



York University
Faculty of Liberal Arts & Professional Studies
23rd Meeting of Faculty Council

NOTICE OF MEETING

Thursday, March 8, 2012
3:00 pm – 5:00 pm

Senate Chamber, N940 Ross

Agenda

1. Call to Order and Approval of the Agenda
2. Chair of Council's Remarks
3. Minutes of the **February 9, 2012** meeting.....1
4. Business Arising from the Minutes
5. Item For Information
 - Written Report from the Faculty Representative on Senate.....4
6. Dean's Remarks
7. Question Period
8. **Special Presentation:** Engineering Expansion at York University, Dean Janusz Kozinski & Associate Dean Richard Hornsey, Faculty of Science and Engineering
9. Reports of Standing Committees of Council
 - a. Executive Committee (one item for action; three items for information).....6
 - b. Academic Policy and Planning Committee (one item for action, one item for information)..... 13
 - c. Consent Agenda (Committee on Curriculum, Curricular Policy and Standards).....33
11. Other Business

2011 - 2012 Liberal Arts & Professional Studies Faculty Council Meetings are on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross:

April 12, 2012
May 10, 2012
June 14, 2012

All are welcome and encouraged to attend!



**York University
Faculty of Liberal Arts & Professional Studies
LA&PS Faculty Council**

Senate Chamber
Minutes of the 22nd Meeting of Council
February 9, 2012
#120209

Attendance: N. Adelson, M. Adriaen, D. Beausoleil, M. Bernholtz, U. Best, M. Buccheri, D. Cohn, G. Cominel, R. Coombe, L. Cozzi, B. Crow, A. Durston, J. Edmondson, S. Ehrlich, K. Evans, I. Ferrara, M. Figueredo, D. Freake, A. Gazso, A. Gekas, M. Gilbert, P. Giordan, C. Greene, R. Haché, C. Heron, T. Hwong, C. Innes, M. Jacobs, E. Karpinski, A. Kulak, M. Lambert-Drache, D. Leyton-Brown, L. Lo, R. Lobo, A. MacLennan, J. Magee, C. Marjollet, K. McPherson, K. Michasiw, A. Mukherjee, N. Myers, R. Myers, P. Monahan, N. Naeemzda, A. Naipaul, P. Ng, A. Noordeh, D. O'Neill, R. Ophir, A. Redding, C. Sanchez-Rodriguez, L. Sanders, G. Scardellato, A. Schrauwers, R. Sheese, P. Singh, B. Smith, B. Spotton Visano, L. Stewart, S. Tweyman, R. Udit, R. Wellen, K. White, P. Wood, D. Woody

Guests: V. Olender

1. Call to Order and Approval of Agenda

The Chair of Council called the meeting to order.

It was moved, seconded and carried that the agenda be approved.

2. Chair of Council's Remarks

The Chair announced that the main item on the agenda today is a request to move to the Committee of the Whole for an open discussion on the *Draft Amendments, Senate Policy on ORUs* document. A Committee of the Whole's purpose is to facilitate a discussion by using less strict rules than those used in a formal

meeting. In a Committee of the Whole the Chair steps aside and the Vice Chair oversees the proceedings. Following the Committee of the Whole, the Vice Chair will rise and report, and a record of the meeting will be given to the Academic Policy and Planning Committee to prepare a final report on behalf of LA&PS to the Academic Policy, Planning, and Research Committee of Senate. He encouraged members to participate with their comments, observations, feedback, and questions.

The Chair noted that Vice-President Haché is in attendance at the meeting as an ex-officio member of Council to participate in the discussion.

3. Minutes of the January 12, 2012 Meeting

It was moved, seconded, and carried that the minutes of the January 12, 2012 meeting of Council be approved.

4. Business Arising from the Minutes

There was no business arising from the minutes.

5. Item For Information

The written report from the Faculty Representative on Senate was received.

6. Committee of the Whole: Draft Amendments, Senate Policy and ORUs

It was moved, seconded, and carried that the meeting move to a Committee of the Whole.

Members noted that there are three main categories of concern with the proposed document:

1. The intended purpose(s) of the Draft Amendments, Senate Policy on ORUs
2. The unintended consequence(s) of the intended purpose(s) of the Draft Amendments, Senate Policy on ORUs

3. And the procedural and process related regulations which are difficult to implement.

Members discussed the Draft Amendments, Senate Policy on Organized Research Units (ORU) document in relation to these categories, specifically noting observations and/or concerns relating to the different types of research performed at the University, the proposed two-tiered research structure and how research will be evaluated and supported.

Different Types of Research outside an ORU

- An unintended consequence of this document is the shifting of research support towards ORUs, and away from other supports for scholarship. There is a need for balance.
- The document does not recognize the different ways in which faculty do research at the University—specifically, both individual research and research in departments/schools.
- Departments/schools are extremely important research centers. How will departments/schools as research units be supported, if Faculty-based ORUs compete for limited Faculty resources? The supports for individual research and research in departments/schools are threatened.
- The largest number of researchers are graduate students, how are they recognized and what support will they receive?

Two Tiered Research Structure

- There is a potential for real tiering of research at the University. The explicit, intended consequence of the document is a two-tier research structure. There will be a difference in funding and access to the funding. This will lead to competition between Faculty and University ORUs for funding.
- The problem the two-tiered structure is intended to address is unclear; what is the objective?
- Is there a way to draw the line clearly between Faculty and University based ORUs?

Evaluation of Research

- The document needs to address the ways in which research results generally and ORU "success" specifically are to be evaluated. The criteria should match expectations and be clearly defined.
- The 5-year chartering of the ORU and the process seems to be highly bureaucratic – the interim review is to be completed after 3 years when the timeframe for the final review is 5 years. How to deal with the closing of an ORU?
- We are moving towards a commercialization of research and that means the humanities especially and social sciences may be at a loss if their research is not perceived to be able to be commercialized.

Mobilizing Limited Resources

- The document is silent on resources. LA&PS has a structural deficit; we do not have the resources to provide additional support to Faculty-based ORUs. Is it possible that the resources are forthcoming? If there are no additional resources forthcoming, the downloaded responsibility of supporting ORUs will threaten research support for individuals. Currently, about half of the faculty members in LA&PS are affiliated with an ORU and about half of the ORU Directors are LA&PS faculty members.
- Some ORUs are based on government priorities and/or UAP goals, and some are not; a consequence of this is a privileging of some ORUs over others based on the UAP and/or governmental priorities. What will happen to the support for research that is not responsive to government priorities?
- Another consequence of this is that there will be a competition to gain access to these resources.

Members also noted that York has a tradition of “social justice” and that this has not been captured in the document.

7. Reports of Standing Committees of Council

7.1 Committee on Curriculum, Curricular Policy, and Standards

The item last date to enrol with permission of the course instructor was received.

The item curriculum proposal submissions was received.

The Consent Agenda was approved.

7.2 Committee on Tenure and Promotions

The item 2010 – 2011 tenure and promotion files update was received.

The item tenure and promotion general rules – candidate’s representative was received.

The item unit tenure and promotion standards/guidelines was received. Members noted that Unit’s are to submit their Unit standards to the Secretary of Council by April 30, 2012.

It was moved, seconded, and carried that Council delegate authority to the Executive Committee for any minor technical changes which would be required in order to secure concurrence from YUFA on the motion to suspend the membership rules until June 30, 2012 for the tenure and promotions committee.

7.3 Committee on Research Policy and Planning

The item Faculty of Liberal Arts and Professional Studies Minor Research Grant was received.

8. Dean’s Remarks

The Dean’s remarks were deferred to the next meeting of Council.

9. Question Period

Question period was deferred to the next meeting of Council.

10. Special Presentation: Patrick Monahan, Vice-President Academic and Provost, Progress Towards Academic Priorities

Vice-President Monahan presented on the external landscape and the key priorities for the 2011-2012, specially related to tenure stream appointments and undergraduate and graduate enrolment projections for the Faculty.

The presentation slides are available at:

<http://www.yorku.ca/laps/council/faculty/documents/PatrickMonahanFacultyCouncilPresentationFeb2012.pdf>

Members of Council noted that the total number of illegible graduate students’ enrolled increase was to be expected, since the total number of graduate student admitted has decreased.

Members asked about the level of student involvement in understanding why enrolments have dropped. Specifically, members from the Student Council noted that they were very eager to participate in the discussion.

Members discussed ways in which other Universities are actively engaged in their recruitment campaigns including professors and staff calling students who have applied and/or that were just admitted to the University.

It was also recommended that there should be an aggressive marketing campaign. For instance Ryerson University has continuously used advertisements on subways and buses in the greater Toronto area.

11. Other Business

There was no other business.

C. Innes, Chair of Council

L. Cozzi, Secretary of Council

SENATE OF YORK UNIVERSITY

**SYNOPSIS OF THE 581ST MEETING OF SENATE
HELD ON FEBRUARY 16, 2012**

At its meeting of February 16, 2012 the Senate of York University

Remarks

The Chair of Senate

- congratulated Senator Stephanie Ling on her appointment as Chancellor of Tyndale University College and Seminary
- reminded proponents of the need to complete curriculum approval processes in a timely manner

President Shoukri commented on

- the public policy context for postsecondary education in Ontario and the likelihood that demand for change will intensify
- the need for the University to embrace change by enhancing processes of all kinds, including collegial governance, and looking closely at programs
- the notable accomplishments by members of the University community

Approvals

- a change in the name of the BA Program in Race, Ethnicity and Indigeneity, Equity Studies, LA&PS
- closure of the 90-credit Bachelor of Public Administration Degree, School of Public Policy and Administration, LA&PS
- closure of the Certificate of Proficiency in Russian Language, Languages, Literatures and Linguistics, LA&PS
- change in requirements, BA Programs in Anthropology, Anthropology, LA&PS
- change in requirements, BA Programs in Communication Studies, Communication Studies, LA&PS
- Change in requirements, BA Programs in German Studies, Languages, Literatures and Linguistics, LA&PS
- change in requirements, BA Programs in Religious Studies, Humanities, LA&PS
- change in requirements, BA Programs in Race, Ethnicity and Indigeneity, Equity Studies, LA&PS
- change in requirements, BA and BSc Programs in Applied Mathematics, Mathematics & Statistics, Science & Engineering
- change in requirements, BSc Programs in Computational Mathematics, Mathematics & Statistics, Science & Engineering
- change in requirements, BA and BSc Programs in Mathematics, Mathematics & Statistics, Science & Engineering
- change in requirements for BA Programs in Math for Commerce, Mathematics & Statistics, Science & Engineering
- change in requirements for BA and BSc Programs in Statistics, Mathematics & Statistics, Science & Engineering
- changes to the Certificate in Professional Writing, French Studies, Glendon
- changes to the BA Program in Linguistics and Language Studies, Linguistics and Language Studies, Glendon

Other Actions

Senate referred back to ASCP a proposal to establish a Professional Certificate in Financial Planning, School of Administrative Studies, LA&PS (following which ASCP withdrew a related proposal to establish a New Professional Certificate in Investment Management).

Information Items

The Awards Committee submitted its report on undergraduate student awards distribution for 2010-2011.

The Committee on Academic Standards, Curriculum and Pedagogy reported its approval of the following minor items:

- changes to the degree requirements for BSc programs arising from the pan-University Degree Structure for the Bachelor of Science
- changes to the degree requirements of Linguistics and Language Studies, Glendon, Kinesiology and Health Science, Health and Psychology, Health arising from the creation of a pan-University degree structure for the Bachelor of Arts
- minor changes in degree requirements for the following: BAS program (Accounting and Marketing Streams), International Development Studies, Business & Society, Jewish Studies, Children's Studies, Latin American and Caribbean Studies, Culture and Expression, Law & Society, Criminology, Social & Political Thought, European Studies, South Asian Studies, English, Professional Certificate in Accounting, Geography, Professional Certificate in Marketing, Human Rights & Equity Studies, Urban Studies, Work & Labour Studies
- approval of GFWS as a new rubric for Gender, Feminist and Women's Studies
- minor change to Honours and Major/Minor BA and BSc programs in Psychology to add to the list of two advanced research methods course a third research methods course from which students will choose their required 12 credits in this category
- editorial change to degree requirements for Specialized Honours BSc program in Biology, the Biomedical Science Stream to include a new Physics course and clarify an ambiguity in the calendar;
- minor change to degree requirements of the BSc Minor program in Earth and Atmospheric Science to replace deleted applied geophysics courses while the major requirement total remains at 30.

The Academic Policy, Planning and Research Committee shared information on the following matters:

- its discussions with the Provost on the expansion of summer programs
- the focus of this year's academic planning forum on enrolment and retention
- a preliminary review of a pan-University research chairs and graduate scholarships in International Law in conjunction with the Centre for International Governance Innovation
- the Committee's schedule and forecast of items from February to June

Reports

Under the auspices of ASCP, the Registrar reported on a dramatic curtailment of interruptions during examinations as a result of measures taken to prevent them.

**Senate's 582st meeting will be held at 3:00 p.m. on Thursday, March 22, 2012
in the Senate Chamber, N940 Ross Bldg.**

Minutes of Senate meetings, when approved, are posted on the University Secretariat Web site at www.yorku.ca/secretariat/senate/meetings.htm

For further information on any of these items please contact the University Secretariat.



Report 4

February 2012

ITEM FOR ACTION:

1. ASCP Referral Back of the Professional Certificates in Financial Planning and Investment Management – Course of Action

The Executive Committee recommends that the Faculty Council endorse the Executive Committee's course of action on its forwarding to Senate the original proposals to establish a Professional Certificate in Financial Planning and a Professional Certificate in Investment Management approved at Faculty Council on January 11, 2012.

Following the Senate meeting of February 16, 2012 the professional certificates in Financial Planning and Investment Management were referred back to the Liberal Arts and Professional Studies Council for further consultation (Appendix A). The particular issue necessitating such further consultation was a recommendation by the Academic Standards, Curriculum and Pedagogy Committee (ASCP) of Senate that a sentence restricting admission to the program be excised from the proposal. The sentence in question is: *"this certificate program is not open to students concurrently pursuing a major in the BAS programs"*.

On February 29, 2012, the Executive Committee discussed ASCP's amendment of the proposals as passed by Council. The Executive Committee concluded that as all of LA&PS's approval procedures had approved the unamended proposals, the proposals as passed by Council should be resubmitted to the Senate level. The Executive chose also to refer the amendment proposed by ASCP to the Faculty Committee on Curriculum, Curricular Policy, and Standards (CCPS) for due consideration. It has charged that Committee with considering the amendment with two matters particularly in mind: 1) the advising, and calendar language, issues around opening the Certificates to students in BAS, who may well find themselves obliged to take more than 120- credits to complete both their degree and certificate programs; 2) the resource implications of opening the Certificates to the 3400+ students in LA&PS who are currently enrolled in the BAS. The Executive has asked CCPS to report back on these issues as soon as it can do so with reasonable authority. It has not, however, counseled a rush to judgment. Should CCPS endorse the amended proposal, that amendment may make its way through the collegial approval processes with deliberate and considered speed. In this way the Certificates may be available to LA&PS students, save those in BAS, beginning FW 12, and their colleagues in BAS may join them, or not, after that expansion of eligibility has received full consideration by the Faculty.



ITEMS FOR INFORMATION (3):

1. Request for Nominations – Liberal Arts & Professional Studies Council:

The Executive Committee would like to announce that there will be a request for nominations for members to serve on the Liberal Arts & Professional Studies Faculty Council. At the next meeting of Council nominations will be approved for the Vice-Chair of Council and the following Standing Committees of Faculty Council, effective July 1, 2012. Details regarding meeting day(s) and time(s) are posted below and on the Faculty Council Website, under each Committee's mandate (<http://www.yorku.ca/laps/council/faculty/index.html>).

Vice-Chair of Council

- The Vice-Chair of the Council shall be elected from the members of the Council for a one-year term after at least two nominations have been submitted by the Executive Committee. The Vice-Chair is the Chief Teller and Chief Returning Officer for all elections.
- The Vice-Chair normally assumes the Chair in the following year.
- Should the position of Vice-Chair become vacant prior to the end of the normal term, an election shall be called.
- Should the Vice-Chair-elect resign prior to the beginning of her/his term of office, an election for Vice-Chair shall be called.
- The Vice-Chair presides over meetings of the Committee of the Whole.
- <http://www.yorku.ca/laps/council/faculty/rules.html>

Executive Committee

(four vacancies, which one must be from the humanities areas)

- Normally meet the last Wednesday of each month (September to June) from 1:00pm to 3:00pm
- Three year term
- <http://www.yorku.ca/laps/council/faculty/exec.html>

Continuing members:

Naomi Adelson, Department of Anthropology

Uzo Anucha, School of Social Work

Lucia Lo, Department of Geography

Academic Policy and Planning Committee

(four vacancies, one for a one-year term)

- Normally meet the third Wednesday of each month (September - June) from 1:00pm to 3:00pm
- Three year term
- http://www.yorku.ca/laps/council/faculty/policy_planning.html

Continuing members:

Marie H el ene Budworth, School of Human Resources Management

George Comninel, Department of Political Science

Paul E. Lovejoy, Department of History



Committee on Curriculum, Curricular Policy and Standards

(two vacancies)

- Normally meet on the first Wednesday of each month (September - June) from 1:00pm to 3:00pm
- Three year term
- <http://www.yorku.ca/laps/council/faculty/curriculum.html>

Continuing members:

Merle Jacobs, Department of Equity Studies
Eva Karpinski, School of Women's Studies
Joanne Magee, School of Administrative Studies
Steven Tufts, Department of Geography
Allan Wiess, Department of English

Tenure and Promotions Committee

(nine vacancies)

- Will meet several times during the months November to June in three rotating panels, usually Wednesdays or Thursdays. The Committee of the Whole normally meets on Thursdays four to five times a year.
- Three year term
- <http://www.yorku.ca/laps/council/faculty/tenure.html>

Continuing members:

Dale Domian, School of Administrative Studies
Lisa Drummond, Department of Social Science
William Jenkins, Department of Geography
Judy Pelham, Department of Philosophy
Xueqing Xu, Department of Languages, Literatures and Linguistics
Andrea O'Reilly, School of Women's Studies

Committee on Research Policy and Planning

(four vacancies)

- Normally meet on the fourth Monday of each month (September - June) from 12:00pm to 2:00pm
- Three year term
- <http://www.yorku.ca/laps/council/faculty/research.html>

Continuing members:

Philipp Angermeyer, Department of Languages, Literatures and Linguistics
Alison Crosby, School of Women's Studies
Paul Grayson, Department of Sociology
Niru Nirupama, School of Administrative Studies
Sergio Villani, Department of French Studies



Committee on Teaching and Learning

(one vacancy)

- Normally meet on the third Wednesday of each month (September - June) from 9:30am to 11:00am
- Three year term
- <http://www.yorku.ca/laps/council/faculty/teaching.html>

Continuing members:

Kathryn Denning, Department of Anthropology
Ken Ogata, School of Administrative Studies
Xueda Song, Department of Economics
Duff Waring, Department of Philosophy
Diane Woody, Department of French Studies

Committee on Student Appeals and Academic Integrity

(four vacancies, which one must be from professional studies areas)

- Normally meet on the second Monday of each month (September - June) from 11:30am-1:00pm
- Two year term
- <http://www.yorku.ca/laps/council/faculty/appeals.html>

Continuing members:

Daniel Cohn, School of Public Policy and Administration
Roberta Iannacito-Provenzano, Department of Languages, Literatures and Linguistics
Shanna Lino, Department of Languages, Literatures and Linguistics
Robin Roth, Department of Geography
Andrei Semenov, Department of Economics

Committee on Student Academic Petitions

(seven vacancies)

- Normally meet every Tuesday, Wednesday & Thursday in four rotating panels.
- Two year term
- http://www.yorku.ca/laps/council/faculty/petitions_com.html

Continuing members:

John Bell, Department of English
Kean Birch, Department of Social Science
Marina Erehtchoukova, School of Information Technology
Robert Kenedy, Department of Sociology
Sean Kheraj, Department of History
Lawrence Lam, Department of Sociology
William Kenneth Little, Department of Anthropology
Kathryn M. McPherson, Department of History
Henry Tam, Department of Economics



2. Request for Nominations - Liberal Arts & Professional Studies full-time Faculty Representatives on Senate (*four vacancies*):

The Executive Committee would like to announce that there will be a request for nominations for members to serve as Liberal Arts & Professional Studies full-time faculty representatives on Senate *effective July 1, 2012* for a three year term. Details regarding meeting dates and times are posted on the Senate Website: <http://www.yorku.ca/secretariat/senate/index.htm>

3. Request for Nominations - Liberal Arts & Professional Studies full-time Faculty Representatives on the Senate Sub-Committee on Honorary Degrees & Ceremonials (*one vacancy*):

The Executive Committee would like to announce that there will be a request for nominations for members to serve as Liberal Arts & Professional Studies full-time faculty representatives on Senate Sub-Committee on Honorary Degrees & Ceremonials *effective July 1, 2012* for a three year term. Details regarding meeting dates and times are posted on the Senate Website <http://www.yorku.ca/secretariat/senate/committees/hondeg/index-hondeg.html>.

UNIVERSITY
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Memo

To: Christopher Innes, Chair, Faculty Council, LA&PS

From: Amir Asif, Chair, Senate Committee on Curriculum & Academic Standards

Date: 21 February 2012

Re: **Certificates in Financial Planning and Investment Management**

As you may know, at its meeting on 16 February 2012 Senate referred back to ASCP the proposals for the establishment of Certificates in *Financial Planning and Investment Management*. The proposals were developed in the School of Administrative Studies and were approved by the Council of the Faculty of Liberal Arts and Professional Studies.

The progression of the proposals through the Senate review process was as follows:

- Amended and approved by ASCP on 25 January 2012
- Statement of support from the Provost on 6 February 2012
- Concurrence of APPRC on 9 February 2012 with encouragement of the Deans of the Schulich School of Business and the Faculty of LA&PS to resolve the outstanding issue about admissions before the Senate meeting

The amendment of the proposals arose out of ASCP's deliberation about the exclusion of Bachelor of Administrative Studies students from eligibility for the certificates, a matter raised by the Schulich School of Business in the consultation process. The Senate Committee was persuaded that the certificates should be open to eligible students in all degree programs at the University, consistent with all existing SAS certificates. With the support of the SAS proponents, the proposals were amended accordingly and the decision conveyed to the Faculty of LA&PS following the ASCP meeting that same day.

The motion at Senate to refer this matter stipulated that ASCP was to conduct further consultations with the LA&PS Council. As such the revised proposals are attached. If the Faculty's intention to have the Certificates in place for the FW'12 academic session remains, the process forward needs to proceed swiftly as it is extremely time sensitive. The Senate Committee will reconvene its consideration of the Certificates following Council's review.

Please do not hesitate to get in touch if there are questions about this matter.

c.c. K. Michasiw
L. Cozzi
J. Magee

**Academic Departments/Schools Representation on Council Committees
2012-2013 Continuing Members**

Department/School	faculty		Continuing Members		Nominees	
	#		#	%	#	%
Administrative Studies	59		4	6.8%		0.0%
Anthropology	19		3	15.8%		0.0%
Communication Studies	12		0	0.0%		0.0%
Economics	44		3	6.8%		0.0%
English	47		2	4.3%		0.0%
Equity Studies	11		1	9.1%		0.0%
French Studies	18		2	11.1%		0.0%
Geography	21		4	19.0%		0.0%
History	42		3	7.1%		0.0%
Humanities	59		0	0.0%		0.0%
Human Resources Management	12		1	8.3%		0.0%
Information Technology	12		1	8.3%		0.0%
Languages, Literatures, and Linguisti	49		4	8.2%		0.0%
Philosophy	22		2	9.1%		0.0%
Political Science	54		1	1.9%		0.0%
Public Policy and Administration	9		1	11.1%		0.0%
Social Science	59		2	3.4%		0.0%
Social Work	22		1	4.5%		0.0%
Sociology	47		3	6.4%		0.0%
Writing	9		0	0.0%		0.0%
Women's Studies	15		3	20.0%		0.0%
	642		41			

Note 1: The above statistics do not include those members who serve on Senate-level committees (There are 36 LA&PS continuing senators and 18 LA&PS faculty members serving on seven Standing Committees of Senate). By either the nature of the seat (i.e. LA&PS APPRC and Senate Executive Rep) or elected at-large seats 8 out of the 18 LA&PS faculty members serving on Senate Committees also sit currently on a Council Standing Committee.

Note 2: Highlighted above in yellow are those Units which will have less than 5% of the Department/School represented on Standing Committees of Council effective July 1, 2012, if nominations from them are not received.



Report 6

February 2012

ITEM FOR ACTION:

1. The Committee on Academic Policy and Planning (APPC) recommends that Council approve the college university accounting bridge program: proposal for certificate of completion and enhanced transfer credit as a 4-year pilot, which will report in the first and third year to APPC on its progress.

Proposal to establish a college university accounting bridging program, certificate of completion and enhanced transfer credit

This is a proposal for a 15-credit College University Accounting Bridge Program (CUABP) Certificate of Completion. The proposed program will be administratively housed in the School of Administrative Studies (SAS) in the Faculty of Liberal Arts and Professional Studies (LA&PS) and will begin in May 2012. The program will be offered on-site in Summer 2012 with plans to follow with an on-line version beginning the following summer.

This Certificate's curriculum and other supports have been designed to allow qualified college graduates an increase (from 45 to 60) in the university transfer credit applicable to the Bachelor of Administrative Studies Specialized Honours Accounting degree (BAS Accounting).

Admission to the Certificate will be restricted to graduates of a 2 year Business - Accounting Ontario college diploma program who meet the Admission requirements.

The curriculum and supports of this Certificate have been designed to allow qualified college graduates a "2 + bridge + 2" pathway so that, upon completion of the bridge, they can complete the BAS Accounting in 60 credits while at the same time being able to complete the academic requirements of the following accounting designations: Chartered Accountant (CA), Certified General Accountant (CGA) or Certified Management Accountant (CMA) designation.

This Certificate's design has been based on the transfer model recommended by the College University Consortium Council (CUCC) College-to-University-Transfer-in-Accounting project and is accordingly expected to provide the same amount of enhanced transfer credit towards accounting baccalaureates offered by other universities participating in the CUCC project. It has also been informed by the supports provided to students in York's Transition Year Program and its Internationally Educated Professionals Bridging program.

The proposed Certificate corresponds with the LA&PS Strategic Plan's commitment to the needs of a diverse student population including the specific professional development needs of part-time and mature students (Goal 1/ Principle 1, Goal 4/Principle 5).

At the University level, the proposed Certificate consolidates existing strengths to offer a program that will enhance the education of current students, be attractive to professionals in the field and will help to meet two priorities of the University Academic Plan: expanding business-related and professional programs (Priority 2) and experiential education (Priority 7). It also corresponds with the White Paper objective to "enhance York University's status and reputation as an accessible, relevant post-secondary institution for members of the local community." Similarly, as an initiative which makes postsecondary education accessible to the individuals and communities the University serves, the proposed Certificate is aligned with the University's commitment to social justice and equity as expressed in the University Academic Plan, 2010-2015.



The full proposal is available at:

http://www.yorku.ca/laps/council/faculty/documents/CUABPPproposalforEnhancedTransferCreditandCertificateofCompletion2_15.pdf

ITEM FOR INFORMATION:

The Academic Policy and Planning Committee (APPC) would like to provide Council with an update on the Liberal Arts and Professional Studies consultation feedback on the **Draft Amendments, Senate Policy on ORUs** to the Academic Policy, Planning, and Research Committee (APPRC) of Senate. The following recommendation was sent to APPRC for their deliberations at their meeting on February 16, 2012.

“That all ORUs be devolved to the Faculties”

APPC reviewed all the comments, questions and recommendations received by members of Council. It became apparent in our deliberations that tiering of the ORUs was a concern both academically and financially. APPC discussed these concerns in-depth at their meeting on February 15, 2012, and determined that it would be best if all the existing and future ORUs be downloaded to the Faculties.

We like to thank both Councillors and Vice-President Haché for joining our discussion during the Committee of the Whole last month.

**COLLEGE UNIVERSITY ACCOUNTING BRIDGE
PROGRAM**

**Proposal for
Certificate of Completion
and
Enhanced Transfer Credit**

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1. Introduction

This is a proposal for a 15-credit College University Accounting Bridge Program (CUABP) Certificate of Completion. The proposed program will be administratively housed in the School of Administrative Studies (SAS) in the Faculty of Liberal Arts and Professional Studies (LA&PS) and will begin in May 2012. The program will be offered on-site in Summer 2012 with plans to follow with an on-line version beginning the following summer.

This Certificate's curriculum and other supports have been designed to allow qualified college graduates an increase (from 45 to 60) in the university transfer credit applicable to the Bachelor of Administrative Studies Specialized Honours Accounting degree (BAS Accounting). The enhanced credit is shown in Appendix E.

Admission to the Certificate will be restricted to graduates of a 2 year Business - Accounting Ontario college diploma program who meet the Admission requirements outlined in 5. below.

2. General Objectives of the Undergraduate Certificate

2.1 Context

The curriculum and supports of this Certificate have been designed to allow qualified college graduates a "2 + bridge + 2" pathway so that, upon completion of the bridge, they can complete the BAS Accounting in 60 credits while at the same time being able to complete the academic requirements of the following accounting designations: Chartered Accountant (CA), Certified General Accountant (CGA) or Certified Management Accountant (CMA) designation.

This Certificate's design has been based on the transfer model recommended by the College University Consortium Council (CUCC) College-to-University-Transfer-in-Accounting project and is accordingly expected to provide the same amount of enhanced transfer credit towards accounting baccalaureates offered by other universities participating in the CUCC project.¹ It has also been informed by the supports provided to students in York's Transition Year Program and its Internationally Educated Professionals Bridging program.

The purpose of the multi-year CUCC accounting project was to "develop a block credit transfer pathway that [could] be available to all college graduates of the respective programs so that graduates of the target college programs will be guaranteed an equivalent number of transfer credits across all of the partner universities".² The project required a "Gap Analysis", that is an identification of gaps between the common learning expectations of accounting baccalaureates offered by the participating universities (as identified by UUDLEs) and the standard Ontario Colleges of Applied Arts and Technology (CAAT) 2 year Business - Accounting diploma programs.³ The project also attempted to

¹ The CUCC and its project have been funded by the MTCU. Other universities participating in this project are Algoma University, University of Western Ontario, University of Guelph, University of Guelph-Humber, Laurentian University, University of Ontario Institute of Technology, University of Ottawa, University of Windsor, and Ryerson University. The government has agreed to fund York's costs of developing, implementing, marketing and evaluating this Certificate for four years: from its first year in development (2011/12) until its third year of operation in 2014/15. All participating college and universities are expected to sign the CUCC's Transfer Agreement – Accounting and stream their students so that they have the required courses for admission to the Certificate.

² November, 2010, Change Fund Phase Three Business-Accounting and Business-Human Resources Project Deliverables

³ MTCU code 50100. A Gap Analysis of the 3 year Diploma in Business Administration – Accounting (MTCU code 60100) was also performed but the CUCC project group concluded that although the 2 year diploma-to-degree learning outcomes gap was larger than the 3 year diploma gap, it was a gap that could be effectively and efficiently addressed by a bridge program and 2 years of baccalaureate study. They also concluded that this approach would be "more likely to be approved [by participating institutions], more cost effective for students and more likely to facilitate student success." Both analyses were completed by a team of three university professors and three college professors. The August 2011 Pathway Proposal of the CUCC College -Diploma-To-University-Business-Degree Transfer Project In Accounting.

take into account the requirements of the 3 professional accounting bodies – the Certified General Accountants of Ontario (CGAO), the Certified Management Accountants of Ontario (CMAO) and the Institute of Chartered Accountants of Ontario (ICAO) - by using (as a proxy) the Canadian Institute of Chartered Accountants (CICA) Competency Map for entry level CAs. The CUCC Gap Analysis is included as Appendix C to this proposal.

The design of the curriculum necessary for this certificate involved the collaboration of several full-time SAS faculty members working together to create new ADMB courses by modifying existing ADMS courses to address the learning gaps identified in the CUCC Gap Analysis and to ensure that BAS Accounting degree level expectations in terms of Depth and Breadth of Knowledge, Knowledge of Methodologies, Application of Knowledge, Communication Skills, Awareness of Limits to Knowledge, Autonomy and Professional Capacity would be met. Faculty also consulted directly with the three professional bodies to gain their support and agreement that their requirements were being satisfied (see the three letters of support in Appendix A). The result is an “accessible, qualitative and cost efficient pathway for qualifying 2 year Ontario College Business – Accounting diploma graduates to complete business degrees and obtain credits towards their professional accounting designations”.⁴

Given these objectives, it is appropriate that a student completing this program receive a Certificate of Completion which has been designed, under the regulations approved by Senate on May 26, 2011 for “access/bridging programs”. The structure of this Certificate requires the minimum 4.0 GPA but exceeds the minimum 12 academic credits required for a Certificate of Completion.

2.2 Alignment with School, Faculty and University Strengths, Goals and Plans

York University has a long history of bridging programs and initiatives that involve collaborative work with colleges and professional bodies. SAS’s focus on college graduates⁵ and other mature students, the flexible delivery of its courses and programs (evening, weekend and web-based) as well as the sheer number of sections of different courses it offers each term (summer, fall, and winter) enable it to be well equipped for bridging and degree completion initiatives. A most recent example is the bridging program for Internationally Educated Professionals.

SAS also has a long history of working with the accounting profession and the BAS Accounting and the availability of ADMS courses have helped to make possible the implementation of a university degree requirement for all three professional designations over the years. The BAS Accounting is accredited by the Certified General Accountants Association of Ontario (CGAO) and the Certified Management Accountants of Ontario (CMAO)⁶ and its courses satisfy the 51 credit hour requirement of the Institute of Chartered Accountants of Ontario (ICAO). As well as the BAS Accounting, the School has developed the Professional Certificate in Accounting to meet the needs of students pursuing the CA, CMA and CGA designations who already have a degree. All three of these accounting bodies have reviewed the courses in this bridging program and have indicated that the program satisfies their requirements as shown in Appendix E.

The proposed Certificate also corresponds with the LA&PS Strategic Plan’s commitment to the needs of a diverse student population including the specific professional development needs of part-time and mature students (Goal 1/ Principle 1, Goal 4/Principle 5).

At the University level, the proposed Certificate consolidates existing strengths to offer a program that will enhance the education of current students, be attractive to professionals in the field and will help to meet two priorities of the University Academic Plan: expanding business-related and professional programs (Priority 2) and experiential education (Priority 7). It also corresponds with the White Paper objective to “enhance York University’s status and reputation as an accessible, relevant post-secondary

⁴ August 2011 Pathway Proposal of the CUCC College -Diploma-To-University-Business-Degree Transfer Project In Accounting, page 1.

⁵E.g., on the BAS Accounting student team that recently won an ICAO case competition, two of the four team members were college graduates. <http://yfile.news.yorku.ca/2012/02/08/york-team-wins-first-in-accounting-case-competition/>

⁶ The CMAO also sponsors an internship program for BAS Accounting Students.

institution for members of the local community.” Similarly, as an initiative which makes postsecondary education accessible to the individuals and communities the University serves, the proposed Certificate is aligned with the University’s commitment to social justice and equity as expressed in the University Academic Plan, 2010-2015.

3. Need and Demand

3.1 Innovative and distinguishing aspects

There is currently no other existing credit or non-credit degree or certificate program offered at York University that focuses on this type of bridging.

3.2 Need and demand

Several hundred college graduates, roughly one in ten of those admitted to CAAT business programs, will qualify annually for this transfer opportunity. The Ontario college system’s full-time business enrolment in November 2009 was 30,500 students, a number that had risen about 18% from 2007. Of these, 5,126 were registered in Accounting: 2,245 in first year, 1,977 in second and 904 in third. Based on data from several partner colleges, we estimate that 1/4 of the second year and 1/3 of the third year students will graduate with the requisite grade profile for, and an interest in, pursuing baccalaureate study. The experience with transfer programs at Algonquin University and the University of Western Ontario suggests a significant interest, among CAAT students, in such programs especially in business studies. Moreover CAAT business students are among the Colleges’ highest performers. Among first-year College business students, 1 in 8 will graduate from the second year with grades sufficient to qualify them for transfer to the university system – the ratio is smaller for third year graduates. As an ongoing process of sorting and selection is taking place within College business programs, it is not surprising that students who succeed in college are as successful in university programs as students who come directly to the universities. This is the case both in Ontario and in other jurisdictions that have tracked transfer students in their transition from college to university business programs.

From a public policy perspective, college to university transfer is a significant “baccalaureate access” pathway for underrepresented populations. Data from the US suggest that, if baccalaureate recipients are ranked by socio-economic status, about half of the bottom 50% started their degree studies in a college. Such data argues the social necessity of developing and implementing a diploma-to-degree transfer pathway in Accounting.

As the CUCC has stated “Without government policy changes, the projected decline of Canada’s post-baby-bubble “working age population” will proportionately lower this province’s labour supply and its tax base. This tends to bring inflationary pressure on salaries, taxes, production costs and balance of trade. These forecasts pose particular concerns for Ontario. While increased immigration will be one of the national and provincial solutions, strategies to increase the productivity of the labour force are critical. Governments recognize that higher education attainment correlates with contribution to the economy and are currently funding initiatives to remove barriers to lifelong business learning.”⁷

3.3 Projected in-take and enrolments

The proposed program will be offered by the School of Administrative Studies (SAS) through the Faculty of Liberal Arts and Professional Studies (LA&PS) effective May 2012. Initially, the program will be offered on-site in Summer 2012 with an on-line version beginning the following summer.

The enrolment projection of 30 per year is based on current information provided by the CUCC and participating colleges and universities.

4. Curriculum, Structure and Learning Outcomes

⁷August 2011 Pathway Proposal of the CUCC College -Diploma-To-University-Business-Degree Transfer Project In Accounting, page 1.

4.1 Certificate curriculum and structure supports provided to achieve learning outcomes

Each of the five ADMB half-courses in this 15 credit certificate has been specifically developed for this program: they are each a modified version of the ADMS course which has the same number. The modifications to each course are designed to achieve the learning outcomes of the “regular” ADMS course as well as to “bridge” the learning outcome gaps identified in the CUCC GAP Analysis (see Appendix C). The CUCC summarized the additional requirements of the five courses as follows: “While some duplication of content may occur, the learning experience, including a focus on critical thinking and case studies, are designed to bridge the diploma/degree gap & ensure progress towards professional certification.”⁸

The structure supports provided include additional content as well as learning activities and assessments such as assignments, case studies, group work, and oral presentations, participation where appropriate, with course materials posted on the web. Supplemental tutorials are offered in several of the courses. At least one course provides weekly on-line quizzes. Additional supports focusing on critical thinking and writing skills are also offered during the orientation week during the first week of classes (See Program Schedule in Appendix D.) A dedicated staff advisor has been provided for this program and meeting space will also be available where students can discuss and study.

Faculty will meet at the beginning of the program to discuss the program and its learning outcomes and again towards the end of the program to share their experiences, concerns and suggestions for improvement. The second meeting will be facilitated by an educational developer if one is available.

4.2 Methods and criteria for assessing student achievement

As noted above, each of the courses has learning activities and assessments which address the gaps in the critical thinking, writing and research skills noted above. The final exam is the same final exam as the “regular” ADMS course.

The true gauge of the program’s success will be the performance of its students after they have enrolled in the BAS Accounting stream. To this end, the Accounting area will examine carefully the collective performance on final exams to ascertain areas of strength and weakness that may reflect course design and course delivery. The area will also consider exams’ design and the appropriateness of the standards for success implicit in those designs. Because the BAS is a semester program, the successful Certificate students will have final grades in Fall BAS classes by January, at which point a fuller assessment of their performance and the success of the bridge will be possible. The results of this assessment may then influence admissions policy, course design, and course delivery in future offerings. As the implementation of such a bridge program has been developed and funded as part of a CUCC project, representatives from SAS will also participate in an overall CUCC evaluation and assessment of the transfer pathway.

4.3 Courses offered in support of the undergraduate certificate.

Outline of Requirements (Calendar Copy)

Prior to beginning the certificate, students must have

(1) successfully completed MHF4U (Advanced Functions) or equivalent and

(2) successful completed a 2 year Business - Accounting college diploma program with a minimum grade of B in:

⁸ August 2011 Pathway Proposal of the CUCC College -Diploma-To-University-Business-Degree Transfer Project In Accounting, page 10.

Microeconomics
 Macroeconomics
 Financial Accounting (3 courses)
 Managerial Accounting
 Finance
 Business Information Systems
 Statistics
 2 Communications courses
 Personal Tax

Requirements: 15 credits including:

Core requirements:

ADMB 2510 3.00 Bridging Course in Cost and Management Accounting
 ADMB 2511 3.00 Bridging Course in Management Information Systems
 ADMB 3330 3.00 Bridging Course in Quantitative Business Analysis and Research
 ADMB 3530 3.00 Bridging Course in Finance/Financial Management
 ADMB 3585 3.00 Bridging Course in Financial Accounting

Full course descriptions and proposals are attached in Appendix B.

Courses (among requirements) currently offered, with frequency of offering

Each of the five courses will be offered each summer.

New courses

Each of the five ADMB half-courses in this 15 credit certificate has been specifically developed for this program: they are each a modified version of the ADMS course which has the same number. The modifications to each course are designed to achieve the learning outcomes of the “regular” ADMS course as well as to “bridge” the learning outcome gaps identified in the CUCC GAP Analysis (see Appendix C).

Required courses by other units.

None. All required courses will be offered by SAS.

4.4 Proposed modes of delivery

The program will be offered on-site in Summer 2012 with plans to follow with an on-line version beginning the following summer. Learning platforms that are more appropriate to the learning outcomes of this program and more user friendly than the current Moodle platform are currently being evaluated, including two platforms used by many colleges.

5. Admission Requirements

In addition to the general admission requirements for any program at York University, prior to beginning the certificate, students must have

- (1) successfully completed MHF4U (Advanced Functions) or equivalent and
- (2) successfully completed a 2 year Business - Accounting college diploma program with a minimum grade of B in:

Microeconomics
 Macroeconomics

Financial Accounting (3 courses)
 Managerial Accounting⁹
 Finance¹⁰
 Business Information Systems
 Statistics
 2 Communications courses¹¹

All Community college participants in the CUCC College-to-University-Transfer-in-Accounting project are required to have a university transfer stream that meets these requirements. By signing the CUCC college agreement, each college will be confirming that this requirement has been met for their university transfer stream.

Students seeking direct entry to the Certificate program must apply directly to the Office of Admissions, York University.

6. Resources

6.1 Faculty resources

The full-time faculty members who will be teaching in the program possess substantial academic qualifications and research expertise in the fields of accounting, finance, information systems and research and quantitative methods. All of the tenure stream faculty members are active researchers working on topics relevant to the particular subjects that they will be teaching in the Certificate program and extensive publications. Most of the full-time accounting faculty also hold a CA, CMA and/or CGA designation.

In addition to the full-time faculty members, the Certificate program will also draw upon the impressive pool of expert practitioners who live and work in the Toronto area. The accompanying table lists only those who are currently teaching in the School of Administrative Studies and who possess appropriate credentials to teach in the Certificate program. The combination of academic and professional instructors is essential to a successful professional program.

Financial Accounting (regarding ADMI 3585 3.00)

Full-Time tenure-track professors

- Abdulaziz Alwathainani, Associate Professor, PhD
- Paul Evans, Assistant Professor, PhD, CA
- Brian Gaber, Professor, PhD, CA
- Patrice Gelinias, Associate Professor, PhD, CA, CFA
- Sung Kwon, Professor, PhD
- Liona Lai, Associate Professor, PhD, CA
- Stella Peng, Associate Professor, PhD, CPA
- Marcela Porporato, Associate Professor, PhD
- Haiping Wang, (starting July 1, 2012), Assistant Professor ABD

⁹ If the MA1 requirement is not included in the 2nd year of the diploma program, gaps will exist in knowledge of pricing practices, analysis of financial data for pricing decisions, determining cost-volume-profit relationships, make-or-buy decision analysis and analysis and interpretation of cash flow and budget variations.

¹⁰ If the CGA FN1 requirement is not included in the 2nd year of the diploma curriculum, significant Finance gaps occur. These related to long-term financing, analysis of financial plans, business plans and finance proposals, analysis of an institution's financial status, estimation of value, evaluation of a financially troubled business and a business for the purpose of sale.

¹¹ If the CGA TX1 requirement is not included, students will have to take the ADMS 3520 waiver test in order or take ADMS 3520 in order to take the 4000 level income tax courses: ADMS 4561 and ADMS 4562.

Part-Time Faculty

- John Kucharczuk, BS
- Patricia Farrell, BA, CA
- Sandra Iacobelli, MBA, CA, CFA

Management Accounting (regarding ADMB 2510 3.00)**Full-Time tenure-track professors**

- John Parkinson, Professor, PhD
- Gary Spraakman, Professor, PhD, CMA
- Nelson Waweru, Associate Professor, PhD, CMA

Part-Time Faculty

- Alison Beavis, MBA, B.Ed, CMA
- Dorothy Timmermans,
- Robert Murison, CMA, CA, BBA, B.Com.
- Lawrence Shum, MBA, CMA, CFP, LLM

Auditing and Information Systems (regarding ADMB 2511 3.00)**Full-Time tenure-track professors**

- Joanne Jones, Assistant Professor, PhD, CA
- Cristobal Sanchez-Rodriguez, Associate Professor, PhD
- Ingrid Spletstoesser, Associate Professor, PhD, FCA, CFE, CISA

Part-Time Faculty

- Hila Koren-Cohen, MBA
- Anita Patel, BA (Hon), FCCA, CISA, CISSP

Management Science (regarding ADMB 3330 3.00)**Full-Time tenure-track professors**

- Henry Bartel, Professor, PhD
- Abdullah Dasci, Associate Professor, PhD
- Rongbing Huang, Associate Professor, PhD
- Mustafa Karakul, Associate Professor, PhD
- Peggy Ng, Professor, Professor PhD
- Hassan Qudrat-Ullah, Associate Professor, PhD
- Adriano Solis, Associate Professor, PhD

Part-Time Faculty

- Shamin Abdullah,
- Irvin Pestano, MBA

Finance (regarding ADMB 3530 3.00)**Full-time tenure-track professors**

- Dale Domian, Professor, PhD, CFP, CFA
- Kwok Ho, Associate Professor, PhD, CMA, CFP
- Thaddeus Hwong, Associate Professor, PhD
- Xiaofei Li, Associate Professor, PhD

- William Lim, Associate Professor, PhD
- Chris Robinson, Associate Professor, PhD, CA, CFP
- Nabil Tahani, Associate Professor, PhD
- Semih Yildirim, Associate Professor, PhD

Part –time faculty

- Sam Alagurajah, MBA, CMA
- Paul Fettes, MBA, CFP, CFA
- Lois King, MBA, CFA
- Dayna Patterson, MBA, CFA
- Irvin Pestano, MBA

No new faculty members are required. All the required courses of the Certificate are being taught by current faculty.

6.2 Laboratory facilities

The computer laboratory facilities needed for ADMB 2511 and the same as are currently used for ADMS 2511.

6.3 Space

The program will use existing lecture space.

An office will be required for the staff advisor.

A large room will be required during the summer for the 30 student cohorts to meet, discuss and study.

6.4 Administrative Resources

The CUCC budget provides for resources for a staff advisor and as well as two faculty coordinators and an accounting lead.

Appendix A – Support Statements

- from the Dean of LA&PS, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate (consultation ongoing since 2010; letter pending)
- from the Vice-President Academic and Provost, with respect to the adequacy of existing human administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate (consultation ongoing from 2010; letter pending)
- from the University Librarian confirming the adequacy of library holdings and support (letter requested and pending)
- from the University Registrar confirming the implementation schedule and administrative arrangements, including ADMB rubric (letter requested and pending)
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate (Not applicable since all courses in Certificate are provided by SAS, there is no other similar program at York, and there is no other unit at York that is required by Faculty policy to take no more than 200 of its 600 annual admissions directly from high school.)
- from three professional accounting bodies (consultations done but letters not received)

Appendix B: Course Descriptions and Proposals

ADMB 2510 3.00 Bridging Course in Cost and Management Accounting

Introduces students to the use of management accounting information for decision-making, planning and control, stressing the understanding of how basic accounting concepts underlying performance appraisal, pricing, output, financing, investment and other management decisions. Students will learn how to apply these concepts in case situations to enhance critical thinking and in group work to promote team work and independent thinking.

Course credit exclusions: ADMS 2510 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 2511 3.00 Bridging Course in Management Information Systems

An overview of information systems, how they are selected, designed and managed and their strategic role within organizations in a competitive business environment. Enterprise resource planning software is used to illustrate the technical foundations of information systems and their impact on organizational design, management, knowledge accumulation and decision making. Risks, security, control and ethical issues are also examined.

Course credit exclusions: ADMS 2511 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 3330 3.00 Bridging Course in Quantitative Business Analysis and Research

A case-oriented approach to quantitative business analysis and research methodologies. Statistical techniques, research techniques such as linear programming and modeling, metric and data analysis are among the techniques learned.

Course credit exclusions: ADMS 3330 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 3530 3.00 Bridging Course in Finance/Financial Management

Introduces students to the principles of finance and its applications by using problem-solving assignments. Emphasizes two concepts: the time value of money and the relationship between expected return and risk. Topics covered include: time value of money, valuation of financial securities (stocks and bonds), choice of new projects to undertake (i.e. capital budgeting) and determination of appropriate discount rates.

Course credit exclusions: ADMS 3530 3.00.

Open to: Students enrolled in the College-University Accounting Bridge Program

ADMB 3585 3.00 Bridging Course in Financial Accounting

This course, in conjunction with AP/ADMS 3595 3.00, develops a thorough knowledge and understanding of generally accepted accounting principles and financial statement analytical skills by examining various technical areas of financial accounting. In addition to covering the same technical content as AP/ADMS 3585 3.00, this course reviews accounting theory and case study analysis skills.

Course credit exclusions: ADMS 3585 3.00

Open to: Students enrolled in the College-University Accounting Bridge Program

Appendix C: CUCC GAP analysis

Appendix D - Program Schedule Summer 2012**Orientation Week (May 7 – 11)**

<i>Day</i>	<i>AM (all slots 9 to 12 unless otherwise indicated)</i>	<i>PM (all slots 1 to 4 unless otherwise indicated)</i>
<i>Mon</i>	9 -10 am: Welcome from Vice Provost, Dean, Director, Project Lead, Project Coordinators, Staff Contact and Course Directors 10 – 11:30 am: Overview of the Bridge, Major Milestones and Assessment Criteria Introduction of Support Services (Counseling, Health Services, Financial, Writing Clinic, Computing, Fitness, Library) 11:30 -1 pm: BBQ	Quantitative methods Class 1
<i>Tues</i>	Financial Accounting Class 1	Library Tour and skills workshop from Sophie Bury (3 hours)
<i>Wed</i>	Management Accounting Class 1	Writing Skills Workshop from Leslie Sanders or equivalent (3 hours)
<i>Thurs</i>	Finance Class 1	Online Lecture Case Analysis Skills (3 hours)
<i>Frid</i>	Systems Class 1	Online Lecture -Bridging Accounting Theory and Practice (3 hours)

Schedule for Weeks 2 thru 12.

Note the Statutory holiday on Monday May 21 and Monday July 2. Class scheduled for those days will either reschedule to replace the tutorial on Tuesday afternoon or will create an online lecture. Tutorials in Financial Accounting, Managerial Accounting, Finance and QM are mandatory attendance. Management Information Systems will not have tutorials but will have a designated drop in session with a T/A (voluntary attendance) on Tuesday 7 -10 pm.

<i>Day</i>	<i>AM (all slots 9 to 12 unless otherwise indicated)</i>	<i>PM</i>
<i>Mon</i>	Quantitative Methods class	1:00 – 2:45 Financial Accounting Tutorial 3:00 – 4:00 QM tutorial
<i>Tues</i>	Financial Accounting Class	1:00 – 2:45 Financial Accounting Tutorial 3:00 – 4:00 QM tutorial
<i>Wed</i>	Management Accounting Class	1:00 – 2:45 Financial Accounting Tutorial 3:00 – 4:00 QM tutorial
<i>Thurs</i>	Finance Class	1:00 – 4:00 Managerial Accounting Tutorial
<i>Frid</i>	Systems Class	1:00 –4:00 Finance Tutorial

Appendix E - Bridging and CA, CMA, CGA programs

	Credits from CAAT 45 (listed by ADMS equivalent)	Credits from Bridge 15	Credits after Bridge 60	Credits done at York 60	Credits BAS - Acctg 120	CA 51 credit hours (17 courses)	CMA (17 courses)
General Education: 18 credits	from CAAT	0	0	6	6		
Major - Core: 45 credits	12	12	24	21	45		
Breakdown	1. ADMS 1000 2. ADMS 2320 3. ADMS 2500 4. 3 cr ADMS	1. ADMB 2510 2. ADMB 2511 3. ADMB 3330 4. ADMB 3530		1. ADMS 1010 2. ADMS 2200 3. ADMS 2400 4. ADMS 2600 5. ADMS 2610 6. ADMS 3660 7. ADMS 4900		1. ADMB 2510 2. ADMB 2511 3. ADMS 2500 (at CAAT) 4. ADMB 3530 5. ADMS 2610	1. ADMB 2510 2. ADMS 2320, 3. ADMS 2511, 4. ADMS 2200 5. ADMS 2500 6. ADMS 3530 7. ADMS 2610 8. ADMS 4900
Major - Acctg stream: 33 credits	3	3	6	27	33		
ADMS 3585 ADMS 3520 ADMS 3510 ADMS 3595 3 credits, ≥ 3000 level (ADMS 4553) ADMS 4510, 4520 or 4530 ADMS 4515 or 4551 ADMS 4562 ADMS 4590 6 credits from: ADMS 4510 , 4520, 4530 4540,4552, 4553,4560, 4561 ,4563,4570	1. ADMS 3520*	1. ADMS 3585		1. ADMS 3510 2. ADMS 3595 3. ADMS 4553** or 3351 4. ADMS 4520 5. ADMS 4515 or 4551 6. ADMS 4562 7. ADMS 4590 8. & 9. = 2 of the listed courses		6. ADMS 3585 7. ADMS 3510 8. ADMS 3595 9. ADMS 4553 10. ADMS 4520 11. ADMS 4551 12. ADMS 4562 13. ADMS 4590 14. ADMS 4561 15. ADMS 4552	9. ADMS 3885 10. ADMS 3510 11. ADMS 3595 12. ADMS 3351 13. ADMS 4520 14. ADMS 4515 15. ADMS 4562 16. ADMS 4570
Required credits o/s major: 6	6	0	6	0	6		
Breakdown	1. Econ 1000 2. Econ 1010					16. Econ 1000&1010	17. Econ 1000&1010
Other credits outside major	12	0	12	0	12		
Free choice:		0	0	6	6	17. ADMS 4510	
Totals	33	15	48	60	108		
Max	45	15	60	60	120		

*Transfer credit is not given but students are exempted from this course - students who have not taken Tax 1 at a CAAT will have to write a 3520 prerequisite waiver exam to show that they are prepared for ADMS 4561 and 4562

** Since the BAS is a CGA accredited program, all required BAS courses are required for CGA purposes.

However, where choices exist, the CGAs require certain courses to be taken and these 4 courses are bolded. In the case of ADMS 4553, ADMS 4540 is an alternate CGA course.

Sources

CGA requirements: see https://www.cga-ontario.org/York_Faculty_of_LAPS.aspx

CMA requirements: see http://docs.cma-ontario.org/post-secondary-courses/u_York%20University_2011-2012-Honours%20Bachelor%20of%20Administrative%20Studies.pdf

CA requirements: see <http://www.icao.on.ca/Admissions/QualificationProcess/ScheduleofUniversityCoursesforInstituteCredit/1014page1242.aspx>

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement College University Accounting Bridge Program
Certificate of Completion and Enhanced Transfer Credit

FROM: Sophie Bury
Business Librarian & Liaison Librarian, School of Administrative
Studies

DATE: February 29, 2012

**College University Accounting Bridge Program: Certificate of
Completion and Enhanced Transfer Credit**

Introduction

This library statement is written in support of the proposed 15-credit College University Accounting Bridge Program (CUABP) Certificate of Completion to be housed in the School of Administrative Studies (SAS) in the Faculty of Liberal Arts and Professional Studies (LA&PS) to begin in May 2012. The five new ADMB courses in this proposal are versions of existing ADMS courses with the same course numbers with the result that library holdings to support this curriculum are already in place. However, it should be noted that since the time when these courses were first established the library's collection has grown and developed, with more material available online than ever before. This library statement will outline both print and online materials of relevance to support courses and subject areas to be covered in this proposed program. It will also explain how the instructional and reference services of the Bronfman Business Library will directly support the learning of students in this course especially in the area of research skills which will be given attention as part of orientation week activities and in learning activities and assessments which form part of coursework.

Collection

York University Libraries hold a variety of material of relevance to the CUABP Certificate of Completion including books, journals, newspapers, accounting standards and more. Since accounting programs have been in place for some time at the School of Administrative Studies and at the Schulich School of Business a strong collection has been built up in this area.

Selection of materials in the area of accounting is assigned to Sophie Bury of the Bronfman Business Library who acts as the library liaison for accounting for the School of Administrative Studies and works to support curricular and research needs for this subject area.

Book Collection

The business book collection on site at the Bronfman Business Library, including the accounting collection, continues to grow and develop in support of accounting programs at York and it will certainly benefit students enrolled in the CUABP Certificate of Completion program. There is a strong emphasis on acquisition of current imprints and the maintenance of a current collection.

The physical book collection comprises mainly scholarly or academic publications. This is supplemented nicely by *Books 24x7* which provides access to current practitioner and trade press electronic books, including accounting titles, i.e. these books are available on and off campus to

all registered students at York. The book collection offers coverage of all the main subject areas taught in this program including financial accounting, management accounting, management information systems, tax and financial management.

It is noted that required texts are specified by instructors of several of the proposed courses. It is recommended that where instructors wish that a copy be made available at the Bronfman Business Library that books be placed on reserve or short-term loan. This is because high demand items consequently are then more available to students enrolled in courses.

Periodical Literature

The York University Libraries provide access to many periodicals of relevance to accounting topics taught in this program. Examples of core journal titles available include such journals as: *Accounting, Auditing & Accountability Journal*, *Accounting & Finance*, *Accounting Perspectives*, *Accounting Review*, *Contemporary Accounting Research*, *Information Systems Management*, *Journal of Accounting Auditing, and Finance*, *the Journal of Accounting Research*, *the Journal of Enterprise Information Management*, *National Tax Journal*, *Tax Notes*, *Tax Notes International* and more. Key Canadian periodical titles include *CA Magazine*, *Canadian Tax Journal*, *CGA Magazine*, *CMA Management* and *Bottom Line*.

An extensive collection of additional journal titles may be searched through keyword searching and relevant articles databases for accounting include *Proquest Business*, *Business Source Premier* and *Scholars Portal Journals*. For coverage of accounting topics in a Canadian context the database *CBCA Complete* is especially relevant for periodicals, while the database *Canadian Newsstand* has excellent coverage of Canadian newspapers. Coverage of newspaper articles and media for countries across the world is available by searching *Factiva* or *Lexis Nexis Academic*.

Accounting Standards and Guidelines

Heavy usage of the CICA handbooks including the *CICA Accounting Handbook* and *CICA Assurance Handbook* is very common when students begin to learn accounting or auditing principles and methods. The library has a subscription to the online resource *CICA Standards and Guidance Collection*. This is searchable by name at www.library.yorku.ca and available with no limit on simultaneous users from on and off-campus locations 24/7. The library also subscribes to the *International Financial Reporting Standards (IFRS)* online.

Specialized E-Resources

These e-resources support specialized aspects of student research in the area of accounting and related areas covered in this program. This is not a comprehensive list of all relevant resources but includes those likely to be of greatest relevance to students preparing or enrolled in undergraduate accounting programs, as relevant in the case of this program proposal:

- **Company databases: Financial statement analysis.** The following library databases will help accounting students who need to access, interpret or analyze financial statements or ratios data for publicly traded companies: *Financial Post Advisor*, *Mergent Online*, *Standard & Poor's Netadvantage*, *Factiva (Company/Markets)*, *Hoovers*, *Lexis Nexis Academic* and *Bloomberg*.
- **Industry databases: Financial performance analysis.** Students will benefit from the following e-resources where they need to analyze financials for a specific industry: *Financial Performance Indicators (Statistics Canada)*, *Factiva (Company/Markets)*, *Financial Post Advisor*, *Hoovers*, *Standard and Poor's Netadvantage*, *Bloomberg* and *Investext Plus*.

- **Broker and analyst reports:** *Investext Plus*
- **Management Information Systems – Special Reports:** *Gartner Intraweb*
- **Taxation:** *CCH Online, Lexis Nexis Academic, TaxFind*

Library Reference and Instructional Resources

It is noted that this bridging program strives to provide students with a range of transferable academic skills including critical thinking, research and writing skills. The library will contribute to this and will offer a three hour workshop to build students information literacy skills using accounting examples and resources as part of orientation activities for students in this program. Moreover, each of the courses in this program will have activities and assessments designed to address gaps in students' research skills. Business librarians are available to assist with designing activities or assessments intended to develop students' skills in finding and using accounting information sources.

In addition, point-of-need assistance is available from reference staff at the Peter F. Bronfman Business Library seven days a week. This service is provided in-person, by phone, IM chat and by e-mail.

In addition, the business librarians prepare research guides designed to help students with business research tasks, e.g. finding articles in journals or newspapers, and conducting company and industry research. The guides are available here: <http://www.library.yorku.ca/cms/bbl/guides/researchhelp/> In addition, the Business library offers some short instructional videos designed to familiarize students with basic business research skills, e.g. finding an article when they have a citation, determining the difference between different kinds of articles, finding company ratios and SWOT analyses. These videos are available here: <http://www.library.yorku.ca/cms/bbl/guides/researchvideos/>



Consent Agenda

February 2012

1. Changes to Existing Degrees/Certificates

- Bachelor of Administrative Studies (BAS)
- Professional Certificate in Emergency Management

2. New Course Proposals

- AP/ADMB 2510 3.00 Bridging Course in Cost and Management Accounting
- AP/ADMB 2511 3.00 Bridging Course in Management Information Systems
- AP/ADMB 3330 3.00 Bridging Course in Quantitative Business Analysis and Research
- AP/ADMB 3530 3.00 Bridging Course in Finance/Financial Management
- AP/ADMB 3585 3.00 Bridging Course in Financial Accounting

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal text is available at the following URL:
http://www.yorku.ca/laps/council/faculty/curr_consent.html.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it.

Please contact the Secretary to the Committee, Whitney L'Esperance (whitneyl@yorku.ca), if you have any questions regarding the changes to existing courses section.