



York University
Faculty of Liberal Arts & Professional Studies
7th Meeting of Faculty Council

NOTICE OF MEETING

Thursday, May 13, 2010
3:00 pm – 5:00 pm

Senate Chamber

Agenda

- 1. Call to Order and Approval of the Agenda
- 2. Chair of Council's Remarks
- 3. Minutes of the **April 8, 2010** Meeting.....1
- 4. Business Arising from the Minutes
- 5. Inquiries
- 6. Student Council of Liberal Arts & Professional Studies (SCOLAPS)
Mandate and Membership of the Student Council
- 7. Report of the Dean
- 8. Report of the Chair of the Council of Masters
- 9. Report of the Faculty Representative on Senate
- 10. Question Period
- 11. Reports of the Standing Committees of Council
 - i. Executive Committee.....5
 - ii. Academic Policy and Planning Committee.....7
 - iii. Committee on Curriculum, Curricular Policy and Standards.....20
 - iv. Committee on Teaching and Learning (with Norma Sue Fisher-Stitt, Associate Vice President, Academic Learning Initiatives)
 - v. Committee on Student Appeals and Academic Integrity.....24
- 12. Unfinished Business
- 13. Other Business for Which Due Notice Has Been Given
- 14. Other Business

2009 - 2010 Liberal Arts & Professional Studies Faculty Council Meetings are on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross:

June 10, 2010

June 17, 2010 (tentative)

June 24, 2010 (tentative)*

*meeting time: 11:00am – 1:00pm

All are welcome and encouraged to attend!



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

Senate Chamber

Minutes of the 6th Meeting of Council

April 8, 2010

#110301

Attendance: S. Abdulla, M. Adriaen, J. Allen, U. Anucha, C. Ashton, P. Avery, I. Badr, J. Ball, J. Beare, M. Beare, D. Beausoleil, J. Bell, K. Bird, M. Blumberg, S. Bohn, B. Bradbury, N. Britto, M. Buccheri, M.H. Budworth, V. Caparello, G. Colussi Arthur, G. Comminel, L. Cozzi, N. Couto, B. Crow, S. Davidson, M. Dick, S. Dimock, R. Drummond, J. Edmondson, C. Ehrlich, P. Evans, M. Figueredo, J. Fleming, G. Ginsburg, B. Gleberzon, T. Hwong, L. Jacobs, M. Jacobs, E. Karpinski, M. Lambert-Drache, B. Lee, D. Leyton-Brown, K. Little, L. Lo, M. Lockshin, D. Lumdsen, A. Lunny, M. Luxton, L. Lyons, A. MacLennan, H. MacRae, J. Magee, S. Maiter, K. Michasiw, H. Moghissi, P. Monahan, R. Myers, J. Newton, K. Ogata, R. Ophir, N. Ota, J. Parkinson, V.A. Preston, R. Power, A. Raja, N. Razack, L. Ripley, L. Sanders, G. Scardellato, S. Scott, R. Sheese, M. Shoukri, A. Shulman, M. Singer, D. Skinner, I. Spletstoesser, G. Spraakman, P. Taylor, K. Thomson, S. Tweyman, A. Weiss, R. Wellen, D. Winland, L. Wiseman, D. Woody, L. Young, B. Zarnett, S. Zecevic

Guests: A. Gordon, F. Greene, K. Li, D. Pomerleau

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 at this meeting of Council, Patrick Monahan, Vice-President Academic and Provost, will be discussing the revised Provostial White Paper. Council members will be invited to provide their comments and feedback on the paper.

The Chair also announced that the President and Vice-Chancellor Mamdouh Shoukri will address Council.

The Standing Committees of Council are in the process of reviewing their mandates and memberships to revise the rules and procedures of Council. A formal proposal will be sent for consideration later this year.

Council noted that there were two additional June dates tentatively added to the agenda. The dates have been added to ensure that the required timeline for the consultation and subsequent approval of the Faculty's Strategic Plan is maintained.

The consent agenda was approved.

3. Minutes of the March 11, 2010 meeting

It was moved, seconded, and carried that the minutes of the March 11, 2010 meeting of Council be approved.

4. Business Arising from the Minutes

The Executive Committee has decided not to pursue changing the longstanding practice of taping (audio or visual) Council and Standing Committee meetings. Should a request be made to revisit this issue in the future, the Executive Committee will recommend that it be openly debated at Council.

5. Inquiries

There were none.

6. Special Presentation: Provostial White Paper, *Building a More Engaged University: Strategic Directions for York University 2010-2020*

Patrick Monahan, Vice-President Academic and Provost, provided Council with an overview of the revised White Paper. Comments and questions were invited.

It was noted that the two documents posted online do not indicate that they are the White Paper.

A concern was raised regarding the increase in the admissions averages and that this revised document does not necessarily address the problem. If the intention is to raise the average, then it should be relative to other universities. Consequently, there is the possibility that we will have fewer students and fewer resources.

A question was raised regarding whether the document explicitly discusses mature students and it was noted that we do not want to diminish this pool of students. The

Provost stated that the paper is not intended to be interpreted as diminishing the mature student pool.

It was noted that the document speaks to increasing the international student population. Questions were raised regarding adequate recruitment efforts, the demand for the programs from international students, and the constraints on the University by the provincial government that focus on the domestic target. The Provost discussed that this is an area that the University wants to fund and the Deans will be considering this within their Faculty plans.

It was recommended that the paper more fully address the needs of students and make the University a place where students feel more comfortable. The document outlines the top areas of concerns for students on campus, and that there is a commitment to making the University a more user-friendly place.

Following the presentation from the Provost, the Chair welcomed **President and Vice Chancellor Shoukri** to address Council.

7. Report of the Dean

Dean Singer provided an update on the strategic planning process: 14 out of 25 academic units have now been visited. The experience thus far has been a valuable one. He thanked the Chairs, Directors, Associate Deans, faculty, staff and students for their input into this process.

He noted that there is a concern about timing of Council receiving the plan in June. The goal is for the plan to be written during the month of May and to be presented at one

of the June meeting of Council and subsequently approved at a later Council date in June.

Dean Singer discussed both the progress to date on the tenure and promotions files received by the Units and the 26 Contractually Limited Appointments (CLAs) that are in the process of being hired.

8. Report of the Chair of the Council Masters

Stanley Tweyman discussed the Decanal visits to the Colleges. He noted that these have been collegial and have acted as an important opportunity for planning.

He announced the new program for transition year students and that orientation planning is well underway in the Colleges.

The Chair of the Council of Masters updated Council on the status of the guest suites and that the Vice-President of Students understands the importance of these suites for students.

He also noted that students have indicated an interest in a more balanced diet and that the current student meal plan funds run out prior to the end of the academic year. There have been proposed changes to the system made which are still under review.

An announcement was made regarding the search for a College Master for New College. The current Master, Marie-Helene Budworth, will not be continuing next year.

9. Report of the Faculty Representative on Senate

Senator Lockshin provided Council with the report from the March 25, 2010 meeting of Senate. He noted that at this meeting there was much speculation as the provincial budget was being presented while Senate was meeting. Now that the budget has been released, the next meeting of Senate will discuss its implications.

He announced that the Awards Committee congratulated the following persons to be named University Professors: Professor Brenda Spotton Visano and Professor Ian Greene.

Senator Lockshin reminded Council of the importance of attending convocation in June.

The Senate Synopsis is available at: <http://www.yorku.ca/secretariat/senate/synopses/2009-2010/10%2003%2025%20Synopsis.pdf>

10. Question Period

Council members discussed the importance of the University considering a more balanced meal plan not only for students but also for faculty and staff.

11. Reports of the Standing Committees of Council

11.1 Executive Committee

Council received the election results for the Committee on Student Academic Petitions, for the Committee on Teaching and Learning, and for the Liberal Arts & Professional Studies Full-time Faculty Representative on Senate as information items.

Council noted that the Executive Committee has extended the nomination period for Council seats until April 21, 2010.

A request for nominations was announced for members to serve as Liberal Arts & Professional Studies Full-time Faculty Representatives on Senate effective July 1, 2010 for a three year term.

11.2 Academic Policy and Planning Committee

It was moved, seconded, and carried that Council approve the proposal for a Concurrent Dual Degree (BASc/BA) Program in Engineering and International Development Studies.

Council discussed prior to its approval concerns regarding the general education component of the dual degree and the resources that would be required for the program to be administered.

11.3 Committee on Curriculum, Curricular Policy and Standards

The report was approved by consent.

12. Unfinished Business

There was none.

13. Other Business for Which Due Notice Has Been Given

There was no other business for which due notice was given.

14. Other business

There was no other business.

15. Adjournment

It was moved, seconded, and carried that the meeting of the Faculty Council be adjourned.

C. Ehrlich, Chair of Council

L. Cozzi, Secretary of Council



**Report 4
February 2010**

ITEMS FOR INFORMATION AND DISCUSSION (2)

1. Changes to the Membership Rules on Council (Nominations and Eligibility)

At the last meeting of Senate (April 22, 2010) amendments to Senate Committee Membership Rules (eligibility and nominations) were approved. The changes are effective July 1, 2010 (current members who are serving on the committees would be grandparented). As Faculty Council is a Sub-Committee of Senate, the Executive Committee would like to provide Council with an opportunity to review these changes and provide feedback on their adoption within the Faculty of Liberal Arts & Professional Studies Council Rules and Procedures.

The amendments to Senate Rules and Procedures are as follows:

SUMMARY OF PROPOSED AMENDMENTS

- members of committees other than ex-officio members shall not serve simultaneously on two Senate committees
- normally, and except in unusual circumstances detailed by Senate Executive, elected members shall not succeed themselves on a committee
- individuals shall not serve on a committee during the academic year in which they are nominated for an award or subject to adjudication by that committee
- faculty members nominated for membership on the Tenure and Promotions Committee must have tenure and must have prior experience on a unit or Faculty level committee
- the names of individuals nominated “from the floor” should be communicated to the Secretary of Senate prior to the commencement of a meeting at which nominations are considered

The full report from Senate Executive is available from:

<http://www.yorku.ca/secretariat/senate/agenda/2009-2010/100422/Senate%20Executive%20Report.pdf>

As outlined in the Liberal Arts & Professional Studies Council Rules and Procedures under the general authority of Council (Article 4.6) *“in cases not covered by the rules and procedures, meetings shall be conducted in conformity with the rules set by the University Senate Rules and Procedures.”* The Executive Committee at its April meeting discussed these amendments and their applicability to the Council Rules and Procedures. Prior to making changes and/or adopting such legislation, the Committee respectfully requests feedback from Council on their viability within the Faculty. It is the intention that, prior to approving the slate of nominees for the 2010 – 2011 Council elections, a motion be brought forward to Council to amend the Rules and Procedures.

Council members are also encouraged to send their recommendations and comments directly to the Secretary of Council (lcozzi@yorku.ca). The Executive Committee at its next meeting will be discussing these and other amendments and recommendations made by members of Council and its Standing Committees.

2. Liberal Arts & Professional Studies full-time Faculty Representatives on Senate Membership (Nominations and Eligibility)

The Executive Committee would like Council's views on the appointment of full-time faculty representatives on Senate. Currently, there are nine vacant undesignated seats for full-time faculty members to serve on Senate. These seats are available to all full-time faculty members of the Liberal Arts & Professional Studies community. The Executive Committee identified a possible conflict with the nominations and the eligibility of cross-appointed faculty members whose home Faculty is outside the Faculty of Liberal Arts & Professional Studies.

The Executive Committee after much discussion on whether or not to allow a nomination from a member of the community whose home Faculty is not Liberal Arts & Professional Studies, decided that they would put the question to Council to provide them with some guidance on the matter.

The Faculty of Liberal Arts & Professional Studies membership on Senate consists of 40 seats (minimum of 13 chairs, minimum of 2 contract faculty). The Executive Committee under summer authority last year designated seats on Senate to the Chair of Council and the Chairs and Directors of the academic Schools and Departments (following the practice of the predecessor Faculty of Arts). There are at present 16 undesignated seats (9 vacancies) for full-time faculty members and two for contract faculty members. Prior to bringing forward the nominations to Council for approval, the Executive Committee values the input of Council members to identify eligible faculty members for these seats.

For more information on Senate Membership please refer to the Senate Handbook (page 27):
<http://www.yorku.ca/secretariat/senate/COU/Handbook/2009SenateHandbookF.pdf>



**Report 5
April 2010**

ITEMS FOR ACTION (2)

**1. Proposal for a Professional Certificate in Health Services Financial Management,
School of Administrative Studies**

The Academic Policy and Planning Committee recommends that Council approve the Proposal for a Professional Certificate in Health Services Financial Management, School of Administrative Studies.

Rationale:

This Certificate is the collaboration of the School of Health Policy and Management, Faculty of Health and the School of Administrative Studies, Faculty of Liberal Arts and Professional Studies, bringing together the skills of both Faculties to provide an innovative first-ever Certificate not offered elsewhere.

This Certificate in Health Services Financial Management is being proposed to:

1. Provide students with the financial management skills relevant to the health industry, providing them with the competency in financial management, health data, and performance measurement. The certificate is designed for both those who wish to enter the industry and those who wish to further themselves in their current industry roles.
2. It will also provide an opportunity for those students interested and qualified to pursue a Certified Management Accounting (CMA) designation, and an opportunity for a work placement as part of the Certificate.

The full proposal is available on page 8.

**2. Proposal for a New Course Rubric for Persian for the Department of Languages,
Literatures & Linguistics**

The Academic Policy and Planning Committee recommends that Council approve the Proposal for a New Course Rubric for Persian for the Department of Languages, Literatures & Linguistics.

Rationale:

The Department of Languages, Literatures & Linguistics offers courses in Arabic, Chinese, German, Classical Greek, Modern Greek, Hebrew, Hindi, Italian, Jamaican Creole, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, Tamil and Yiddish. Although the department does not offer degree programs in each of these languages, each language does have a discrete course rubric. The use of discrete course rubrics, even in the absence of a degree program in a particular language, is consistent with the designation of language courses in Department of Languages, Literatures & Linguistics and at York.

The full proposal is available on page 15.

ITEM FOR INFORMATION:

Division of Continuing Education - Certified Internal Auditor® (CIA®) exam preparation

The Division of Continuing Education in cooperation with Holmes Corporation, The Institute of Internal Auditors (IIA) and the IIA Canada, are proposing to offer The IIA's, CIA Learning System® exam preparation program or refresher seminar.

The IIA's CIA Learning System is a comprehensive professional development and CIA exam preparation program. It combines printed textbooks and interactive online learning software to deliver a customized CIA review program.

The Institute of Internal Auditors' CIA Learning System is a premier quality CIA review program designed to meet the unique needs of busy internal audit professionals. Developed under the guidance of CIA-certified subject matter experts, this program provides the student with the tools necessary to successfully prepare for the CIA exam in the time frame and learning format that best suits them.

The full proposal is available on page 16.

1. Proposal for a Professional Certificate in Health Services Financial Management

1. Context of Proposal

a. Statement of purpose

This Certificate in Health Services Financial Management is being proposed to:

3. Provide students with the financial management skills relevant to the health industry, providing them with the competency in financial management, health data, and performance measurement. The certificate is designed for both those who wish to enter the industry and those who wish to further themselves in their current industry roles.
4. It will also provide an opportunity for those students interested and qualified to pursue a Certified Management Accounting (CMA) designation, and an opportunity for a work placement as part of the Certificate. The CMA program study provides an Accelerated Program for students entering the CMA program with a non-business/accounting degree. After completed the CMA Accelerated Program, students are eligible to write the CMA Entrance Examination and complete the full CMA program of study for accreditation as a CMA. This Certificate provides students with the eligibility requirements for the CMA Accelerated Program. The work placement course (ADMS 4526) is open to qualified students (must have attained a GPA of 7.0 in AP/ADMS 2500 3.00 and AP/ADMS 2510 3.00, or AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00) and will provide students with a work placement with a health service organization in a financial management capacity.

This Certificate is the collaboration of the School of Health Policy and Management, Faculty of Health and the School of Administrative Studies (SAS), Faculty of Liberal Arts and Professional Studies (LA&PS), bringing together the skills of both Faculties to provide an innovative first-ever Certificate not offered elsewhere. This Certificate will be offered *jointly* between SAS and SHPM. Any changes to the course content or program direction would require approval by both

SAS and SHPM. In addition, this initiative supports a national accounting body's goal of attracting non-accounting majors, especially health students, into a management accounting program. The Certificate will be administratively housed in the School of Administrative Studies.

The Certificate requires 36 credits and a minimum GPA of 4.00 for graduation. Students are required to have a minimum GPA of 4.00 in ADMS 2300, ADMS 2500, ADMS 2510, ECON 1000, ECON 1010 to qualify for the CMA Accelerated Program. For students who are not completing or qualified for the work placement they will be required to take an additional fourth year level HLST elective course for graduation from the Certificate.

b. Consistency of the proposed certificate to the general objectives of unit, Faculty and University Academic Plans and with the standards, educational goals and learning objectives of the University.

This certificate advances the strategic priorities of the University to support health initiatives and community education. This Certificate will be open to all students within and outside the York University community, and provides qualifying students with an internship opportunity, sponsored by the CMA, for learning beyond the classroom, in placement in the health services community.

c. Admission requirements Appropriateness of the admission requirements, e.g., achievement and preparation, for the expected learning outcomes of the certificate.

Requirements for admission will be consistent with University requirements for all programs at York. Students seeking direct entry into a certificate program must submit a written application to the University. These students must already have a completed an undergraduate degree. Students at York University may apply and begin the certificate program concurrently with their degree studies.

d. Category of certificate, with rationale

This is a professional certificate as defined by Senate as a certificate that builds specific skills and competencies related to a professional expertise as would be recognized by the CMA.

e. Consultation:

i. Identify similar approved certificates at York, if any;

There are no health financial management certificates that exist at York University.

ii. Indicate the nature and extent of the consultation with other programs and what, if any, cooperative arrangements have been explored with respect to staffing, appointments, course offerings, physical space, etc.;

This is a collaborative effort between the SHPM and SAS, and the CMA Association of Ontario. There are currently course proposals in progress for changes an existing course and the addition of three new courses that will form part of this Certificate.

iii. Consult with the Vice-President Academic on resource aspects of the proposal.

iv. Consult the University Registrar regarding the availability of systems support.

f. Need and Demand:

i. indicate external need and demand for recipients of the certificate, whether based on student interest, potential employment opportunities for graduates, needs expressed by professional associations, government agencies or policy bodies; or, if none of the foregoing, whether the initiative serves the general betterment of society.

Accountability and transparency in decision making in the public sector permeates the headlines and popular press today. The health system, as part of the public sector, requires health leaders that understand financial management and can make financially sound and viable decisions. This need has been confirmed by two groups in consultation on the new course proposals and collaboration with CMA;

- 1) BHS student representatives have been asked by potential employers about the type and quantity of financial courses they took in their undergraduate health degree, and
- 2) The CMA of Ontario has identified health as a growth field and is eager to collaborate with the SHPM in the Faculty of Health and the SAS in LA & PS to attract future accounting students.
 - ii. for student demand, include five-year enrolment projection, defining steady-state enrolment and when it is to be achieved; obtain an estimate of the demand for the program from the Admissions Office.

g. Projected number of students

The number of students who are likely to enroll in the proposed Certificate Program is about 25-35 new students annually, with a steady state of about 80-100 students enrolled at various stages of the program.

2. Certificate Requirements

a. Outline of requirements, with course descriptions (Calendar copy)

Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Certificate Notes:

1. Students should consult the School of Administrative Studies as to the recommended sequencing of courses. Departmental level advising is recommended for this certificate.
2. To obtain a professional certificate offered by the School of Administrative Studies, at least 18 credits of the ADMS course credits that satisfy certificate requirements must be in addition to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.
3. Students completing this certificate may qualify for entry into the CMA's Accelerated Program of study. Students should consult with the CMA for specific requirements.

Requirements: 36 credits including:

- AP/ADMS 2300 6.00 (cross-listed to: HH/HLST 2300 6.00) (or AP/ADMS 2320 3.00 and AP/ADMS 3330 3.00)*;

- AP/ADMS 2500 3.00;
- AP/ADMS 2510 3.00;
- AP/ADMS 3525 3.00;
- AP/ADMS 3526 3.00;
- AP/ADMS 4525 3.00;
- AP/ADMS 4526 3.00 or a 4000-level HLST elective;
- AP/ECON 1000 3.00;
- AP/ECON 1010 3.00;
- AP/ECON 3510 3.00;
- HH/HLST 4330 3.00.

BHS students must take at least 12 credits outside their BHS program.

Course substitutes and program notes: please refer to the Bachelor of Administrative Studies (BAS) section.

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

It is planned to offer AP/ADMS 3525 3.00, AP/ADMS 3526 3.00, AP/ADMS 4525 3.00 and AP/ADMS 4526 3.00 yearly.

AP/ADMS 2300 6.00 (cross-listed to HH/HLST 2300 6.00) is offered once a year.

AP/ECON 1000 3.00 and AP/ECON 1010 3.00 are offered in all three terms.

AP/ECON 3510 3.00 is offered twice a year.

AP/ADMS 2500 3.00 and AP/ADMS 2510 3.00 are offered in all three terms.

HH/HLST 4330 3.00 is offered once a year.

c. New courses (Note: new courses are subject to approval by Faculties in accordance with Senate legislation)

AP/ADMS 3525 3.00 Health Services Accounting

AP/ADMS 3526 3.00 Health Services Finance

AP/ADMS 4525 3.00 Advanced Health Services Financial Management

AP/ADMS 4526 3.00 Placement in Health Financial Management

d. Required courses mounted by other units (other than SHPM & SAS)

AP/ECON 1000 3.00,

AP/ECON 1010 3.00, and

AP/ECON 3510 3.00 Health Economics

e. Comment on the explicit causal relationship of the proposed certificate's structure and curriculum for its expected learning outcomes.

For students who complete the certificate but do not pursue the CMA designation, these courses provide the prerequisite knowledge to enter or advance their careers in the health services industry. They will have the prerequisite knowledge on health industry financial and statistical reporting requirements, costing and funding methodologies, performance initiatives and critical financial management related challenges.

f. Comment on the appropriateness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the certificate's expected learning outcomes.

The students will be required to satisfactorily complete the 36 credit stream of study. All required courses are in-class delivery. There is an optional 4th year work placement in health services financial management that will expose students to real-time health service programs and require them to use acquired financial management skills to propose viable solutions.

g. Comment on the appropriateness of methods used to evaluate students' progress

A coordinator will monitor student progress, counsel students, arrange and support internships, and facilitate student placements post-graduation.

3. Human and Physical Resource Requirements

a. Faculty: need for additional faculty, or diversion of faculty from other units, if any.

Faculty resources exist in SAS and SHPM.

b. Administration: need for coordinator, support staff, advisors, if any.

The CMA has pledged support and this funding will be used for the coordinator position.

c. Library materials, equipment and academic computing access needed.

Professor Ellen Schraa was granted a YUFA teaching course release to develop a text of cases in health service financial management that will support the capstone course: ADMS 4525 3.00 Advanced Health Services Financial Management .

d. Space requirements

There are no additional space requirements.

e. Feasibility of Student Information System (SIS) support for proposed implementation schedule.

The implementation date is Fall 2011.

4. Summary statement of funding requirements
 - a. Summary statement of funding requirements to support resources needed, including both start-up costs and continuing costs.

5. Attachments

Appendix A: Course Descriptions

- a. Statement of support from Dean(s)
- b. Comment on resources from Vice-President Academic
- c. Statement confirming adequacy of Library holdings
- d. Confirmation from "Interested" programs
- e. Comment from the University Registrar re SIS support for proposed implementation

date.

Appendix A: Course Descriptions

AP/ADMS 2300 6.00 (cross-listed to: HH/HLST 2300 6.00) Research Methods in Health Studies*

This is an introductory course in health care research from an epidemiological perspective. The purpose of this course is to focus on research design; methodological problems and issues; and specific statistical approaches used to analyze this type of research.

Prerequisite: HH/HLST 1000 6.00 (or HH/HLST 1010 3.00 and HH/HLST 1011 3.00).

One 12U mathematics course (or equivalent) highly recommended.

PRIOR TO FALL 2009: Prerequisite: AK/MATH 1710 6.00 or AK/MATH 1720 6.00. Course credit exclusions: AK/ADMS 2300 6.00, AK/NURS 2700 6.00 (prior to Summer 1997).

AP/ADMS 2320 3.00 Quantitative Methods I

An integrated approach to analyzing business problems from various functional areas. Practical business problems are analyzed using quantitative techniques including probability, statistical inference, estimation and regression as well as non-parametric approaches.

Prerequisites: AP/ADMS 1000 3.00; one 12U mathematics course or equivalent. Course credit exclusion: AP/ECON 2500 3.00.

PRIOR TO FALL 2009: Prerequisites: AK/ADMS 1000 3.00; one 12U mathematics course or equivalent. Course credit exclusions: AK/ADMS 2320 3.00, AK/ADMS 3320 3.00 (prior to Summer 2005), AK/ECON 3470 3.00.

AP/ADMS 3330 3.00 Quantitative Methods II

This course continues with a case-oriented approach to quantitative business analysis and research methodologies. Statistical techniques, operations research techniques such as linear programming and modeling, metric and non-metric data analysis are amongst the techniques used.

Prerequisite: AK/ADMS 2320 3.00.

PRIOR TO FALL 2009: Prerequisite: AK/ADMS 2320 3.00 or AK/ADMS 3320 3.00 (prior to Summer 2005). Course credit exclusion: AK/ADMS 3330 3.00.

AP/ADMS 2500 3.00 Introduction to Financial Accounting

An overview of the accounting discipline, useful to both majors and non-majors. Includes accounting history, the uses of accounting information in personal and business contexts and the rudiments of financial reporting. Note: AP/ADMS 1000 3.00 is not a prerequisite for AP/ADMS 2500 3.00, but is strongly recommended.

Course credit exclusions: AP/ADMS 1500 3.00, AP/ECON 3580 3.00, GL/ECON 2710 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/ADMS 1500 3.00, AK/ADMS 2500 3.00, AS/ECON 3580 3.00, GL/ECON 2710 3.00.

AP/ADMS 2510 3.00 Introduction to Management Accounting*

Managers require relevant information for planning, controlling and decision-making purposes. This course examines the accounting techniques available to satisfy those needs.

One 12U mathematics course or equivalent or AP/ADMS 2300 6.00; AP/ECON 1000 3.00; AP/ADMS 2500 3.00.

PRIOR TO FALL 2009: Prerequisites: AK/MATH 1710 6.00; AK/ECON 1000 3.00; AK/ADMS 2500 3.00. Course credit exclusions: AK/ADMS 1500 3.00, AK/ADMS 2510 3.00, AK/ADMS 2520 3.00 (prior to Summer 1997), AS/ECON 3590 3.00, GL/ECON 2720 3.00.

AP/ADMS 3525 3.00 Health Services Accounting**

Imparts basic accounting knowledge necessary to manage health care organizations and make informed decisions. Students will be introduced to financial and managerial accounting concepts, then apply those to understand current national and provincial costing and performance initiatives, including national reporting guidelines known as the MIS Guidelines, Ontario specific reporting requirements for financial and statistical data under the Ontario Healthcare Reporting Standards (OHRS), the Ontario Cost Distribution Methodology, the Ontario Case Costing Initiative and current funding methodologies such as the Hospital Based Allocation Methodology (HBAM).

Course credit exclusion: HH/HLST 3250 3.00.

AP/ADMS 3526 3.00 Health Services Finance**

Imparts basic finance knowledge necessary to manage health care organizations and make informed decisions. Students will evaluate capital investing and capital financing decisions in a not-for-profit health care environment and specifically address the uniqueness of this sector in choosing between acceptable capital investment options and the limitations in finding financing options. In particular, Public-Private Partnerships, outsourcing and leasing options will be evaluated along with the impact on financial performance measures and evaluation.

Prerequisite: AP/ADMS 3525 3.00. Course credit exclusion: HH/HLST 3250 3.00.

AP/ADMS 4525 3.00 Advanced Health Services Financial Management**

Links theory and practice of health services financial management through critical analysis and case studies, building on financial management skills gained in previous courses. Students will evaluate health initiatives from two perspectives, the health system level and the health service organization. At the health system level, students will critique and evaluate system initiatives in accountability and performance measurement. At the health service organizational level, students will work on case studies, developed in collaboration with health service leaders, and make recommendations for financially sound and viable solutions, some of which will be presented directly to health service leaders.

Prerequisites: AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00 or permission of instructor
Course credit exclusions: SB/ECON 4600 3.00.

AP/ADMS 4526 3.00 Placement in Health Financial Management**

Provides qualified students with the opportunity to work in the health field as part of their Certificate Program.

Prerequisites: a GPA of 7.0 in AP/ADMS 2500 3.00 and AP/ADMS 2510 3.00 (or AP/ADMS 3525 3.00 and AP/ADMS 3526 3.00) and with School approval.

AP/ECON 1000 3.00 Introduction to Microeconomics

Introduces the principles and methods of economics with emphasis on microeconomic theory. Topics include general and basic concepts of demand and supply, utility analysis and demand, production and costs, pricing in competitive and monopolistic markets, and government regulation. Note: Successful completion of this course, together with AP/ECON 1010 3.00, is required for all students who intend to pursue additional courses in economics at the 2000, 3000, and 4000 level and in order to pursue degree studies in economics, business economics, and financial and business economics.

Course credit exclusions: GL/ECON 2500 3.00, SB/INTL 1200 3.00. Note: Acceptable course substitutes are available in the Calendar.

PRIOR TO FALL 2009: Course credit exclusions: AK/AS/ECON 1000 3.00, AK/ECON 2410 3.00 (prior to Summer 1995), GL/ECON 2500 3.00, SB/INTL 1200 3.00.

AP/ECON 1010 3.00 Introduction to Macroeconomics

Introduces the principles and methods of economics with emphasis on macroeconomic theory. Topics include basic models of national income and employment determination, fiscal policy, banking and monetary policy, the theory of international trade and finance, and contemporary macro-economic issues such as unemployment, inflation, and government budget policy. Note: Successful completion of this course, together with AP/ECON 1000 3.00, is required for all students who intend to pursue additional courses in economics at the 2000, 3000, and 4000 level and in order to pursue degree studies in economics, business economics, and financial and business economics.

Course credit exclusions: GL/ECON 2510 3.00, SB/INTL 1210 3.00. Note: Acceptable course substitutes are available in the Calendar.

PRIOR TO FALL 2009: Course credit exclusions: AK/AS/ECON 1010 3.00, GL/ECON 2510 3.00, SB/INTL 1210 3.00.

AP/ECON 3510 3.00 Health Economics

Examines the determinants of supply and demand in the health services industry and the causes of medical cost inflation. Introduces economic models of physician and hospital behaviour and uses case studies to consider the influence of health insurance, reimbursement schemes, and practitioners' discretion on the delivery system.

Prerequisite: AK/ECON 1000 3.00 or equivalent. Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AK/ECON 3510 3.00.

HH/HLST 4330 3.00 Decision Making and Decision Support Systems in Healthcare

Integrates literature on decision making and literature on management information systems in the health care context to illuminate the rational and non-rational aspects of decision making in health care. Prerequisites: Successful completion of 60 credits or permission of course instructor. Course credit exclusion: None.

2. Proposal for a New Course Rubric for Persian for the Department of Languages, Literatures & Linguistics

On behalf of the Department of Languages, Literatures & Linguistics, this is a proposal for the creation of a new course rubric for Persian: PERS

Currently, the Department of Languages, Literatures & Linguistics offers courses in Arabic, Chinese, German, Classical Greek, Modern Greek, Hebrew, Hindi, Italian, Jamaican Creole, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, Tamil and Yiddish. Although the department does not offer degree programs in each of these languages, each language does have a discrete course rubric. The use of discrete course rubrics, even in the absence of a degree program in a particular language, is consistent with the designation of language courses in DLLL and at York.

The department is proposing that the following courses be approved for Fall/Winter 2010-2011 (submitted for approval and to be considered following the approval of the course rubric):

AP/PERS 1000 6.00 Elementary Persian (consent agenda)

AP/PERS 2000 6.00 Intermediate Persian (consent agenda)

ITEM FOR INFORMATION

Division of Continuing Education- Certified Internal Auditor® (CIA®) exam preparation

A. Context of Proposal

The Division of Continuing Education in cooperation with Holmes Corporation, The IIA (Institute of Internal Auditors) and the IIA Canada, are proposing to offer The IIA's, CIA Learning System® exam preparation program or refresher seminar.

The IIA's CIA Learning System is a comprehensive professional development and CIA exam preparation program. It combines printed textbooks and interactive online learning software to deliver a customized CIA review program.

The Institute of Internal Auditors' CIA Learning System is a premier quality CIA review program designed to meet the unique needs of busy internal audit professionals. Developed under the guidance of CIA-certified subject matter experts, this program provides the student with the tools necessary to successfully prepare for the CIA exam in the time frame and learning format that best suits them.

The IIA approached DCE to offer the program as a result of an exceptional recommendation made by a member of the IIA's Toronto Chapter. This examination preparation program is also being offered at two other Canadian universities (Mount Royal University and a University in Ottawa).

Partner Overview

The Institute of Internal Auditors (IIA)

Established in 1941, The Institute of Internal Auditors (IIA) is an international professional association with members in 165 countries and global headquarters in Altamonte Springs, Fla., USA. The IIA is the internal audit profession's global voice, standard-setter, and resource for professional development. The IIA currently boasts more than 155,000 members, 96 international institutes, and 153 chapters in the United States, Canada, and the Caribbean.

Holmes Corporation

Holmes Corporation (HC) partners with associations to meet members' educational needs. They have formed long-term mutually beneficial alliances with many of the nations premier associations. Through these alliances, they have become known for creating, marketing and distributing educational products that feature the highest value and quality available. They currently work with over 300 colleges and universities across the United States and internationally to offer association's professional development courses.

The Division of Continuing Education's Role:

- Co-sponsors the program with the local IIA chapter.
- Provides use of its facilities (classroom).

- Assumes all responsibilities for program promotion, registration, and administration.
- Employs IIA approved and qualified course instructors.

Relationship of Certificate to Unit, Faculty and University Academic Plans

Benefits to Faculty of Liberal Arts and Professional Studies and York:

The examination preparation program will:

- Further enhance both Faculty of Liberal Arts and Professional Studies's and York University's reputation as academic leaders and provides York students and alumni with the tools to develop their careers;
- Complements the Faculty of Liberal Arts and Professional Studies Faculty's direction to provide professional initiatives for students and alumni;
- Is consistent with the Faculty's and University's emphasis on professional development courses; and
- Provides a strategic alliance with a professional organization such as the IIA.

This proposal is in keeping with the plans of the Faculty of Liberal Arts and Professional Studies (the Division of Continuing Education – DCE), and the York's emphasis on a strong continued relationship with York students and alumni and extending the reach to these groups. The program is complementary to Faculty of Liberal Arts and Professional Studies's and York's mandate to develop new and innovative professional development programs.

Consultations

Paul Evans, Director, School of Administrative Studies

This is to support your excellent initiative with the Institute of Internal Auditors. A lot of work has been put into your program proposal and you have been very receptive to incorporating the changes we have suggested. Our proposed program offers us an excellent opportunity to become the leading national provider of IIA professional designation training.

We hope that you are able to obtain the necessary approvals promptly. We know that competitive programs are starting up elsewhere and we should be first to market in Ontario if at all possible.

We did well to be selected to be the sole Toronto provider in what we hope will be a lucrative national market for this type of training.

Bruno Bellissimo, Director, Internal Audit

I would be pleased to see York University and the IIA working together to prepare CIAs for the future!

Course Instructor(s)

Courses will be offered in Toronto at the York University Keele Campus. The program will be taught by instructors who have been pre-approved by The IIA and selected by the DCE. If there are not any pre-qualified instructors available in the Toronto market, the IIA Toronto Chapter or

Holmes Corporation will email the CIA's in the chapter and put them through a process to become qualified. This will consist of them filling out The IIA's Instructor Development Course Exemption form and submitting it with a copy of their resume. The IIA will review applicants and determine whether or not they are qualified to teach. Instructors who are evaluated favorably may be retained for future classes.

Intended Audience

Earning the CIA designation is an important accomplishment and professional advantage for internal auditors, audit managers/directors, risk management staff, and other accounting and finance professionals at all stages of their careers. In addition, this program is of value to those who may be seeking continuing professional development and a broad overview of the internal auditing field. Internal audit has proven to be an effective training ground for potential managers. Participants leave the program enriched with educational experience, information and business tools that can be applied immediately in any organization or business environment.

B. Program Requirements

Class Materials

The materials used for this examination preparation program will be the official IIA CIA Learning System® materials. Class participants will each have their own set of IIA CIA Learning System® print and online materials, and instructors will review the students' progress through a group reporting feature.

Topics: The topics to be covered in the program are as follows:

- Part 1 — The Internal Audit Activity's Role in Governance, Risk, and Control (15 hours)
- Part 2 — Conducting the Internal Audit Engagement (15 hours)
- Part 3 — Business Analysis and Information Technology (22.5 hours)
- Part 4 — Business Management Skills (7.5 hours)

Tuition

The registration fee for each participant enrolled in the program will include all student materials, student slides and activity books, paper & pencil exams, and online software (for registration in separate exam parts, only the corresponding learning system is included). The fee does not include registration and exam fees for The IIA CIA exam. The cost for The IIA CIA Learning System® participant materials includes one-year online access to learnCIA.com (two-year online access for those that purchase all 4 Parts):

Course Descriptions

Comprehensive CIA® Exam Preparation

This intensive review covers all four parts of the CIA exam. Increase your knowledge and skills in the areas of governance, risk and control, internal audit engagement, business analysis and information technology, as well as business management.

CIA® Exam Preparation Part 1: The Internal Audit Activity's Role in Governance, Risk & Control

Prepare for The IIA's CIA Exam Part 1. Learn the internal auditor's role in organizational governance, internal control and risk management. Topics include: compliance with the IIA's

Attribute Standards, risk and control knowledge elements, establishing a risk-based plan to determine priorities of the internal audit activity, and the nature of internal audit work in risk management, control and governance.

CIA® Exam Preparation Part 2: Conducting the Internal Audit Engagement

Prepare for the IIA's CIA Exam Part 2. Learn the internal auditor's role in conducting the internal audit engagement. Topics include: conducting engagements/specific engagements, planning and monitoring engagement outcomes, and identifying fraud knowledge elements and engagement tools.

CIA® Exam Preparation Part 3: Business Analysis & Information Technology

Prepare for the IIA's CIA Exam Part 3 - Business Analysis and Information Technology. Topics include: business processes (project management, forecasting, inventory management, marketing and human resources), financial accounting and finance, managerial accounting, information technology, and regulatory, legal and economics.

CIA® Exam Preparation Part 4: Business Management Skills

Prepare for the IIA's CIA Examination Part 4 - Business Management Skills. Topics include: strategic management, the cultural, legal, political and economic environments in global business environments, organizational behavior (motivation, communication, performance and structure), and negotiation and business management skills.

C. Human and Physical Resources Requirements

Administration

The Division of Continuing Education will provide administrative support to the program. The overall administration and logistical coordination of delivery of the program will be coordinated by Marina DeBona, MDE, the Division's Program and Logistics Manager.

Library Materials

Scott Library carries all additional materials that may be required by participants.

Equipment

Standard audiovisual equipment will be required for program delivery. A multi-media projector and overhead projector will be needed for the individual course sessions.

Space Requirements

Exact dates for the initial offering of courses have yet to be finalized. Dates and times will be finalized on the basis of time preferences of the intended audience and availability of instructors. Given that this is a professional development program, DCE has the flexibility to schedule courses on evenings, weekends, etc. when classroom space may be more available.



Consent Agenda

April 2010

1. Changes to Existing Degrees/Certificates

- English
- Philosophy

2. New Course Proposals

- AP/ADMS 4526 3.00 Placement in Health Financial Management
- AP/COMN 3317 3.00 Doing Bodies/Doing Technology
- AP/PERS 1000 6.00 Elementary Persian
- AP/PERS 2000 6.00 Intermediate Persian
- AP/PERS 2700 6.00 Persian Literature and Culture

3. Changes to Existing Courses

- AP/ADMS 2300 6.00 Research Methods in Health Studies
- AP/ADMS 2510 3.00 Introduction to Management Accounting
- AP/CLTR 1953 6.00 (cross-listed to: AP/HUMA 1953 6.00) Canadian Writers in Person

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.



Report 3
April 2010

ITEM FOR ACTION:

1. Grades Review and Approval Process for the Faculty of Liberal Arts & Professional Studies

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve the proposed Grades Review and Approval Process for the Faculty of Liberal Arts & Professional Studies.

Rationale:

During the 2009-10 academic year, the Committee on Curriculum, Curricular Policy and Standards conducted a review of the past practices by the former Faculties of Arts and Atkinson regarding grades review and approval. Subsequently, the Committee established a set of faculty-level standards, as well as a grades review and approval process, for the Faculty of Liberal Arts & Professional Studies.

The following are characteristics of courses with profiles considered to be anomalous for grade review purposes:

1. Courses with a grade point average above 6.5; or
2. Courses with 75% or more grades of B or better; or
3. Courses with 50% or more grades of A or better; or
4. Courses with a grade point average below 3.5; or
5. Courses with 20% or more failing grades (Note: this includes grades of E and F; for the purpose of calculating the percentage of failing grades, no distinction is made between “earned” failures and “did not withdraw” failures); or
6. Courses with large differentials in grade point averages across sections/tutorials (*refer to Note 2*) of the same course (i.e., a difference of 1.0 grade point or more).

Normally, when the profile of a course falls into one or more of these categories, a rationale will have to be provided for the anomaly.

In defining categories of anomalous grades, it is not the Committee on Curriculum, Curricular Policy and Standards intent to require that all courses conform to a particular grading pattern, but simply to ensure that instructors and teaching units are aware of, and have given consideration to, the reasons for atypical grades.

Courses at the 4000-level and courses with 30 or fewer students enrolled are exempt from this legislation.

The assessment of the differentials in grade point averages between tutorial sections within a course is to be conducted by the responsible unit offering the course.

The full proposal is available on page 22.



Grades Review and Approval Process

Approved by Council [Month Year]

The following process clearly identifies and makes explicit the responsibilities of the Committee on Curriculum, Curricular Policy & Standards (CCPS), the Office of the Faculty Council, and Undergraduate Program Directors (or unit-specified delegates) with respect to the grades review and approval process in the Faculty of Liberal Arts & Professional Studies (LA&PS).

While the primary responsibility for the approval of grades rests at the unit-level, CCPS maintains an oversight role in the process. The Committee on Curriculum, Curricular Policy & Standards shall:

- establish, in consultation with Council, characteristics of courses with profiles considered anomalous for grade review purposes;
- review anomalous grade distribution rationales;
- ensure that instructors and teaching units are aware of, and have given consideration to, the reasons for atypical grades;
- assist units which, for self-assessment purposes, wish to develop unit-specific grade distributions (in accordance with the Faculty-level standards).

In order to supply effective administrative support to CCPS, the Office of the Faculty Council will:

- circulate grade submission deadline dates to LA&PS units and CCPS members;
- circulate a copy of the Final Grades Distribution report to LA&PS Undergraduate Program Directors (or unit-specified delegates) highlighting courses with anomalous profiles for Faculty-level grade review purposes;
- collect anomalous grade rationales from LA&PS Undergraduate Program Directors (or unit-specified delegates);
- circulate a copy of the Final Grades Distribution report, inclusive of anomalous grade rationales as provided by the units, to CCPS members for information.

Undergraduate Program Directors (or unit-specific delegates) will:

- establish and/or maintain, in consultation with the unit, internal grade reporting processes that address consistency and fairness in grading;
- communicate grade distribution standards (faculty-wide standards or unit-specific standards), to members of their unit;
- circulate information about the unit's grade reporting process, along with deadline dates, to course directors no later than the beginning of each term;
- review and address consistency and fairness in grading across tutorial sections within a course; and when needed, establish internal working practices to facilitate the review of grading across tutorial sections within a course;

- when applicable, request anomalous grade rationales from course directors;
- provide, via email, copies of anomalous grade rationales to the Office of the Faculty Council;
- when applicable, and in consultation with the unit, develop unit-specific grade distribution standards.

Faculty-level Standards

The following are characteristics of courses with profiles considered to be anomalous for grade review purposes (please refer to Note 1 for exceptions):

1. Courses with a grade point average above 6.5; or
2. Courses with 75% or more grades of B or better; or
3. Courses with 50% or more grades of A or better; or
4. Courses with a grade point average below 3.5; or
5. Courses with 20% or more failing grades (Note: this includes grades of E and F; for the purpose of calculating the percentage of failing grades, no distinction is made between “earned” failures and “did not withdraw” failures); or
6. Courses with large differentials in grade point averages across sections/tutorials (*refer to Note 2*) of the same course (i.e., a difference of 1.0 grade point or more).

Normally, when the profile of a course falls into one or more of these categories, a rationale will have to be provided for the anomaly.

In defining categories of anomalous grades, it is not CCPS’s intent to require that all courses conform to a particular grading pattern, but simply to ensure that instructors and teaching units are aware of, and have given consideration to, the reasons for atypical grades.

Note 1: Courses at the 4000-level and courses with 30 or fewer students enrolled are exempt from this legislation.

Note 2: The assessment of the differentials in grade point averages between tutorial sections within a course is to be conducted by the responsible unit offering the course.

Unit-specific Distribution Standards

Units may establish (or continue to use) unit specific grade distribution standards and internal guidelines for grade anomaly reporting, as long as those standards and guidelines are within the boundaries set by the Faculty-level Standards.

Units wishing to develop unit-specific distributions (in-line with the Faculty standards) for internal/self-assessment purposes are encouraged to do so in consultation with the Committee on Curriculum, Curricular Policy & Standards.



Committee on Student Appeals and Academic Integrity Report to Council

Report 1 April 2010

ITEM FOR INFORMATION:

The Committee on Student Appeals and Academic Integrity would like to report that a new, standardized, grade reappraisal request form has been created for use in the Faculty of Liberal Arts & Professional Studies. This form replaces any unit-specific grade reappraisal application forms currently in use by Liberal Arts & Professional Studies academic units.

The new Liberal Arts & Professional Studies Grade Reappraisal Request form was developed in accordance with York University's Grade Reappraisal Policy (<http://www.registrar.yorku.ca/services/grades/policy.htm>) and consists of three parts:

- the regulations and guidelines section to provide guidance to students and faculty/staff administrators;
- the grade reappraisal requested section for completion by the student applicant; and
- the grade reappraisal section for use by the academic unit in documenting the reappraisal results.

The form is available online as part of the Academic Standards Toolkit (http://www.yorku.ca/laps/council/faculty/as_tools.html).

Academic units are requested to begin using the new Liberal Arts & Professional Studies Grade Reappraisal Request form for all reappraisal requests effective immediately.