

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

Senate Chamber
Minutes of the 57th Meeting of Council
October 13, 2016
#161013

M. Adriaen, T.Amandi, R. Asghar, J. Avery, S.Bell, M.Bernard, I. Boran, C. Cohen, Cora.T, A. Daley, A. Davis, N. Dood-Persaud, T. Drezner, L.Duna, J.Edmondson, C. Ehrlich, D. Etkin, G. Fallis, M. Fejer, I.Ferrara, J. Fogel, R. Grinspun, A.Grossi, S.Haque, M. Harper, S.Hassan, R.Iannacito-Provenzano, U. Idemudia, R. Kenedy, P. Khaiteer, M.Khan, R.Khan, R. Khemraj, W. Kibuga, A.Kimakova, E. Kiryushina, V.Kumar, H.Lam, J. Letkiewicz, S.Lino, A.Mah, T.Maley,V.Malhotra, C. Marjollet, N. Mebrahtu, A.Medovarski, J. Mensah, J.Michaud, D.Mutimer, L.Myrie, J.Newton, T.Ojo, R. Ophir, J.Petropoulos, H. Qudrat-Ullah, A. Ramjattan, N.Razack, L. Sanders, D. Scheffel-Dunand, M. Schotte, A.Schrauwers, D.Skinner, A.Solis, J.Stakic, T.Starr, P. Stewart, A. Theodore, K.Thomson, P.Vandergeest, A.Weiss, R. Wellen, S.Whitworth, J. Williams, D.Winland, M.Zito

Guests: R. Arata, V.Olender, Z. DiFranco

1. Call to Order and Approval of Agenda

The Chair called the meeting to order.

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

2. Chair of Council's Remarks

The Chair welcomed members to the 57th meeting of Council. She noted that at the last Council meeting there was a comment made about submitting questions for the Dean in advance of the meeting. The Chair clarified that this was not meant to preclude or prohibit questions from the floor, but an invitation to submit questions in advance for more complex questions so that a comprehensive answer can be provided.

The Chair made note of the new agenda item 'Collegial Conversations', which is time set aside to discuss issues of interest to the Faculty.

The Chair notified members of a question that arose in the request for nominations for Standing Committee positions. The question being, whether or not contract faculty members can sit on Standing Committees which do not specifically designate a position for contract faculty. The Chair noted that neither the Rules & Procedures of Council and Senate prohibit this possibility, so the Executive Committee discussed and decided that contract faculty members can stand for election for Standing Committees, unless membership is specifically set out in the Rules and Procedures. The Executive Committee may want to re-visit this matter in the future.

There was no request to move items off of the consent agenda, these items were deemed approved.

3. Minutes of the September 15, 2016 Meeting

It was noted that there was a typo in the minutes. Item number three reads 'January 14, 2016 Meeting', when it should be 'April 14, 2016 Meeting'.

With the inclusion of the above noted amendment, it was moved, seconded, and carried that the minutes of the September 15, 2016 meeting be approved.

4. Business Arising from the Minutes

There was none.

5. Dean's Report

Dean Mukherjee Reed noted that she appreciated seeing a number of students present at meeting.

The Dean noted that she just came from a meeting with the Dean's representatives and hiring committee representatives regarding 16 new hires. She indicated that she is trying to engaged as many faculty members in the hiring process in order to get as much input as possible.

The Dean referred to the short survey on experiential education that she circulated. She said there was a great response to this survey, 350 responses. This survey was required by the Ministry, as they are interested in working on integrated learning, but this data also helps the Faculty understand where we are in terms of experiential education. The Dean noted that students continuously express an interest in work integrated learning, and Associate Dean Narda Razack is working diligently to create internship programs in the Faculty.

The Dean provided an update on the Markham planning process. She indicated that there are roughly three areas in which LA&PS would be offering programs at Markham. The first area is the Bachelor of Commerce program. The second is in the area of law, justice, criminal justice, etc. The third area was initially categorized as Social Science, but the Dean noted that she is tentatively referring to it as a program in the Liberal Arts. The Dean mentioned that there have been discussions about creating a working group that will bring forward a program in the Liberal Arts. She noted that there are many professional programs, but she sees Liberal Arts as fundamental and thinks it is important to have a presence at Markham.

The Dean provided an update on enrollment. She noted that admissions are slightly up from last year, and international admissions have significantly increased. She emphasized the need to ensure that the appropriate supports for these students are in place. Winter 2017 applications which are looking promising at this point, and acceptances are looking healthy. The Dean noted that enrollments are down roughly 370 FFTs from last year, which is worrisome.

The Dean advised that one issue for students is advising. She indicated that efforts have been made to get advising processes properly implemented. This has been done by moving some of the advising into the programs. She also noted that students should be encouraged to connect with their Chairs and UPDs for advising.

6. Question Period

A Councilor noted that York's website makes it difficult to see what kind of programs students can pursue in non-traditional times and formats, and that departments are not asked to think of non-traditional hours programs students can pursue; that there are simple

things that are not being done which would provide information to an audience that cannot attend school 9am-5pm.

A Councilor indicated that there is pressure to cut the 7pm-10pm courses because parents are saying they do not want their children on campus that late. The Dean responded that in terms of evening courses, the issue is not just the website, it is about mounting these courses. There has to be a demand for that time slot, and there is the issue of staff and student safety.

A Councilor suggested that students may prefer classes be scheduled for 3pm-6pm and 6pm-9pm; administrative practices such as parking rates may prove a barrier since parking rates change at 6pm, and students indicated that they would be intentionally late for 6pm classes in order to get better parking rates. The Dean responded that these matters are not within the Faculty's purview, as we must schedule according to the time blocks.

A Councilor observed that the internship program appears to be mostly for Economics and Accounting students and can it be expanded to include all LA&PS students. The Dean responded that it is a process, the Faculty is trying to grow this program step by step and the goal is to involve as many programs as they can

7. Collegial Conversations: Student Success

Dean Mukherjee-Reed discussed what is meant by 'Student Success' and how we can support students in their goals. She talked about the need for course based support for students and work integrated learning. She noted how students are consistently requesting practical experience where they learn to apply their theoretical knowledge and that creating more internship and placement opportunities is desired. She noted too that professors are integrating many types of experiential learning into their courses. The Dean re-visited the issue students face with advising and how they are trying to proactively contact students about what they need to fulfill their program requirements. The Dean talked about curriculum clarity and how this affects students' ability to grasp their degree requirements. She noted that York has 90 credit and 120 credit degrees, and sometimes students take the 90 credit degree because they do not understand, or do not see the value of taking the 120 credit degree. She indicated that this may create barriers for students in the future.

8. Committee of the Whole

Council moved into a Committee of the Whole for an open discussion about matters of student success.

Councilors had the following comments, suggestions, and questions:

A suggestion that there be more in-depth, program specific orientation for students, so that students know what services are available to them, and what courses they need to take throughout their program.

There have been major improvements in advising lately, and that having academic advisors in-house, specifically in Social Science, has made a huge difference to the students. The Dean noted that they are really focusing on program based advising and as of October 24th, they have hired a new Assistant Director of Advising, who happens to be a York graduate.

Orientation needs to be audience-specific; only information pertinent to students' first year should be given to incoming students; it is helpful to connect incoming students with upper year students; attention to the orientation needs of transfer students would be helpful; department specific orientation offered to some students was good; the importance of improving classroom/teaching experience is necessary; Councilors noted that there is no longer an Associate Dean of Teaching and Learning.

It would be helpful to know what student "success" is, as it means different things to different people.

From the perspective of a program coordinator it is very confusing when students transfer from one program to another, and that they need more information about this, specifically why the student is moving. There are a number of students transfer programs because they could not maintain honours standing in a previous program. One suggestion is to add a comment box (re: their reasons for changing programs) on the form students fill out to change programs. Another suggestion is to strengthen academic supports for students at risk of failing out of a program.

It seems that there is a large focus on recruitment, but there should be more emphasis on first year students' experience at York.

Students need better time management skills; these skills should be stressed in first year; students should feel more comfortable about approaching their professors with any issues they may have.

The Dean noted that in student surveys one thing that continues to come up repeatedly is the structural barriers students face, and while the Faculty cannot necessarily remove these barriers, it must at least try and assist with these barriers. In terms of student success she stated that when students come to York they have an aspiration, and she sees student success as helping that student fulfill their aspiration. She noted that even though currently the Faculty does not have an Associate Dean of Teaching and Learning that does not mean there are not initiatives in teaching and learning. She stressed that the fundamental issues are classroom and curriculum and this has to be worked on by every faculty member.

9. Reports of Standing Committees of Council

• Executive Committee

Vice-Chair Carl Ehrlich presented the Executive Committee Report. He opened the floor for nominations for Council's Standing Committees. L. Sanders stated that she would be willing to nominate herself for the Executive Committee, but she is cross-appointed to Humanities and Writing, and if that was allowable since there is already an Executive Committee member from Humanities. The Vice-Chair noted that this was discussed by the Executive Committee and until there is a specific policy in place they are willing to accept the nomination.

The Vice-Chair moved, seconded by J. Fogel, to close the nominations for Council's Standing Committees. Motion carried.

The Vice-Chair opened the floor for nominations for contract faculty representative on Senate. The Vice-Chair moved, seconded by T. Amandi, to close the nominations. Motion carried.

• Committee on Student Academic Petitions and Appeals

The Vice-Chair called on Associate Dean Avery to present on the Senate's academic forgiveness policies. The Associate Dean

reviewed the new Senate withdraw policy, the course relief policy, and the course repeat policy.

10. Other Business

There is no other business.

The meeting adjourned.

B. Spotton Visano, Chair of Council

B. Tuer, Secretary of Council

Executive Committee Report to Council

Report 2
October 2016

ITEMS FOR ACTION (1)

1. Request for Nominations: Community Safety Council, LA&PS Representative

The Executive Committee would like to announce that there is request for nominations for a member to serve on the Community Safety Council as a Representative of the Faculty of Liberal Arts & Professional Studies, **effective immediately**. Nominations will be accepted from the floor, and a call will go out via email.

The York University Community Safety Council (CSC) is an advisory body with a focus on safety outcomes, practices and policies. Reporting to the President, the Council is inclusive of all parties in the communities in and around York University who share a concern for safety broadly defined (including, but is not limited to, issues specifically relating to women and transpeople, concerns about the physical environment and violence prevention). The Council works collaboratively and proactively to amplify issues, facilitate coordination of safety related activities, focus attention of relevant administrative bodies and provide a forum for discussion of emerging challenges relating to safety.

For more information please visit the Community Safety Council website: <http://csc.info.yorku.ca/>

ITEMS FOR INFORMATION (3)

1. Election results: Standing Committees and Contract Representatives on Senate

An election (e-vote) was held for those committees for which there are a greater number of nominees than vacancies. Paper ballots were also available in the Office of the Faculty Council. The election ran from Monday October 24, 2016 until Monday October 29, 2016 inclusive.

A full listing of the memberships for each of the standing committees of Council may be found on Appendix A of this report. It contains the names of the elected and acclaimed members for each of the standing committees of council and representatives on Senate. Committee member terms will commence following the results of the elections.

Election results: Listing of Committee membership: Appendix A

2. Collegial Conversation Report

At the last meeting of Council the Agenda item *Collegial Conversations* was introduced. The Dean presented on 'Student Success' and Councilors were given the opportunity to discuss matters related to this topic. Comments, suggestions, and ideas generated from this discussion are summarized in the attached report.

Collegial Conversation Report: Appendix B

3. Notice of Statutory Motion: Electronic Voting for Statutory and Strategic Motions

It is the intention of the Executive Committee to make the following recommendation in a statutory motion:

That questions coming before Council of a statutory or strategic nature shall be decided by a majority vote of members voting in an electronic vote. Prior to an electronic vote taking place the item shall be reviewed by the Executive Committee, relevant materials will be circulated to Faculty Council members, and there will be an opportunity at Council for the appropriate discussion and debate.

Rationale

At present, the LA&PS Council Rules and Procedures state that

“All questions that come before the Council shall be decided by a majority vote of the members present and voting unless otherwise indicated or specified; (Voting 4.5.i)

The Executive Committee can, however, sanction an electronic vote in exceptional circumstances by relying on (1) Senate rule VII.3.e, which allows a Faculty Council to cite Senate’s rules and procedures for disposition of an issue not adequately addressed in its own rules and procedures, and (2) Senate rule IV.11.a, which allows the Executive Committee to authorize the transaction of Senate business by electronic communications.

The proposed motion mandates an electronic vote not just in exceptional circumstances, to be determined at the discretion of the Executive, but regularly on all statutory motions and other motions of strategic importance to the Faculty, such as the Faculty Strategic Plan, as determined by the Executive Committee.

As a large Faculty that comprises programs from three broad areas (Social Sciences, Humanities, and Professional Studies) and that is committed to inclusivity, it is incumbent upon us to ensure that decisions which are about the Faculty’s position on statutory and strategic issues be reflective of the views of the members the Faculty represents and of the three areas it encompasses. An electronic vote conducted after a full debate on the floor of Council will enable the widest possible participation of all Council members in voting on issues of strategic and statutory importance to the Faculty.

An academically appealing definition of engagement recognizes the value of intellectual participation which entails engagement with information, reports, documents, institutional knowledge, governance, and the like. Electronic voting has the potential of enhancing intellectual engagement, in addition to providing a more flexible environment for casting members’ votes.

The Executive Committee of Council will be advised to review the effectiveness of this change, should it be adopted, after 2 years of experience.

Currently, (4.5.i) of the Rules and Procedures of Council states that

Voting 4.5.i. “All questions that come before the Council shall be decided by a majority vote of the members present and voting unless otherwise indicated or specified;”

The current rule would stand for all questions concerning the routine business of Council and be adapted as follows to mandate the use of electronic voting for statutory and strategic questions.

Current Rules and Procedures	Proposed Change
<p>4.5 Voting</p> <p>i. All questions that come before the Council shall be decided by a majority vote of the members present and voting unless otherwise indicated or specified;</p> <p>ii. The Chair of the Council, the Chair of the Committee of the Whole, and the Standing Committee Chair while chairing a meeting may not vote;</p> <p>iii. In the event of a tie, the motion will be defeated;</p> <p>iv. A count of the vote may be recorded at the request of the Chair or any member on any motion except one to adjourn Council or to adjourn debate.</p>	<p>4.5 Voting</p> <p>i. All questions that come before the Council shall be decided by a majority vote of the members present and voting unless otherwise indicated or specified, with the exception of those recognized in (4.5.ii) below;</p> <p><u>ii. Questions coming before Council of a statutory or strategic nature shall be decided by a majority vote of members voting in an electronic vote. Prior to an electronic vote taking place the item shall be reviewed by the Executive Committee, relevant materials will be circulated to Faculty Council members, and there will be an opportunity at Council for the appropriate discussion and debate.</u></p> <p>ii-iii The Chair of the Council, the Chair of the Committee of the Whole, and the Standing Committee Chair while chairing a meeting may not vote;</p> <p>iii-iv. In the event of a tie, the motion will be defeated;</p> <p>iv-v. A count of the vote may be recorded at the request of the Chair or any member on any motion except one to adjourn Council or to adjourn debate.</p>

Executive Committee Report to Council

Appendix A

Election Results: Faculty Council Standing Committee and Contract Representatives on Senate

Elections for membership of Council Standing Committees and Contract Representatives on Senate opened on October 23, 2016 and closed on October 29, 2016

The Executive Committee is pleased to announce the results of the 2016-2017 Faculty Council Standing Committee and Senate Elections. The list below contains the new (bolded) and continuing members for each committee.

2016-2017 Faculty Council Committees and LA&PS Representative on Senate Compositions

Chair of Council (1)

Last Name	First Name	Department/School	Area	Term Start	Term End
Spotton Visano	Brenda	ECON	Social Sciences	July 1, 2016	June 30, 2017

Vice Chair of Council (1)

Last Name	First Name	Department/School	Area	Term Start	Term End
Ehrlich	Carl S.	HUMA	Humanities	July 1, 2016	June 30, 2017

Executive Committee (6)

Last Name	First Name	Department/School	Area	Term Start	Term End
Asgary	Ali	ADMS	Professional Studies	July 1, 2014	June 30, 2017
Ingram	Susan	HUMA	Humanities	July 1, 2014	June 30, 2017
Kenedy	Robert	SOCI	Social Sciences	Jan 12, 2015	June 30, 2017
Ferrara	Ida	ECON	Social Sciences	July 1, 2016	June 30, 2019
Sanders	Leslie	WRIT	Humanities	July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019

Academic Policy and Planning Committee (7)

Last Name	First Name	Department/School	Area	Term Start	Term End
Karakul	Mustafa	ADMS	Professional Studies	July 1, 2014	June 30, 2017
Jacobs	Merle	HREQ	Social Sciences	July 1, 2015	June 30, 2018
Kheraj	Sean	HIST	Humanities	July 1, 2015	June 30, 2018
Szablowski	David	SOSC	Social Sciences	July 1, 2015	June 30, 2018
Khaiter	Peter	ITEC	Professional Studies	July 1, 2015	June 30, 2017
Boran	Idil	PHIL	Humanities	July 1, 2016	June 30, 2019
Mutimer	David	POLS	Social Sciences	July 1, 2016	June 30, 2019

Committee on Curriculum, Curricular Policy and Standards (7)

Last Name	First Name	Department/School	Area	Term Start	Term End
Ojo	Tokunbo	COMN	Social Sciences	July 1, 2014	June 30, 2017
Tordoff	Robert	HUMA	Humanities	July 1, 2014	June 30, 2017
Iannacito-Provenzano	Roberta	DLLL	Humanities	July 1, 2015	June 30, 2018
Marjollet	Christian	FR	Humanities	July 1, 2015	June 30, 2018
Weiss	Allan	EN	Humanities	July 1, 2015	June 30, 2018
Porporato	Marcela	ADMS	Professional Studies	July 1, 2016	June 30, 2019
Quirt	Maggie	DES	Social Sciences	July 1, 2016	June 30, 2019

Tenure and Promotions Committee (15)

Last Name	First Name	Department/School	Area	Term Start	Term End
Coombe	Rosemary	SOSC/ANTH	Social Sciences	Nov 1, 2014	June 30, 2017
Spletstoesser	Ingrid	ADMS	Professional Studies	Nov 1, 2014	June 30, 2017
Bailey	Steven	HUMA	Humanities	July 1, 2015	June 30, 2018
Goldstein	David	EN	Humanities	July 1, 2015	June 30, 2018
Mule	Nick	SOWK	Professional Studies	July 1, 2015	June 30, 2018
Nijhawan	Shobna	DLLL	Humanities	July 1, 2015	June 30, 2018
Yu	Xiaohui	ITEC	Professional Studies	July 1, 2015	June 30, 2018
Brzozowski	Matthew	ECON	Social Sciences	July 1, 2016	June 30, 2019
Idemudia	Uwafiokun	SOSC	Social Sciences	July 1, 2016	June 30, 2019
Nirupama	Niru	ADMS	Professional Studies	July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019

Committee on Teaching, Learning and Student Success (9 full-time faculty + 1 contract faculty + 2 teaching assistants)

Last Name	First Name	Department/School	Area	Term Start	Term End
Cohen	Tom	HIST	Humanities	July 1, 2014	June 30, 2017
Bohn	Simone	POLS	Social Sciences	July 1, 2016	June 30, 2019
Chen	Stephen	ITEC	Professional Studies	July 1, 2016	June 30, 2019
Karagyozyova	Tsvetanka	ECON	Social Sciences	July 1, 2016	June 30, 2019
Letkiewicz	Jodi	ADMS	Professional Studies	July 1, 2016	June 30, 2018
Toratani	Kiyoko	DLLL	Humanities	July 1, 2016	June 30, 2018
Vacancy				July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2018
Vacancy				July 1, 2016	June 30, 2018
Gleberzon	William	Contract Faculty		Sep 1, 2016	June 30, 2017

Fraschetti	Michael	Teaching Assistant	Sep 1, 2016	June 30, 2017
Vacancy		Teaching Assistant	Sep 1, 2016	June 30, 2017

Committee on Research Policy and Planning (7)

Last Name	First Name	Department/School	Area	Term Start	Term End
Liegghio	Maria	SOWK	Professional Studies	July 1, 2015	June 30, 2018
Salisbury	Laura	ECON	Social Sciences	July 1, 2015	June 30, 2018
Marcus	Joel	ADMS	Professional Studies	July 1, 2016	June 30, 2019
Ricci	Antonio	DLLL	Humanities	July 1, 2016	June 30, 2019
Zikic	Jelena	HRM	Professional Studies	July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019
Vacancy				July 1, 2016	June 30, 2019

Committee on Student Academic Petitions and Appeals (16)

Last Name	First Name	Department/School	Area	Term Start	Term End
Blake	Sarah	HUMA	Humanities	July 1, 2015	June 30, 2017
Cowdy	Cheryl	HUMA	Humanities	July 1, 2015	June 30, 2017
Kim	Ann	SOCI	Social Sciences	July 1, 2015	June 30, 2017
Robinson	Chris	ADMS	Professional Studies	July 1, 2015	June 30, 2017
Schotte	Margaret	HIST	Humanities	July 1, 2015	June 30, 2017
Semenov	Andrei	ECON	Social Sciences	July 1, 2015	June 30, 2017
Goitom	Mary	SOWK	Professional Studies	July 1, 2016	June 30, 2018
Ho	Kwok	ADMS	Professional Studies	July 1, 2016	June 30, 2018
Sufrin	Jon	WRIT	Humanities	July 1, 2016	June 30, 2018
de la Cour	Lykke	SOSC	Social Sciences	July 1, 2016	June 30, 2018
Heynen	Rob	COMN	Social Sciences	July 1, 2016	June 30, 2018
Trevett	Jeremy	HIST	Humanities	July 1, 2016	June 30, 2018
Lileeva	Alla	ECON	Social Sciences	July 1, 2016	June 30, 2018
Manafu	Alexandru	PHIL	Humanities	July 1, 2016	June 30, 2018
Cohen	Cael	PHIL	Humanities	July 1, 2016	June 30, 2018
Colby	Gordana	ECON	Social Sciences	July 1, 2016	June 30, 2018

Elected-At-Large LA&PS Faculty Representatives on Senate (16 full-time faculty + 2 contract faculty)*

Last Name	First Name	Department	Term Start	Term End
Birch	Kean	Social Science	July 1, 2015	June 30, 2018
Grinspun	Ricardo	Economics	July 1, 2015	June 30, 2018
Lightman	Bernard	Humanities	July 1, 2014	June 30, 2017
Jacobs	Merle	Equity Studies	July 1, 2015	June 30, 2018
Sanders	Leslie	Humanities	July 1, 2015	June 30, 2018
Leyton-Brown	David	Political Science	July 1, 2015	June 30, 2018

Avery	Peter	Languages, Literatures and Linguistics	July 1, 2016	June 30, 2017
Boran	Idil	Philosophy	July 1, 2016	June 30, 2019
Ehrlich	Carl	Humanities	July 1, 2016	June 30, 2019
Georgopoulos	George	Economics	July 1, 2016	June 30, 2019
Innes	Christopher	English	July 1, 2016	June 30, 2019
Kenedy	Robert	Sociology	July 1, 2016	June 30, 2019
Mekouar	Merouan	Social Science	July 1, 2016	June 30, 2019
Ricci	Antonio	Languages, Literatures and Linguistics	July 1, 2016	June 30, 2019
Thomson	Kelly	Administrative Studies	July 1, 2016	June 30, 2019
Vanstone	Gail	Humanities	July 1, 2016	June 30, 2019
Medovarski	Andrea	Contract Faculty	July 1, 2016	June 30, 2017
Dowsett	Julie	Contract Faculty	July 1, 2016	June 30, 2017

*Chairs/Directors of each academic department/school are automatically LA&PS Senators

Faculty-Based Representatives on Senate Committees

Committee of Senate	Name	Department/School	Term Start	Term End
APPRC	Kean Birch	Social Science	July 1, 2015	June 30, 2018
Honorary Degrees	Caroline Hossein	Social Science	July 1, 2015	June 30, 2018
Executive	Carl Ehrlich	Humanities	July 1, 2016	June 30, 2019

Executive Committee Report to Council

Appendix B

Summary of LA&PS Council's Collegial Conversation on Student Success October 13, 2016

The Agenda item, *Collegial Conversations*, is an opportunity to engage an open discussion of issues of importance to the Council of the Faculty of LA&PS at its formal monthly meetings. Comments, suggestions, and ideas generated from these discussions are summarized in the Minutes of the Council Meeting and distributed separately in this Summary Report. Suggestions for future topics are welcome and can be sent to the Executive Committee of Council, c/o Brittany Tuer, Secretary of Council (btuer@yorku.ca).

Opening Presentation:

Dean Mukherjee-Reed opened the discussion with her view of 'Student Success'. She talked about addressing two needs that can support a large number of students in their goals. The first is the need for supplemental instruction and course-specific support in required courses for our large programs. The second is work-integrated learning. She noted how students are consistently requesting opportunities for practical experience where they can learn to apply their theoretical knowledge which the Faculty is trying to create. She noted too that professors are integrating many types of experiential learning into their courses. The Dean re-visited the issue students face with advising and how the advising team is trying to proactively contact students about their program requirements. Yet another issue that the Dean mentioned is curricular clarity and how this profoundly affects students' progress through their degree.

Comments and Suggestions from Councilors:

York's website makes it difficult to see what kind of programs students can pursue in non-traditional times and formats, and that departments are not asked to think of non-traditional hours programs students can pursue; that there are simple things that are not being done which would provide information to an audience that cannot attend school 9am-5pm.

There is pressure to cut the 7pm-10pm courses because parents are saying they do not want their children on campus that late.

The Dean responded that in terms of evening courses, the issue is not just the website, it is about mounting these courses. There has to be a demand for that time slot, and there is the issue of staff and student safety.

Students may prefer classes be scheduled for 3pm-6pm and 6pm-9pm; administrative practices such as parking rates may prove a barrier since parking rates change at 6pm, and students indicated that they would be intentionally late for 6pm classes in order to get better parking rates.

The Dean responded that these matters are not within the Faculty's purview, as we must schedule according to the time blocks.

The internship program appears to be mostly for Economics and Accounting students and can it be expanded to include all LA&PS students.

The Dean responded that it is a process, the Faculty is trying to grow this program step by step and the goal is to involve as many programs as they can

A suggestion that there be more in-depth, program specific orientation for students, so that students know what services are available to them, and what courses they need to take throughout their program.

There have been major improvements in advising lately, and that having academic advisors in-house, specifically in Social Science, has made a huge difference to the students.

The Dean noted that they are really focusing on program based advising and as of October 24th, they have hired a new Assistant Director of Advising, who happens to be a York graduate.

Orientation needs to be audience-specific; only information pertinent to students' first year should be given to incoming students; it is helpful to connect incoming students with upper year students; attention to the orientation needs of transfer students would be helpful; department specific orientation offered to some students was good; the importance of improving classroom/teaching experience is necessary; Councilors noted that there is no longer an Associate Dean of Teaching and Learning.

It would be helpful to know what student "success" is, as it means different things to different people.

From the perspective of a program coordinator it is very confusing when students transfer from one program to another, and that they need more information about this, specifically why the student is moving. There are a number of students transfer programs because they could not maintain honours standing in a previous program. One suggestion is to add a comment box (re: their reasons for changing programs) on the form students fill out to change programs. Another suggestion is to strengthen academic supports for students at risk of failing out of a program.

It seems that there is a large focus on recruitment, but there should be more emphasis on first year students' experience at York.

Students need better time management skills; these skills should be stressed in first year; students should feel more comfortable about approaching their professors with any issues they may have.

The Dean noted that in student surveys one thing that continues to come up repeatedly is the structural barriers students face, and while the Faculty cannot necessarily remove these barriers, it must at least try and assist with these barriers. In terms of student success she stated that when students come to York they have an aspiration, and she sees student success as helping that student fulfill their aspiration. She noted that even though currently the Faculty does not have an Associate Dean of Teaching and Learning that does not mean there are not initiatives in teaching and learning. She stressed that the fundamental issues are classroom and curriculum and this has to be worked on by every faculty member.

Committee on Curriculum, Curricular Policy and Standards

October 2016

ITEMS FOR ACTION (5):

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve the following:

New Degrees/Certificate

1. Business and Society, Certificate in Nonprofit and Cooperative Management
Effective session: Fall 2017

This proposal is for a 24 credit, concurrent, professional certificate in Nonprofit and Cooperative Management. This certificate will provide students interested in working in the social economy (specifically in nonprofit organizations and cooperatives) the opportunity to develop professional competencies while concurrently pursuing an Honours Bachelor's degree. The proposed NP/Coop Certificate will be offered by the Business and Society Program (BUSO) through the Faculty of Liberal Arts and Professional Studies (LA&PS).

Rationale

The certificate is to prepare students to work in the non-profit and cooperative sectors. The proposal builds upon a previous collaboration in which the Business & Society Program (BUSO) coordinated a Certificate Program in Non-Profit Management, which was run in conjunction with the Schulich School of Business. Two years ago, the Schulich School of Business decided to terminate their involvement in this program. This proposal seeks to revive, and slightly broaden the focus of the previous Certificate in Non-Profit Management to include the cooperative (and mutual) sector.

The underlying reason for the proposed certificate is that a significant number of graduates from the Faculty of Liberal Arts and Professional Studies, as well as from other Faculties, such as Environmental Studies and Fine Arts, will likely work in the social economy. This certificate program is intended to provide them with some basic business skills so that they can more readily and effectively work in this sector.

Certificate Requirements

The certificate program requires students to take a total of 24 credits. The first 12 of these credits are in foundational courses, while the remaining 12 comprise specialized courses.

Foundational Courses (12 credits)

At least 3 credits chosen from:

- AS/ECON 1000 3.00 Microeconomics (or equivalent)
- AS/ECON 1900 3.00 Microeconomics for Life (or equivalent)
- AS/ECON 1010 3.00 Macroeconomics (or equivalent)
- AS/ECON 1910 3.00 Macroeconomics for Citizens (or equivalent)

ADMS 2200 3.00 Introduction to Marketing (or equivalent)

ADMS 2400 3.00 Introduction to Organizational Behaviour (or equivalent)

At least 3 credits chosen from:

- AS/SOSC 1341 9.00 Introduction to the Social Economy
- AP/SOSC 2210 6.00 Labour Relations in Canada
- AP/SOSC 2800 6.00 Development in Comparative and Historical Perspective
- AP/GWST 3510 6.00 Women and Work: Production and Reproduction
- AP/GWST 3520 6.00 Women and Professions: Feminist Perspectives on
- AS/POLS 3190 6.00 Public Administration (or equivalent)
- AS/POLS 3125 3.00 The Canadian Political Economy (or equivalent)
- AS/POLS 3140 3.00 Political Economy of Labour in Canada
- AS/SOCI 3310 6.00 Canadian Society: A Sociological Analysis (or equivalent)
- AS/SOCI 3340 6.00 Social Change (or equivalent)
- AS/SOCI 3430 6.00 Ethnicity, Power and Identity (or equivalent)
- AS/SOSC 3041 6.00 Social Economy and Alternative Development
- AS/SOSC 3042 3.00 Business and Social Exclusion in the Global South
- AS/SOSC 3043 3.00 Comparative Perspectives on Social Exclusion and Business

Specialized Courses (12 credits):

AP/SOSC 4052 3.00 Nonprofit and Cooperative Human Resource Management and Governance

AP/SOSC 4053 3.00 Nonprofit and Cooperative Marketing

AP/SOSC 4054 3.00 Nonprofit and Cooperative Accounting and Finance

AP/SOSC 4055 3.00 Nonprofit and Cooperative Strategy and Leadership

Change to Existing Degrees

2. Bachelor Arts – Writing, Change to Professional Writing: Specialized Honours BA Program

Effective session of change: Fall 2017

The change to the degree requirements is to eliminate the current requirement to specialize in a single program stream at the third- and fourth-year-level and to replace it with a requirement that allows completion of upper-level work in two or more areas of the program.

Rationale

This change will provide graduates with more flexibility as they leave the program. The current program requires unnecessary specialization in the Writing portion of the program. The new requirements will promote familiarity with and competence in a wider variety of writing genres.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>The Specialized Honours Degree in English and Professional Writing (ENPR) requires 78 credits in the major. The specialized nature of this program lies in the blending of English and Professional Writing into a single degree program that highlights and enhances the relationship between the two fields of study. Such a degree option will provide students with a course of study that is more coherent and viable than an English and Professional Writing double major or major/minor, degrees in which the two fields are treated as separate rather than complementary areas of study.</p> <p>1000-level (15 credits)</p> <ul style="list-style-type: none">• AP/WRIT 1003 6.0 Professional Writing: An Introduction• AP/WRIT 1004 3.0 Research for Professional Writers• AP/EN 1001 3.0 (F) Introduction to Literary Study• AP/EN 1002 3.0 (W) Intertextualities <p>2000-level (21 credits)</p> <ul style="list-style-type: none">• AP/WRIT 2003 6.0 (Y) Genre for Professional Writers• AP/PRWR 2007 3.0 Rhetoric• AP/PRWR 2006 3.0 Fundamentals of Editing• AP/WRIT 2004 3.0 Writing in Digital Cultures	<p>The Specialized Honours Degree in English and Professional Writing (ENPR) requires 78 credits in the major. The specialized nature of this program lies in the blending of English and Professional Writing into a single degree program that highlights and enhances the relationship between the two fields of study. Such a degree option will provide students with a course of study that is more coherent and viable than an English and Professional Writing double major or major/minor, degrees in which the two fields are treated as separate rather than complementary areas of study.</p> <p>1000-level (15 credits)</p> <ul style="list-style-type: none">• AP/WRIT 1003 6.0 Professional Writing: An Introduction• AP/WRIT 1004 3.0 Research for Professional Writers• AP/EN 1001 3.0 (F) Introduction to Literary Study• AP/EN 1002 3.0 (W) Intertextualities <p>2000-level (21 credits)</p> <ul style="list-style-type: none">• AP/WRIT 2003 6.0 (Y) Genre for Professional Writers• AP/PRWR 2007 3.0 Rhetoric• AP/PRWR 2006 3.0 Fundamentals of Editing• AP/WRIT 2004 3.0 Writing in

<ul style="list-style-type: none"> • six (6) credits from 2000-level AP/EN courses, not in Professional Writing <p>Note: students may complete a maximum of six (6) credits from the 2200 series of AP/EN courses for major credit in English and Professional Writing.</p> <p>3000- and 4000-level (18-24 credits)</p> <ul style="list-style-type: none"> • PRWR stream required courses (15 credits) • six (6) credits in 3000-level AP/EN courses, not in Professional Writing • twelve (12) credits in 4000-level AP/EN courses, not in Professional Writing 	<p>Digital Cultures</p> <ul style="list-style-type: none"> • six (6) credits from 2000-level AP/EN courses, not in Professional Writing <p>Note: students may complete a maximum of six (6) credits from the 2200 series of AP/EN courses for major credit in English and Professional Writing.</p> <p>3000-level (12 credits)</p> <ul style="list-style-type: none"> • <u>six (6) credits chosen from:</u> <u>AP/WRIT 3001 3.0</u> <u>AP/WRIT 3002 3.0</u> <u>AP/WRIT 3003 3.0</u> <u>AP/WRIT 3004 3.0</u> • <u>six additional credits</u> • six (6) credits in 3000 – level AP/EN courses, not in Professional Writing <p>4000-level (12 credits)</p> <ul style="list-style-type: none"> • <u>twelve (12) credits chosen from:</u> <u>AP/WRIT 4001 6.0</u> <u>AP/WRIT 4002 6.0</u> <u>AP/WRIT 4003 6.0</u> <u>AP/WRIT 4004 6.0</u> • twelve (12) credits in 4000-level AP/EN courses, not in Professional Writing
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3. Bachelor of Social Work – School of Social Work

Effective session of change: Fall 2017

The School of Social Work is requesting the following changes to the existing BSW degree:

1. Expiration of SOWK 2030 6.00 Critical Perspectives on Society.
2. Expiration of SOWK 3530 3.00 Social Work with Groups.
3. Addition of a new half (3.0) BSW core course titled SOWK 2060 'Social Justice Work with Groups, Communities and Social Movements' in Fa112017.
4. Addition of a new half (3.0) BSW core course titled SOWK 2070 'Indigenous Understandings in Social Work Theory and Practice' in Winter 2017.

The requested shifts will not impact the nature of the BSW degree. Rather the culmination of the removed and added courses functions to address course content overlap and gaps in the existing curriculum. The total number of required (core) and optional (elective) credits has not changed.

Rationale

1. Expiration of SOWK 2030 6.00 Critical Perspectives on Society. The School of Social Work is requesting that SOWK 2030 6.0 Critical Perspectives on Society be expired effective Fa112017. A decision was made by the School to expire this course based on feedback from undergraduate students over several years related to the overlap in focus and material between SOWK 2030 and SOWK 2050

6.0 Identity, Diversity and Anti-Discriminatory Practice (student feedback has been noted on both the

Canadian Association for Social Work Education accreditation report and the School's BSW QAF Report 2013). In response to student feedback the School conducted a course alignment exercise to determine how to proceed. While the course titles suggest that the courses diverge from one another in their focus, the alignment exercise indicated that in practice they address similar material from different starting points: SOWK 2030 from theory and SOWK 2050 from social work practice. In addition to the overlap of content between SOWK 2030 and SOWK 2050, overlap between SOWK 2030 and SOWK

3060 6.0 Integrated Social Work Practice has also been noted, albeit to a much lesser extent. As such, with the removal of SOWK 2030 relevant content will be integrated into SOWK 2050 and SOWK 3060 where deemed appropriate.

2. Expiration of SOWK 3530 3.00 Social Work with Groups. The current reports of CASWE accreditation reviewers note the lack of a core social work group course in the BSW curriculum. As such, the School has decided to expire the existing elective social work with groups course and to offer a core social work group course in the second year of the BSW Program (please see #3).

3. A new half (3.0) BSW core course titled SOWK 2060 'Social Justice Work with Groups, Communities and Social Movements' in Fall2017. The proposed second year BSW core course complements existing core courses by enhancing student capacity to understand and apply critical theories, perspectives and approaches in social work practice (critical thinking skills). As a second year core course focused on group structures and dynamics the course serves the more immediate aim of preparing students for group or collective work in upper year BSW courses. Students' struggles and/or inability to work successfully in groups to complete course requirements has been noted as a concern by social work faculty.

4. A new half(3.0) BSW core course titled SOWK 2070 'Indigenous Understandings in Social Work Theory and Practice' in Winter 2017. This proposed course is a response to the School's commitment to Indigenous social work scholarship and enhancing student learning experience for Aboriginal social work students. It will also support our accreditation processes as the Canadian Association for Social

Work Education-Association canadienne pour la formationen travail social (CASWE-ACFTS) principles

guiding accreditation of social work education programs supports education that "acknowledge and challenge the injustices of Canada's colonial history and continuing colonization efforts as

they relate to the role of social work education in Canada and the self-determination of the Indigenous peoples." (CASWE_ACFTA Accreditation Standards, 2014, p.3).

4. Bachelor of Disaster and Emergency Management

Effective session: Fall 2017

Disaster & Emergency Management: Bachelor, Bachelor Honours, Bachelor with Minor, Professional Certificate

This is a proposal to establish a distinctive course rubric for the Bachelor of Disaster and Emergency Management courses.

Rationale

The main rationale for this change is that having a specific DEMS rubric will make it clearer to students precisely which courses belong to the BDEM program. A new rubric will make it clear at a glance which courses are Disaster Management courses.

Another reason for this is the fact that not having its own rubric the program and its courses are hidden to students from other programs when searching for Disaster and Emergency Management courses.

This change will also assist external readers with the interpretation of York transcripts. When our students apply for a job or to a graduate degree in Disaster & Emergency Management having the DEMS rubric on their transcripts will make it immediately evident to admissions committees which courses in the discipline they have taken.

5. Bachelor of Arts – Linguistics, Change to Bachelor Degree

Effective session: Fall 2017

Linguistics is requesting a change from counting only 3rd year level courses as required courses, to both 3rd and 4th year level courses as countable and required courses.

Rationale

Linguistics has always accepted 3000 or above for the 90 credit BA, as 4th year courses are at least as complex as 3rd year. Students also are able to have a broader array of courses to choose from for their upper level requirement.

Calendar Copy

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<p>Example: Delete this text.</p> <p>Major credits: students will take at least 30 credits in linguistics, including:</p> <ul style="list-style-type: none"> • <u>AP/LING 1000 6.00</u>; • <u>AP/LING 2110 3.00</u>; • <u>AP/LING 2120 3.00</u>; • <u>AP/LING 2130 3.00</u>; • <u>AP/LING 2140 3.00</u>; • <u>AP/LING 3120 3.00</u> or <u>AP/LING 3140 3.00</u>; • nine additional credits in linguistics (LING) at the 3000 level. <p>Note: at least 12 credits in the major at the 3000 level or above.</p>	<p>Example: <u>Add</u> this text.</p> <p>Major credits: students will take at least 30 credits in linguistics, including:</p> <ul style="list-style-type: none"> • <u>AP/LING 1000 6.00</u>; • <u>AP/LING 2110 3.00</u>; • <u>AP/LING 2120 3.00</u>; • <u>AP/LING 2130 3.00</u>; • <u>AP/LING 2140 3.00</u>; • <u>AP/LING 3120 3.00</u> or <u>AP/LING 3140 3.00</u>; • nine additional credits in linguistics (LING) at the 3000 level <u>or above</u>. <p>Note: at least 12 credits in the major at the 3000 level or above.</p>
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ITEM FOR INFORMATION:

Report from the Committee on Curriculum, Curricular Policy and Standards

The Executive Committee has reported to the Committee that it received a message from the caucus of Chairs, Directors and Masters expressing some concerns with the work of CCPS. These concerns have to do with the new deadline of June 1 for submission of proposals to create or change courses and programs, and the length of time it has sometimes taken the Committee to respond to proposals.

We understand these concerns, and I would like to address them, noting a few of the problems that the Committee has had in responding to proposals. Some of them are administrative, and some have to do with the proposals themselves.

First, the deadline for submission was changed to June 1 in response to a request from staff, in order to bring the deadline date for course proposals and changes in line with those of degree proposals and changes. Also, timelines have increased because the introduction of the Quality Assurance Framework by the Ministry has lengthened the approval process and introduced new templates that are more extensive and rigorous. Thus, we have had to move up the timing of our own processes. The new deadline allows the Committee to see proposals beginning in September, and so we can then meet other curricular and administrative deadlines, such as those for Senate committees, the Registrar's Office's academic scheduling, the course repository, and the Calendar. Thus, staff were finding it difficult to complete work on proposals in time for them to be submitted to the Committee for approval; forms were often not properly filled out, and staff would have to get in touch with units in order to ensure that the proposals were correct and complete, and the Committee's consideration of proposals done in time for proposals to be sent to upper-level committees and oversight bodies to ensure that changes can be implemented. Proponents need to be aware that curriculum is subject to audit by Quality Assurance; the last audit occurred in the fall of 2015 and involved a great deal of extra work

providing the minutes of unit curriculum committees, CCPS minutes, and so on. That alone took up a great deal of time, and it also highlights the need for CCPS to follow procedures properly and fully. On top of that, the new General Education rules led to a large number of new General Education courses being proposed.

Recently, the Committee suffered the loss of experienced, full-time personnel, and that gap was not filled; for example, in the past extra staff were hired for up to four months to help with updating the course repository, but that is no longer the case. Instead, we have had to make do with staff members working on a short-term basis, and there was turnover that meant new people had to be trained and institutional memory was lost. The staff shortages led to some of the backlogs unit heads have understandably complained about.

In addition to the personnel issues, I should note that certain consistent problems with course and program proposals keep coming up; these problems delay the process, and were one of the main reasons the staff recommended that the deadline be moved up as they struggle during the summer to seek clarification and completion of the proposals. I would like to outline some of these recurring problems, as they are the most common reasons proposals get turned back to units, both before and after they have been seen by the Committee.

One of the most common issues is that proponents do not map new courses and changes to their units' UUDLEs. Proponents have been asked for some time to provide this information under "Course Rationale"; for example, on the old form, the instructions read:

Please address the following questions and provide details:

1. How does the course contribute to the program learning outcomes of the program/degree? Proponents are asked to specifically make reference to the Degree-Level Expectations Statement for the program/degree when providing details as to how will this new course will contribute to the program learning outcomes.

On the new form, which was revised in order to make things more explicit, the instructions read:

1. How does the course contribute to the program learning outcomes of the program/degree? Proponents are asked to specifically make reference to the Degree-Level Expectations Statement for the program/degree when providing details as to how will this new course will contribute to the program learning outcomes. The six (6) UUDLES are: 1. Depth and Breadth of Knowledge; 2. Knowledge of Methodologies; 3. Application of Knowledge; 4. Communication Skills; 5. Awareness of Limits of Knowledge; 6. Autonomy and Professional Capacity. The OCAV Guidelines on Degree-Level Expectations can be found here.

Please provide as much information as you can to answer these questions.

Occasionally, proponents simply reprint the program's UUDLEs without saying anything about how the course will contribute to them, or they say that the course will meet them without saying how. We need to know, for example, how a second-year course will satisfy the program's second-year UUDLEs. We have also, unfortunately, received numerous proposals in which the UUDLEs were ignored entirely. Upper-level committees and oversight bodies will want to know what a new course is supposed to do, and why it is at a particular year level.

A possible solution we discussed at the last committee meeting is to have one person in each unit designated as the one responsible for maintaining the program's or programs' UUDLEs document, which that person can make available to anyone proposing a change or new course. Presumably, the person would be a member of, or staff support for, the unit's curriculum committee, and can ensure that any new courses or programs would be mapped to those

UUDLEs. I am confident that if proponents are made aware at the unit level of the need to map their proposals to UUDLEs, they could avoid many delays.

Another problem we have frequently found has to do with consultation. There are times when the consultation is said to be unnecessary when it obviously is needed; there are other times when the consultation documents are said to be attached when they are not. Recently, we had cases of consultation with a unit that had no obvious reason to be consulted, while others that obviously should have been were not consulted. A proponent is expected to consider whether any other units might possibly have a similar course in the repository. No one can think of everything, but we are looking for a reasonable effort to discover such similar courses and, if need be, pursue cross-listing. If a unit intends to cross-list a course, it should get approval from the other department before submitting the proposal. Also, departments have sometimes not responded to consultation requests, or failed to do so in a timely fashion; in those cases, again, proponents need only demonstrate that they have made a reasonable effort, and the Committee will take that into account. Meanwhile, units ought to make an effort to reply to consultations, and do so as soon as possible.

Furthermore, we have had problems with "minor" changes that are actually quite major. For example, we are attempting to clarify the instructions regarding changes of year level and credit value. Submitting one proposal for both 3-credit and 6-credit versions of the same course does not tell us enough. Obviously, a 6-credit course will have a different range of readings and assignments from a 3-credit course, and no single proposal can cover both, or explain how one can replace the other without details. If a course is changed from Year 2 to Year 3, that presumably would mean covering different material or the same material in different ways (see above concerning UUDLEs). If need be, submit a New Course Proposal form for each version. Note that we are eliminating the need for proponents to say that the course format—whether face-to-face, blended, or on-line—will be changed. Delivery format will be up to the unit, and we understand that that can change from year to year.

Proponents need to fill out the forms carefully. Some editorial changes can be made by staff, such as changing "26 weeks" to "24 weeks." Other changes, however, require going back to units for clarification, such as, for instance, calling a second-year course "advanced." I sent around a memo concerning course proposals, but we are still seeing absurdly long lists of "Suggested Readings" and missing dates. People sometimes have a fair bit of trouble with the "Change To/Expiring Existing Course" form, notably the part asking for the old and new calendar copies; requiring staff and Committee members to puzzle out what is being done will only delay things. All proponents need to do is what is asked for: provide the old and new calendar copies in full. (Also, changing both the title and the entire calendar copy often amounts to creating a new course, and we have had to turn back proposals and ask proponents to use the "New Course Proposal" form.)

We recommend that units work with the Teaching Commons, which offers workshops on how to propose new courses and programs and changes to existing ones. Incomplete or improperly filled out forms delay the Committee's decisions and implementation of additions and changes. When the Committee finally does make a decision, and the matter involves courses only, the matter is made part of the consent agenda and the latter is then presented to Council. Please check the consent agenda to see if your unit's proposal is there; we have had cases of units contacting the Committee about matters that have already been placed on that agenda and even been passed.

We hope that the staffing issues have been resolved, at least to some extent, and proposals can move forward in a more timely fashion. Meanwhile, we ask that proponents work with their units' curriculum committees and support staff to ensure that proposals are submitted on time and contain all the information they need to facilitate our work. We will be posting samples of satisfactory forms as models for others to consult. Working together, we can ensure that delays, if any, are kept to a minimum.

Thank you.

Allan Weiss, Chair
Committee on Curriculum, Curricular Policy and Standards

Committee on Curriculum, Curricular Policy and Standards

**Consent Agenda
October 2016**

New Course Proposals

AP/ANTH 2330 6.00 Anthropology and Infectious Diseases: An Exploration of Social Networks of Microbes
AP/ECON 4759 3.00 Topics in North American Economic History
AP/GER 4752 3.00 German History and Memory in Comics from around the Globe
AP/WRIT 4900 3.00 Special Topics
AP/WRIT 4910 6.00 Special Topics

Changes to Existing Courses

AP/ADMS 1000 3.00 Introduction to Administrative Studies
AP/GWST 4600 6.00 Introduction to Critical Sexualities
AP/HIST 1040 6.00 The Presence of the Past: Commemoration, Memorials, and Popular Uses of Public History
AP/HIST 1096 6.00 The Culture and History of European Cities
AP/HIST 2500 6.00 Canadian History
AP/HIST 3602 6.00 US History from the Revolution to the Civil War and Reconstruction
AP/HIST 3850 6.00 Murder and Other Crimes: Law and Justice in 20th Century North America
AP/HIST 4230 6.00 Technologies of Communication: A History of Reading from the Codex to the Kindle
AP LING 3600 3.00 Socio-Political Issues in Second Language Teaching
AP/SOCI 3031 6.00 Statistics for Sociology
AP SOWK 4000 6.00 Practicum in Social Work I
AP SOWK 4001 6.00 Practicum in Social Work II
AP WRIT 4721 6.00 Book Publishing Practicum

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://laps.yorku.ca/office-of-the-faculty-council/council-agenda/>.

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 (apccps@yorku.ca) if you have any questions regarding the changes to existing courses section.