as compared to the current resource plan.

**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.**

Yes, the mode of delivery will be changing. The proposed three-year ATCP will increase from 24 to 33 credits and will include 4 required practicum courses to foster experiential education and achievement of CATA competencies. As mentioned previously, the proposed curriculum structure will incorporate a model of inquiry-based learning in which students will have the opportunity for deeper learning through the use of case studies. The Athletic Therapy inquiry-based learning courses will be complimented with practical skills labs as well as seminar courses relating to the case study topics to promote repetition of knowledge and transfer that knowledge to an applied forum. Student placements will be structured in progressive manner to enhance the quality of the placement experience for both the community partner as well as the student.

Inquiry-based learning, as a mode of delivery to achieve the program learning outcomes, has several reported benefits. Pawson et al. 2006 reported benefits such as, a student-centred approach, greater retention of learning, development of lifelong learning skills, increased class attendance, and possibly greater student satisfaction. Despite some of the reported risks of inquiry-based learning (messy learning, group dynamic issues, more preparatory time), the benefits are considered to outweigh the risks.

The overall curriculum will be laddered from beginner to intermediate and advanced, over three years to foster a progressive achievement of the program learning outcomes. The proposed program will be divided into various beginner-to-advanced theme-based units with the final year culminating to an integrative unit incorporating field and clinical aspects of Athletic Therapy. The program will seek to prepare students toward certification as Certified Athletic Therapists with the CATA. This student-centred approach will also seek to foster the development of critical thinking and lifelong learning skills, which are vital in the field of Athletic Therapy.

**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.**

Yes, the assessment of teaching and learning will be changing. Since there will be a change in philosophy for faculty and students, assessments will include a variety of methods to account for the variances in both teaching and learning styles. Formal evaluations will include both formative and summative methods such as self-reflection, peer evaluation, instructor evaluation of the student, student evaluation of the instructor, multiple choice/two-stage examination, task-oriented practical skills evaluation, objective structured clinical examinations, written assignments as well as oral communication evaluation.

It is ATCP's goal is to foster development of critical thinking professionals that are lifelong learners. The assessment methods are focused on aligning with the program's learning outcomes, as well as align with CATA's competency based curriculum learning outcomes. As future health care professionals, students will have to display the ability to communicate within a health care team and clients, be knowledgeable, and be technically skilled in their area of practice. As such, incorporating the above noted formative and summative assessment methods are very relevant to the achievement of the ATCP's and CATA's learning outcomes.

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

Implementation Plan

*Newly Admitted Students:*

All students entering the Athletic Therapy Certificate Program (ATCP) in the fall of 2019 and thereafter, will complete the new proposed program requirements.

*Current Students:*

Students currently enrolled in the ATCP will be required to carry out the format of the program in which they originally entered into the ATCP. As of Fall 2019, there will be two cohorts of students (approximately 48 students), those entering their 2<sup>nd</sup> year and 3<sup>rd</sup> year of the ATCP, who will be required to carry out the old program. Courses for the old cohort will continue to be offered and will run parallel to the new program courses to accommodate the old program students currently enrolled.

We are proposing a three-year sunset window for the old program, such that current students who entered the program up to and including Fall 2018 will be entitled to complete the old program requirements until the end of academic year 2021. The three-year window will provide old program students an additional year to manage any outstanding program requirements to be able to graduate with their certificate. Extending the sunset window beyond this period may significantly increase the administrative and financial demands on the Department.

It is our intent to retire KINE 2490 and KINE 3600 by the end of academic year 2020. Starting 2018-2019, KINE 2495 will be offered to eventually replace KINE 2490/3600 as well as to serve as part of the required admission criteria for the new proposed program. KINE 3575 and KINE 4575 will continue to be offered until the end of academic year 2020 and subsequently be amalgamated into one course starting Fall 2020. After the end of the 2021 academic year, the old program courses will no longer exist.

Our goal is to efficiently and transparently transition to new proposed program to facilitate student satisfaction with the proposed program.

The Undergraduate Program Office will initiate a process of informing current students of the program requirements once the proposed program is approved. We will disseminate information through the annual ATCP program orientation session and through email messages to the student listserv in order to inform students of the changes as well as offer information sessions here on campus. Our program staff will provide information sessions to student advisors so that they are fully informed of the new program requirements and the options available to students.

*Faculty / Program Transfers:*

Students who transfer into the Kinesiology program from other Faculties or other degree programs from FW2019-2020 onwards will be required to follow the new program requirements.

*Reactivations*

All students who have been away from their studies and reactivate their studies in the Kinesiology program as of FW2019-2020 and onwards will be required to follow the new program requirements.

**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.**

See Appendix C

Please also see Appendix C-1 and C-2 for BA and BSc degree proposed maps

# Proposed Athletic Therapy Certificate

## *Executive Summary*

The York University Academic Plan (UAP) has a vision for an open-minded and engaged approach to learning. The UAP values excellence in pedagogies while embracing innovative and progressive curriculum approaches. Inquiry-based and experiential learning are part of the Plan's priorities to foster engaged approaches to learning. Inspired by and in keeping with the UAP, the Athletic Therapy Certificate Program (ATCP) is proposing significant curriculum and pedagogical changes to enhance the student learning experience and create critical thinking professionals. The changes will seek to embrace the domains and core competencies mandated by the Canadian Athletic Therapists Association (CATA).

The proposed three-year ATCP will increase from 24 to 33 credits and will include 4 required currently existing practicum courses to foster experiential education and achievement of CATA competencies. The admission criteria changes will provide prospective candidates with foundational knowledge critical to student success in the ATCP.

The proposed curriculum structure will incorporate a model of inquiry-based learning in which students will have the opportunity for greater understanding through the use of case studies. The Athletic Therapy inquiry-based learning courses will be complimented with practical skills labs as well as seminar courses relating to the case study topics. Student placements will be structured in progressive manner to enhance the quality of the placement experience for both the community partner as well as the student.

The overall curriculum will be ladderred from beginner to intermediate and advanced, over three years. The proposed program will be divided into various theme-based units with the final year culminating to an integrative unit incorporating field and clinical aspects of Athletic Therapy. The program will seek to prepare students toward certification as Certified Athletic Therapists with the CATA. This student-centred approach will also seek to foster the development of critical thinking and lifelong learning skills, which are vital in the field of Athletic Therapy.

We are excited and look forward to your review and considerations of the proposed changes.

Sincerely,

Mr. Michael Boni

Dr. Loriann Hynes

## Proposed Athletic Therapy Certificate Program

The Athletic Therapy Certificate will include 33 academic credits and 4 practicum courses encompassing the domains of the Canadian Athletic Therapists Association including prevention, assessment, intervention, practice management and professional responsibilities.

### Admission Criteria

1. Registered in the BA or BSc Kinesiology and Health Science Honours degree program at York University
2. Submit an application by February 1 to the KINE undergraduate office
3. Submit two reference letters - one of which indicates a completion of 40 experiential hours in the clinical and/or field setting with a Certified Athletic Therapist - CAT(C) or Sport Physiotherapist or a current York ATCP student enrolled in HH/KINE 4592 3.00
4. Applicants must have completed or be in the process of completing a minimum of 48 credits by the end of the Winter Term of the same calendar year as their application to the York ATCP, and achieved a minimum cumulative grade point average of 5.00 (C+)
5. Applicants must have completed or be in the process of completing the following courses by the end of the Winter Term of the same calendar year as their application to the York ATCP, with a minimum grade of C+ in each course:  
KINE 2011 3.00 – Human Physiology I  
KINE 2031 3.00 – Human Anatomy  
KINE 2495 3.00 – Sports Injuries (OR KINE 2490 3.00 Athletic Therapy I AND  
KINE 3600 3.00 Athletic Therapy II in place of  
KINE 2495 3.00)
6. Must have Standard First Aid and CPR-C certification or (HH/PKIN 0750 0.00 – Emergency Care I)
7. Eligible applicants will be contacted to complete an interview process.

### Academic Standing:

Students must complete the required academic and practicum Athletic Therapy courses in consecutive order over a 3-year period from the time of entry into the Athletic Therapy Certificate Program. Students in the Athletic Therapy Certificate must maintain an Honours standing (cumulative grade point average of 5.00 – C+) in the Kinesiology and Health Science program and a minimum grade point average of 5.00 (C+) in each of the required certificate courses.

## Required Academic Courses

The Kinesiology and Health Science core courses plus the following requirements must be met to receive the Certificate in Athletic Therapy.

### Year 1

#### **Field Care Unit**

HH/KINE 2500 3.00 - Athletic Therapy Field Inquiry-Based Tutorial

HH/KINE 2501 3.00 - Athletic Therapy Field Seminar & Skills

#### **Extremity Care Unit**

HH/KINE 2502 3.00 - Athletic Therapy Extremities Inquiry-Based Tutorial

HH/KINE 2503 3.00 - Athletic Therapy Extremities Seminar & Skills

### Year 2

#### **Head, Trunk & Spine Care Unit**

HH/KINE 3500 3.00 - Athletic Therapy Head, Trunk & Spine Inquiry-Based Tutorial

HH/KINE 3501 3.00 – Athletic Therapy Head, Trunk & Spine Seminar & Skills

#### **Upper & Lower Quadrant Care Unit**

HH/KINE 3502 3.00 - Athletic Therapy Upper & Lower Quadrant Inquiry-Based Tutorial

HH/KINE 3503 3.00 – Athletic Therapy Upper & Lower Quadrant Seminar & Skills

### Year 3

#### **Integrative Care Unit**

HH/KINE 4592 6.00 - Athletic Therapy Experiential Education

HH/KINE 4593 3.00 - Athletic Therapy Integrative Seminar & Skills

## Required Practicum Courses

The Kinesiology and Health Science core practicum courses plus the following requirements must be met to receive the Certificate in Athletic Therapy.

### **Year 1 (please note that these practicum courses are currently existing)**

HH/PKIN 0761 0.00 – First Responder for Athletic Therapy I

HH/PKIN 0762 0.00 – First Responder for Athletic Therapy II

### **Year 2 (please note that these practicum courses are currently existing)**

HH/PKIN 0811 0.00 – Practicum for Athletic Therapy I (replaces PKIN Team)

HH/PKIN 0812 0.00 – Practicum for Athletic Therapy II (replaces PKIN Individual/Dual)

## ACADEMIC COURSE DESCRIPTIONS

### YEAR 1

#### ***Fall Semester – Field Care Unit***

##### HH/KINE 2500 3.00 - Athletic Therapy Field Inquiry-Based Tutorial

- ***Urgent and non-urgent field case studies*** will be utilized to promote learning, research and critical thinking in the five domains of the CATA (prevention, assessment, intervention, practice management and professional responsibility)
- Subject matter will include (but not limited to) topics of sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication
- Six case studies will be discussed over a 12 week semester
- Students will meet for 3 hours/week in small groups (5-8 students) with a tutorial leader
- Learning objectives will be identified by the group and tutorial leader (based on CATA competencies and UDDLES) on the first meeting of the case study presentation
- Students will then divide tasks and research required content to answer questions relating to learning outcomes
- The subsequent meeting, the group will share related research findings through discussion and this process will be repeated throughout the semester
- Formal evaluation will include both formative and summative methods such as self reflection, peer evaluation, tutor evaluation and multiple choice/two-stage examinations

##### HH/KINE 2501 3.00 - Athletic Therapy Field Seminar & Skills

###### Seminar

- Students will meet for 1 hour weekly as a whole group for a seminar relating to foundational principles and concepts of field care
- The weekly topics will relate back to the appropriate case studies discussed in tutorial and practiced in the skills lab
- Students will have the opportunity to collaborate as a whole group
- This will provide a venue to ensure consistency of learning across the cohort

###### Skills

- Students will meet for 2 hours/week in larger groups (10 students) with a lab demonstrator
- Psychomotor skills (based on CATA competencies) relating to the urgent and non-urgent field case studies from the tutorial class will be demonstrated and practiced
- Skills will include (but not limited to) application and management of sport equipment, taping/support techniques, immediate on field management of major and minor injuries, and sideline assessment
- Formal evaluation will include both formative and summative methods such as multiple choice/two-stage examinations, self-reflection, peer evaluation, lab demonstrator evaluation, and field task oriented practical tests

## **Winter Semester – Extremities Care Unit**

### HH/KINE 2502 3.00 - Athletic Therapy Extremities Inquiry-Based Tutorial

- **Extremity related case studies** will be utilized to promote learning, research and critical thinking in the five domains of the CATA (prevention, assessment, intervention, practice management and professional responsibility)
- Subject matter will include (but not limited to) topics of sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication
- Six case studies will be discussed over a 12 week semester
- Students will meet for 3 hours/week in small groups (5-8 students) with a tutorial leader
- Learning objectives will be identified by the group and tutorial leader (based on CATA competencies and UDDLES) on the first meeting of the case study presentation
- Students will then divide tasks and research required content to answer questions relating to learning outcomes
- The subsequent meeting, the group will share related research findings through discussion and this process will be repeated throughout the semester
- Formal evaluation will include both formative and summative methods such as self reflection, peer evaluation, tutor evaluation and multiple choice/two-stage examinations

### HH/KINE 2503 3.00 - Athletic Therapy Extremities Seminar & Skills

#### Seminar

- Students will meet for 1 hour weekly as a whole group for a seminar relating to foundational principles and concepts of extremity care
- Principles and foundations of assessment and intervention will be included (i.e. clinic administration, charting, etc.)
- The weekly topics will relate back to the appropriate case studies discussed in tutorial and practiced in the skills lab
- Students will have the opportunity to collaborate as a whole group
- This will provide a venue to ensure consistency of learning across the cohort

#### Skills

- Students will meet for 2 hours/week in larger groups (10 students) with a lab demonstrator
- Psychomotor skills (based on CATA competencies) relating to the extremities case studies from the tutorial class will be demonstrated and practiced
- Skills will include (but not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise
- Formal evaluation will include both formative and summative methods such as multiple choice/two-stage examinations, self-reflection, peer evaluation, lab demonstrator evaluation, and field task oriented practical tests

## YEAR 2

### ***Fall Semester – Head, Trunk & Spine Care Unit***

#### HH/KINE 3500 3.00 - Athletic Therapy Head, Trunk & Spine Inquiry-Based Tutorial

- ***Head and trunk related case studies*** will be utilized to promote learning, research and critical thinking in the five domains of the CATA (prevention, assessment, intervention, practice management and professional responsibility)
- Subject matter will include (but not limited to) topics of sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication
- Six case studies will be discussed over a 12 week semester
- Students will meet for 3 hours/week in small groups (5-8 students) with a tutorial leader
- Learning objectives will be identified by the group and tutorial leader (based on CATA competencies and UDDLES) on the first meeting of the case study presentation
- Students will then divide tasks and research required content to answer questions relating to learning outcomes
- The subsequent meeting, the group will share related research findings through discussion and this process will be repeated throughout the semester
- Formal evaluation will include both formative and summative methods such as self reflection, peer evaluation, tutor evaluation and multiple choice/two-stage examinations

#### HH/KINE 3501 3.00 - Athletic Therapy Head, Trunk & Spine Seminar & Skills

##### Seminar

- Students will meet for 1 hour weekly as a whole group for a seminar relating to principles and concepts of head and trunk care
- Principles and conditions of head and trunk/spine assessment and intervention including diagnostic imaging will be presented
- The weekly topics will relate back to the appropriate case studies discussed in tutorial and practiced in the skills lab
- Students will have the opportunity to collaborate as a whole group
- This will provide a venue to ensure consistency of learning across the cohort

##### Skills

- Students will meet for 2 hours/week in larger groups (10 students) with a lab demonstrator
- Psychomotor skills (based on CATA competencies) relating to the head and trunk case studies from the tutorial class will be demonstrated and practiced
- Skills will include (but not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise
- Formal evaluation will include both formative and summative methods such as multiple choice/two-stage examinations, self-reflection, peer evaluation, lab demonstrator evaluation, and field task oriented practical tests

## ***Winter Semester – Upper & Lower Quadrant Unit***

### HH/KINE 3502 3.00 - Athletic Therapy Upper & Lower Quadrant Inquiry-Based Tutorial

- ***Upper and lower quadrant related case studies*** will be utilized to promote learning, research and critical thinking in the five domains of the CATA (prevention, assessment, intervention, practice management and professional responsibility)
- Subject matter will include (but not limited to) topics of sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication
- Six case studies will be discussed over a 12 week semester
- Students will meet for 3 hours/week in small groups (5-8 students) with a tutorial leader
- Learning objectives will be identified by the group and tutorial leader (based on CATA competencies and UDDLES) on the first meeting of the case study presentation
- Students will then divide tasks and research required content to answer questions relating to learning outcomes
- The subsequent meeting, the group will share related research findings through discussion and this process will be repeated throughout the semester
- Formal evaluation will include both formative and summative methods such as self reflection, peer evaluation, tutor evaluation and multiple choice/two-stage examinations

### HH/KINE 3503 3.00 - Athletic Therapy Upper & Lower Quadrant Seminar & Skills

#### Seminar

- Students will meet for 1 hour weekly as a whole group for a seminar relating to principles and concepts of the upper and lower quadrant care
- Principles and conditions of upper and lower quadrant assessment and intervention will be presented
- The weekly topics will relate back to the appropriate case studies discussed in tutorial and practiced in the skills lab
- Students will have the opportunity to collaborate as a whole group
- This will provide a venue to ensure consistency of learning across the cohort

#### Skills

- Students will meet for 2 hours/week in larger groups (10 students) with a lab demonstrator
- Psychomotor skills (based on CATA competencies) relating to the upper and lower quadrant case studies from the tutorial class will be demonstrated and practiced
- Skills will include (but not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise
- Formal evaluation will include both formative and summative methods such as multiple choice/two-stage examinations, self-reflection, peer evaluation, lab demonstrator evaluation, and field task oriented practical tests

## YEAR 3

### ***Fall/Winter/Summer – Integrative Care Unit***

#### HH/KINE 4592 6.00 - Athletic Therapy Experiential Education (Full Year)

- ***Integrative field and clinical related case studies*** will be utilized to promote learning, research and critical thinking in the five domains of the CATA (prevention, assessment, intervention, practice management and professional responsibility)
- Students will meet for 2 hours bi-monthly with the course director
- Students will have an opportunity to gain advanced experience in a higher profile field and/or clinical placement
- Students will be working under the supervision of Athletic Therapist or Sport Physiotherapist in both the field and clinical setting
- Students will assume the role as lead/head student therapist in settings with a varsity level athletic team
- Students will be expected to mentor their peers (i.e. assistant student therapists)
- Opportunities may also include placements with professional athletes/teams, various populations (i.e. seniors, para-athletes, etc.) and international placements experience or student exchanges may exist
- Formal evaluation will include both formative and summative methods such as self reflection, peer evaluation, placement supervisor evaluation and multiple choice/two-stage examinations

#### HH/KINE 4593 3.00 - Athletic Therapy Integrative Seminar & Skills (Winter Semester)

##### Seminar

- Students will meet for 1 hour weekly as a whole group for a seminar relating to principles and concepts of the field and clinical care
- Principles and conditions of field and clinical assessment and intervention will be presented
- Students will have the opportunity to collaborate as a whole group
- This will provide a venue to ensure consistency of learning across the cohort

##### Skills

- Students will meet for 2 hours/week in larger groups (10 students) with a lab demonstrator
- Psychomotor skills (based on CATA competencies) relating to field and clinical case conditions will be demonstrated and practiced
- Skills will include (but not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise, sideline assessment, immediate on field management, bracing and protective equipment application, etc.
- Formal evaluation will include both formative and summative methods such as multiple choice/two-stage examinations, self-reflection, peer evaluation, lab demonstrator evaluation, and field task oriented practical tests

## **PRACTICUM COURSE DESCRIPTIONS**

### **Note:**

These practicum courses are already existing experiential education courses with students being placed both on/off campus and our partners facilitating student learning through learning contracts. The learning contracts include learning objectives, learning outcomes and evaluation reviewed by students, partners and the instructor and implemented for the duration of practicum courses. All placements coordinated through the practicum courses are supported by the Placement Coordinator (Kelly Parr) who is responsible for managing all internal and external placements and communicating with both students and partners.

### **Year 1**

#### ***Fall & Winter Semester***

##### **HH/PKIN 0761 0.00 – First Responder for Athletic Therapy I – Full Year**

- This course will be delivered over the full year concurrently with HH/PKIN 0762
- Students will alternate between in and out of class learning through experiential observation
- Students will be able to observe the 2<sup>nd</sup>, 3<sup>rd</sup> year students and placement supervisors implement first responder skills in both field and clinical settings
- Students will observe for 2 hours weekly to gain exposure to various field and clinic based scenarios
- As appropriate, students may be engaged in actively assisting others in the placement experience beyond observation
- With their PKIN Instructor, upper year ATP students and Supervisors, students will have the opportunity to learn skills and debrief
- Formal evaluation will consist of formative methods such as self-reflection, peer evaluation and placement supervisor evaluation

##### **HH/PKIN 0762 0.00 – First Responder for Athletic Therapy II – Full Year**

- This course will be delivered over the full year concurrently with HH/PKIN 0761
- Students will build on the principles and skills learned in the HH/PKIN 0761
- Students will have the opportunity to develop clinical and field skills as a first responder
- Students will gain a certification as a first responder

### **Year 2**

#### ***Fall and Winter Semester***

##### **HH/PKIN 0811 0.00 – Practicum for Athletic Therapy I – (Fall Semester)**

- Students will have the opportunity to gain basic field and clinical practical experience
- Students will be working under the supervision of 3<sup>rd</sup> year student Athletic Therapist, or Certified Athletic Therapist or Sport Physiotherapist in both the field and clinical setting
- Students will assume the role as an assistant student therapist with a varsity level athletic team
- Formal evaluation will consist of formative and summative methods such as self-reflection, peer evaluation and placement supervisor evaluation

HH/PKIN 0812 0.00 – Practicum for Athletic Therapy II (Winter Semester)

- Students will have the opportunity to gain intermediate field and clinical practical experience
- Students will be working under the supervision of 3<sup>rd</sup> year student Athletic Therapist, or Certified Athletic Therapist or Sport Physiotherapist in both the field and clinical setting
- Students will assume the role as an assistant student therapist with a varsity level athletic team
- Formal evaluation will consist of formative and summative methods such as self-reflection, peer evaluation and placement supervisor evaluation

<b>Athletic Therapy Certificate Program Learning Outcomes</b> By the end of the three year program, students will be able to (grouped by domain):	<b>Athletic Therapy Certificate Program Goals/Objectives</b> Overall goals achieved by the program:	<b>Evaluation Method</b> Both Formative and Summative Assessments will be Included	<b>Program Level</b> Year 1 - Beginner, Year 2-Intermediate, Year 3 - Advanced
<b>Prevention</b>			
Facilitate healthy lifestyle behaviors using critical thinking, effective education, communication and interventions to reduce the risk of injury, illness or condition and promote wellness.	Educate the student about the risks associated with participation and specific activities.	Formal written evaluation, Task analysis through Objective Structured Clinical Evaluation (OSCE), reflection assignments	Year 2,3
	Facilitate a student's ability to design and implement physical conditioning programs following accepted guidelines to promote safe participation.		
	Develop the student's abilities to use effective communication techniques to minimize the risk of injury or illness.		
Develop an emergency action plan by analyzing hazards associated with activities, facilities, equipment and environmental conditions to minimize the aggravation of existing injury or illness.	Educate the student on the accepted procedures and guidelines in order to make recommendations in order to minimize the risk of injury or illness.	OSCE, written evaluation, written assignments, implementation with a team, reflection assignments	Year 2,3
	Provide the student with experiential education opportunities to assess safety hazards associated with activities, facilities and equipment and environmental conditions.		
Apply critical thinking skills to interpret pre-participation and other relevant screening information in accordance with guidelines to minimize the risk of injury or illness.	Provide the student with problem-based case studies and simulation opportunities relating to pre-participation screening to be able to identify risk factors of injury or illness.	Written evaluation, OSCE, reflection assignments	Year 1-3
Instruct individuals in the proper use and demonstrate the application of prophylactic/protective measures using commercial products or custom-made devices to minimize the risk of injury, illness.	Facilitate student acquisition of knowledge and practical skills required to apply prophylactic/protective measures.	OSCE, Clinical and Field Placements	Year 1-3
Maintain clinical and treatment areas by complying with safety and biohazard sanitation standards to minimize the risk of injury and illness to clients and Athletic Therapists.	Facilitate the learning and current practice of safety and biohazard sanitation standards.	Written evaluation, clinical and field placements	Year 1-3
<b>Assessment</b>			
Apply critical thinking skills to triage individuals with clinical and medical emergencies to recognize and manage injury or illness.	Provide the student with problem-based case studies, simulation and placement opportunities relating to clinical and medical emergencies.	OSCE, Clinical and Field Placements, reflection assignments	Year 1-3

Perform various means of evaluation (including subjective and objective) to safely and competently evaluate a current or potential injury or illness and/or promote ergonomically correct function.	Facilitate student acquisition of knowledge and practical skills required to safely and competently evaluate a current or potential injury or illness through an interview of the client or a review of the relevant records in accordance with accepted procedures.	OSCE, Clinical and Field Placements, Written Evaluation, reflection tasks	Year 1-3
Formulate an athletic therapy diagnosis using critical thinking skills to interpret the signs, symptoms and predisposing factors of the injury or illness collected with the subjective and objective evaluation.	Facilitate student acquisition of knowledge and practical skills required to safely and competently evaluate a current or potential injury or illness through visual inspection and specific objective tests in accordance with accepted procedures.	OSCE, Clinical and Field Placements, Written Assignments, reflection assignments	Year 2-3
Reassess the status of injuries or illnesses using critical evaluation methods and documentation to determine appropriate treatment, rehabilitation and/or reconditioning plan.	Expose the student various problem based scenarios through written cases, simulation, and placements to facilitate the ability to formulate an athletic therapy diagnoses.	OSCE, Clinical and Field Placements, Written Evaluation, reflection tasks	Year 1-3

## Intervention

Employ life saving techniques through the use of standard emergency procedures to reduce incidence of morbidity and mortality.	Facilitate student acquisition of knowledge and practical skills required to establish and execute the emergency action plan.	OSCE, Field Placements	Year 1-3
Prevent exacerbation of non-life-threatening condition(s) through the use of standard procedures to reduce morbidity.	Disseminate knowledge and provide opportunities for decision-making surrounding the timely transfer of care for conditions beyond the scope of practice of the Athletic Therapist.	OSCE, Clinical and Field Placements, Written Evaluation, reflection/debriefing tasks	Year 1-3
Utilize the information gathered from the assessment to determine and administer appropriate and efficacious treatment for injury or illness using standard techniques and documentation to facilitate recovery, function and/or performance.	Direct the student in standard procedures using formal and informal methods to facilitate efficient immediate care non-life-threatening condition(s).	OSCE, Clinical and Field Placements, Written Evaluation, reflection assignments	Year 2-3
Develop and administer progressive therapeutic and conditioning exercise(s) using standard techniques and procedures to facilitate recovery, function and/or performance.	Educate and provide the student with experiential education opportunities in rehabilitative therapy using standard techniques and procedures to facilitate recovery, function and/or performance.	OSCE, Clinical and Field Placements, Written Evaluation, Written Assignments	Year 2-3
Apply braces, splints or assistive devices in accordance with standards and practices to facilitate recovery, function and/or performance.	Facilitate student acquisition of knowledge and practical skills required to apply braces, splints or assistive devices to facilitate recovery, function or performance.	OSCE, Clinical and Field Placements, Written Evaluation	Year 1-3
Educate clients or caregivers and provide guidance in the treatment, rehabilitation and reconditioning of injuries or illnesses using applicable methods and materials to facilitate recovery, function and/or performance.	Provide the student with experiential education opportunities to educate clients and caregivers in the treatment and rehabilitation of injury or illness.	OSCE, Clinical and Field Placements, Written Evaluation, Written/reflection Assignments	Year 2-3

Facilitate compliance of athletes with agencies governing substance control to protect the individual's health and safety.	Ensure that the student is aware of the available resources and agencies governing doping and substance control.	Field Placements, Written Evaluation	Year 1-3
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## PRACTICE MANAGEMENT

Utilize an information management system to facilitate communication between treating practitioners and maintain medical records in compliance with accepted best practice guidelines.	Facilitate student learning of communication strategies between treating practitioners within the scope of confidentiality through the use of inquiry based learning and experiential education.	Clinical and Field Placements, Written/reflection Evaluation	Year 1-3
Design and utilize a practice management plan to organize and deliver healthcare services through human, physical and fiscal resources to promote safe participation, timely care and legal compliance.	Facilitate student acquisition of knowledge and skills to plan, co-ordinate and supervise the administrative aspects of athletic therapy, including clinical, field, personnel and financial management.	OSCE, Clinical and Field Placements, Written Evaluation, Written Assignments	Year 1-3
Respond in culturally sensitive ways, consistent with the demands of a given situation, to create (an) inclusive environment(s).	Provide students with culturally varying experiences through various clinical and field placements.	Clinical and Field Placements, reflection assignments	Year 1-3
Describe the business aspect of Athletic Therapy, including marketing, operations and finances relating to both field or clinical practices.	Expose the student to the business aspect of Athletic Therapy through readings and presentations, which may include guest speakers.	Clinical and Field Placements, Written Assignments	Year 3

## PROFESSIONAL RESPONSIBILITY

Conduct professional practice competently in a legal, ethical and moral manner.	Educate the student on the legal obligations and ethical guidelines for the delivery of athletic therapy and other healthcare services.	OSCE, Clinical and Field Placements, Written Evaluation, Written/reflections Assignments	Year 1-3
Educate others about the role and standards of practice of the Athletic Therapist through informal and formal means.	Provide experiential education opportunities for the student to learn how to create and maintain health records following legal standards and privacy legislation.	Clinical and Field Placements	Year 1-3
	Educate the student on the the impact of power relationships between health care practitioners and individuals.		
	Inform the student of compliance with applicable CATA maintenance of certification standards.		

## UUDLES - University Undergraduate Degree Level Expectations

Apply research methods to kinesiology and human health topics and solve problems using their knowledge of research methods in the discipline.		Critical appraisal evaluations, written assignments	Year 1-3
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Critically assess information about physical activity and human health that is disseminated via popular media and discipline related research journals.		Year 1-3	Written evaluations/oral presentation
Work individually or in a group to obtain, record, collate and analyze data using techniques appropriate to the field of study.		Year 1-3	Written/Oral Self and Peer evaluation
Explain the need for ethical standards and professional codes of conduct.	Educate the student on the legal obligations and ethical guidelines for the delivery of athletic therapy and other healthcare services.	Year 2-3	Written evaluation/Oral presentation
Apply multi-disciplinary knowledge of physical activity and health to life situations.		Year 3	OSCE, Clinical and Field Placements
Use knowledge and skills to advocate for the fundamentals of physical activity and health from general to specific situations.		Year 1-3	OSCE, Clinical and Field Placements, Written Assignments, reflection assignments
Be able to think independently, problem solve and set tasks.		Year 3	OSCE, Clinical and Field Placements, reflection assignments
Apply practical skills for assessing fitness, health and movement.		Year 2-3	OSCE, Clinical and Field Placements
Be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information.		Year 2-3	Written/Oral Self and Peer evaluation
Present ideas and arguments in a well-structured and coherent manner using appropriate communications formats.		Year 2-3	OSCE, Clinical and Field Placements, reflection assignments, Oral Presentation
Have developed mutually beneficial peer relationships for the purposes of mentoring and networking.		Year 1-3	Clinical and Field Placements
Use appropriate academic terminology and notation when preparing and presenting information.		Year 1-3	Written evaluation/Oral presentation



### School of Kinesiology and Health Science, Proposed Resource\* Plan for Athletic Therapy Certificate Program

\* There are no resource implications due to the reallocation of existing resources

Required Academic Courses: The Kinesiology and Health Science core courses plus the following requirements must be met to receive the Certificate in Athletic Therapy

Year	Term	Course #	Course Name	Total Credits Required for Certificate	Contract Type	Position Type	FCE Assignment	
YEAR (2) of AT Certificate	F A L L	<b>Head, Trunk &amp; Spine Care Unit</b>						
		KINE 3500 (F) 3.0	Athletic Therapy Head, Trunk & Spine Inquiry-Based Tutorial	3.0	Full-Time	AT Course Coordinator		
					Full-Time	Tutorial Leader 1	0.17	
					Full-Time	Tutorial Leader 2	0.17	
					Full-Time	Tutorial Leader 3	0.17	
					CUPE 2	Tutorial Leader 4	0.50	
					CUPE 2	Tutorial Leader 5	0.50	
						<b>Total FCE</b>	<b>1.51</b>	
		KINE 3501 (F) 3.0	Athletic Therapy Head, Trunk & Spine Seminar and Skills	3.0	Full-Time	Lecture	0.17	
					Full-Time	Lab Demo 1	0.25	
					Full-Time	Lab Demo 2	0.25	
					Full-Time	Lab Demo 3	0.25	
					CUPE 2	Lab Demo 4	0.5	
						<b>Total FCE</b>	<b>1.42</b>	
	W I N T E R	<b>Upper &amp; Lower Quadrant Care Unit</b>						
		KINE 3502 (W) 3.0	Athletic Therapy Upper & Lower Quadrant Inquiry-Based Tutorial	3.0	Full-Time	AT Course Coordinator		
					Full-Time	Tutorial Leader 1	0.17	
					Full-Time	Tutorial Leader 2	0.17	
					Full-Time	Tutorial Leader 3	0.17	
					CUPE 2	Tutorial Leader 4	0.50	
					CUPE 2	Tutorial Leader 5	0.50	
						<b>Total FCE</b>	<b>1.51</b>	
		KINE 3503 (W) 3.0	Athletic Therapy Upper & Lower Quadrant Seminar and Skills	3.0	Full-time	Lecture	0.17	
					Full-Time	Lab Demo 1	0.25	
					Full-Time	Lab Demo 2	0.25	
					Full-Time	Lab Demo 3	0.25	
					CUPE 2	Lab Demo 4	0.5	
						<b>Total FCE</b>	<b>1.42</b>	

### School of Kinesiology and Health Science, Proposed Resource\* Plan for Athletic Therapy Certificate Program

\* There are no resource implications due to the reallocation of existing resources

Required Academic Courses:								The Kinesiology and Health Science core courses plus the following requirements must be met to receive the Certificate in Athletic Therapy							
Year	Term	Course #	Course Name	Total Credits Required for Certificate	Contract Type	Position Type	FCE Assignment								
YEAR (3) AT Certificate	S / F / W	<b>Intergrative Care Unit</b>													
		KINE 4592 A 3.0 S/F/W	Athletic Therapy Experiential Education - High School Placeme	3.0	CUPE 2	Course Director	1								
		KINE 4592 B 3.0 S/F/W	Athletic Therapy Experiential Education - Professional Placeme	3.0	Full-Time	Course Director	1								
		KINE 4593 (F/W) 3.0	Athletic Therapy Intergrative Seminar and Skills	3.0	Full-time	Lecture	0.17								
							Full-Time	Lab Demo 1	0.25						
							Full-Time	Lab Demo 2	0.25						
							Full-Time	Lab Demo 3	0.25						
							Full-Time	Lab Demo 4	0.25						
								<b>Total FCE</b>	<b>1.17</b>						
		<b>Total Required Credits</b>		<b>33.0</b>		<b>Total FCE</b>	<b>14.88</b>								
		<b>AT PKIN's</b>													
Year 1		PKIN 0761 0.0	Introductory Athletic Therapy Practicum	0.0	CUPE 2	Studio 6 Instructor	0.5								
		PKIN 0762 0.0	First Responder for Athletic Therapy	0.0	CUPE 2	Studio 6 Instructor	0.5								
Year 2		PKIN X08XX 0.0	Athletic Therapy Field Practicum	0.0	CUPE 2	Studio 6 Instructor	0.5								
		PKIN X08XX 0.0	Athletic Therapy Clinical Practicum	0.0	CUPE 2	Studio 6 Instructor	0.5								
		<b>Total AT PKIN's</b>		<b>0.00</b>		<b>Total FCE</b>	<b>2</b>								
		<b>Elective Courses</b>													
Year 1	F	KINE 2495 F	Introduction to Sport Related Injuries	3.0	Full-time	Course Director	0.5								
	W	KINE 2495 W	Introduction to Sport Related Injuries		Full-time	Course Director	0.5								
Year 2	F	KINE 3575 F	Athletic Injuries - Extremities	3.0	CUPE-2	Course Director	0.5								
	F	KINE 3575 F	Athletic Injuries - Extremities		CUPE-2	T2 (Demo)	0.5								
Year 2	F	KINE 3575 F	Athletic Injuries - Extremities		CUPE-2	T2 (Demo)	0.5								
	W	KINE 3575 W	Athletic Injuries - Extremities		CUPE-2	Course Director	0.5								
Year 2	W	KINE 3575 W	Athletic Injuries - Extremities		CUPE-2	T2 (Demo)	0.5								
	W	KINE 3575 W	Athletic Injuries - Extremities		CUPE-2	T2 (Demo)	0.5								
Year 3	F	KINE 4575 F	Athletic Injuries - Body Core	3.0	Full-time	Course Director	0.33								
Year 3	F	KINE 4575 F	Athletic Injuries - Body Core		Full-time	Tutorial Leader	0.25								
Year 3	F	KINE 4575 F	Athletic Injuries - Body Core		Full-time	Tutorial Leader	0.25								
Year 3	W	KINE 4575 W	Athletic Injuries - Body Core		Full-time	Course Director	0.33								
Year 3	W	KINE 4575 W	Athletic Injuries - Body Core		Full-time	Tutorial Leader	0.25								
Year 3	W	KINE 4575 W	Athletic Injuries - Body Core		Full-time	Tutorial Leader	0.25								
		<b>Total Elective Courses</b>		<b>9.0</b>			<b>5.7</b>								
		<b>Total Required Credits</b>		<b>33.0</b>		<b>Total FCE</b>	<b>14.88</b>								
		<b>Total AT PKIN's</b>		<b>0.00</b>		<b>Total FCE</b>	<b>2</b>								
		<b>Total Elective Courses</b>		<b>9.0</b>		<b>Total FCE</b>	<b>5.7</b>								
		<b>Total</b>		<b>42.0</b>		<b>Total FCE</b>	<b>22.5</b>								

Year	Term	Period	Course #	Section	Course Name	Total Credits Required for Certificate	Meet	Contract Type	Position Type	FCE Assignment
2017 - 18	S17	S1	KINE 2490	A	Athletic Therapy I		LECT 01	Full-time	Course Director	0.5
2017 - 18	F17	F	KINE 2490	A	Athletic Therapy I		LECT 01	CUPE-2	T3 (Mrk/Grd)	
2017 - 18	F17	F	KINE 2490	A	Athletic Therapy I	3.0	LECT 01	Full-time	Course Director	0.5
2017 - 18	W18	W	KINE 2490	M	Athletic Therapy I		LECT 01	CUPE-2	T3 (Mrk/Grd)	
2017 - 18	W18	W	KINE 2490	M	Athletic Therapy I		LECT 01	Full-time	Course Director	0.5
2017 - 18	F17	F	KINE 3460	A	Regional Human Anatomy I	3.0	LECT 01	Full-time	Course Director	0.33
2017 - 18	F17	F	KINE 3460	A	Regional Human Anatomy I		LAB 01	Full-time	Tutorial Leader	0.25
2017 - 18	F17	F	KINE 3460	A	Regional Human Anatomy I		LAB 02	CUPE-1	T2 (Demo)	0.5
2017 - 18	F17	F	KINE 3460	A	Regional Human Anatomy I		LAB 03	CUPE-1	T2 (Demo)	0.5
2017 - 18	W18	W	KINE 3460	M	Regional Human Anatomy I		LECT 01	Full-time	Course Director	0.33
2017 - 18	W18	W	KINE 3460	M	Regional Human Anatomy I		LAB 01	CUPE-1	T2 (Demo)	0.5
2017 - 18	W18	W	KINE 3460	M	Regional Human Anatomy I		LAB 02	CUPE-1	T2 (Demo)	0.5
2017 - 18	S17	S1	KINE 3465	A	Regional Human Anatomy II		LECT 01	Full-time	Course Director	0.5
2017 - 18	S17	S1	KINE 3465	A	Regional Human Anatomy II		LECT 01	CUPE-1	T3 (Mrk/Grd)	
2017 - 18	W18	W	KINE 3465	M	Regional Human Anatomy II	3	LECT 01	Full-time	Course Director	0.5
2017 - 18	W18	W	KINE 3465	M	Regional Human Anatomy II		LECT 01	CUPE-1	T3 (Mrk/Grd)	
2017 - 18	S17	S1	KINE 3575	A	Athletic Injuries - Extremities		LECT 01	CUPE-2	Course Director	0.5
2017 - 18	S17	S1	KINE 3575	A	Athletic Injuries - Extremities		LAB 01	CUPE-2	T2 (Demo)	0.5
2017 - 18	S17	S1	KINE 3575	A	Athletic Injuries - Extremities		LAB 02	CUPE-2	T2 (Demo)	0.5
2017 - 18	F17	F	KINE 3575	A	Athletic Injuries - Extremities	3.0	LECT 01	Full-time	Course Director	0.33
2017 - 18	F17	F	KINE 3575	A	Athletic Injuries - Extremities		LECT 01	CUPE-2	T3 (Mrk/Grd)	
2017 - 18	F17	F	KINE 3575	A	Athletic Injuries - Extremities		LAB 01	CUPE-2	T2 (Demo)	0.5
2017 - 18	F17	F	KINE 3575	A	Athletic Injuries - Extremities		LAB 02	Full-time	Tutorial Leader	0.25
2017 - 18	F17	F	KINE 3575	A	Athletic Injuries - Extremities		LAB 03	Full-time	Tutorial Leader	0.25
2017 - 18	F17	F	KINE 3575	A	Athletic Injuries - Extremities		LAB 04	CUPE-2	T2 (Demo)	0.5
2017 - 18	F17	F	KINE 3575	A	Athletic Injuries - Extremities		LECT 01	CUPE-2	T3 (Mrk/Grd)	
2017 - 18	F17	F	KINE 3575	B	Athletic Injuries - Extremities		LECT 01	CUPE-2	Course Director	0.33
2017 - 18	F17	F	KINE 3575	B	Athletic Injuries - Extremities		LAB 01	CUPE-2	T2 (Demo)	0.5
2017 - 18	F17	F	KINE 3575	B	Athletic Injuries - Extremities		LAB 02	CUPE-2	T2 (Demo)	0.5
2017 - 18	F17	F	KINE 3575	B	Athletic Injuries - Extremities		LAB 03	CUPE-2	T2 (Demo)	0.5
2017 - 18	F17	F	KINE 3575	B	Athletic Injuries - Extremities		LAB 04	CUPE-2	T2 (Demo)	0.5
2017 - 18	W18	W	KINE 3575	M	Athletic Injuries - Extremities		LECT 01	CUPE-2	Course Director	0.33
2017 - 18	W18	W	KINE 3575	M	Athletic Injuries - Extremities		LECT 01	CUPE-2	T3 (Mrk/Grd)	
2017 - 18	W18	W	KINE 3575	M	Athletic Injuries - Extremities		LAB 01	CUPE-2	T2 (Demo)	0.5
2017 - 18	W18	W	KINE 3575	M	Athletic Injuries - Extremities		LAB 02	CUPE-2	T2 (Demo)	0.5
2017 - 18	W18	W	KINE 3575	M	Athletic Injuries - Extremities		LAB 03	CUPE-2	T2 (Demo)	0.5
2017 - 18	W18	W	KINE 3575	M	Athletic Injuries - Extremities		LAB 04	CUPE-2	T2 (Demo)	0.5
2017 - 18	S17	S2	KINE 3600	M	Athletic Therapy II		LECT 01	Full-time	Course Director	0.5
2017 - 18	W18	W	KINE 3600	M	Athletic Therapy II	3	LECT 01	Full-time	Course Director	0.5
2017 - 18	W18	W	KINE 3600	M	Athletic Therapy II		LECT 01	CUPE-2	T3 (Mrk/Grd)	
2017 - 18	S17	S2	KINE 4575	M	Athletic Injuries - Body Core		LECT 01	Full-time	Course Director	0.33
2017 - 18	S17	S2	KINE 4575	M	Athletic Injuries - Body Core		LAB 01	Full-time	Tutorial Leader	0.25
2017 - 18	F17	F	KINE 4575	A	Athletic Injuries - Body Core		LECT 01	Full-time	Course Director	0.33
2017 - 18	F17	F	KINE 4575	A	Athletic Injuries - Body Core		LAB 01	Full-time	Tutorial Leader	0.25

Year	Term	Period	Course #	Section	Course Name	Total Credits Required for Certificate	Meet	Contract Type	Position Type	FCE Assignment
2017 - 18	F17	F	KINE 4575	A	Athletic Injuries - Body Core		LAB 02	Full-time	Tutorial Leader	0.25
2017 - 18	W18	W	KINE 4575	M	Athletic Injuries - Body Core	3	LECT 01	Full-time	Course Director	0.33
2017 - 18	W18	W	KINE 4575	M	Athletic Injuries - Body Core		LAB 01	Full-time	Tutorial Leader	0.25
2017 - 18	W18	W	KINE 4575	M	Athletic Injuries - Body Core		LAB 02	Full-time	Tutorial Leader	0.25
2017 - 18	F17-W18	Y	KINE 4590	A	Adv Athletic Therapy Assessment & Rehab	6	LECT 01	Full-time	Course Director	0.5
2017 - 18	F17-W18	Y	KINE 4590	A	Adv Athletic Therapy Assessment & Rehab		LECT 01	Full-time	Course Director	0.34
2017 - 18	F17-W18	Y	KINE 4590	A	Adv Athletic Therapy Assessment & Rehab		LECT 01	Full-time	Course Director	0.16
2017 - 18	S17	SU	KINE 4592A	A	Athletic Therapy Field Placement		PRAC 01	CUPE-2	Course Director	0.5
2017 - 18	S17	SU	KINE 4592A	B	Athletic Therapy Field Placement		PRAC 01	Full-time	Course Director	0.5
2017 - 18	F17-W18	Y	KINE 4592B	A	Athletic Therapy Field Placement		PRAC 01	CUPE-2	Course Director	1
2017 - 18	F17-W18	Y	KINE 4592B	B	Athletic Therapy Field Placement		PRAC 01	Full-time	Tutorial Leader	0.17
2017 - 18	F17-W18	Y	KINE 4592B	B	Athletic Therapy Field Placement		PRAC 01	Full-time	Course Director	0.5
2017 - 18	F17-W18	Y	KINE 4592B	B	Athletic Therapy Field Placement		PRAC 01	Full-time	Tutorial Leader	0.17
2017 - 18	F17	P	PKIN 0761	A	First Responder for Athletic Therapy I		PRAC 01	CUPE-2	T6 (Studio Inst)	0.25
2017 - 18	F17	P	PKIN 0761	A	First Responder for Athletic Therapy I	0.0	PRAC 01	Full-time (Retiree)	Course Director	0.085
2017 - 18	F17	P	PKIN 0762	A	First Responder for Athletic Therapy II	0.0	PRAC 01	Full-time (Retiree)	Course Director	0.085
2017 - 18	F17	P	PKIN 0762	A	First Responder for Athletic Therapy II		PRAC 01	CUPE-2	T6 (Studio Inst)	0.25
2017 - 18	F17-W18	Y	PKIN 0812	A	Clinical Placement in Athletic Therapy I	0	PRAC 01	CUPE-2	T6 (Studio Inst)	0.5
2017 - 18	F17-W18	Y	PKIN 0813	A	Clinical Placement in Athletic Therapy I	0	PRAC 01	CUPE-2	T6 (Studio Inst)	0.5
2017 - 18	F17-W18	Y	PKIN 0821	A	Clinical Skills I		PRAC 01	CUPE-2	T6 (Studio Inst)	0.25
2017 - 18	F17-W18	Y	PKIN 0821	A	Clinical Skills I	0	PRAC 01	Full-time	Course Director	0.085
2017 - 18	F17-W18	Y	PKIN 0822	A	Clinical Skills II	0	PRAC 01	Full-time	Course Director	0.085
2017 - 18	F17-W18	Y	PKIN 0822	A	Clinical Skills II		PRAC 01	CUPE-2	T6 (Studio Inst)	0.25
<b>Total</b>						<b>24.00</b>			<b>Total FCE</b>	<b>22.82</b>

**Existing Calendar Copy (Change From)****Admission:**

Students must be degree candidates in ~~kinesiology and health science~~. The application process for this program includes ~~an assessment of academic standing, a letter of application~~ and reference letters. ~~Applicants~~ must have completed a minimum of 24 credits ~~including HH/KINE 1000 6.00 and HH/KINE 1020 6.00 and achieved~~ a minimum cumulative average of 5.00 (C+). Standard First Aid and ~~Basic Rescuer CPR~~ certification (or HH/PKIN 0750 0.00) ~~and attendance at the Information and Interview Session~~ are ~~required for application to the program.~~

**Required Courses:**

~~HH/KINE 2490 3.00  
HH/KINE 3575 3.00  
HH/KINE 3600 3.00  
HH/KINE 3460 3.00  
HH/KINE 4575 3.00  
HH/KINE 4590 6.00~~

**Plus three credits selected from the following courses:**

~~HH/KINE 3465 3.00  
HH/KINE 4430 3.00  
HH/KINE 4460 3.00  
HH/KINE 4470 3.00  
HH/KINE 4472 3.00  
HH/KINE 4475 3.00  
HH/KINE 4565 3.00  
HH/KINE 4740 3.00  
HH/KINE 4900 3.00~~

**Required Courses:**

Kinesiology and Health Science Practicum core plus:

HH/PKIN 0761 0.00  
HH/PKIN 0762 0.00  
HH/PKIN 0811 0.00  
HH/PKIN 0812 0.00  
~~HH/PKIN 0813 0.00  
HH/PKIN 0821 0.00  
HH/PKIN 0822 0.00~~

**Proposed Calendar Copy (Change To):****Admission:**

Students must be degree candidates in the Kinesiology and Health Science Honours program at York University. The application process for this program includes a competed application form and two reference letters, one of which indicates a completion of 40 experiential hours in the clinical and/or field setting with a Certified Athletic Therapist - CAT(C) or Sport Physiotherapist or a current York Athletic Therapy Certificate Program (ATCP) student enrolled in HH/KINE 4592. Applicants must have completed or be in the process of completing a minimum of 48 credits by the end of the Winter Term of the same calendar year as their application to the York ATCP, and achieved a minimum cumulative grade point average of 5.00 (C+), including minimum grade of C+ in each of HH/KINE 2495 3.00 (or HH/KINE 2490 3.00 and HH/KINE 3600 3.00), HH/KINE 2011 3.00 and HH/KINE 2031 3.00. Standard First Aid and CPR-C certification (or HH/PKIN 0750 0.00) is also required. Applications must be submitted to the Kinesiology Undergraduate Office by February 1. Upon review of submitted applications, eligible applicants will be contacted to complete an interview process. Successful applicants will be offered a letter of admission into the Athletic Therapy Certificate Program.

**Academic Standing:**

Students must complete the required academic and practicum Athletic Therapy courses in consecutive order over a 3-year period from the time of entry into the Athletic Therapy Certificate Program. Students in the Athletic Therapy Certificate must maintain an Honours standing (cumulative grade point average of 5.00 – C+) in the Kinesiology and Health Science program and a minimum an overall grade point average of 5.00 (C+) average in each of the required certificate courses.

Graduating with a certificate (33 credits):

HH/KINE 2500 3.00  
HH/KINE 2501 3.00  
HH/KINE 2502 3.00  
HH/KINE 2503 3.00  
HH/KINE 3500 3.00  
HH/KINE 3501 3.00  
HH/KINE 3502 3.00  
HH/KINE 3503 3.00  
HH/KINE 4592 6.00  
HH/KINE 4593 3.00  
HH/PKIN 0761 0.00  
HH/PKIN 0762 0.00  
HH/PKIN 0811 0.00  
HH/PKIN 0812 0.00



Legend		Required Credits							
General Education Course		Each credit = 1 contact hour							
Science Course									
Kinesiology Course		Total KIN Degree/AT Certificate Credits Required = 120							
Athletic Therapy Course		Total KIN/AT Student Practicum Credits Required = 8							
Practicum Course									
B.Sc. Spec. Hons KINE/AT Certificate				Academic	Academic	Academic	Academic	Non Academic	Academic Total
FALL SEMESTER		WINTER SEMESTER		Gen Ed Credits	SC Credits	KINE Credits	AT credits	PKINs	
<b>Year 1</b>				6	12	12		2	30
Approved General Education Course (Humanities) 6 credits				option to take in summer					
SC credits outside the major 6.00 credits KINE students are strongly recommended to take HH/PSYC 1010 6.00				option to take in summer					
Approved Math (MATH 1505 6.00, MATH 1013 3.00, MATH 1014 3.00, MATH 1025 3.00) 6 credits				option to take in summer					
KINE 1000: Sociocultural Perspectives in Kinesiology 6 credits									
KINE 1020: Fitness and Health 6 credits									
Aquatics PKIN (PKIN 02XX)		Dance/Gymnastics PKIN (PKIN 05XX)		option to take in summer					
<b>Year 2</b>				6	6	18		2	30
Approved General Education Course (Social Science) 6 credits				option to take in summer					
Basic SC Requirements (Bio, Chem, or Physics) 3 credits		Basic SC Requirements (Bio, Chem, or Physics) 3 credits		option to take in summer					
KINE 2011: Human Physiology I 3 credits		KINE 3012: Human Physiology II 3 credits		option to take in summer (KINE 2011)					
KINE 2031: Human Anatomy 3 credits		KINE 3030: Biomechanics of Human Movement 3 credits		option to take in summer (KINE 2031)					
KINE 2049: Research Methods in Kinesiology 3 credits		KINE 2050: Analysis of Data in Kinesiology 3 credits							
Track & Field PKIN (PKIN 06XX)		Emergency Care (PKIN 07XX)		option to take in summer					
<b>Year 3 (AT year 1)</b>				6	6	6	12	2	30
Approved General Education Course (HUMA or SOSOC) 6 credits				option to take in summer					
Approved Computer Science 3 credits		SC outside the major at the 2000-level or above 3.00 credits		option to take in summer					
KINE 3020: Skilled Performance & Motor Learning 3 credits		KINE 3000: Psychology of Physical Activity and Health 3 credits							
KINE 2500 AT Field Inquiry-Based Tutorial 3 credits		KINE 2502 AT Extremities Inquiry-Based Tutorial 3 credits							
KINE 2501 AT Field Seminar and Skills 3 credits		KINE 2503 AT Extremities Seminar and Skills 3 credits							
PKIN 0761: First Responder for Athletic Therapy I (can fulfill elective requirement)		PKIN 0762: First Responder for Athletic Therapy II (can fulfill elective requirement)							
<b>Year 4 (AT year 2)</b>						6	12	2	18
KINE 4010: Exercise Physiology 3 credits		KINE 4020: Human Nutrition 3.00 credits							
KINE 3500 AT Inquiry Tutorial - Head, Trunk & Spine 3 credits		KINE 3502 AT Inquiry Tutorial - Upper/Lower Quadrant 3 credits							
KINE 3501 AT Head, Trunk & Spine Seminar and Skills 3 credits		KINE 3503 AT Upper/Lower Quadrant Seminar and Skills 3 credits							
PKIN 0811: Practicum for Athletic Therapy I (can fulfill PKIN 03XX Team Sports Requirement)		PKIN 0812: Practicum for Athletic Therapy II (can fulfill PKIN 04XX Individual/Dual Sports Requirement)							
<b>Year 5 (AT year 3)</b>						3	9		12
		3.00 credits at the 3XXX/4XXX level (does not need to be in KINE, but can be)							
KINE 4592: Athletic Therapy Experiential Education 6 credits									
		KINE 4593: Athletic Therapy Integrative Seminar and Skills 3 credits							
<b>Total:</b>								8 PKINs	120 credits

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.

**ITEM FOR ACTION:**

**1. Proposal for changes to the Certificate in Athletic Therapy in the School of Kinesiology and Health Science**

The Faculty of Health recommends the curriculum and pedagogical changes to the Certificate in Athletic Therapy in the School of Kinesiology and Health Science, Faculty of Health be approved, effective Fall 2019.

**Rationale:**

The proposed three-year Athletic Therapy Certificate Program (ATCP) will increase from 24 to 33 credits and will include 4 required practicum courses (on and/or off campus) to foster experiential education and achievement of the Canadian Athletic Therapists Association (CATA) competency based curriculum. The admission criteria changes will provide prospective candidates with foundational knowledge critical to student success in the ATCP.

The proposed curriculum structure will incorporate a model of inquiry-based learning in which students will have the opportunity for higher learning as well as self-directed learning through the use of case studies. The Athletic Therapy inquiry-based courses will be complimented with practical skills labs as well as seminar courses relating to the case study topics. Student placements will be structured in progressive manner to enhance the quality of the placement experience for both the community partner as well as the student.

The overall curriculum will be laddered from beginner to intermediate and advanced, over three years. The proposed program will be divided into various theme-based units with the final year culminating to an integrative unit incorporating field and clinical aspects of Athletic Therapy.

The changes to the ATCP are being proposed for several reasons:

- To enhance the student learning experience and foster the development of critical thinking health care professionals.
- To align with the York University Academic Plan (UAP) as well as President Lenton's vision of experiential education, pedagogical innovation and self-directed learning.
- Through experiential education and a student-centred approach, the proposed changes will seek to promote higher learning, critical thinking and lifelong learning skills, which are vital in the profession of Athletic Therapy.
- To enhance the quality of the placement experience for both the community partner as well as the student.
- To align with CATA's competency based curriculum mandate and align with their program accreditation committee's recommendation of implementing the proposed changes.
- To become the premier Athletic Therapy program of choice for students, increase program enrollment, and ultimately prepare students toward certification as Athletic Therapists in Canada.

## University Policies, Procedures & Regulations Database

### Senate Policy

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**Title:** Honorific Professorships

**#:** Sen 029

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**Description:**

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**Notes:** Approved by Senate 1982/04/22; Date Effective: 1982/04/22. Revised and Amended by Senate: 1983/02/25; 1989/05/25; 1990/11/22; 1992/03/26; 2004/11/25; 2008/09/25; 2010/01/28, 2013/06/27; 2017/09/28.

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**Approval Authority:** Senate

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### Policy

#### 1. Honours

##### 1.1 *University Professor*

The University Professorship is awarded to a member of the faculty whom the University recognizes for his or her scholarship, teaching and particularly participation in University life or contribution to the University as a community.

##### 1.2 *University Professor Emeritus/a*

Upon retirement, a University Professor will be named University Professor Emeritus/a.

##### 1.3 *Distinguished Research Professor*

A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through Research.

##### 1.4 *Distinguished Research Professor Emeritus/a*

Upon retirement, a Distinguished Research Professor will be named Distinguished Research Professor Emeritus/a.

##### 1.5 *Emeritus/a*

The status of Emeritus/a will be conferred on all retiring full-time faculty members and professional librarians with the expectation of continued involvement in the intellectual life of the University.

#### 2. Criteria

##### 2.1 *University Professor*

A University Professor will be a long-serving tenured faculty member who has made an extraordinary contribution to the University as a colleague, teacher and scholar. Such achievement fulfills the following requirements:

- i) significant long-term contribution to the development or growth of the University or of its parts;
- ii) significant participation in the collegium through mentorship, service and/or governance;
- iii) sustained impact over time on the University's teaching mission;
- iv) recognition as a scholar.

## 2.2 *Distinguished Research Professor*

The Distinguished Research Professor will have demonstrated scholarly achievement by sustained publication or other recognized and accepted demonstrations of sustained authoritative contributions to scholarship. Such achievement fulfils the following requirements:

- i) includes sustained and continuing contributions to the field or fields of scholarship involved;
- ii) the work is of excellent quality;
- iii) the work has made a major impact on the discipline or field of study involved;
- iv) the work is recognized within and appreciated beyond the University;
- v) the nominee will have an international reputation in the field of study involved.

- 2.3 Members of any committee under the purview of Senate which has policy or adjudicative responsibility for these honours, such as the Senate Executive Committee and the Senate Committee on Awards, are not eligible for nomination to either University Professor or Distinguished Research Professor during the academic year(s) in which they sit on those committees.

## 3. **Relationship to the tenure stream**

- 3.1 There is no implied relationship between honorific professorships and the ranking of the tenure stream of the University.

## 4. **Procedures for Nomination**

### 4.1 *University Professor*

- i) Nominations for the University Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.
- ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:
  - the nominee's c.v.
  - a detailed letter of nomination explaining how the candidate's achievements conform to the general criteria
  - letters of support from those in a position to comment on the nominee's achievements and contributions.
- iii) The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee's home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.

- iv) **Nominators will be advised of the committee’s decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.**

#### 4.2 *Distinguished Research Professor*

- i) Nominations for the Distinguished Research Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.
- ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:
- the nominee’s c.v.
  - a detailed letter of nomination explaining how the candidate’s achievements conform to the general criteria
  - letters of support from those in a position to comment on the nominee’s achievements and contributions.

The committee may make additional inquiries as it sees fit.

- iii) The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee’s home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.
- iv) When the committee is considering nominations for Distinguished Research Professor, it shall invite the Vice-President Research and Innovation, and the Vice-President Academic & Provost to attend.
- v) **Nominators will be advised of the committee’s decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.**

- 4.3 After assessment of nominations, the Senate Committee on Awards shall inform the President and report to Senate for information on the award of the honours.

#### 5. **Term and Number of Awards**

- 5.1 Normally, no more than two appointments shall be made in each of the University Professor and Distinguished Research Professor category in a year.
- 5.2 At any one time there shall be no more than twenty-five active University Professors and twenty-five active Distinguished Research Professors.
- 5.3 These honours once bestowed shall be in effect until death, voluntary resignation of the title, or termination of full-time status by retirement by the respective incumbents, at which time they will adopt the style “Emeritus/a.”

## Senate Committee on Awards

# PRESIDENT'S UNIVERSITY-WIDE TEACHING AWARDS

The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. Four awards are offered each year in the following categories:

- Full-Time tenured faculty with 10 or more years full-time teaching experience
- Full-Time faculty (tenured/tenure-stream/CLA) with less than 10 years teaching experience
- Contract and adjunct faculty
- Teaching assistants

The purpose of these awards is to provide significant recognition for excellence in teaching, to encourage its pursuit, to publicize such excellence when achieved across the University and in the wider community, and to promote informed discussion of teaching and its improvement. The awards demonstrate the value York University attaches to teaching. Recipients of the awards, selected by the Senate Committee on Awards, receive \$3,000, have their names engraved on the President's University-Wide Teaching Award plaque in Vari Hall and are recognized at convocation ceremonies. Recipients will also be invited to participate in the University's annual Teaching in Focus conference in May.

### ELIGIBILITY

Faculty, students and/or alumni may make nominations, individually or collectively. Graduate students may not nominate their current supervisor. There is no limit to the number of nominations which may be made.

Nominees in the first three categories above must have taught at York for at least three years. The TA award is open to all teaching assistants currently enrolled in a graduate degree program at York who have held the equivalent of at least one full teaching assistantship in the year prior to their nomination or at least 1.4 teaching assistantships over the previous two years. Recipients of these awards will not, in the normal course of events, be eligible to receive an award in the same category more than once in their careers. The Committee reserves the right not to make an award in a given year. Current members of the Awards Committee are not eligible for nomination.

While the principal criteria are set out below, York strongly values diversity and equity within its community and encourages nominations of those who are under-represented in recent competitions.

### CRITERIA

Defining teaching excellence is a challenging endeavour because it requires consideration of how teaching varies by discipline, context, technique, class size, and additional factors,

such as cultural or gender approaches and the enhancement of the learning environment for students with disabilities.

The criteria below represent some, but not necessarily all, of the characteristics associated with excellent teaching. The criteria are organized by the areas where excellent teaching has its greatest impact: i) on student learning, ii) on mentoring and the scholarship of teaching and learning and iii) on programs of study and curriculum development. The criteria are not ranked in order of importance, and the examples are intended to be illustrative but not exhaustive. It is expected that all nominations will demonstrate an impact on student learning. In addition, for full-time and contract and adjunct faculty, it is expected that nominations will demonstrate continuing excellence over a period of years and some impact in the other two areas. However, it is not expected that all criteria will be fulfilled. In addition, for TAs, it is expected that nominations will demonstrate a developing impact on student learning, but they are not expected to have mastered all criteria.

### **Student Learning**

- fosters the development of intellectual growth of students by encouraging and supporting learners to develop critical thinking, achieve a deep understanding of a discipline or interdisciplinary field, challenge assumptions and develop new insights
- inspires passion for the subject matter and an appreciation of its relevance
- articulates clear learning outcomes and helps student achieve them, ensuring that outcomes relate to mastery of content, development of skills and academic and civic responsibilities
- states clearly the expectations made of students and supports the development of learners' resourcefulness through guidance on strategies and on resources available to them
- models the learning process and fosters the development of learner confidence through fair assessments and prompt and useful feedback
- seeks opportunities for students to be involved in research projects
- models a variety of different teaching approaches (lectures, discussions, technology-enhanced, group work, experiential education) to support a variety of learning approaches
- creates an inclusive classroom environment that acknowledges and respects diverse student backgrounds, experiences and values
- demonstrates innovation and flexibility in accommodating students with special needs in ways that maintain academic integrity and demonstrate sound pedagogy
- mentors students in developing effective learning behaviours
- supervises students in independent research

### **Teaching Development and Contributions to Mentoring and the Scholarship of Teaching and Learning**

- stays abreast of current and emerging research into teaching to support students with different needs and learning styles, especially those that support the York student demographic

- supports and mentors TAs and colleagues to develop effective teaching practices
- collaborates with faculty (e.g. team-teaching) and other educational colleagues, units and centres to promote effective teaching and learning practices
- participates in discussions, consultations, task forces and conferences that address pedagogical issues
- conducts classroom-based research and prepares presentations and publications on teaching and learning

### **Programs and Curricular Development, Institutional Priorities**

- demonstrates an understanding of pedagogical theory as it informs teaching in the discipline, the program of study and Degree Learning Expectations
- evaluates innovative practices and institutional priorities to identify how they can best contribute to the enhancement of student learning and overall support of the program (e.g. technology for learning, experiential education, accommodation of learners, General Education courses)
- develops new courses for the program and/or interdisciplinary courses
- prepares presentations and publications relating to curriculum development in the discipline

A complete nomination file includes the following items:

- a statement of teaching/learning philosophy and practice (maximum 2000 words) that demonstrates that the nominee has fulfilled the required criteria;
- a summary of teaching evaluations (regular in-course assessment instruments or information collected expressly for the nomination), **to be provided by the nominee**; and
- three letters of support, two from current students and alumni in all areas of the nominee's teaching, and one from a colleague familiar with the individual's teaching activities who, in the case of TAs, can speak to the teaching, professional development/mentorship requirement.

Letters will be solicited by the nominator; the nominee must not request letters from students. Nominations will normally be supported only by information from current and former members of the York community.

**Starting with the 2019 competition, nomination files of full-time faculty and contract/adjunct faculty not selected will be held for reconsideration for three years, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.**

Nominators are advised to approach the Teaching Commons to explore ways to best highlight the teaching strengths and accomplishments of the nominee. The Teaching Commons will offer a workshop for nominators; specifics will be available when the call for nominations is made.

### **PRIVACY/CONFIDENTIALITY OF NOMINATION FILES**

Nominators, nominees and those writing letters of reference should be aware that material in nomination files will not be treated as private or confidential and may be quoted and/or summarized in the following forms: citations delivered at convocation; Senate reports; newspaper articles; and other publications. Nominators are asked to note and to make referees aware of the policy on the privacy and confidentiality of the material in these files.

Nominations must be submitted online by **January 25, 2019**. The nomination form is available online.