



# York University Senate

## Notice of Meeting

Thursday, January 26, 2017, 3:00 pm  
Senate Chamber, N940 Ross Building

### AGENDA

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1. Chair's Remarks (G. Comninel)	
2. Business Arising from the Minutes	
3. Inquiries and Communications	
a. Academic Colleague to the Council of Universities (D. Leyton-Brown)	
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a. Establishment of a Co-Registration Option in Chemistry between York and Seneca, Faculty of Science, Appendix A (for approval).....	31
b. Change of Name and Revision of Degree and Admission Requirements, PhD Program in Computer Science, Lassonde School of Engineering / Faculty of Graduate Studies, Appendix B (for approval) .....	37
c. Closure of the Joint York-Seneca BSc (Tech) Program in Applied Biotechnology, Faculty of Science, Appendix C (for approval).....	44
8. Academic Policy, Planning and Research (L. Jacobs) .....	76
a. Minor Amendment to the Senate Policy on Organized Research Units, Appendix A (for approval).....	81

# York University Senate

- b. Spotlight on UAP Priority Areas: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities (for discussion)

## 9. Other Business

M. Armstrong, Secretary

## Consent Agenda

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

- 10. Minutes of the Meeting of November 24, 2016 (for approval) ..... 88
- 11. Changes to Degree Requirements, Master of Social Work, Faculty of Graduate Studies (for approval), Appendix D, page 48
- 12. Changes to Degree Requirements, BFA Program in Visual Arts, Faculty of Arts, Media, Performance and Design (for approval)
- 13. Changes to Degree Requirements, BDEM Program in Disaster and Emergency Management Program, Faculty of Liberal Arts and Professional Studies (for approval)
- 14. Senators on the Board Governors re: Synopsis of the Board Meetings of November 29 and December 14, 2016 (B. Lightman / L. Sergio) (for information)..... 94

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# Memo

**To:** Senate  
**From:** Mamdouh Shoukri  
**Date:** January 20, 2017  
**Subject:** Early Overview of Fall 2017 Admissions: Summary of OUAC Results

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I am pleased to share a preliminary summary of this year's Ontario Universities' Application Centre (OUAC) results for York University. This data, which shows York's standing as compared to the system, is evidence that the University's strategic planning and implementation have begun to pay dividends.

Over the last few years, significant collaborative efforts have been made across the University to advance the University's vision and academic plans with regard to enhancing quality, student success and community engagement. In tandem, a robust strategic enrollment management (SEM) program was launched by the Office of the Vice-President Academic & Provost in partnership with the Division of Students. All Faculties embraced the SEM program to attract more highly qualified students to our academic programs, resulting in stronger conversion and retention results.

In 2015, an overarching strategy was developed collaboratively with the Faculties, Communications & Public Affairs, the Office of the Vice-Provost Students and the Office of the Vice-President Academic & Provost to maximize the impact of those efforts by sharing York's strengths with the broader communities we serve. A new marketing campaign, projecting a progressive university with strong, innovative programs, was developed and launched in market in September 2015.

Based on preliminary data from OUAC regarding applications for Fall 2017 entry, these combined efforts have produced excellent results. While overall secondary school applications were up 2.7% versus last year, York applications were up 9.5%—the second highest in the system and substantially ahead of other GTA universities. With regard to the first choice applications, the system saw a 1.5% increase in 101 first choice applications, while York was up 5.4% in 101 first choice applications.

I would like to take this opportunity to acknowledge the Office of the Vice-President Academic & Provost, the Division of Students, the Faculties, Deans, and Communications & Public Affairs for their work in supporting these outcomes. Clearly, our evidence-based approach, strategic planning and implementation, and efforts to enhance student life have helped us to achieve this result. I am grateful to the many colleagues across our community whose commitment and efforts have so effectively assisted us in conveying the message of York's excellence to the public.





# THIS IS EXCELLENCE KUDOS REPORT

DEC 2016–JAN 2017



Several community members have been named to the [Order of Canada](#) including:

- Alumni Paul Weiler (LLB '64, LLD '09); and Liz Ingram (BA '72);
- Honorary alumni Howard Shore (LLD '07); David Onley (LLD '09); and Ignat Kanefff (LLD '10);
- Former faculty member Michael Ondaatje;
- Professor emeritus Howard Adelman;
- and Dean's Advisory Council member H. Anthony Arrell.



**KINESIOLOGY AND  
HEALTH SCIENCE PROGRAM**  
21<sup>ST</sup> IN THE WORLD  
RANKED 3<sup>RD</sup> IN CANADA  
5<sup>TH</sup> IN NORTH AMERICA

Shanghai Ranking placed the Faculty of Health's [School of Kinesiology and Health Sciences](#) third in Canada and 21st in the world on its 2016 Sport Science Schools and Departments list.

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At a special meeting in December, York's Board of Governors approved a new [Sexual Violence Policy](#) for the University. Through this new policy, which reflects the University's commitment to addressing sexual violence and strengthening supports and procedures for survivors, the University will work with the community to provide effective training and education programs.



The [Art Gallery of York University \(AGYU\)](#) won four awards of excellence from the Ontario Association of Art Galleries for exhibitions, publication design and writing.



A team of [Schulich students](#) won silver at the 2017 MBA Games, an annual competition among more than 20 MBA programs in Canada.



# THIS IS EXCELLENCE

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# KUDOS REPORT



Glendon professors [Audrey Pyee](#) and [Jennifer Sipos-Smith](#) received the 2016 Principal's Teaching Excellence Awards.



Osgoode Hall Law Journal Coordinator [Stefania Piacente-Battisti](#), an Administrative Coordinator in Osgoode's Office of the Associate Dean (Students), received the School's 2016 Wendy Rambo Outstanding Service Award.



Lions [men's wrestling team](#) placed in national rankings for the first time, at No. 10 in the U Sports rankings.



Faculty of Graduate Studies [Dean Barbara Crow](#) served as an Expert Panel member in the search for Canada's Bank NOTE-able woman. Finance Minister Bill Morneau selected activist & businesswoman [Viola Desmond](#) from a shortlist compiled by the Expert Panel.



Lassonde student [Salma Ibrahim](#) was chosen to participate in the BMO Millennial Leaders Advisory Council.



Health professor [Shayna Rosenbaum](#) received the International Neuropsychological Society Award for Early Career Research for her contributions to brain-behaviour relationship research.



# THIS IS EXCELLENCE

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# KUDOS REPORT



Marisa Sterling, Assistant Dean of Inclusivity & Diversity at Lassonde School of Engineering, has been named a [Fellow of Engineers Canada](#) for her noteworthy service to the engineering profession.



The federal government has renewed a [\\$1.4 million Canada Research Chair \(CRC\)](#) in Health Psychology at York, a position held by Faculty of Health professor Joel Katz.



Osgoode professor [Carys Craig](#) was awarded the prestigious MacCormick Fellowship at Edinburgh Law School.



Faculty of Science professor [Scott Menary](#) and scientists from the international ALPHA Collaboration shone a laser on antimatter atoms to come up with the first successful spectroscopic measurement.



York was selected as the winner of four 2017 Accolade Awards by the Council for Advancement and Support of Education (CASE):

- Gold Award in Best Practices in Communications & Marketing for the Open Your Mind brand campaign;
- Gold Award in Institutional Marketing & Identity/Brand for the Open Your Mind brand campaign;
- Bronze Award in Excellence in News Writing for the YFile story "Students in Dadaab refugee camps first to graduate with York U certificate";
- Bronze Award in Communication Relations Programs, Projects & Special Events for the Faculty of Science's event *Dark Matter and the Dinosaurs*.



# THIS IS EXCELLENCE

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# KUDOS REPORT



Lions [men's volleyball team](#) won bronze at the 38th Excalibur Classic.



A Supreme Court of Canada analysis blog produced by faculty and students at Osgoode entitled [The Court](#) won The Fodden Award for Best Canadian Law Blog.



York's industry and entrepreneurship liaison [Innovation York](#) celebrates its five-year anniversary this year.



LAPS professor emeritus [Robert W. Cox](#) was formally invested into the Order of Canada as a Member.



Lassonde professor [Christian Haas](#) and his team were awarded the Arctic Inspiration Prize for their work on SmartICE, a system that integrates traditional Inuit knowledge with contemporary ice tracking technology.



AMPD grad [Hugh Gibson](#) (BFA '04) won the Toronto Film Critics Association's 2016 Rogers Best Canadian Film Award for his documentary *The Stairs*.



# THIS IS EXCELLENCE

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# KUDOS REPORT

## APPOINTMENTS:

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Prime Minister Justin Trudeau has appointed York alumnus [Ahmed Hussen](#) (BA '02) as Minister of Immigration, Citizenship and Refugees.



York has appointed [seven new York Research Chairs](#) who embody the University's commitment to research intensification, scholarly excellence and policy-relevant findings, and whose work is having local, national and international impact:

Nantel Bergeron  
Ellen Bialystok

Tier 1 York Research Chair in Applied Algebra  
Tier 1 Walter Gordon York Research Chair in Lifespan Cognitive Development



Chun Peng  
Stepan Wood  
Jimmy Huang  
Shayna Rosenbaum  
Amro Zayed

Tier 1 York Research Chair in Women's Reproductive Health  
Tier 1 Chair in Environmental Justice and Sustainability  
Tier 2 York Research Chair in Big Data Analytics  
Tier 2 York Research Chair in Cognitive Neuroscience of Memory  
Tier 2 York Research Chair in Genomics



Health professor [Christopher Perry](#) was nominated to serve as Director Academic for the Canadian Society for Exercise Physiology (CSEP).



Faculty of Health professor [Joel Katz](#) was named inaugural editor-in-chief of the *Canadian Journal of Pain*, a new open access journal about new developments in pain research and treatment.

## Executive Committee – Report to Senate

At its meeting of January 26, 2017

The Executive Committee met on January 17, 2017 and makes this report to Senate for action and information.

### For Action

#### 1. Candidates for Election to Senate Committees and Other Senate-Elected Positions

Senate Executive recommends the following candidates for election to Senate Committees (non-designated seats) for three-year terms beginning July 1, 2017 and ending June 30, 2020, and for the position of Senator on the Board of Governors which has a two-year term. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

The Committee confirms that all of the candidates nominated have the requisite status as current Senators (in the case of Senate nominees to the Board of Governors) or experience (required for T&P and T&P Appeals).

Additional nominees may be forwarded prior to the Senate meeting of January 26.

Final approval for the slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Acting Vice-Chair of Senate.

Any balloting required will be conducted by e-vote commencing January 30. Senate’s nominee to the Board of Governors will not be announced until the Board has formally approved the individual for membership.

**Senate Nominee for Membership on the Board of Governors** (Full-time faculty member; 1 vacancy; two year term; must be a member of Senate to stand for election) Board of Governors normally meets five times each year; Senate Executive meets on the third Tuesday each month at 3:00 p.m.; Senate meets on the fourth Thursday of the month at 3:00 p.m.

Merouan Mekouar, Assistant Professor, Social Science, Liberal Arts & Professional Studies

David Mutimer, Professor, Political Science, Liberal Arts & Professional Studies

## Executive Committee – Report to Senate

Justin Podur, Associate Professor, Environmental Studies

**Academic Standards, Curriculum and Pedagogy** (Full-time faculty members; 2 vacancies; three-year terms; meets Wednesdays at 1:30 p.m., normally twice each month)

Joanne Jones, Associate Professor Administrative Studies, Liberal Arts and Professional Studies

Kim Michasiw, Associate Professor, Writing / English, Liberal Arts and Professional Studies

Ron Ophir, Assistant Lecturer, Administrative Studies, Liberal Arts and Professional Studies

Karin Page-Cutrara, Assistant Lecturer, Nursing, Health

**Appeals** (Full-time faculty members; 4 vacancies; meets in panels at the call of the Chair)

Sheila Colla, Assistant Professor, Environmental Studies

Suprakash Datta, Assistant Professor, Computer Science and Electrical Engineering, Lassonde

Patrick Ingram, Assistant Professor, Mathematics and Statistics, Science

Aymen Karoui, Assistant Professor, International Studies, Glendon

**Awards** (Full-time faculty members; 3 vacancies) (Meets 4-5 times annually; Friday)

Suzanne MacDonald, Associate Professor, Psychology, Health

Jonathan Obar, Assistant Professor, Communications Studies, Liberal Arts and Professional Studies

Yuk Lin Wong, Associate Professor, Social Work, Liberal Arts and Professional Studies

**Tenure and Promotions** (Full-time faculty members; 4 vacancies; meets in panels at Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level; candidates must fulfil all membership criteria)

Walter Heinrichs, Professor, Psychology, Health

Angela Norwood, Associate Professor, Design, Arts, Media, Performance and Design

# Executive Committee – Report to Senate

William Wicken, Professor, History, Liberal Arts and Professional Studies

**Tenure and Promotions Appeals** (Full-time faculty members; 3 vacancies; meets at the call of the Chair as needed; candidates must fulfil all membership criteria)

Nelson Waweru, Associate Professor, Administrative Studies, Liberal Arts and Professional Studies

Susan Ingram, Associate Professor, Humanities, Liberal Arts and Professional Studies

## FOR INFORMATION

### 2. Approval of Faculty Nominees for Membership on Senate Committees

In accordance with rule (Section III, C 2a) the Committee has approved the membership on Senate Executive of the following individuals nominated by Faculty Councils: Professor Rebecca Pillai Riddell, Psychology, Health and Professor Lisa Philipps, Osgoode. Their terms begin immediately and end June 30, 2019.

At this late stage of the year there are still vacancies on two Faculty-designated committees, Senate Executive and Academic Policy, Planning and Research. We urge the relevant Faculty Councils to nominate candidates for these positions as soon as possible.

### 3. Remaining Senate Vacancies for 2017 – 2020 Terms / Nominations Process

The Executive Committee continues to seek prospective candidates to fill vacancies on **Tenure and Promotions** and **Tenure and Promotions Appeals**.

Until this year, spring has long been the traditional season for nominations and elections. This meant that the formal call for nominations was issued after many faculty members had worked out their teaching schedules and other commitments for the year ahead. Issuing the call in November 2016 has enhanced the process and resulted in additional self-nominated candidates. It has also led to identifying several candidates willing to stand for election to 2018-2021 terms following sabbaticals.

### 4. Bi-Annual Review of Senate Membership

Section B, 3 (Periodic Review and Publication of Senate Membership Reviews) stipulates that “Senate Executive shall review changes in structures, faculty complements and student enrolments every two years...” The Committee has embarked on the process of review in anticipation of presenting recommendations to Senate in February. Changes in Faculty Council allocations, if any, are statutory in nature and would involve notice of motion at the first stage of revisions.

The allocation of seats for full-time faculty members elected by Councils is determined by first calculating the proportion of the overall complement attributable to each Faculty (tenure stream, alternate stream and CLAs) based on the most recently available data.

## Executive Committee – Report to Senate

Percentages are then applied to the 99 full-time faculty member seats on Senate. Adjustments are necessary however because of the following considerations:

- it has been a long-standing rule that no Faculty shall have fewer than four faculty member seats, and two Faculties (Education and Environmental Studies) receive additional seats according to this stipulation
- since 2013, Glendon has been allocated two more seats than a strictly proportional formula yields by virtue of its special nature (an allocation confirmed by Senate in 2015)

Only small adjustments are required to re-distribute these seats, generally through rounding down certain percentages.

### 5. Review of Faculty Council Rules and Procedures

The Committee has reviewed changes in rules and procedures submitted by the Faculty Councils of Graduate Studies and Science, and confirmed that they are consistent with principles of collegial governance and practices elsewhere in the University. The changes are as follows:

Graduate Studies:   Addition of a summer authority (quorum) provision for committees  
                                  Addition of a confidentiality provision for certain committees  
                                  Election of the Chair and Vice-Chair by Council members

Science                    Change of quorum and creation of panels for the Petitions Committee

### 6. Chancellor Re-Appointment or Appointment

Chancellor Sorbara was formally appointed in June 2014 and his term will end this June. Following an agreed-upon practice where there is a possibility of re-appointment, three members from each of the Board Executive and Senate Executive will serve on a joint group to take up the question of whether or not he should be invited to serve for a second term. Senators are invited to submit their input on the potential re-appointment of Chancellor Sorbara to the University Secretary at [maureena@yorku.ca](mailto:maureena@yorku.ca).

### 7. Sub-Committee on Equity

The Sub-Committee on Equity has filed an updated work plan focusing on its review of the Senate Policy on Accommodations for Students with Disabilities. Members have reviewed policies at a range of Canadian universities. This provided a helpful sense of how others have accounted for new developments. It has also developed a comprehensive consultation plan together with timelines for the drafting and discussion of amendments to the policy and its associated guidelines and procedures. The projected milestones are as follows:

February (early)    Finalize draft amendments

February – March   Undertake consultations

## Executive Committee – Report to Senate

April                      Reflect on feedback and finalize recommendations for Senate Executive and Senate; finalize recommendations for others (if necessary)

### **8. Senate Business, January to June 2017**

Senators are asked to take note of the major items of Senate business from January to June. The forecast is based on a canvass of Senate committees. Other business is expected as the year unfolds.

Documentation is attached as Appendix A.

### **9. Senate Meeting Date in February**

As announced in September, the Senate meeting in February will be held one week prior to the normal date in order to avoid a conflict with Reading Week. Please ensure that your calendars have been updated to reflect the **February 16** meeting date.

George Comninel, Chair

## **Senate Meetings, January to June 2017 Forecast of Major Items of Business**

### **January 26, 2017**

UAP Spotlight: Scholarship, Research and Creative Activities (APPRC / VPRI)  
Recommended Nominees for Election to Senate Committees (Executive)  
Major Curriculum Items (ASCP)  
Annual Report of the Appeals Committee

### **February 16, 2017**

Briefing on Mental Health Goals, Strategies and Initiatives (Chair of Senate)  
Curriculum Items (ASCP)  
Revisions to the Senate Grading Scheme Feedback Policy (tentative; ASCP)  
Revisions to the Senate Guidelines on Course Credit Exclusions (tentative; for information, ASCP)  
Composition of Senate: Notice of Motion (Executive)  
Nominees for Election to Senate Committees / Other Positions (Executive; if necessary)  
Research excellence awards winners / scholarship disbursements (Awards)  
UAP Spotlight: TBA (APPRC / Others)

### **March 23, 2017**

Composition of Senate: Motion (Executive)  
Teaching Awards Recipients (Awards)  
Report on 2016 newly established awards and graduate award disbursements (Awards)  
UAP Spotlight: TBA (APPRC / others)

### **April 27, 2017**

Report on Discussions with the Deans, Principal and University Librarian (APPRC)  
Markham Campus Update (Provost, others; APPRC auspices)  
University Professor and Distinguished Research Professor Recipients (Awards)  
UAP Spotlight: TBA (APPRC / others)  
Amendments to Senate Policy on Accommodations for Students with Disabilities (Executive)

### **May 25, 2017**

Provost's Spring Report on Academic Planning and Progress  
UAP Spotlight: TBA (APPRC / others)

### **June 15, 2017**

Vice-President Finance and Administration Report  
Recipients of Prestigious Awards for Graduating Students (Awards)  
UAP Spotlight: TBA (APPRC / others)

## Senate Appeals Committee – Report to Senate

At its meeting of January 26, 2017

### FOR INFORMATION

#### 1. Annual Student Appeals Statistics, 2015-16

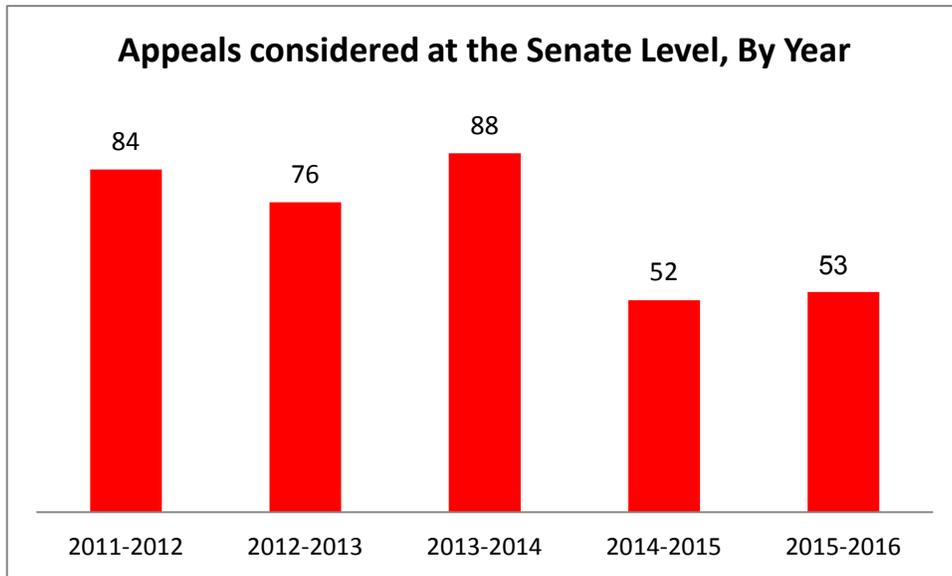
In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year, and presents data on Senate and Faculty-level cases.

Between July 1, 2015 and June 30, 2016 the committee received 54 new files. Five files were not completed by June 30; an additional 4 files initiated in 2014-15 were completed. The total caseload is similar to the previous year, which was a significant reduction from the three years prior to that. Figure 1 presents the number of cases from the last five years.

Appeals for late withdrawal without receiving a grade continue to account for the largest number of petitions at the Faculty level (56.7%) and more than half (28) of the appeals to Senate. Again, the second largest number of cases were appeals relating to academic honesty (finding of breach (2) and penalty for a breach (6)); this was tied with denial of waiver of required withdrawal/debarment or early lifting of debarment. Other major findings in this report can be summarized as follows:

- The decreased number of appeals progressing to the Senate stage in 2014-15 continued in 2015-16; however the first half of 2016-17 shows a reversing of this movement.
- A disproportionate number of cases continue to originate with the Faculty of Health; the committee will explore the reasons with the Faculty.
- There was a significant increase in the number of petitions for late withdrawal in the Faculty of Liberal Arts and Professional Studies. The Faculty identified 57.7% of the cases as requests for First Year late withdrawal; of those considered almost all were granted.
- There has been an increase in appeals from graduate students, with three out of five appeals of findings of a breach or penalty for breach of academic honesty.
- Academic honesty charges increased slightly this year, with plagiarism and cheating still accounting for the greatest number. SAC continues to see a greater number of academic honesty appeals than in the past, the majority are appeals of the penalty for breach of academic honesty.

**Figure 1**

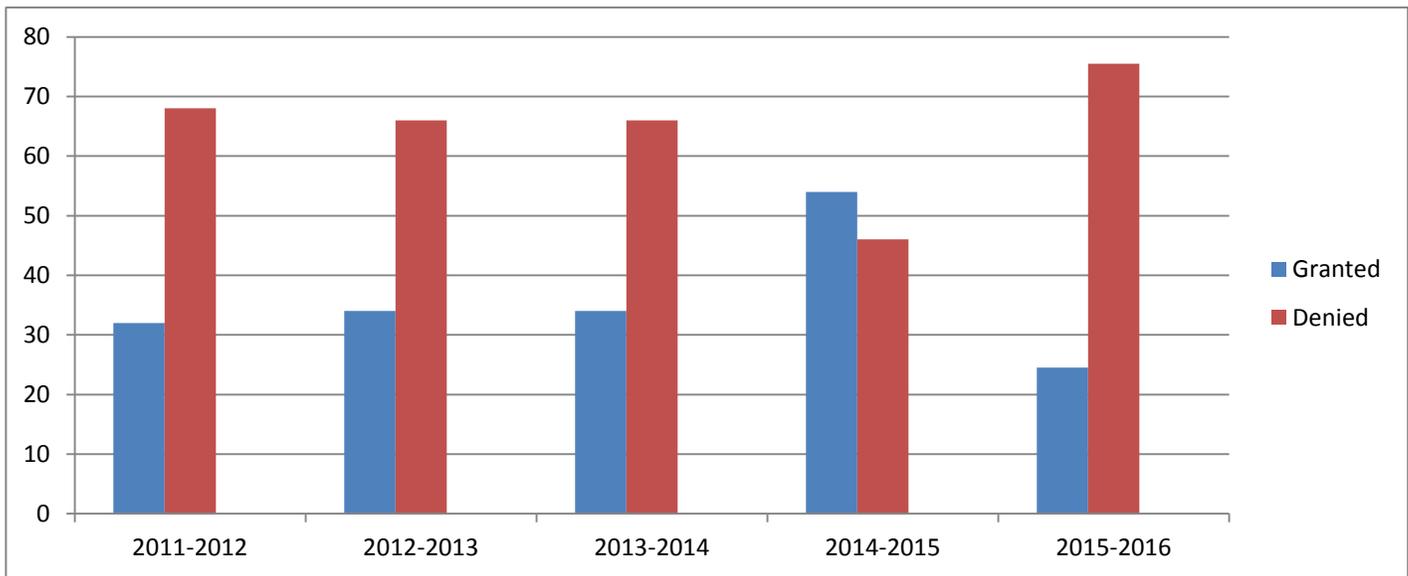


**Table 1<sup>1</sup>**  
**OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND DECISION**

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Grant	Deny								
Leave to Appeal of Faculty Decisions	19	65	20	53	24	63	22	31	20	32
Reconsideration of Leave To Appeal Decisions	2	9	0	12	3	15	6	8	1	9
Appeal Hearing Decisions	16	5	16	4	18	8	22	4	15	4
<b>Total</b>	<b>37</b>	<b>79</b>	<b>36</b>	<b>69</b>	<b>45</b>	<b>86</b>	<b>50</b>	<b>43</b>	<b>36</b>	<b>45</b>

<sup>1</sup> Notes: Decisions include 11 cases initiated in 2013-14 and decided in 2014-15. Four 2014-15 cases are pending and will be reported next year. Where the decision on appeal is to refer a case back to the Faculty, it is counted as a granted appeal. In six cases leave to appeal was granted in 2013-14.

**Figure 2**  
**Percentage of Appeals Granted and Denied, by Year**



**Table 2**  
**SENATE LEVEL APPEALS BY TYPE, YEAR AND NUMBER<sup>2</sup>**

Type of SAC Appeal	2011- 2012 84 Appeals	2012-2013 76 Appeals	2013-2014 88 Appeals	2014-2015 52 Appeals	2015-2016 53 Appeals
Late Withdrawal	61	55	51	30	28
Reconsideration of SAC Decision	13	11	19	14	10
Deferment	7	7	8	1	4
Academic Honesty	2	1	5	9	8
Waiver of Required Withdrawal / Debarment/Early Lifting/ Readmission	8	8	8	7	8
Grade Reappraisal	5	2	2	5	3
Late Enrolment	2	0	3	1	0
Other	4	1	6	4	2
Waiver of degree/program requirement	2	5	4	4	1
<b>Total</b>	<b>84</b>	<b>90</b>	<b>106</b>	<b>75</b>	<b>64</b>

<sup>2</sup> Totals exceed individual cases due to reconsiderations and/or multiple appeals within one case.

**Table 3**  
**APPEALS TO SENATE APPEALS COMMITTEE BY FACULTY OF ORIGIN**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Education	1	0	1	1	0
Environmental Studies	0	0	0	0	0
Fine Arts/AMPD	1	1	0	0	0
Glendon	11	3	6	1	3
Graduate Studies	1	0	2	2	5
Health	7	14	19	23	18
Lassonde	-	-	0	0	0
Liberal Arts and Professional Studies	35	35	43	14	14
Osgoode	3	1	2	1	2
Schulich	4	1	2	4	2
Science	22	20	13	9	9

While last year the percentage of appeals granted increased from 20.5% to 40.7%, in 2015-16 it decreased to 28.3%. The Committee notes there continues to be a significant number of cases involving medical/disability grounds and numerous appeals were granted on this basis. In many cases, it was only after rejection of the petition and appeal at the Faculty level that the student understood what information was needed and provided it to the Senate committee. The Chair and secretary were invited by the Registrar's Office (RO) to provide input into a revised Attending Physician's Statement (APS), which was released in February 2016. A new Counsellor's Statement is in development, along with further revisions to the APS in response to feedback from Faculties. It is hoped that these will guide health professionals to provide the necessary information in the first instance, leading to fewer appeals.

There continue to be a significant number of cases related to findings of breach of academic honesty or the penalty for a breach. As was the case last year, most were dismissed, but the Committee encourages Faculties to be careful to ensure that the procedures set out in the *Senate Policy on Academic Honesty* are followed.

It has been noted that some appeals for late withdrawals are from students who indicate they have been advised that the only way for them to move forward in their studies is to petition for late withdrawal from courses which they have missed the deadline for petitioning. The committee is concerned that these students do not appear to understand that they must give grounds for submitting a late petition and that, just because they were advised that late withdrawal would allow them to move forward, it does not mean that it will be granted.

Faculties occasionally note they do not understand a SAC decision which reverses a Faculty decision. The committee attempts to provide clear reasons for its decisions and welcomes feedback when this has not been achieved.

**Table 4**  
**NUMBER OF FACULTY-LEVEL PETITIONS IN ENROLMENT CONTEXT**  
**2011-2012 TO 2015-2016**

	2011-12 YU Enrolment 54,507	2012-13 YU Enrolment 54,590	2013-2014 YU Enrolment 53,974	2014-15 YU Enrolment 52,879	2015-16 YU Enrolment 52,418
<b>AMPD</b>	213 Enrolment: 3,022	195 Enrolment: 3,024	147 Enrolment: 2,960	194 Enrolment: 2,777	240 Enrolment: 2,729
<b>Education</b>	119 Enrolment: 650	125 Enrolment: 566	117 Enrolment: 580	240 Enrolment: 764	151 Enrolment: 559
<b>FES</b>	76 Enrolment: 850	74 Enrolment: 810	69 Enrolment: 643	68 Enrolment: 645	94 Enrolment: 557
<b>Glendon</b>	335 Enrolment: 2,563	243 Enrolment: 2,535	257 Enrolment: 2,577	225 Enrolment: 2,591	513 Enrolment: 2,591
<b>Graduate Studies</b>	776 Enrolment: 5,198	904 Enrolment: 5,959	812 Enrolment: 5,905	1,051 Enrolment: 5,929	1,071 Enrolment: 5,922
<b>Health</b>	1,099 Enrolment: 9,752	1,296 Enrolment: 9,821	996 Enrolment: 9,960	1,261 Enrolment: 9,738	1,323 Enrolment: 9,843
<b>Lassonde</b>			246 Enrolment: 1,219	260 Enrolment: 1,572	294 Enrolment: 2,077
<b>LA&amp;PS</b>	3,910 Enrolment: 25,081	3,688 Enrolment: 24,962	4,471 Enrolment: 24,081	4,134 Enrolment: 22,678	4,048 Enrolment: 21,819
<b>Osgoode</b>	51 Enrolment: 934	59 Enrolment: 934	104 Enrolment: 938	45 Enrolment: 968	65 Enrolment: 943
<b>Schulich</b>	362 Enrolment: 1,641	393 Enrolment: 1,673	404 Enrolment: 1,730	437 Enrolment: 1,799	244 Enrolment: 1,811
<b>Science</b>	876 Enrolment: 4,096	774 Enrolment: 4,297	638 Enrolment: 3,381	575 Enrolment: 3,418	531 Enrolment: 3,522

## **2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2015-2016**

This year, the committee is continuing its efforts to standardize reporting across the University. The data in Table 5 is for petitions initiated July 1, 2015 to June 30, 2016. As the committee noted last year, the complexity of the types of petitions and possible decisions, the various levels at which decisions can be made, and programmatic differences, has meant differing approaches to the collection of data with respect to petitions. The data in Table 5 provide the big picture but are not entirely comparable across Faculties.

At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions which were appealed at the Faculty level is provided. The overall percentage of cases appealed is just 4.87%, down from 5.29% last year. There were no appeals in the Faculty of Arts, Media, Performance and Design (AMPD); which they attribute to the small size of the Faculty where the student advisors also support the petitions committee. This allows them to explain decisions to students in person. Science has a greater percentage (26.9) of petition decisions appealed. However, 35.6% of these appeals are for waiver of a missed deadline to submit a petition; as was noted last year, the greater proportion of appeals may be attributed to reasons specific to the programs.

There were two anomalies in the Faculty of Liberal Arts and Professional Studies: a significant increase in late withdrawal petitions and the disappearance of petitions for course substitution for major or minor requirements, where there were 1246 last year. The Faculty is looking into the second anomaly and believes the likely explanation is that these are handled by departments and not currently reported centrally. As to late withdrawals, the Faculty noted 57.6% of the petitions were for first year late withdrawal; most of those were granted. The Faculty notes a possible explanation that students became more aware that first year late withdrawal petitions were likely to be successful and this increased the number submitted.

Faculties note several initiatives to address the number and quality of petitions. Lassonde has increased advising activities about awareness of deadlines and expectations that students will make informed decisions and making students aware that petitions are granted under exceptional circumstances only. Health has created a video explaining the petitions process and associated forms. The Faculty of Graduate Studies has revised its petitions procedures to provide greater clarity to students, particularly regarding timelines.

**Table 5  
FACULTY-LEVEL PETITIONS BY TYPE 2015-2016**

Petition Type	Reason	AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
Course Add	Enrol In Course(s) After The Faculty Deadline	4	3	0	13	1	12	61	11		29	4	138
Course Drop	Drop Course(s) After Faculty Deadline	139		36	398	60	897	2720	156		32	294	4732
Credit					6				0		0		6
Departmental/Programme Waiver	Advanced Standing: Course Substitute			1	1	4			0		0	0	6
	Advanced Standing: Course Waiver			0	0	11			0		0	0	11
	Advanced Standing: Course Transfer			0	1	36			0		0	0	37
	Course Substitution for Major or Minor Req. (s)			18	5	8			15		3	0	49
	Other		16		5	27			0		2		50
	Waiver Of Degree Credit Exclusion Legislation		5		0				0		0	0	5
	Waiver with replacement			17	0	12			0		11	0	40
	Take courses out of sequence		4		0				0		51		55
	Promotion without satisfying year requirements - Schulich				0				0		0		0
	Reduced course load - Schulich				0				0		2		2
Exemptions	Degree Exemption(s)				0				0		0		0
Extension	Deferred Standing, extension of deferred standing	5	1	3	20		82	462	24		13	143	753

Petition Type	Reason	AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
	Course extension			4	0	13			0		0		17
	Program extension				0	122			0		0		122
Grade Reappraisal	Grade Reappraisal			2	1	1	1		0	21	0	1	27
Leave	Leave of Absence				0	26			0		31		57
	LOA Medical/compassionate				0	140			0		0		140
	LOA No course available				0	71			0		0		71
	Maternity leave				0	1			0		0		1
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP	5			0	30	5		0		0		40
Other	Other				0	74	2		0		3	2	81
Overload	Course Overload	12		1	0		30	85	13		11	11	163
Readmission					49				0		0		49
Relief against failure (Osgoode)										44			44
Repeat	Repeat Failed Course		9				21		11		0	1	42
	Repeat Passed Course			1	0				0		0		1
Status	Change degree stream		30		0	20			0		0		50
	Change to full-time				0	36			0		0		36
	Change to part-time				0	98			0		5		103
	Reinstatement		26		0	217			0		0		243
	Withdrawal		5		0	30			0		1		36
	Study at a location other than York				0	16			0		0		16
Stop-out	Education only		47		0				0		0		47
Strike-related	FGS only				0	3			0		0		3
Waiver	Graduate Without Min. Req'd G.P.A.				0				0		2		2

Petition Type	Reason	AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
	Request For Waiver Of Req. Withdrawal			4	0		64	252	27		41	57	445
	Request For Waiver Of Req. Debarment			2	1		14		7		7	2	33
	Upgrade G.P.A. In Attempt To Graduate				0		16	91	1		0	0	108
	Waiver Of Degree Credit Exclusion Legislation				0		1		0		0	0	1
	Waiver Of General Education Requirement				0		7	38	0		0	0	45
	Waiver Of Honours Standing Regulations			1	0		80	166	13		0	0	260
	Waiver Of In-Faculty Requirement				0		2		0		0	10	12
	Waiver Of Major Requirement(s)				3		1		0		0		4
	Waiver Of Upper Level Course Requirements			5	0		4		0		0		9
	Other	75			0		1	55	0		0	6	137
Tuition Fees - FGS only					0	7							7
<b>Total</b>		240	151	90	503	1064	1240	3930	278	65	244	531	8336
<b>Appeals</b>		0	5	4	10	7	83	118	16	10	10	143	406
<b>Percentage of decisions appealed</b>		0.00%	3.31%	4.44%	1.99%	0.66%	6.69%	3.00%	5.76%	15.38%	4.10%	26.93%	4.87%

**Table 6**  
**STUDENT ENROLMENT AND APPEALS BY YEAR**

	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Enrolment (Heads)	54,507	54,590	53,974	52,879	52,418
Petitions	7766	7751	8261	8490	8336
Students Filing Petitions (%)	14.25%	14.20%	15.30%	16.05%	15.90%
Appeals to SAC	84	76	88	52	53
Faculty Decisions Appealed	1.08%	0.98%	1.07%	0.61%	0.64%

### **3. Annual Faculty-Level Academic Honesty Statistics, 2015-2016**

SAC includes in its annual report, statistics on Faculty considerations of charges of breaches of academic honesty. As in previous years, the majority of cases involved plagiarism and cheating. Most were resolved at the exploratory meeting stage. For 2015-2016, there were 561 reported cases of breaches of academic honesty (or about 1% of the total student body at York of 52,418 students). See Table 7 for details.

It has become apparent at hearings that some faculty members address cases informally, including imposing a penalty, without pursuing a formal charge and following procedures set out in the *Senate Policy on Academic Honesty*. The committee advises that all instances of breach of academic honesty should be dealt with formally. A penalty cannot be applied if there has been no exploratory meeting/hearing. If appropriate, minor penalties can be applied for a first instance which would leave a record which can be taken into account when deciding on penalty in case of subsequent instances. If there has been no formal finding of breach, any informal evidence of previous breaches cannot be considered in deciding on penalty. If a decision is made that there has been no breach, either before or at the exploratory meeting, then no records are kept and no reference made to it should there be any hearings on other charges.

The Senate Policy on Academic Honesty sets out penalties and these are the ones that must be used. To assign other penalties can lead to appeals of those penalties. SAC will be reviewing the Faculties' reports to determine if a broader discussion on consistency in the implementation of penalties is necessary. While each case is decided on its merits, SAC has been receiving an increasing number of appeals of the penalties assigned, with some based on the ground of inconsistent application of relevant regulations.

Faculties note that numerous resources are available to educate students about academic honesty, particularly with respect to plagiarism, but many students are not effectively accessing them. The proportion of academic honesty cases involving plagiarism remains high. In response to this concern, FGS Council passed a hortatory motion asking programs to make efforts to ensure students are connected to the necessary resources.

**Table 7**  
**ACADEMIC HONESTY CASES BY FACULTY**  
**2011-2012 TO 2015-2016**

Faculty	2011-2012 n=498	2012-2013 n=575	2013-2014 n=571	2014-2015 n=520	2015-2106 N=562
Arts, Media Performance & Design	46	12	39	12	13
Education	2	3	0	0	1
FES	25	26	11	8	12
Glendon	15	28	23	14	25
Graduate Studies	10	4	23	14	23
Health	11	66	43	35	52
Lassonde			23	21	19
LA&PS	247	326	254	297	284
Osgoode	2	2	2	3	7
Schulich	16	15	65	41	36
Science	126	97	88	75	90

**NOTE:** The numbers above refer to charges laid. Where the conclusion of an exploratory meeting was that there was no breach and no formal charge was laid, the case is not recorded.

#### 4. Policies and Procedures

In 2015-16, SAC revised its procedures to provide greater clarity for students and to streamline the process. Next year's report will address its implementation in 2016-17. In 2016-17, SAC will establish a working group to review the Guidelines for the consideration of petitions/appeals by Faculty Committees, which were approved by Senate in 1999, to clarify the roles in consideration of petitions, appeals and administrative approvals and update the guidelines to reflect current policy and technology.

In 2015-16, the Senate approved a number of new and revised policies which it is hoped will provide more options for students who are struggling to continue in their studies. As was noted above, students often petition for late withdrawal as a last resort and more options may decrease the number of petitions, particularly those for late withdrawal. These policies include the new Senate Policy and Guidelines on Withdrawn from Course Option and Senate Policy on Course Relief, and revisions to the Senate Policy on Repeating Passed or Failed Courses for Academic Credit to allow a student to repeat a passed or failed course twice.

#### 5. Hail and Farewell

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to, the Senate Appeals Committee this past year: Professors Vivian Saridakis (Chair), Dan Adler, Petros Faloutsos and Sue Winton, and our student members, Latanya Austini and Zachary Davis.

A warm welcome is extended to new members: Professors Michael De Robertis, Jan Hadlaw, Alexey Kuznetsov, Beryl Pilkington and Simone Pisana, and Mr. Ajay Rakhra and Ms Maria-Palma Zito.

*Vivian Saridakis, 2015-16 Chair*  
*Natalie Coulter, 2016-2017, Chair*

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 26 January 2017

**For Action** (Unless otherwise stated, all action items are effective FW2017-2018)

## MAJOR MODIFICATIONS

### 1. Establishment of a York-Seneca Co-Registration Option for the Honours BSc Program in Chemistry • Department of Chemistry • Faculty of Science

ASCP recommends,

**That Senate establish a York University - Seneca College co-registration option for the Honours BSc program in Chemistry housed in the Department of Chemistry, Faculty of Science, as set out in Appendix A.**

#### Rationale

York University and Seneca College have a long history of curricular cooperation which ranges from dual credential programming in Environmental Studies, to articulation agreements to upcoming partnerships in programming for the new York campus in Markham. The co-registration option in Chemistry is another example of the innovative collaborations between the two institutions.

The co-registration option gives qualified York students in the Honours BSc program in Chemistry an opportunity to concurrently take up to 15 credits of approved Chemistry, Pharmaceutical or Chemical Engineering Technology courses at Seneca to gain hands-on applied experience that will be fully credited towards their BSc degree program at York. Those York students who opt to co-register in the Seneca courses will also receive transfer credit towards Seneca's Diplomas in Chemical Laboratory Technology, Pharmaceutical or Chemical Engineering Technology should they choose any of those programs upon completion of their York BSc degree in Chemistry.

The Chemistry Department has confirmed the suitability of the ten Seneca courses for credit towards the BSc and the contribution of each to the achievement of the degree program's learning outcomes; see the mapping included in the appendix. ASCP is satisfied that the framework for the York-Seneca option is consistent with the Senate Policy and Guidelines on Co-registration Options. It has requested that the Chemistry Department monitor enrolments to gauge students' interest and success in the Seneca portion of the program and report back to ASCP after three years of its operation. Of particular interest will be whether Seneca is able to accommodate all York students interested in the opportunity. A Memorandum of Understanding between York and

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

Seneca will confirm the administrative arrangements for students co-registered in the two institutions. ASCP has approved SENE as a new rubric for the co-registration option, which will be used to identify the Seneca courses on York transcripts.

**Approvals:** ASCP 7 December 2016 • Faculty of Science Council March 2016

## **2. Changes to the PhD Program in Computer Science • Graduate Program in Electrical Engineering and Computer Science • Lassonde School of Engineering / Faculty of Graduate Studies**

ASCP recommends,

**That Senate approve the following changes to the PhD program in Computer Science:**

- **Change of the name of the degree program from “PhD in Computer Science” to “PhD in Electrical Engineering and Computer Science”**
- **Addition of fields in: Computer Engineering; Computer Science; Electrical Engineering; and Software Engineering**
- **Change in admission requirements**
- **Change in degree requirements**
- **Expansion of the time to completion requirements**

### **Rationale**

The detailed changes and the rationale for each are well articulated in the proposal attached as Appendix B. In sum the proposed changes are necessary updates of the program to reflect the scope of study and research being done, the depth of its students' academic background and the pattern of program choices they are making. The addition of the fields and departmental seminars will better support students' employment and professional training needs. The minor change to the admission requirements aligns with the new and broader degree program name and reflects current practice. The current four-year time to completion is not changing; rather timelines have been articulated for completing the qualifying examination and finalizing the dissertation proposal to better guide candidates toward meeting the program completion times.

The mapping of the degree requirements to the program learning outcomes has been updated as required.

**Approvals:** ASCP 7 December 2016 • FGS Faculty Council 10 November 2016

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

## Program Closures

### **3. Closure of the Joint York-Seneca BSc (Tech) Program in Applied Biotechnology • Department of Biology • Faculty of Science**

ASCP recommends,

**That Senate approve the closure of the Joint York University – Seneca College  
BSc (Tech) program in Applied Biotechnology.**

#### **Rationale**

The full proposal, including enrolment data, is attached as Appendix C. Enrolments in the joint program have been declining, and the Biology Department reports that the trend is for BSc (Tech) students to transfer to York's BSc program in Biology rather than complete the joint program. Both institutions agree that an Articulation Agreement between York and Seneca accommodating and routinizing the transfer students from the Applied Biotechnology (APBI) to a BSc program at York is the better vehicle over the joint program. The Articulation Agreement has been finalized by the respective Vice-Presidents Academic of Seneca and York.

Students currently in the APBI program will have to 2019 to complete the program or transfer to a BSc program in Biology at York.

ASCP commends the Department of Biology for responding to the changing status of the BSc (Tech) program by closing it and offering students an option more suited to their needs and demands.

**Approvals:** ASCP 7 December 2016 • Faculty of Science Council April 2016

## **Consent Agenda**

### **4. Changes to Degree Requirements for the Masters in Social Work Program • Graduate Program in Social Work • Liberal Arts & Professional Studies / Faculty of Graduate Studies**

ASCP recommends,

**That Senate approve changes to the degree requirements for the Masters in  
Social Work program, as set out in Appendix D.**

#### **Rationale**

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

The number of required course credits for the MSW is not changing; rather course changes are being made to provide students more structured guidance to complete the practice research paper than the existing independent study course (SOWK 6100) provides. The change in direction is made in response to the program's recent cyclical program review, in which both the external reviewers and students recommended enhancing the structure of the research paper component.

The second change is the addition of an Indigenous-focused course within the requirements. This flows from a change to the accreditation standards of the Canadian Association for Social Work Education to make an Indigenous course a mandatory component of all Social Work programs in Canada.

The mapping of the degree requirements to the program learning outcomes has been updated as required.

**Approvals:** ASCP 7 December 2016 • FGS Faculty Council 10 November 2016

### **5. Change to Degree Requirements for the BFA Specialized Honours Program in Visual Arts • Department of Visual Arts and Art History • School of Arts, Media, Performance and Design**

ASCP recommends,

**That Senate approve a change to the degree requirements for the Bachelor of Fine Arts Specialized Honours program in Visual Arts to reduce from 30 to 24 the number of required Studies credits and add the option to choose either 6 Practicum or Studies credits to keep the total number of major credits at 66.**

#### **Rationale**

The Honours BFA program in Visual Arts offers a well-rounded, interdisciplinary experience with practical studio training that is enhanced by studies in the history and theory of art. The curriculum is designed to support learning outcomes that thoroughly ground students in comparative cultural analysis and the production of imagery across a wide range of traditional and contemporary media. The proposed degree requirement change enhances the opportunity for BFA students to achieve the learning outcomes by providing the flexibility to identify whether their development and career plans would be better served by the additional practicum or studies credits.

Additionally a survey of similar BFA programs in Ontario revealed that the existing AMPD program requires a higher number of Studies courses in comparison. Students have also expressed their desire to be able to engage in more practicum courses.

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

Building flexibility in the degree structure to accommodate the option of 6 practicum credits responds to all three program planning issues and is expected to help improve program retention.

**Approvals:** ASCP 7 December 2016 • AMPD Faculty Council November 2016

### 6. Change to Admission Requirements for the Bachelor of Disaster and Emergency Management Degree Program • School of Administrative Studies • Faculty of Liberal Arts and Professional Studies

ASCP recommends,

**That Senate approve a change in admission requirements for the Bachelor of Disaster and Emergency Management degree program to add 12U Math and Data Management (MDM4U) as an option for satisfying the admission requirement for a 12U mathematics course, as follows:**

Existing Requirements:	Proposed Requirements: (Change in bold)
Ontario Secondary School Diploma ENG4U MHF4 Four additional 4U or M courses	Ontario Secondary School Diploma ENG4U MHF4 <b>or MDM4U</b> Four additional 4U or M courses

#### Rationale

The proposed broadening of the admission requirements was a recommendation from the recent Cyclical Program Review of the Disaster & Emergency Management programs. Upon discussion, the program concurred that the Math and Data Management course aligns well to the BDEM curriculum and degree requirements and should be an option alongside the 12U Advanced Functions (MHF4) course as an admissions requirement. This change may help boost program interest and enrolments without affecting program quality.

**Approvals:** ASCP 11 January 2017 • FGS Faculty Council 1 December 2016

## For Information

### a. Minor Modifications to Curriculum

The following proposals have been approved by ASCP:

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

## **Glendon**

Minor changes to the Certificate in Technical and Professional Communication, School of Translation

Establishment of LYON as a new rubric for the York-EM Lyon Dual Credential BBA – ILST program, Department of International Studies

## **Health**

Minor changes to the degree requirements for the Specialized Honours BA and BSc programs in Global Health

## **Liberal Arts & Professional Studies**

Minor changes to the degree requirements for the BSW program, School of Social Work

Minor changes to the degree requirements for the Honours BA program in Children's Studies, Department of Social Science

Minor changes to the degree requirements for the 90-credit BA in Linguistics, Department of Languages, Literatures and Linguistics

Adoption of DEMS as a rubric for the Bachelor of Disaster & Emergency Management program (in addition to use by the graduate programs), School of Administrative Studies

## **Science**

Minor change to the requirements for the Honours Minor degree option in Biology, Department of Biology

## **b. Editorial Amendment to the Senate Policy and Guidelines on Withdrawn From Course (W) Option**

The Senate Policy and Guidelines on Withdrawn from Course Option (the "W") was approved by Senate in February 2016 and took effect this academic year, FW 2016-2017. In the Guidelines, one of the circumstances for Petitions Committees to grant removal of a course from the transcript is (i) Removal on grounds of non-participation in a course. The intention was to include an option within the Guidelines to correct an error either on the part of the student or the University regarding a student's enrolment in a course. That intention is expressly stated in the preamble of the Guidelines.

Advice was received from Faculties to repeat the existing preamble text "to correct an error" in the title of Section (i) of the Guidelines to make certain the circumstances for committees to grant a petition on that ground. ASCP concurred with this editorial change in order to enhance the clarity of the legislation. As revised, the full title is (i)

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

**Removal on grounds of non-participation in a course to correct an error.** The policy and revised Guidelines are attached as Appendix E.

## **c. Adoption of a Three-year Timeframe for Sessional Dates**

Consistent with the Guidelines articulated in the Senate Policy on Sessional Dates and the Scheduling of Examinations, the University Registrar determines the sessional dates for each academic term. The policy is silent on the timeframe for setting and announcing the dates. The long standing practice has seen the Registrar prepare them approximately one year in advance, consult with ASCP on the proposed dates which, in turn, reports them to Senate usually in late autumn for the next summer and Fall-Winter sessions.

The Schulich School of Business recently recommended that the University adopt a three-year time frame for setting the University's sessional dates, citing the advantages the longer horizon affords, which includes better planning capability for Faculties and programs, faculty members and students. With input and advice from the University Registrar ASCP discussed the operational change. Ms Altilia reported that several Ontario universities have moved or are planning to move in this direction for the greater planning certainty it provides the institution and students. Those universities that have set multi-year sessional dates have found the practice effective and beneficial. The Registrar enthusiastically supports the proposed change at York and, with the ability to revise dates as necessary being maintained, sees no obstacle to the new timeframe from an implementation perspective.

ASCP concurred with the operational change and, like Schulich, agreed that three years is an appropriate horizon for the exercise. The sessional dates for 2017-2018 year were conveyed to Senate last October. ASCP anticipates bringing forward the dates for the following two years, FW 2018-19 and 2019-2020, in February.

Lisa Farley, Chair

## **Establishment of a York-Seneca Co-Registration Option within the Honours BSc Program in Chemistry**

York University and Seneca College have a long history of curricular cooperation which ranges from dual credential programming in Environmental Studies, to articulation agreements to upcoming partnerships in programming for the new York University campus in Markham. The co-registration option in Chemistry is another example of the innovative collaborations between the two institutions.

### **Framework of the Co-Registration Option**

The proposed co-registration option will allow York University students enrolled in the Honours BSc program in Chemistry to concurrently enrol in a maximum of 15 credits at Seneca College for credit towards their degree program at York. The Co-registration program is consistent with the terms of the *Senate Policy and Guidelines on Co-registration Options*. Specifically the framework of the Option is as follows:

- Continuing students in the BSc Honours Program in Chemistry who have completed at least 24 credits at York are eligible to enrol in one full-time term at Seneca in the Chemical Laboratory Technology, Chemical Laboratory Technology - Pharmaceutical or Chemical Engineering Technology programs. Students participating in the co-registration will option will enrol in a minimum of 6 credits to a maximum of 15 credits.
- The co-registration option is not open to York students registered in the Specialized Honours BSc program in Chemistry
- Courses available for the co-registration option have been confirmed by York and Seneca; they are set out in Appendix A.
- Courses taken by York students in this co-registration option will appear on the York University transcript and will be explicitly identified as Seneca courses through the use of the rubric SENE. The course title from Seneca will appear on the York transcript.
- Courses taken as part of the co-registration option will be calculated into the sessional and overall grade point average at York (but not included in the major GPA calculation)
- Final grades achieved in Seneca courses taken by York students will be converted from the Seneca grading scale to the York undergraduate grading scale (9.0) according to established correlations used by the Office of the University Registrar
- Courses taken at Seneca do not satisfy York University's residency requirements
- Courses taken at Seneca are not eligible to be graded on a Pass/Fail basis
- The Senate policy on *Repeating Passed or Failed courses for Academic Credit* applies to courses taken through this co-registration option
- The Senate Policy on Academic Honesty applies to the Seneca courses taken through this option
- Requests for grade reappraisals in the Seneca courses taken through this option will be dealt with by Seneca
- The Withdrawn from Course Option (W) is not applicable to courses taken at Seneca

- Petitions for waiver of Seneca academic regulations or deadlines pertaining to Seneca courses shall be considered by the Faculty of Science through the existing petitions process.

### **Rationale**

The York-Seneca option will allow qualified York students to get valuable hands on experience in instrument-intensive lab work, industrially relevant standards, protocols and practices (compliant with "Good Laboratory Practices" and "Good Manufacturing Practices" certifications) within a select group of courses offered at Seneca College while co-registered there for one term.

The option will contribute to students' experience by providing them with a hands-on experience with industrial instrumentation and industry best practices and standards that is simply not available at York. This combination will provide York BSc graduates a greater competitiveness for employment in industry, especially in the quality assurance departments of manufacturers (e.g., in the food, cosmetic, pharmaceutical or materials sectors).

The Chemistry program has reviewed each of the courses available for the co-registration option in Appendix A. It is satisfied that they are appropriate as university-level instruction and contribute to the program learning objectives of the Honours Major Chemistry program. The learning outcomes for the Seneca courses in the co-registration option have been mapped to the Chemistry PLOs for that program; see Appendix B. In addition, the Faculty of Science Council has approved each as new York courses bearing the provisional rubric SC/SENE. These new courses also bear appropriate course numbers that reflect the university level as well as the Seneca course titles and descriptions, the Seneca prerequisites (for those that have transferred from Seneca to York) and York equivalents, as well as course credit exclusions with York courses. In fact, three of the Seneca courses of Appendix A have been approved as course credit exclusions of existing York courses. In that approval process, the Faculty's Curriculum Committee has verified that their learning outcomes and their evaluation schemes are consistent with Science practice and standards.

The Chemistry program anticipates that this new option will bolster incoming enrolments, student engagement, retention and satisfaction, as well as greatly facilitating employment opportunities upon graduation. This enhanced employability can only enhance our reputation as a program and as a University in the eyes of both employer and alumni, and advance relationships with alumni. It is also anticipated that Seneca graduates will be more enticed to come to York after their diplomas as they will earn transfer credits towards an Honours BSc degree.

York currently has an Articulation Agreement with Seneca College. Through that arrangement York BSc Chemistry graduates are able to register in Seneca's Chemical Laboratory Technology, Chemical Laboratory Technology - Pharmaceutical or Chemical Engineering Technology diploma programs with Advanced Standing in a defined set of Seneca courses. In the reverse direction, Seneca 2- and 3-year diploma graduates are

awarded Advanced Standing in a collection of York courses when admitted into the BSc program in Chemistry. By either sequence, students earn a combination of a diploma and a BSc degree that normally takes a student 5 years to complete.

The proposed Chemistry co-registration option will enable students to receive strong practical skills training and industry knowledge from the Seneca diploma courses to complement the degree learning outcomes of the BSc in Chemistry program in 4 years of study, which should be a very attractive option for students over completing the programs consecutively at the two institutions.

It is important to point out that Seneca College has a similar option with the Biological and Pharmaceutical Chemistry program at Guelph University (<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c10/c10bsc-bpch.shtml>). Guelph students in that program have the option to register in XSEN courses at Guelph then to move to the Seneca@York campus in the Winter term of their third year, having selected 5 of 7 choices. Guelph typically sends 10-12 students annually to participate in that option. We consider that our greater proximity and greater flexibility (our co-registration option calls for 2-5 courses among 10 choices) will be even more attractive to our students.

The Faculty of Science currently houses the *Joint York/Seneca BSc (Tech) Program* in Applied Biotechnology. In that program students who have completed 2.5 years of the Biotechnology Technologist (Research) program at Seneca can transfer to the BSc (Tech) degree in Applied Biotechnology at York. They are awarded 45 transfer credits and are required to complete 45 additional credits at York (normally another 1.5 years) for a net 4-year program. Unfortunately, this program has not attracted many students and its enrolments have been declining since 2009; a separate proposal to close the program is proceeding in tandem with this co-registration proposal.

Eager to ensure the proposed Chemistry Co-registration option is successful, the Faculty carefully reviewed the challenges encountered by the Applied Biotechnology program. The source of the difficulty for the latter program has been identified as its structure. In sum, having students move from the vocation-oriented Seneca program into upper level conceptual / theoretical courses of the York degree program has not been without challenges for many students. The structure of the co-registration option for the Chemistry is significantly different and the program is confident that York's students will be well prepared to step into the Seneca courses for one term in their third year and transition back to York for completion of the fourth year of the degree program.

In accord with the Senate Guidelines for Co-Registration Options, the Chemistry option would be restricted to Honours BSc students who have completed at least 24 credits at York and maintained Honours standing in their program. Students would take up to 15 credits (5 half-courses) in one term while co-registered at Seneca College. Students would use the co-registration option in their third-year to ensure that they have sufficient background. Those students who fall below Honours standing would be automatically transferred to the 90-credit BSc program.

*Memorandum of Understanding with Seneca College*

A *Memorandum of Understanding* (MOU) will be established between York and Seneca confirming the administrative arrangements that will enable the co-registration option (i.e., a commitment from Seneca to facilitate space in the courses for York students, registration, payment of tuition fees, transfer of grades, etc.). Enrolment, registration and grades uploading will be managed collaboratively by the Registrar's Offices. York University will ensure students have the appropriate prerequisites.

Seneca College offers its diploma programs according to demand with three possible start dates a year. There is very little flexibility in course scheduling once a diploma program has started: the courses that are part of a particular program are strictly scheduled for the current cohort according to the term in which the course is intended to appear after the start date. Therefore, Seneca College cannot guarantee that all of the SC/SENE equivalents will always be available in Winter terms, the term that is targeted for York students. If demand from York students for a particular SC/SENE course is modest, Seneca will accommodate them in the seats available within its planned offerings. If demand for a particular course is high enough, they will consider mounting a new offering / section of the course for our sole purposes (they have more agility in this regard than York typically has). The Chemistry department at York and Seneca's School of Biological Sciences & Applied Chemistry have committed to management of this co-registration to facilitate course enrolments for York students as necessary. Hence, enrolments will be by permission, and permission will follow eligibility, prerequisite and availability checks.

## Appendix A

### **Courses approved for the York Chemistry-Seneca College Co-registration Option.**

The following have been approved by the Department of Chemistry and the Faculty of Science Curriculum Committee and Faculty Council. Additional courses may be considered in the future. That approval includes approval of the Learning Outcomes and Evaluation schemes for each course.

The SC/SENE courses are those slated to appear on the enrolment website and on transcripts. The titles and descriptions are identical to those at Seneca under the indicated Seneca course rubrics and numbers, and reproduce the Seneca prerequisites and course credit exclusions. As well, the course pre-requisites specified in the Seneca listings are matched in the SC/SENE descriptions with York equivalents but, where there are none, Seneca has indicated that York students would be exempted from such prerequisites that York cannot deliver.

The course credit exclusions for the SC/SENE courses, where they exist, include both Seneca and York courses, as applicable and appropriate.

Seneca course	Course Title	York course	York CCE
TAC333	Techniques in Analytical Chemistry	SC/SENE 2081 3.0	SC/CHEM 3080 4.0
TAC357	Techniques in Analytical Chemistry	SC/SENE 2082 3.0	SC/CHEM 3080 4.0
CMI333	Chemical Instrumentation	SC/SENE 2083 3.0	
PHA333	Pharmaceutical Analysis	SC/SENE 2084 3.0	
EII533	Environmental Impact of Industrial Processes	SC/SENE 3072 3.0	
PHT533	Pharmacology and Applied Toxicology	SC/SENE 3073 3.0	SC/CHEM 2550 3.0
PFF633	Pharmaceutical Product Formulations	SC/SENE 3074 3.0	
CMI533	Chemical Instrumentation	SC/SENE 3083 3.0	
PHA533	Pharmaceutical Analysis – Advanced	SC/SENE 3084 3.0	
PTC633	Polymer Technology	SC/SENE 3091 3.0	SC/CHEM 3090 3.0

### Contributions to Program Learning Outcomes

The PLOs are modeled on UUDLEs. Those that have primed sub-categories are particular to Honours programs.

UUDLE	Outcome	Met with
I. Acquisition of a fundamental understanding of the discipline of chemistry.	c. the ability to apply learning from other areas (e.g. math, physics)	CHEM 1000, 1001, 2011 & 2080 <b>and electives, including SENE courses*</b>
	d. the ability to carry out basic chemical laboratory activities safely and reliably	CHEM 1000, 1001, 2020, 2080, 3000 & 3001 <b>or SENE courses*</b>
II. Acquisition of critical thinking skills.	b. the ability to collect, organize, analyze, interpret and present quantitative and qualitative data in specialized areas of chemistry	additional 3000/4000-level CHEM <b>and SENE*</b> electives
III. Acquisition of problem-solving skills.	b. the ability to identify appropriate experimental approaches to answering questions consistent with the scientific method in at least three sub-disciplines and other chosen areas	3000/4000-level CHEM <b>and SENE*</b> courses
IV. Acquisition of the skills associated with speaking and writing effectively and clearly for a diversity of audiences both within and beyond the discipline.	a. the ability to communicate basic chemical concepts to peers and to a scientific audience (orally and in writing)	CHEM 3000, 3001 and 3000/4000-level electives, <b>including SENE courses*</b>
	a. the ability to communicate chemical information, arguments and analyses accurately and reliably to a range of audiences (orally and in writing)	3000/4000-level CHEM <b>and SENE*</b> courses
V. Acquisition of interpersonal and professional skills.	a. the ability to effectively work with others in laboratory and class settings	all lab courses, <b>including SENE courses*</b>
	b. initiative, personal responsibility and accountability in laboratory and class settings	
	c. behaviour consistent with academic integrity and social responsibility	all courses, <b>including SENE courses*</b>

\* SC/SENE courses approved for the York Chemistry-Seneca College co-registration option

## Major Modifications Proposal

1. **Program:** Electrical Engineering and Computer Science
2. **Degree Designation:** PhD
3. **Type of Modification:**

This proposal presents a modification of an existing program with the aim of keeping the program relevant, current and sustainable. In particular, the following modifications are proposed.

- Change of the name of the degree program from “PhD in Computer Science” to “PhD in Electrical Engineering and Computer Science.”
- Introduction of the following fields: Computer Engineering, Computer Science, Electrical Engineering, and Software Engineering.
- Change of the admission requirements.
- Change of the degree requirements.
- Expansion of the time requirements.

4. **Effective Date:** Fall 2017

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

A. Change the name of the degree program from “PhD in Computer Science” to “PhD in Electrical Engineering and Computer Science.”

B. Introduction of the following fields: Computer Engineering, Computer Science, Electrical Engineering, and Software Engineering.

C. Changes of the admission requirements.

(1) Instead of “Applicants must have an MSc degree equivalent to the MSc Computer Science degree (thesis option) at York University” it is required that “Applicants must have a Masters’ degree in Computer Engineering, Computer Science, Electrical Engineering, Software Engineering or closely related field, which is equivalent to the MSc degree in Computer Science (thesis option) or the MASc degree in Electrical and Computer Engineering degree at York University.”

(2) A breadth statement is not required any more as part of the application.

D. Changes to the degree requirements.

(1) The breadth and depth requirements related to the graduate courses are dropped.

(2) Each term, students are required to attend departmental seminars.

(3) Each fall and winter term, students have to attend at least one professional

development workshop.

E. Expansion of the time requirements.

**6. Provide the rationale for the proposed changes.**

A. A few years ago, the “Department of Computer Science and Engineering” was renamed to “Department of Electrical Engineering and Computer Science” to reflect the fact that expertise of its members spans from Electrical Engineering to Computer Science. Currently, the Graduate Program in Electrical Engineering and Computer Science has a PhD degree in Computer Science. However, the program has PhD students doing their research on topics ranging from Electrical Engineering to Computer Science, under the supervision of members of our graduate program with expertise ranging from Electrical Engineering to Computer Science. Therefore, it is proposed to modify the name of the degree program from “PhD in Computer Science” to “PhD in Electrical Engineering and Computer Science.” The norm is to have separate programs in Computer Science and in Electrical and Computer Engineering. However, there are a few exceptions in North America with a combined program, such as the University of California at Berkeley.

B. The proposed PhD in Electrical Engineering and Computer Science covers a wide spectrum consisting of Electrical Engineering, Computer Engineering, Software Engineering and Computer Science. It is sometimes essential for students to have their field of specialization indicated on their transcript in order to successfully secure a job or work permit. Therefore, it is proposed to introduce the following fields: Computer Engineering, Computer Science, Electrical Engineering, and Software Engineering. Note that none of the admission or degree requirements is specific to a particular field. The qualifying exam, the dissertation proposal and the dissertation cover topics within the field.

C.

(1) Since the proposed PhD in Electrical Engineering and Computer Science covers not only Computer Science, but also Computer Engineering, Electrical Engineering and Software Engineering, we propose to adjust the admission requirements so that students with a Master’s degree in Computer Engineering, Electrical Engineering, Software Engineering or a closely related field are also admissible. This reflects our current admission practices.

(2) Currently, very few students provide a breadth statement as part of their applications. Therefore, it is proposed to drop this requirement. This proposed change has minimal resource implications (see item 11).

D.

(1) In the last decade, not a single student in our program had to take additional courses to satisfy the breadth and depth requirements. This is not a surprise since students admitted to our program have completed a Master’s degree in Computer Engineering, Computer Science, Electrical Engineering, Software Engineering or a closely related field. Therefore, we propose to simplify our degree requirements by dropping the breadth and depth requirements. Note that the depth and breadth of the students’ background will be evaluated during their qualifying examination. Thus the proposed change in degree requirements does not represent a change

in the program standards with respect to a students' background. This proposed change has minimal resource implications (see item 11).

- (2) By requiring students to attend departmental seminars, they are exposed to research outside their area and, hence, increase their breadth. This requirement will also contribute towards research intensification in the department. This proposed change has minimal resource implications (see item 11), but is not expected to have any impact on the time to completion.
- (3) Developing professional training opportunities for graduate students is one of the action items of Lassonde's Integrated Resource Plan. To contribute towards this action item, it is proposed that students are required to attend professional development workshops. Relevant workshops are provided by the Faculty of Graduate Studies, Mitacs, Lassonde's Co-op program, York's Teaching Commons and the graduate program. Short online professional development courses, as provided by coursera and edX can also be used to satisfy this degree requirement. This proposed change has resource implications (see item 11), but is not expected to have any impact on the time to completion.

E. These time requirements were already present in the program's PhD student progress reporting policy which was approved by the program on February 6, 2015.

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

In light of the University Academic Plan, York's Plan for the Intensification and Enhancement of Research and the Faculty of Graduate Studies Integrated Resource Plan, this proposal directly speaks to research intensification and an expansion of engineering. Both themes are also key ingredients of the Provostial White Paper. According to York's Strategic Mandate Agreement, engineering is one of the proposed areas of growth. Engineering, as well as Computer Science also feature prominently in York's Strategic Research Plan.

In Lassonde's Strategic Research Plan, research in Electrical Engineering, as well as in Computer Engineering, Computer Science and Software Engineering, features prominently. This proposal addresses the intensification of research in those fields by establishing studies in Computer Engineering, Electrical Engineering and Software Engineering at the doctoral level. The integration of Electrical Engineering into Lassonde's graduate programs, which this proposal addresses, is one of the objectives of Lassonde's Integrated Resource Planning. Also in the Departmental Five-Year Plan, the integration of Electrical Engineering at the graduate level is one of the key objectives.

**8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).**

As part of this proposal, program learning outcomes and a mapping of the requirements to these program learning outcomes have been developed. These can be found in Appendix B.

**9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide**

**individual statements from the relevant program(s) confirming consultation and their support.**

The proposed changes do *not* impact other programs.

Students and faculty members of the Graduate Program in Electrical Engineering & Computer Science were consulted on several occasions. On September 23, 2016 the faculty members of the program voted unanimously in favor of this proposal.

**10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.**

The changes to the admission requirements can be found in part C of item 5. These are consistent with the changes proposed in part A and B of item 5. Since the program learning outcomes have been developed as part of this proposal (see Appendix B), no revision of them has taken place.

**11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

A minimal increased need for resources related to the introduction of the new degree requirements (the attendance of departmental seminars and professional development workshops needs to be monitored by the graduate program assistant, two professional development workshops need to be given by the graduate program director) is offset by a minimal decrease in need for resources by dropping the admission requirement of a breadth statement (which will lessen the burden on the admission committee) and the degree requirement of breadth and depth related to the graduate courses (which does not need to be monitored any more by the graduate program assistant).

**12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

Apart from the introduction of the seminars and professional development workshops, the mode of delivery of the program does *not* change. Seminars are usually one hour in duration. On average, there is a departmental seminar every other week. Information about the Faculty of Graduate Studies workshops can be found at the URL [gradstudies.yorku.ca/current-students/enhancing-your-experience/graduate-professional-skills](http://gradstudies.yorku.ca/current-students/enhancing-your-experience/graduate-professional-skills). Information about the Mitacs workshops can be found at the URL [www.mitacs.ca/en/programs/step/step-workshops](http://www.mitacs.ca/en/programs/step/step-workshops). Information about the workshops of Lassonde's Co-op program can be found at the URL [lassondecoop.com/student/resources.htm](http://lassondecoop.com/student/resources.htm). Information about the workshops of the Teaching Commons can be found at the URL <http://teachingcommons.yorku.ca/graduate-students/courses-workshops-and-events/workshops>. Information about short online professional development courses can be found at the URLs <http://www.coursera.org> and <http://www.edx.org>. At the URL <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/> a short online course on research ethics can be found.

**13. Is the assessment of teaching and learning within the program changing? If so,**

**comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.**

Two new degree requirements are proposed: attendance of departmental seminars and completion of professional development workshops. Students have to complete a progress report each term. Each year, one of those three reports is the annual progress report which is evaluated by the supervisory committee. The other two are evaluated by the supervisor. All reports are reviewed by the graduate program director. Students have to document both the attendance of departmental seminars and the completion of professional development workshops in their progress reports by providing the relevant details and a short summary for each seminar and workshop. The former is associated with the program learning outcome “analyze and evaluate ideas presented by other researchers.” The latter is associated with the program learning outcomes “evaluate how ethical, social, environmental, legal and regulatory influences may affect one’s research” and “evaluate how non-compliance with relevant laws, regulations and intellectual property guidelines create risks in managing one’s research.” Both degree requirements are assessed (pass or fail) by the supervisor or supervisory committee when they meet with the student to discuss the progress report. If a student does not attend at least 50% of the departmental seminars (requirement D(2)) for a given term, the student receives a warning and needs to attend additional seminars next term to reach at least 50% of the departmental seminars of that given term and the next term. If a student does not meet requirement D(3) for a given term, the student receives a warning and needs to attend one extra workshop in the next term. If the student does not meet this amended requirement, then the student will be withdrawn from the program.

For the remainder, the assessment of teaching and learning within the program does *not* change.

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

Current students may follow the existing regulations. However, they have the opportunity to select a field in the fall of 2017. Furthermore, they are encouraged to satisfy the new degree requirements, described in part D(2) and D(3) of item 5, as those contribute to their breadth and professional development (see program learning outcomes).

**15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

This comparison can be found in Appendix A.

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The PhD degree in Electrical Engineering and Computer Science extends the skills associated with the Master's degree and is awarded to students who have demonstrated the degree level expectations described in the following table. This table contains

- the degree level expectations as specified by the Ontario Universities Council on Quality Assurance,
- the description for each degree level expectation provided by the Ontario Universities Council on Quality Assurance,
- the program learning outcomes for each degree level expectation, and
- the degree requirements associated with those program learning outcomes.

**1. Depth and breadth of knowledge**

*A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.*

- A. Review, analyze, assimilate and interpret a body of scientific literature in a number of areas, some of which are outside but pertinent to the research being undertaken.
- B. Identify gaps in the literature and opportunities for new research.
- C. Apply the techniques (mathematical, scientific, engineering, experimental) pertinent to the research being undertaken.

- A. Courses, qualifying exam, industrial internship, teaching practicum, and dissertation.
- B. Dissertation proposal.
- C. Courses, qualifying exam, and dissertation.

**2. Research and scholarship**

- a) *The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;*
- b) *The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and*
- c) *The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.*

- A. Identify novel and significant open research problems. (a)
- B. Design a research plan to tackle such a research problem. (a)
- C. Define and defend a research method that addresses such a research problem. (a)
- D. Discuss how applications of the research findings might impact the field. (a)
- E. Strategize how to address unforeseen outcomes of research by developing new methods within the field. (b)
- F. Formulate possible approaches to solving such a research problem and decide upon an appropriate approach by comparing them in relation to the issues relevant to the problem. (b)
- G. Analyze and evaluate ideas presented by other researchers. (c)
- H. Select appropriate methods for validating research results. (c)

- A. Dissertation proposal and dissertation.
- B. Dissertation proposal and dissertation.
- C. Dissertation.
- D. Dissertation.
- E. Dissertation.
- F. Dissertation.
- G. Seminars and dissertation.
- H. Dissertation proposal and dissertation.

**3. Level of application of knowledge**

*The capacity to:*

- a) *undertake pure and/or applied research at an advanced level; and*
- b) *contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.*

- A. Conduct independent research appreciating the limitations of one's knowledge and seeking support and advice when warranted. (a)
- B. Identify and formulate research problems. (a)
- C. Solve research problems using established methods or new variations of those methods. (a)
- D. Develop academic or professional skills. (b)

- A. Dissertation.
- B. Dissertation.
- C. Dissertation.
- D. Industrial internship and teaching practicum.

<b>4. Professional capacity / autonomy</b>
<ul style="list-style-type: none"> <li>a) <i>The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</i></li> <li>b) <i>The intellectual independence to be academically and professionally engaged and current;</i></li> <li>c) <i>The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</i></li> <li>d) <i>The ability to evaluate the broader implications of applying knowledge to particular contexts.</i></li> </ul>
<ul style="list-style-type: none"> <li>A. Accept responsibility for one's research. (a)</li> <li>B. Evaluate individual progress towards meeting degree requirements and timelines. (a)</li> <li>C. Before engaging in academic debate, evaluate the relevant literature to remain up-to-date on findings in the field. (b)</li> <li>D. Evaluate how ethical, social, environmental, legal and regulatory influences may affect one's research. (c)</li> <li>E. Evaluate how non-compliance with relevant laws, regulations and intellectual property guidelines create risks in managing one's research. (c)</li> <li>F. Evaluate the implications of applying knowledge in an industrial or academic setting. (d)</li> </ul>
<ul style="list-style-type: none"> <li>A. Dissertation.</li> <li>B. Yearly progress report.</li> <li>C. Qualifying exam.</li> <li>D. Professional development workshops.</li> <li>E. Professional development workshops.</li> <li>F. Industrial internship and teaching practicum.</li> </ul>
<b>5. Level of communications skills</b>
<i>The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</i>
<ul style="list-style-type: none"> <li>A. Present material in a coherent and organized way, using an appropriate combination of media, to a variety of audiences.</li> <li>B. Listen carefully and gather feedback and opinions.</li> <li>C. Debate one's research position.</li> </ul>
<ul style="list-style-type: none"> <li>A. Courses, professional development workshops, qualifying exam, industrial internship, teaching practicum, dissertation proposal, and dissertation.</li> <li>B. Courses, professional development workshops, qualifying exam, dissertation proposal, teaching practicum, dissertation proposal, and dissertation.</li> <li>C. Dissertation.</li> </ul>
<b>6. Awareness of limits of knowledge</b>
<i>An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</i>
<ul style="list-style-type: none"> <li>A. Revise the research methodology to account for limitations of the original approach.</li> <li>B. Recognize the importance of consultation with experts in the field.</li> <li>C. Develop a realistic appreciation of one's own strengths and weaknesses in research.</li> </ul>
<ul style="list-style-type: none"> <li>A. Courses, qualifying exam, dissertation proposal, and dissertation.</li> <li>B. Courses, qualifying exam, dissertation proposal, and dissertation.</li> <li>C. Courses, qualifying exam, dissertation proposal, and dissertation.</li> </ul>

Note that no specific courses are associated with the program learning outcomes. The supervisor plays a crucial role in the selection of the courses. Students have to submit a course selection form at the start of their studies. Each term, students have to complete a progress report. Both are used to monitor that students achieve the program learning outcomes.

**Faculty of Science  
Department of Biology**

**Proposal to Close the Joint York/Seneca BSc (Hech) Program in Applied  
Biotechnology**

**Proposal**

We are proposing to close the Joint York/Seneca BSc(tech) Program in Applied Biotechnology (APBI Program), with the intent to replace it with an articulation agreement between the Seneca Biotechnology Advanced Program and the York BSc Biology program (Keele campus).

Effective Date: September 2017

**Rationale**

The program was designed as a pathway between college and university at a time when such pathways were rare. Students complete 5 of 6 semesters of the Biotechnology Advanced Program at Seneca, then transfer to York in January and complete 3 semesters to obtain a BSc (Hech) in Applied Biotechnology. While students are generally successful at York (Appendix A), there is increasing interest in completing the BSc Biology degree rather than the APBI degree, and students are regularly moving out of the APBI program and into the BSc Biology program.

Rationale for closure:

- Improvements in pathways between colleges and universities render this program largely obsolete.
- Enrolments are below the maximum allowed (15-20) and on the decline (see Appendix).
- We are told by Seneca colleagues anecdotally that the BSc Biology is the program of choice and a more valuable degree for their students. Some students are opting to complete their Seneca program and then transfer directly to the BSc Biology.
- Transfer requests from APBI to BSc Biology are now very common, indicating students are increasingly using the program as a pathway to the BSc program.
- The change is likely to recruit higher quality students who are currently opting for BSc pathways from Seneca to other Universities such as Guelph and Lakehead.
- Replacing APBI with a direct articulated pathway to the BSc program will eliminate unnecessary administration and improve the student experience.

**Alignment between the program changes with Faculty and/or University academic plans and implications for the quality and diversity of academic programming**

Currently we have at least three categories of Seneca students from the Advanced Biotechnology Program in our department: APBI students, students who transferred from APBI to BSc Biology, and students who have transferred directly from Seneca to the BSc Program. These distinctions have resulted in ongoing confusion and inconsistencies in the transfer credit

and course waivers among these groups, which has negatively impacted the student experience and generated additional administrative and advising workload.

This closure, replaced with a more effective transfer tool, will improve student mobility between college and university, strengthen the York-Seneca partnership, improve the student experience, and decrease administrative complexity.

### **Consultation and Impact**

This proposal was developed in consultation with Seneca and the Office of the Vice Provost Academic. We have been working with Dr. Michael Gadsden (Seneca faculty member) and previously with Karine LaCoste (York Seneca Partnership Manager). Seneca is supportive of the proposal.

No new resources are required. There will be no impact on other York/Seneca units or faculty members.

### **Summary of how students currently enrolled in the program will be accommodated.**

Students currently enrolled in the APBI program will be permitted to complete their program, and will be given the option of transferring into the BSc program. Students will be expected to have completed their program by Fall 2019.

## Appendix A. APBI Program Data 2009-2014

### Integrated Academic Program Information data Sheet

Faculty: SC Program: Applied Biotechnology  
 Level: Undergraduate Program ID: SC-UG-APBI

A. Admissions (Academic Year)	2008	2009	2010	2011	2012	2013	2014 *	Trend
1.0 Applications		11	7	9	11	2	5	
1.3 Applications 105-Domestic		11	7	8	11	2	3	
1.4 Applications 105-International				1			2	
2.0 Offers		11	6	6	10	2	5	
2.3 Offers 105-Domestic		11	6	5	10	2	3	
2.4 Offers 105-International				1			2	
3.0 Accepts		10	6	6	9	2	5	
3.3 Accepts 105-Domestic		10	6	5	9	2	3	
3.4 Accepts 105-International				1			2	
4.0 Registrations			6	5	7	2	5	
4.3 Registrations 105-Domestic			6	4	7	2	3	
4.4 Registrations 105-International				1			2	
*Note: For 2014 the admission information is incomplete as it only includes summer 2015 information up to March 17, 2015. Complete 2014 information that includes all of the Summer 2015 activity will be available in September 2015 once the summer cycle is complete.								
B. Enrolment Heads Home (Nov. Count)	2008	2009	2010	2011	2012	2013	2014	Trend
1.0 Major1 Total	6	6	10	8	7	8	6	
1.2 Continuing	6	6	10	8	7	7	6	
1.4 Reactivated						1		
C. Enrolment FTEs Home (Fiscal Year)	2008	2009	2010	2011	2012	2013	2014	Trend
1.0 Total Home FTEs	8	11	12	9	11	11	8	
1.1 Eligible FTEs	7	11	12	9	9	10	7	
1.2 Ineligible Visa FTEs	1			0	1	0	1	
2.2 FTEs taken from diff resp prog, same Faculty	6	8	11	8	8	9	6	
2.3 FTEs taken from diff Faculty	2	3	2	1	2	2	2	
F. Degrees Awarded (Calendar Year)	2008	2009	2010	2011	2012	2013	2014	Trend
2.0 90 Credit Degree	3	6	4	3	5	2	1	

Year	New Students
2009	9
2010	6
2011	6
2012	7
2013	3
2014	5
2015	2

Data from Undergraduate Office as of March 2014:

Of the 57 students who have come over through this articulation since 2004:

3 have not completed a degree

30 have completed the APBI degree

7 have switched to and completed an honours BSc Biology (at least 2 are now graduate students in the dept.)

12 are in APBI in progress

5 are in Honours BSc Biology in progress.

## **Appendix B. Note of Support from Seneca College**

**From:** Ranjan Bhattacharya

**Sent:** Wednesday, November 18, 2015 6:37 PM

**To:** Michael Gadsden

**Cc:** Paola Battiston

**Subject:** RE: Proposal to retire APBI and formalize and Articulation agreement between Seneca Advanced Biotech and Honours BSc Biology - draft

Hi Michael,

Paola and I had a chance to speak regarding this opportunity a bit earlier today. It is definitely something we should pursue. I will leave it to the experts to work on the details. Once complete, we can take it through our approvals process to formalize.

Thanks for your work on this.

Regards,

Ranjan

Ranjan Bhattacharya

Dean, Faculty of Applied Science and Engineering Technology

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## Change to Program/Graduate Diploma Academic Requirements Proposal Template

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*The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).*

### **1. Program/Graduate Diploma: Social Work / MSW**

### **2. Effective Session of Proposed Change(s): Fall 2017**

### **3. Proposed Change(s) and Rationale**

*The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:*

#### **a) A description of the proposed change(s) and rationale, including alignment with academic plans.**

The School of Social Work proposes to expire SOWK 6100 as a degree requirement. The change is made upon our recent Graduate Program QAF self-study (2014-15) and external review (2016). Feedback from students and the external reviewers indicated students' need for a more structured guidance to complete their practice research paper, than the existing format of an independent study in SOWK 6100. The learning objectives and outcome of this course have been transferred to SOWK 5450 in order to allow students to complete their Practice Research Paper in a more structured and timely manner with both instructor and peer support through two courses (SOWK 5250 & SOWK 5450) over two consecutive terms.

The outstanding 3 credits degree requirement resulting from the expiry of SOWK 6100 will be taken up by the course SOWK 5976 Indigenous Worldviews and Implications to Social Work which will be changed from an elective course to a core course (note: program requirement change for SOWK 5976 will be submitted to FGS for approval shortly). This is in response to the motion passed at the Canadian Association for Social Work Education annual general meeting in June 2015 recommending a revision of the accreditation standard to require a mandatory Indigenous-focused course in all social work programs. For consistency of course numbering, this course is also proposed to be re-numbered to SOWK 5550. [Note: all SOWK 59\*\* series are elective courses.]

#### **b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.**

The learning outcomes of SOWK 6100 have been transferred to SOWK 5450. Students will receive more structured support in a seminar format from both instructor and peers to complete their practice research paper through two courses (SOWK 5250 & SOWK 5450) over two consecutive terms. This change will continue to support the achievement of the MSW program learning objectives in "creating opportunities for students to study specialized, advanced practice and to experience applied research".

#### **c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)**

Not applicable

**d) A summary of any resource implications and how they are being addressed.** (Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.)

No additional resources are required for this change.

**e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.**

For our current students in the 2-year MSW program and in the part time (2 year) Advanced Standing program, they will continue with the current curriculum and take SOWK 6100 in 2017. For all incoming students, the new curriculum will apply.

#### 4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p><b>DEGREE REQUIREMENTS</b> Candidates must fulfill the following requirements. <b>ADVANCED STANDING ONE-YEAR FULL-TIME PROGRAM AND TWO-YEAR PART-TIME PROGRAM</b> Students must successfully complete:</p> <p>a) four graduate courses as follows: Social Work 5150 3.0: Critical Perspectives in Social Work; Social Work 5250 3.0: Graduate Research Seminar; Social Work 5350 6.0: Advanced Practicum; Social Work 5450 3.0: Practice Research Seminar / <i>Prerequisite: SOWK 5010 3.0, SOWK 5011 3.0, <del>SOWK 5020 3.0, SOWK 5030 3.0, SOWK 5050 3.0, SOWK 5040 3.0, and SOWK 5250 3.0; or a BSW. Co-requisite: SOWK 5350 6.0</del></i> <del>Co-requisite: Social Work 5350.03: Practicum;</del></p> <p>b) <del>Social Work 6100 3.0: Practice based Research Paper;</del></p> <p>and</p> <p>c) Two elective half-courses from the series Social Work 5900 3.0 to 5999 3.0, or an approved course from another graduate program.</p> <p><b>TWO-YEAR FULL-TIME PROGRAM</b> Students must successfully complete:</p> <p>a) Social Work 5010 3.0: Social Work Theories and Critical Practice Skills I; Social Work 5011 3.0: Social Work Theories and Critical Practice Skills II; Social Work 5020 3.0: Social Work from Charity to Social</p>	<p><b>DEGREE REQUIREMENTS</b> Candidates must fulfill the following requirements. <b>ADVANCED STANDING ONE-YEAR FULL-TIME PROGRAM AND TWO-YEAR PART-TIME PROGRAM</b> Students must successfully complete:</p> <p>Social Work 5150 3.0: Critical Perspectives in Social Work; Social Work 5250 3.0: Graduate Research Seminar / <i>Prerequisites: SOWK 5010 3.0, SOWK 5011 3.0, SOWK 5030 3.0, or a BSW</i> Social Work 5350 6.0: Advanced Practicum; Social Work 5450 3.0: Practice Research <b>Paper</b> Seminar/ <i>Prerequisite: SOWK 5010 3.0, SOWK 5011 3.0, SOWK 5030 3.0, or a BSW; and SOWK 5250 3.0;</i></p> <p><b>Social Work 5550 3.0: Indigenous Worldviews and Implications to Social Work</b></p> <p>and</p> <p>Two elective half-courses from the series Social Work 5900 3.0 to 5999 3.0, or an approved course from another graduate program.</p> <p><b>TWO-YEAR FULL-TIME PROGRAM</b> Students must successfully complete:</p> <p>a) Social Work 5010 3.0: Social Work Theories and Critical Practice Skills I; Social Work 5011 3.0: Social Work Theories and Critical Practice Skills II; Social Work 5020 3.0: Social Work from Charity to Social Transformation;</p>

<p>Transformation;</p> <p>Social Work 5030 3.0: Oppression and Intersectionality;  Social Work 5040 3.0: Social Welfare and Social Policy;  Social Work 5050 3.0: Understanding Organizations for Social Work Practice;  Social Work 5150 3.0: Critical Perspectives in Social Work;  Social Work 5250 3.0: Graduate Research Seminar;  Social Work 5310 6.0: Practicum  Social Work 5350 6.0: Advanced Practicum;  Social Work 5450 3.0: Practice Research Seminar /  <i>Prerequisite: SOWK 5010 3.0, SOWK 5011 3.0, <del>SOWK 5020 3.0</del>, SOWK 5030 3.0, SOWK 5050 3.0, SOWK 5040 3.0, and SOWK 5250 3.0; or a BSW. Co-requisite: SOWK 5350 6.0 Co-requisite: Social Work 5350.03: Practicum.</i>;</p> <p>b) <del>Social Work 6100 3.0: Practice based Research Paper;</del>  and  c) Four elective half courses from the series Social Work 5900 3.0</p>	<p>Social Work 5030 3.0: Oppression and Intersectionality;  Social Work 5040 3.0: Social Welfare and Social Policy;  Social Work 5050 3.0: Understanding Organizations for Social Work Practice;  Social Work 5150 3.0: Critical Perspectives in Social Work;  Social Work 5250 3.0: Graduate Research Seminar/  <i>Prerequisites: SOWK 5010 3.0, SOWK 5011 3.0, SOWK 5030 3.0, or a BSW</i>  Social Work 5310 6.0: Practicum  Social Work 5350 6.0: Advanced Practicum;  Social Work 5450 3.0: Practice Research Paper Seminar/  <i>Prerequisite: SOWK 5010 3.0, SOWK 5011 3.0, SOWK 5030 3.0, or a BSW; and SOWK 5250 3.0;</i>  <b>Social Work 5550 3.0: Indigenous Worldview and Implications to Social Work</b>  and  b) Four elective half courses from the series Social Work 5900 3.0</p>
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## **MSW Program Change Submission: An Overview**

This MSW program change submission is made in response to:

- the recent Social Work Graduate Program QAF self-study and external review especially in regards to the research component of the program
- the motion passed at the Canadian Association for Social Work Education annual general meeting in June 2015 recommending a revision of the accreditation standard to require a mandatory Indigenous-focused course in all social work programs

### **1. Research component in the MSW program: SOWK 5250, 5450, 6100**

In the QAF external reviewers' report, the School was commended for its research component as a distinct strength in comparison to other social work programs in Canada. In response to students' feedback, the reviewers recommended the School to "revisit the MSW curriculum, most particularly the Practice Research Paper (PRP), to explore how to retain a theory and research strength while addressing student concerns with the PRP and requests for more skills training."

Students' concerns with the PRP include overlap and confusion between the current SOWK 5250 (Graduate Research Seminar / GRS) and SOWK 5450 (Practice Research Seminar / PRS), as well as the need for more structured guidance for the completion of the PRP. Currently, students take a total of three courses (9 credits) to complete the research component of the program, including SOWK 5250 3.0 SOWK 5450 3.0, and SOWK 6100 3.0 Practice-based Research Paper (PRP). In the old (current) curriculum, students:

- a) learn major social work research approaches in SOWK 5250;
- b) participate in instructor-led seminars in SOWK 5450 where they develop and submit a small practice-based research proposal, ethics, and literature review; and conduct data collection;
- c) work independently under faculty supervision to complete the data analysis and writing of their PRP for SOWK 6100 [Note: students' PRS instructor is also their PRP supervisor]

The submitted program change will address the overlap and confusion between SOWK 5250 and SOWK 5450, as well as integrate SOWK 6100 with SOWK 5450 to provide more structured guidance to students in completing the PRP. In the new curriculum model, students will complete their PRP within the realigned 6-credit course structure comprised of SOWK 5250 3.0 (GRS) and SOWK 5450 3.0 (to be retitled: Practice Research Paper Seminar). The current SOWK 6100 will be expired. The course objectives and descriptions of GRS and PRS will be re-aligned to facilitate students to progress through the research process. Students will submit their practice-based research proposal with literature review and research ethics as the final assignment for SOWK 5250 (GRS), and then continue to work on data collection and analysis and complete the writing of their practice research paper as the final assignment for SOWK 5450.

## **GRADUATE PROGRAM IN SOCIAL WORK DEGREE LEVEL EXPECTATIONS AND EXPECTED OUTCOMES: MSW**

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### **Preamble**

#### **Mission Statement: School of Social Work**

The School of Social Work, York University, is committed to social work education which develops practice strategies for human rights and social justice and thus affirms that personal experiences are embedded in social structures. Through research, curriculum, and critical pedagogy the School will:

- Address oppression and subordination as experienced and mediated through class, Gender, race, ethnicity, religion, sexual orientation, age and ability;
- Develop a critical appreciation of the social construction of reality;
- Promote an understanding of how values and ideologies construct social problems and how they construct responses;
- Prepare students to be critical practitioners and agents of change.

#### **Program Objectives: MSW Program**

York's MSW graduate program takes an approach to research and teaching that places diversity of experience (due to race, class, ability, sexual orientation, age, gender, and religious/spiritual affiliation) as central to understanding how oppression, marginalization and assistance are constructed for persons in need of social work services. Some of the key objectives of our programs are to:

- Teach students to reflect critically on personal and professional practice in light of possibilities and constraints created by the social construction of knowledge and practice.
- Prepare students to conduct advanced social work practice in a manner that is sensitive to issues of difference, including a complex understanding of the dynamics of social location in practice contexts.
- Create opportunities for students to study specialized, advanced practice and to experience applied research.
- Prepare students to critically analyze social issues within a global and international context.

## Degree Level Expectations and Expected Learning Outcomes for the MSW Program

York University has accepted the Ontario Council of Academic Vice-Presidents' Graduate Degree Level Expectations<sup>1</sup>. The Expected Learning Outcomes for our MSW students are derived from these as well as the School of Social Work's mission statement and the program objectives of the MSW program as follows:

	<p><b>Degree-Level Expectation</b></p> <p><i>This degree is awarded to students who have demonstrated the following:</i></p>	<p><b>Program Learning Objectives (with assessment embedded in outcomes)</b></p> <p><i>By the end of this program, students will be able to:</i></p>	<p><b>Appropriate Degree Requirement &amp; Assessment</b></p> <p><i>Align courses (core and electives) and assessment methods/activities with the program learning objectives</i></p>
<p><b>1. Depth and breadth of knowledge</b></p>	<p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	<ul style="list-style-type: none"> <li>• Understand how oppression and subordination is experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, sexual identity, age, and ability</li> <li>• Explain how personal and relational experiences are embedded in social structures</li> <li>• Understand how contemporary social work theories and approaches frame social problems</li> <li>• Understand how social policies organize social problems and can contribute to progressive social change and social justice movements</li> <li>• Articulate an understanding of how values and ideology construct social problems and how they construct responses</li> </ul>	<p>5010 Introduction to Social Work Theories and Critical Practice Skills, Part 1</p> <ul style="list-style-type: none"> <li>• Critical reflection papers to facilitate student's knowledge of, and ability to compare and contrast theoretical underpinnings of various approaches to social work practice, and to develop critical practice skills for promoting human rights and social justice, as well as developing critical reflexive skills</li> <li>• Practice interview of a particular social work approach, a verbatim process recording of the interview, and critical reflection paper focused on the ways social problems are understood and interventions are constructed within the approach – its underlying values and assumptions.</li> </ul> <p>5011 Introduction to Social Work Theories and Critical Practice Skills, Part 2</p> <ul style="list-style-type: none"> <li>• Analytic paper examining the way professional and organizational social</li> </ul>

<sup>1</sup> Please refer to OCAV's Undergraduate and Graduate Degree Level Expectations. Available online: <http://oucqa.ca/framework/appendix-1/>

			<p>work “text” organize social work practice, the constructions of social problems and their solutions, and the effects of those constructions on the persons seeking social work services and on organizing broader social systems and social work practice</p> <ul style="list-style-type: none"> <li>• Write an advocacy letter incorporating the elements of an effective advocacy letter addressing a social justice issue</li> <li>• Case study of a social movement and/or community organization for how issues are constructed and addressed and approaches to social change and the promotion human rights and social justice.</li> </ul> <p>5030 Oppression and Intersectionality</p> <ul style="list-style-type: none"> <li>• Reflective paper on actual relationship across power differentials</li> <li>• Reflective paper on own understanding of what makes life worth living and the dangers of imposing this on others</li> <li>• Facilitation of one week’s readings</li> </ul> <p>5040 Social Welfare and Social Policy</p> <ul style="list-style-type: none"> <li>• Critical policy analysis and critique of Canadian social welfare policies in group presentation, reading review and extensive paper</li> <li>• Focus on understanding solidarity, difference and social justice</li> </ul> <p>5050 Understanding Organizations for Social Work Practice</p> <ul style="list-style-type: none"> <li>• Critical review of organizations (ways in which social issues, social groups and individuals are constructed; in what ways the agency reflect critical social work perspectives)</li> <li>• Website design for a fictitious non-profit organization to facilitate understanding of how the exercise of power and social</li> </ul>
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			<p>control function within organizations and communities</p> <p>5150 Critical Perspectives in Social Work</p> <ul style="list-style-type: none"> <li>• Class presentation or short paper (film analysis) on theoretical/ epistemological perspectives on power &amp; reproduction of inequality</li> <li>• Letter describing every day critical social work of an agency</li> <li>• Moodle posting reflecting on power and knowledge from course readings</li> <li>• Final paper analyzing the historical and ongoing social relations of domination in the construction of social problems</li> </ul> <p>5450 Practice Research Seminar</p> <ul style="list-style-type: none"> <li>• (<i>A systematic understanding of knowledge related to the field and practice</i>): a major paper that provides a critical analysis of the literature related to the topic of their Practice-based Research Paper (PRP)</li> <li>• (<i>A critical awareness of current problems that are at the forefront of the field</i>): PRP: a critical and analytic reflection on a topic/issue/problem related to the student's practice experience and area of interest.</li> </ul> <p>5932 Studies in Social Policy: Women, Gender Equality and the Neoliberal Order</p> <ul style="list-style-type: none"> <li>• Reading review and class presentation on Feminist theories and the effect of neoliberal policies on gender inequality in everyday life</li> <li>• Extensive final paper on specific policy/program that effects women's lives, lay out policy debate, implications, dominant discourses, future of feminism and political struggle</li> </ul> <p>5915 Group facilitation and social justice</p> <ul style="list-style-type: none"> <li>• Reflective papers connecting concrete</li> </ul>
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			<p>experiences inside and out of class to one' own positioning in interlocking oppression</p> <p>5945 Perspectives on Gender and Sexual Diversity</p> <ul style="list-style-type: none"> <li>• Annotated bibliography on relevant research topic</li> <li>• Academic research paper</li> </ul> <p>5952 Changing Nature of Community Work</p> <ul style="list-style-type: none"> <li>• Book review relating to social movement of choice</li> <li>• Group presentation on social movement of choice</li> <li>• Political campaign plan</li> </ul> <p>5962 Ethics in social work practice</p> <ul style="list-style-type: none"> <li>• Reflection on real ethical transgression across power differential</li> <li>• Interviewing fellow student who is reflecting on transgression</li> <li>• Reflective paper on interviewing in social work</li> <li>• Collective politically situated reflection on transgressions described by fellow students</li> <li>• Note-taking on fellow student's reflection</li> <li>• Reflective paper on note-taking in social work</li> <li>• Final paper connecting ethical theory/philosophy to political/ practice concerns emerging from class</li> </ul> <p>5982 Advanced Social Work Practice</p> <ul style="list-style-type: none"> <li>• Cumulative development and analysis of case study and practice response, from proposal, through presentation and collective reflection in class, through to final critical paper.</li> </ul> <p>5995 Social Work with Immigrants, Refugees and Diaspora</p>
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			<ul style="list-style-type: none"> <li>• Essay on one's own family migration experience on personal and structural levels</li> </ul> <p>5933 Social Exclusion</p> <ul style="list-style-type: none"> <li>• a self-reflexive journal to think critically about where and how the student engages in processes of social exclusion and inclusion, to identify questions that emerge, to bring in examples from outside the class, and to imagine new ideas for promoting social inclusion</li> </ul> <p>5912 Mental Health Perspectives</p> <ul style="list-style-type: none"> <li>• Short reflective essay on critique of reforms needed in mental health treatment system</li> <li>• Brief commentary presentation of course readings with two reflective questions for classmates examining issues and challenged confronting critical social workers within the traditional mental health system/medical mode of care.</li> </ul> <p>5942 Critical Perspectives on Child Welfare</p> <ul style="list-style-type: none"> <li>• Lead seminar/presentation of readings on contemporary theoretical and research literature dealing with a range of child welfare issues, examining barriers to well being of specific children and families</li> <li>• Paper researching/examining a selected child welfare issue, connection to historical and/or contemporary child welfare policy, legal mandates and practice approaches, barriers to well being of particular groups of children,</li> </ul>
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			and practice issues
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	<b>Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses (core and electives) and assessment methods/activities with the program learning objectives</i>
<b>2. Research and scholarship</b>	<p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> <li>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</li> </ul> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> <li>a) development and support of a sustained argument in written form; or</li> <li>b) originality in the application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate a working comprehension of how established techniques of research and inquiry create social work practice knowledge</li> <li>• Produce original, intermediate level social work research informed by epistemologies, methodologies, designs, and outcomes relevant to critical social work practice</li> <li>• Appraise research and scholarship about social issues, social work theories and social policies in ways that inform critical social work practice</li> </ul>	<p>5250 Graduate Research Seminar</p> <ul style="list-style-type: none"> <li>• Paper appraising published research studies, comparing research approaches, designs, methods, epistemologies, knowledge produced, and implications for social work theory and practice.</li> <li>• Literature review paper to critically examine research studies on student's area of interest, literature reviewed for different theoretical approaches and quantitative and qualitative methods.</li> <li>• Ethics exercise to complete online tutorial for the Tri-council Policy Statement: Ethical Conduct for Research Involving Humans, and write reflective paper examining critical learning moment for the student sparked by the tutorial, examining such issues as power of researcher, ethical concerns in data collection, risks and benefits of participation, etc.</li> <li>• Practice data collection exercise (interview and/or non-participant observation) and write reflective paper of the experience examining: epistemological foundation of the</li> </ul>

			<p>research questions, process of developing data collection tools, process of collecting data, operations of power in relation to social identities and locations</p> <p>5450 Practice-based Research Seminar</p> <ul style="list-style-type: none"> <li>• a major paper</li> <li>• a viable research proposal that includes a research question/issue, overview of relevant literature, theoretical framework, a research design including data collection and analysis methods</li> <li>• PRP: engage in rigorous inquiry of an area of interest</li> </ul> <p>5962 Ethics in social work practice</p> <ul style="list-style-type: none"> <li>• Final paper connecting ethical theory/philosophy to political/ practice concerns emerging from class</li> </ul> <p>5995 Social Work with Immigrants, Refugees, and Diaspora</p> <ul style="list-style-type: none"> <li>• Final paper selecting a research question from the Refugee Research Network study, identifying a research methodology to address it, and discussing the implications for social work practice</li> <li>•</li> </ul> <p>5912 Mental Health Perspectives</p> <ul style="list-style-type: none"> <li>• Book review of critique mental health treatment and recommended reforms and short reflective essay</li> </ul>
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	<p align="center"><b>Degree-Level Expectation</b></p> <p align="center"><i>This degree is awarded to students who have demonstrated the following:</i></p>	<p align="center"><b>Program Learning Objectives (with assessment embedded in outcomes)</b></p> <p align="center"><i>By the end of this program, students will be able to:</i></p>	<p align="center"><b>Appropriate Degree Requirement &amp; Assessment</b></p> <p align="center"><i>Align courses (core and electives) and assessment methods/activities with the program learning objectives</i></p>
<p><b>3. Level of application of knowledge</b></p>	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<ul style="list-style-type: none"> <li>• Reflect critically on professional practice in light of possibilities and constraints created by the social construction of knowledge and practice</li> <li>• Use research in shaping socially-just practice and policy with individuals, families, groups, organizations, and communities within local to global contexts to achieve social justice</li> <li>• Act as critical practitioners and advocates of progressive social change within a human rights and social justice framework</li> <li>• Engage in rigorous original research inquiry</li> </ul>	<p>5010 Introduction to Social Work Theories and Critical Practice Skills, Part 1</p> <ul style="list-style-type: none"> <li>• Critical reflection papers</li> <li>• Practice interview</li> </ul> <p>5011 Introduction to Social Work Theories and Critical Practice Skills, Part 2</p> <ul style="list-style-type: none"> <li>• Analytic paper</li> <li>• Write an advocacy letter</li> <li>• Case study of a social movement and/or community organization</li> </ul> <p>5020 From Charity to Social Transformation Practice</p> <ul style="list-style-type: none"> <li>• Critical analysis paper of a historical development/conflict</li> <li>• Development of PowerPoint on a social policy</li> <li>• Critical reflection on other students' PowerPoints and the policies they address</li> </ul> <p>5030 Oppression and Intersectionality</p> <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Facilitation of one week's readings</li> <li>• Critical reflection on process of facilitation</li> </ul> <p>5040 Social Welfare and Social Policy</p> <ul style="list-style-type: none"> <li>• Group presentation, reading review and extensive scholarly paper analyzing Canadian social policy and its everyday effects with a new to form solidarity and</li> </ul>

			<p>social justice</p> <p>5050 Understanding Organizations for Social Work Practice</p> <ul style="list-style-type: none"> <li>• Critical review of organizations</li> <li>• Website design for a fictitious non-profit organization</li> </ul> <p>5150 Critical Perspectives in Social Work</p> <ul style="list-style-type: none"> <li>• Letter about critical social work practice and its theoretical / epistemological foundations or creative (video, website, photo essay) work on one's critical theory and practice</li> <li>• Reflection-action-reflection paper to critically analyze the historical and ongoing social relations of domination in a social problem, and develop a response (outward or inward-focused) that draws on critiques of Western imperialism and/or Indigenous worldviews and that would be decolonizing, re-humanizing and healing</li> </ul> <p>5450 Practice Research Seminar</p> <ul style="list-style-type: none"> <li>• a viable research proposal</li> <li>• PRP: engage in rigorous original inquiry of an area of interest</li> </ul> <p>5908 Social Work Professional Development Skills</p> <ul style="list-style-type: none"> <li>• Professional letter writing</li> </ul> <p>5915 Group facilitation and social justice</p> <ul style="list-style-type: none"> <li>• Planning and facilitation of two sessions</li> <li>• Reflective papers</li> </ul> <p>5945 Perspectives on Gender and Sexual Diversity</p>
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			<ul style="list-style-type: none"> <li>• Annotated bibliography</li> <li>• Academic research paper</li> </ul> <p>5952 Changing Nature of Community Work</p> <ul style="list-style-type: none"> <li>• Political campaign plan</li> </ul> <p>5962 Ethics in social work practice</p> <ul style="list-style-type: none"> <li>• Reflection on real ethical transgression</li> <li>• Final paper connecting ethical theory/philosophy to political/ practice concerns</li> </ul> <p>5982 Advanced Social Work Practice</p> <ul style="list-style-type: none"> <li>• Cumulative development and analysis of case study and practice response,</li> </ul> <p>5905 Spirituality and Critical Social Work</p> <ul style="list-style-type: none"> <li>• Options for final paper: (1) Develop a spiritually-based social activism or critical social work program; (2) Construct own spiritual emergent narrative as an experiential learning of working with client's spiritual narratives</li> </ul> <p>5933 Social Exclusion</p> <ul style="list-style-type: none"> <li>• Praxis Project/Paper in which students are asked to choose one of the following: a) design, try out and report on an action or intervention that resists dynamics of social exclusion or promotes social inclusion; b) conduct and report on in-depth research on a social exclusion/inclusion policy or program that has already been implemented</li> </ul> <p>5912 Mental Health Perspectives</p> <ul style="list-style-type: none"> <li>• Brief commentary presentation of course readings.</li> <li>• Paper examining an area of social work and mental health (research, practice,</li> </ul>
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			<p>program, policy, etc.) for its location within traditional medical model and mental health recovery paradigm and develop a plan for a particular initiative for the advancement of a recovery paradigm for mental health in social work to gain an understanding of the theory and practice of mental health recovery and recovery competencies needed to work in mental health and promote critical mental health practice/policy</p> <p>5930 Critical International Social Work</p> <ul style="list-style-type: none"> <li>• International NGO visit and presentation (analysis of the mandate, organizational principles, clients served, staffing and approaches to international social work)</li> <li>• Final paper (4 topic options: NGOs in the service of imperialism, new international agendas for social work, human rights and social work as western imposition or empowerment to the people, or gender equity and development)</li> </ul> <p>5942 Critical Perspectives on Child Welfare</p> <ul style="list-style-type: none"> <li>• Lead seminar/presentation of readings</li> <li>• Paper researching/examining a selected child welfare issue</li> </ul> <p>5950 Family Mediation</p> <ul style="list-style-type: none"> <li>• Critical analysis paper of articles on working with high conflict families, and family mediation approaches in child protection mediation and domestic violence and/or intimate partner violence and separation and divorce, reflecting on the implications of the</li> </ul>
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			<p>main concepts on power, culture, gender and sexual orientation.</p> <ul style="list-style-type: none"> <li>• Role play practice exercise of a mock mediation and written analysis of the implementation of the approach, developing reflective skills for a mediator's self talk, and skills in screening for abuse, power imbalances, the use and abuse of power sources</li> </ul> <p>Practicum and Integrative Seminar</p>
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	<b>Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses (core and electives) and assessment methods/activities with the program learning objectives</i>
<b>4. Professional capacity / autonomy</b>	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <ol style="list-style-type: none"> <li>i. exercise of initiative and of personal responsibility and accountability; and</li> <li>ii. decision-making in complex situations;</li> </ol> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<ul style="list-style-type: none"> <li>• Practice in compliance with the Code of Ethics and Standards of Practice of both the Canadian Association of Social Work Education, and the Ontario College of Social Workers and Social Service Workers.</li> <li>• Recognize complex issues and judgments based on established critical social work practice, principles, and techniques</li> <li>• Establish oneself as a critical practitioner and advocates of social change</li> <li>• Critically engage in one's own implications in interlocking systems and relations of oppression</li> <li>• Act as interdependent, reflexive, advanced level practitioners with individuals, families, groups, and communities in diverse settings</li> </ul>	<p>5010 Introduction to Social Work Theories and Critical Practice Skills, Part 1</p> <ul style="list-style-type: none"> <li>• Critical reflection papers</li> <li>• Practice interview</li> </ul> <p>5011 Introduction to Social Work Theories and Critical Practice Skills, Part 2</p> <ul style="list-style-type: none"> <li>• Analytic paper examining the way professional and organizational social work "text" organize social work practice, the constructions of social problems and their solutions, and the effects of those constructions on the persons seeking social work services and on organizing broader social systems and social work practice</li> <li>• Write an advocacy letter incorporating the elements of an effective advocacy letter addressing a social justice issue</li> <li>• Case study of a social movement and/or</li> </ul>

		<p>in a manner that acknowledges power and oppression</p> <ul style="list-style-type: none"> <li>• Use research in shaping practice and policy with individuals, families, groups, organizations, and communities within local to global contexts</li> </ul>	<p>community organization for how issues are constructed and addressed and approaches to social change and the promotion human rights and social justice.</p> <p>5030 Oppression and Intersectionality</p> <ul style="list-style-type: none"> <li>• Reflective paper</li> <li>• Facilitation of one week's readings</li> <li>• Critical reflection on process of facilitation</li> </ul> <p>5150 Critical Perspectives in Social Work</p> <ul style="list-style-type: none"> <li>• Reading summary, letter style reflection or creative assignment on analysis of power and its application to critical practice</li> <li>• Moodle posting</li> <li>• Reflection-action-reflection paper</li> </ul> <p>5908 Social Work Professional Development Skills</p> <ul style="list-style-type: none"> <li>• Professional letter writing</li> <li>• Advantages and disadvantages of professionalization group assignment</li> </ul> <p>5915 Group facilitation and social justice</p> <ul style="list-style-type: none"> <li>• Planning and facilitation of two sessions</li> <li>• Reflective papers</li> </ul> <p>5935 Understanding organizations for social work practice</p> <ul style="list-style-type: none"> <li>• Post and discuss practice principles from readings weekly</li> <li>• Case study projects</li> <li>• Practice principle/case study final paper</li> </ul> <p>5952 Changing Nature of Community Work</p> <ul style="list-style-type: none"> <li>• Political campaign plan</li> </ul> <p>5962 Ethics in social work practice</p> <ul style="list-style-type: none"> <li>• Reflection on real ethical transgression</li> </ul>
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			<ul style="list-style-type: none"> <li>Final paper connecting ethical theory/philosophy to political/ practice concerns emerging from class</li> </ul> <p>5982 Advanced Social Work Practice</p> <ul style="list-style-type: none"> <li>Cumulative development and analysis of case study and practice response,</li> </ul> <p>5975 Race and Knowledge Production</p> <ul style="list-style-type: none"> <li>Reflective paper using concepts from readings and class discussion to reflect on one's own views of race/ethnicity in social work practice</li> <li>Final paper reformulating the framework and intervention approach to an area of social work practice related to race/ethnicity</li> </ul> <p>5905 Spirituality and Critical Social Work</p> <ul style="list-style-type: none"> <li>Daily mindfulness or centering practice to cultivate the capacity for critical reflective reading, developing an ethical relationship with self, others and the world in personal and professional lives, and engaging one's wholistic self in critical social work and social justice work</li> <li>A Day of Silence retreat and reflective paper to develop a contemplative foundation of action as a critical social work practitioner and in social justice work</li> <li>Final paper</li> </ul> <p>5933 Social Exclusion</p> <ul style="list-style-type: none"> <li>a self-reflexive journal</li> </ul> <p>5912 Mental Health Perspectives</p> <ul style="list-style-type: none"> <li>Short reflective essay</li> <li>Paper examining an area of social work and mental health (research, practice, program, policy, etc.)</li> </ul> <p>5930 Critical International Social Work</p>
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			<ul style="list-style-type: none"> <li>• International NGO visit and presentation</li> <li>• Final paper</li> </ul> <p>5942 Critical Perspectives on Child Welfare</p> <ul style="list-style-type: none"> <li>• Lead seminar/presentation of readings</li> </ul> <p>5950 Family Mediation</p> <ul style="list-style-type: none"> <li>• Role play practice exercise</li> </ul> <p>Practicum and Integrative Seminar</p>
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	<b>Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses (core and electives) and assessment methods/activities with the program learning objectives</i>
<b>5. Level of communications skills</b>	The ability to communicate ideas, issues and conclusions clearly.	<ul style="list-style-type: none"> <li>• Communicate ideas and issues differentially across diverse audiences</li> <li>• Demonstrate communication skills for critical social work scholarship and practice</li> </ul>	<p>5010 Introduction to Social Work Theories and Critical Practice Skills, Part 1</p> <ul style="list-style-type: none"> <li>• Practice interview of a particular social work approach, a verbatim process recording of the interview, and critical reflection paper focused on the ways social problems are understood and interventions are constructed within the approach</li> </ul> <p>5011 Introduction to Social Work Theories and Critical Practice Skills, Part 2</p> <ul style="list-style-type: none"> <li>• Write an advocacy letter</li> </ul> <p>5020 From Charity to Social Transformation Practice</p> <ul style="list-style-type: none"> <li>• Presentation/facilitation on week's readings and themes</li> <li>• Development of PowerPoint</li> </ul> <p>5030 Oppression and Intersectionality</p>

			<ul style="list-style-type: none"> <li>• Reflective paper</li> <li>• Facilitation of one week's readings</li> </ul> <p>5250 Graduate Research Seminar</p> <ul style="list-style-type: none"> <li>• Practice data collection exercise</li> </ul> <p>5150 Critical Perspectives in Social Work</p> <ul style="list-style-type: none"> <li>• Moodle posting</li> </ul> <p>5450 Practice-based Research Seminar</p> <ul style="list-style-type: none"> <li>• PRP: a critical and analytic research report on a topic/issue/problem related to the student's practice experience and area of interest.</li> </ul> <p>5908 Social Work Professional Development Skills</p> <ul style="list-style-type: none"> <li>• Professional letter writing</li> </ul> <p>5915 Group facilitation and social justice</p> <ul style="list-style-type: none"> <li>• Planning and facilitation of two sessions</li> </ul> <p>5935 Understanding organizations for social work practice</p> <ul style="list-style-type: none"> <li>• Post and discuss practice principles from readings weekly</li> <li>• Case study projects</li> </ul> <p>5952 Changing Nature of Community Work</p> <ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Presentation of political campaign plan</li> </ul> <p>5962 Ethics in social work practice</p> <ul style="list-style-type: none"> <li>• Reflection on real ethical transgression</li> <li>• Interviewing fellow student</li> <li>• Note-taking on fellow student's reflection</li> </ul> <p>5982 Advanced Social Work Practice</p> <ul style="list-style-type: none"> <li>• presentation and facilitation of collective reflection with class</li> </ul> <p>5975 Race and Knowledge Production</p>
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			<ul style="list-style-type: none"> <li>• two-page handout summarizing class presentation on issues of race/ethnicity in social work literature or practice</li> <li>• creative expression that represents issues of race/ethnicity in social work practice</li> </ul> <p>5920 Critical Gerontology Social Work Seminar</p> <ul style="list-style-type: none"> <li>• hearing an older adult's narrative of their everyday life from a strength-based perspective</li> </ul> <p>5933 Social Exclusion</p> <ul style="list-style-type: none"> <li>• Collaborative Learning Teams: the intentional building of the class community is used as an opportunity to experience and develop skills that are important for resisting social exclusion and promoting social inclusion. Students participate by joining a Collaborative Learning Team, each consisting of three to four people to facilitate learning, using a variety of media, for two classes through the following tasks: 1) Design and Facilitation, and Learning Media; 2) Documentation and Evaluation</li> </ul> <p>5950 Family Mediation</p> <ul style="list-style-type: none"> <li>• Role play practice exercise</li> </ul>
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	<p align="center"><b>Degree-Level Expectation</b></p> <p align="center"><i>This degree is awarded to students who have demonstrated the following:</i></p>	<p align="center"><b>Program Learning Objectives (with assessment embedded in outcomes)</b></p> <p align="center"><i>By the end of this program, students will be able to:</i></p>	<p align="center"><b>Appropriate Degree Requirement &amp; Assessment</b></p> <p align="center"><i>Align courses (core and electives) and assessment methods/activities with the program learning objectives</i></p>
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<p><b>6. Awareness of limits of knowledge</b></p>	<p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<ul style="list-style-type: none"> <li>• Use supervision, consultation, and collaboration in social work practice</li> <li>• Recognize the complexity of social issues and of the potential contributions of other interpretations, methods, and disciplines to understanding these issues</li> <li>• Understand the limits of critical social work knowledge in practice and policy</li> </ul>	<p>5010 Introduction to Social Work Theories and Critical Practice Skills, Part 1</p> <ul style="list-style-type: none"> <li>• Practice interview</li> </ul> <p>5011 Introduction to Social Work Theories and Critical Practice Skills, Part 2</p> <ul style="list-style-type: none"> <li>• Analytic paper examining the way professional and organizational social work “text” organize social work practice, the constructions of social problems and their solutions, and the effects of those constructions on the persons seeking social work services and on organizing broader social systems and social work practice</li> </ul> <p>5030 Oppression and Intersectionality</p> <ul style="list-style-type: none"> <li>• Reflective paper</li> </ul> <p>5250 Graduate Research Seminar</p> <ul style="list-style-type: none"> <li>• Paper appraising published research studies</li> <li>• Literature review paper</li> </ul> <p>5915 Group facilitation and social justice</p> <ul style="list-style-type: none"> <li>• Reflective papers</li> </ul> <p>5935 Understanding organizations for social work practice</p> <ul style="list-style-type: none"> <li>• Post and discuss practice principles from readings weekly</li> <li>• Case study projects</li> <li>• Practice principle/case study final paper</li> </ul> <p>5945 Perspectives on Gender and Sexual Diversity</p> <ul style="list-style-type: none"> <li>• Annotated bibliography</li> <li>• Academic research paper</li> </ul> <p>5962 Ethics in social work practice</p> <ul style="list-style-type: none"> <li>• Reflection on real ethical transgression</li> <li>• Final paper connecting ethical</li> </ul>
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			<p>theory/philosophy to political/ practice concerns emerging from class</p> <p>5982 Advanced Social Work Practice</p> <ul style="list-style-type: none"> <li>• Cumulative development and analysis of case study and practice response,</li> </ul> <p>5933 Social Exclusion</p> <ul style="list-style-type: none"> <li>• Self-Reflexive Journal Praxis Project/Paper</li> </ul>
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## CURRICULUM MAP

DEGREE LEVEL EXPECTATIONS AND EXPECTED PROGRAM OUTCOMES	CORE COURSES (ADVANCED STANDING AND 2-YR PROGRAM)										
	5150	5250	5450	6100	5010	5011	5020	5030	5040	5050	Practicum
<b>Depth and Breadth of Knowledge:</b> Upon successful completion of the MSW program, the student will be able to:											
Understand how oppression and subordination is experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, sexual identity, age, and ability	X				X	X		X	X	X	X
Explain how personal experiences are embedded in social structures	X				X	X		X	X	X	X
Understand how contemporary social work theories and approaches frame social problems	X				X	X					
Understand how social policies organize social problems and can contribute to progressive social change and social justice movements							X		X		X
Articulate an understanding of how values and ideology construct social problems and how they construct responses	X				X	X	X	X	X		X
<b>Research and scholarship:</b> Upon successful completion of the MSW program, the student will be able to:											
Incorporate a working comprehension of how established techniques of research and inquiry create social work practice and knowledge		X	X	X							
Produce original, intermediate level social work research informed by epistemologies, methodologies, designs, and outcomes relevant to critical social work practice		X	X	X							
Appraise research and scholarship about social issues, social work theories and social policies in ways that inform critical social work practice		X	X	X							
<b>Level of application of knowledge:</b> Upon successful completion of the MSW program, the student will be able to:											
Reflect critically on personal and professional practice in light of possibilities and constraints created by the social construction of knowledge and practice	X				X	X				X	X
Use research in shaping socially-just practice and policy with individuals, families, groups, organizations, and communities within local to global contexts to achieve social justice		X	X	X							
Act as critical practitioners and advocates of progressive social change within a human rights and social justice framework	X	X	X	X	X	X		X	X	X	X

Engage in rigorous original research inquiry			X	X							
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DEGREE LEVEL EXPECTATIONS AND EXPECTED PROGRAM OUTCOMES	CORE COURSES (ADVANCED STANDING AND 2-YEAR PROGRAM)										
	5150	5250	5450	6100	5010	5011	5020	5030	5040	5050	Practicum
<b>Professional Capacity/Autonomy:</b> Upon successful completion of the MSW program, the student will be able to:											
Practice in compliance with the Code of Ethics and Standards of Practice of both the Canadian Association of Social Work Education, and the Ontario College of Social Workers and Social Service Workers.					X	X					X
Recognize complex issues and judgments based on established critical social work practice, principles, and techniques	X				X	X		X			X
Establish oneself as a critical practitioner and advocates of social change	X	X	X	X	X	X		X			X
Act as interdependent reflexive advanced level practitioners with individuals, families, groups, and communities in diverse settings in a manner that acknowledges power and oppression	X				X	X		X			X
Use research in shaping practice and policy with individuals, families, groups, organizations, and communities within local to global contexts		X	X	X							
<b>Level of communications skills:</b> Upon successful completion of the MSW program, the student will be able to:											
Communicate ideas and issues differentially across diverse audiences	X		X	X	X	X		X			X
Demonstrate communication skills for critical social work scholarship and practice		X	X	X	X	X		X			X
<b>Awareness of limits of knowledge:</b> Upon successful completion of the MSW program, the student will be able to:											
Use supervision, consultation, and collaboration in social work practice					X	X					X
Recognize the complexity of social issues and of the potential contributions of other interpretations, methods, and disciplines to understanding these issues	X	X			X	X	X	X	X		
Understand the limits of critical social work knowledge in practice and policy	X	X	X	X			X		X		X

## The Senate Policy and Guidelines on Withdrawn From Course (W) Option

### Policy

The Withdrawn from Course Policy has the following applications:

#### a) Course Withdrawal and Transcript Notation: Student Selection

In the period between the last day to drop a course without receiving a grade and the final day of classes in a term, undergraduate students are permitted to withdraw from a course with the condition that the course enrolment remains on a student's transcript, denoted by a "W" in the University's records and on the student's transcript as the grade decision. No credit value will be retained for the course and no value will be included in the calculation of a student's grade point average (GPA). Petitions for removal of the W notation are not permitted and no refund of tuition fees shall be provided for courses dropped through the late withdrawal option. Courses with this decision recorded will not be considered an attempt<sup>1</sup> in the context of the *Senate Policy on Repeating Passed or Failed Courses for Academic Credit*.

### Exceptions

The late drop option of the *Withdrawn from Course Policy* does not apply for the following:

- Graduate programs
- JD program
- Practica / internships / co-op or other experiential learning placements
- Exchange / Co-registration courses taken at another institution

#### b) *Withdrawn from Course* as a Petition / Appeal Decision

*Withdrawn from Course* shall be a decision available to Faculty Petitions / Appeal Committees and the Senate Appeals Committee for petitions for late withdrawal from a course. When *Withdrawn from Course* is granted by a committee the course(s) in question remains on a student's transcript, denoted by a "W" in the University's records and on the student's transcript as the grade decision. No credit value will be retained for the course and no value will be included in the calculation of a student's grade point average (GPA). No refund of tuition fees shall be provided for courses dropped through the late drop option. Courses with this decision recorded will not be considered an attempt in the context of the *Senate Policy on Repeating Passed or Failed Courses for Academic Credit*.

Standards governing late withdrawal decisions are set out in the Guidelines. They are also included in the Senate Appeals Committee's *Guidelines for the Consideration of Petitions / Appeals by Faculty Committees*.

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<sup>1</sup> "Attempt" is defined as a completed course for which a final grade has been recorded.

## **Guidelines for Granting *Withdrawn from Course***

Consistent with the *Withdrawn from Course Policy*, the option of *Withdrawn from Course* is available to Petitions / Appeals Committee as a decision for a petition / appeal for late withdrawal from a course on the ground of hardship. Decisions to grant *Withdrawn from Course* shall be guided by the following considerations:

- the hardship can reasonably be seen to have caused the student's decision to not drop, or inability to drop the course, before the withdrawal deadline
- hardship includes transition difficulties experienced by students in their first University session
- the hardship is clearly documented
- the petition is filed promptly following the missed withdrawal deadline, "promptly" to be defined by the period affected by the hardship

## **Guidelines for Granting *Removal of a Course from the Transcript***

Removing a course from a transcript represents a significant alteration of a student's academic record. Accordingly it should be granted infrequently only in recognition of exceptional circumstances, or to correct an error. Decisions to grant *Removal of a Course from the Transcript* should be guided by the following circumstances and considerations:

### **(i) Removal on grounds of non-participation in a course to correct an error**

*Considerations:*

- the instructor confirms that to his/her knowledge the student never attended the course and submitted no assignments
- the student has not previously petitioned on same grounds, or received prior written warning concerning withdrawal deadlines

### **(ii) Removal on grounds that the academic feedback provided before the withdrawal deadline is less than required by the *Senate Grading Scheme and Feedback Policy***

*Considerations:*

- it is confirmed by the instructor that he/she did not provide the required feedback to the class before the withdrawal deadline (not intended to cover cases where students do not receive feedback as a result of not completing work without extenuating circumstances, attending class or contacting the course director)
- the petition is filed promptly following return of the first piece of graded work by the instructor

### **(iii) Removal on grounds of severe and prolonged hardship**

*Considerations:*

- the severe hardship (e.g., critical illness, overwhelming life circumstances) prevented a student from continuing their participation in a course(s) after the withdrawal deadline
- the hardship is clearly documented



# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of January 26, 2017

### FOR ACTION

#### 1. Minor Amendment to the Senate Policy on Organized Research Units

APPRC recommends

that Senate approve a minor amendment to the Policy on Organized Research Units by deleting the words “Transition Provisions” from the title of clause 7; and by deleting the sentence in the clause that reads: “In the interest of a gradual and orderly transition to the chartering model set out in this Policy, all current charters shall continue until each ORU’s next scheduled review or June 30, 2015, whichever comes first;”

The references to transition provisions in the title and the second sentence of clause 7 are clearly stale and need not be retained in the text of the policy.

The full text of the policy is set out in Appendix A with the deleted words shown in ~~strikethrough~~ font.

### FOR INFORMATION

#### 2. Briefing on Strategic Mandate Agreements

The Chair of Senate has asked that Senate be briefed on the Strategic Mandate Agreements negotiated between Ontario universities and the province. Provost Lenton suggested the aspects that would be of greatest interest and importance to Senate, and APPRC agreed with the approach she proposed. Dr Shoukri may also wish to comment.

#### 3. Markham Campus Planning Update

Planning for the Markham campus continues to be a standing item on APPRC agendas. Aspects of the project are now clearer, especially the province’s funding commitment and date when the campus will be operational. Functional design consultations are also occurring. The President and Provost will provide details at the Senate meeting. APPRC has built into its schedule a comprehensive briefing in April after which Senate will receive a substantial update.

#### 4. Meetings with the Deans, Principal and University Librarian

As is customary, the Committee will meet with the Deans, Principal and University Librarian in late winter. These meetings have represented an important moment in the annual planning cycle since they were instituted in the late 1980s when the University Academic Plan – and Faculty plans – were updated annually under the Academic

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

Planning at York (APAY framework). They continue to offer significant opportunities to reflect and act upon the interplay of University and local planning.

For this year the Committee has asked respondents to address two specific questions:

In a context in which academic resources must be aligned with academic priorities:

1. How are you engaging with the Plan for the Intensification and Enhancement of Research?
2. How are you addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the Institutional Integrated Resource Plan designed to enhance quality?

Our discussions will be framed by the UAP as well as the documents referenced in the question, and members of APPRC will also familiarize themselves with Faculty planning documents in preparation for the meetings. The Committee will report to Senate at the conclusion of the meetings to be held in March.

### **5. Report of the Sub-Committee on Organized Research Units**

Attached as Appendix B is the January 2017 report of the Sub-Committee on Organized Research Units chaired this year by Professor Logan Donaldson.

### **6. Consultations on Tracking Progress on Academic Objectives**

As reported to Senate in November (see item 5, below) APPRC has undertaken consultations with Faculty Councils on the topic of tracking progress on objectives. The questions we posed relate to SMAs as well as the UAP and other planning documents. The Committee will share what it learns with Senate.

Documentation is attached as Appendix C.

### **7. Spotlight on the University Academic Plan 2015-2020: Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities (Item Deferred at the November Meeting of Senate)<sup>1</sup>**

APPRC and Senate Executive have agreed that time should be set aside at meetings of Senate this year to highlight one of the seven priority areas of the University Academic Plan 2015-2020. As reported in October, the series leads off with a discussion of Priority 2, Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities.

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<sup>1</sup> APPRC will facilitate discussion of other priority areas from February to June.

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

The UAP commits to the achievement of the following objectives over the next five years.

1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact
2. Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society
3. Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means
4. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world
5. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research
6. Enhance and project the profiles of our Organized Research Units
7. Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms
8. Establish York as an innovation hub by increasing and promoting the translational and entrepreneurial activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach
9. Establish and implement an *Institutional Research Equipment and Facilities Plan* in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective
10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities

There are ten goals, but a prominent feature of APPRC discussions this autumn has been on indicators of research. This reflects the Committee's interest in staying abreast of trends in public policy and postsecondary directions. It included a review of excerpts from major Senate-approved planning documents from 2001 referencing research indicators, measures, and metrics from Senate-approved or Senate-endorsed documents and cites initiative of Senate committees. In general, calls for measurement of quantitative research (and pursuit of external funding opportunities) have been coupled with the need to express the fullest range and impact of York's research through quantitative, inclusive and expanded indicators of research.

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

York's research is seen as high impact with mean standardized scores applied (as reported by the Higher Education Quality Council of Ontario citing Higher Education Strategy Associates, 2012) but lags in publications, income and citations per capita. This can have real consequences by feeding into the agenda of those who favour differentiated funding or who place, as HEQCO does, the University into artificially constructed and selective populated categories (e.g. "in between" or "regional"). Senators should be aware that the province has been receiving advice or receiving advocacy that would tier universities and tie funding to measures that do not take into account York's distinctive mission and strengths. To ignore the external environment is to risk funding for research, and we do have the capacity to anticipate and address antagonistic forces.

In the past, as now, there have been two key objectives in strategic plans:

- enhancing York's performance in funding competitions, deepening research cultures, promotion and supporting research grant applications, connecting the University's scholars with partners in the postsecondary, broader public / NGO and private sectors (and using existing data in beneficial ways)
- creating and utilizing more inclusive indicators

APPRC has been thinking about a role it might play in a collegial dialogue about metrics in order to employ conventional ones that profile York's strengths, impact and diversity, propose new or modified ones that would better describe York's (and other universities') research, and counter measurements imposed on the University. This could take a number of forms, and would certainly include working with and supporting the VPRI (PIER is designed to implement academic planning objectives). It may also be appropriate to consult the Faculties on their efforts to better profile their research, and to share what we have learned.

In reports over the past two years, APPRC has emphasized the opportunities all of us have to help recruit and retain graduate students and it is worth reiterating the importance of these to the University and its research. We welcome the thoughts of Senators on all other aspects of the UAP's priority 2.

The UAP is posted on line at

<http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf>

Senators are also encouraged to review the Plan for the Intensification and Enhancement of Research

<http://pier.info.yorku.ca/pier-final-report/>

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

## **Report to Senate (cont'd)**

### **8. Committee Chair, January to June 2017**

The Committee has elected Professor Les Jacobs to serve as Chair from January to June.

### **9. Hail and Farewells**

Members of APPRC are extremely grateful to Professor David Leyton-Brown for serving as Acting Chair since September. We also salute George Comninel for his many contributions to Senate over the years, most recently as Chair. His interventions at APPRC meetings were informed, positive, often passionate and invariably indicative of an abiding, sincere and deeply held affection for the University community and the betterment of York.

Les Jacobs, Chair

APPRC Report – Appendix A  
**Organized Research Units (Policy)**

**Legislative History:**

Approved by Senate: 2012/03/22

**Approval Authority:** Senate

**Signature:** Harriet Lewis

Has associated [Guidelines and Procedures](#).

**1. Policy Statement**

It shall be the policy of York University to provide for the establishment of Organized Research Units (ORUs) within the scope, terms and conditions of this Policy and its associated guidelines and procedures.

**2. Vision, Principles and Objectives**

2.1. Research in Academic Planning

York's University Academic Plan identifies research intensification as a primary planning objective in the quest for York to ascend to the fore of Canada's leading comprehensive research intensive institutions. York's creative and scholarly research endeavours also provide a stimulating and innovative environment that enriches all other academic activities, are vital to attracting highly motivated students seeking innovative experiential and other high quality learning experiences, and strengthen the University's commitments to external engagement and social justice.

2.2 Collaborative Research and Organized Research Units

While the promotion and encouragement of individual research excellence remains at the forefront of research development at York, in an increasingly complex research environment, the quest for excellence and leadership also depends on collaboration and interaction between researchers from often diverse backgrounds in pursuit of common goals. Indeed, collaboration and interdisciplinarity are hallmarks of the distinctiveness and leadership of York that provide the University with the expectation of a natural competitive advantage in realizing its research aspirations.

While collegial collaborative activity within and across disciplines occurs broadly and arises organically, there are many instances where the scope or scale of the research opportunity can best be developed through formal collaborative association and the strategic investment of resources. Further, as no academic institution can expect to provide leadership in all areas of research endeavors, it is important for the institution to develop appropriate mechanisms to enable it to invest strategically in the development of larger-scale research initiatives.

York's collaborative research goals are furthered by a number of key activities, which include:

- the development and implementation of strategic research plans of the University and Faculties
- strategic investments in larger-scale research initiatives
- responsiveness to external research opportunities, such as are established by the federal and provincial governments and other major funders of research, as well as by civil society, communities, industry, and business.

Opportunities typically follow natural cycles, and their duration and evolution will vary according to their purpose and nature.

York University sees the Organized Research Unit (ORU) as an important formal mechanism through which it can work to achieve its aspirations of collaborative strategic research leadership and development as well as other important research goals. Research Institutes and Centres chartered by Senate are expected to:

- foster vibrant and ongoing programs of collaborative research that explicitly incorporate York's tradition of interdisciplinary collegial scholarship
- provide communities to support individual researchers
- add value and promote quality by bringing together critical masses of scholars aspiring to national leadership and international recognition in clearly identified areas of research consistent with York's values and traditions of community engagement and the translation and mobilization of knowledge, broadly construed and including the methods used in the Sciences, Social Sciences, Humanities, and Fine Arts, to the greater benefit of society
- provide institutional platforms, including specialized administrative expertise, from which to apply for grant and infrastructure support for collaborative and individual projects, and an institutional framework within which to administer them when granted
- provide the means and the encouragement to co-operate with scholars at other universities and institutions, as well as with community and private-sector-based researchers
- enhance and extend teaching, foster the training of future researchers, in a rich environment for graduate student learning and research.
- contribute to building the external reputation and raising the external profile of York research and researchers

### **3. Nature of Organized Research Units**

All ORUs are expected to seek and obtain support from a variety of internal and external sources. ORUs are normally expected to assist in the attainment of University research plans. They may be organized exclusively within York or established jointly with another university or institution (within Canada or internationally) through formal agreement. Research Centres/Institutes may be developed either within the Faculties on the Keele and Glendon campuses or through the office of the Vice President Research and Innovation (VPRI), as warranted by the size, degree of interdisciplinarity, and impact of the initiative.

### **4. Senate Authority**

Organized Research Units are established by means of Charters approved by Senate on recommendations from its Academic Policy Planning and Research Committee (APPRC), which oversees the application and evolution of this policy.

## **5. Nature and Duration of Charters**

No entity shall have or use the designation of Research Centre/Research Institute unless it has been chartered by Senate. ORU charters are approved by Senate. ORU charters are approved by Senate based on recommendations of its Academic Policy, Planning and Research Committee (APPRC). Charters are for a fixed term of five years.

## **6. Role of the Vice-President Research and Innovation**

York's research is conducted by individuals and groups working within and across Faculties and academic units. A key role is assigned to the Vice-President Research. ORUs at both the Institutional and Faculty level are expected to be supported by the Faculties and normally reflect the strategic objectives of the Faculty as well as the Institution. The VPRI is responsible for issuing calls for ORU applications and overseeing their review, and is expected to play a major role in supporting the seeding and nucleating of ORUs and in providing the ORUs with access to the tools needed to reach their objectives and sustain their success for the duration of the opportunity. The VPRI also has a primary role in ensuring the accountability and sound management of ORUs, according to its mandated responsibilities. In applying this policy, the VPRI coordinates efforts with the Academic Policy, Planning and Research Committee of Senate and its Sub-Committee on ORUs.

## **7. Effective Date of this Policy / ~~Transition Provisions~~**

This Policy, and attendant operational changes, comes into effect on the date it is approved by Senate. ~~In the interest of a gradual and orderly transition to the chartering model set out in this Policy, all current charters shall continue until each ORU's next scheduled review or June 30, 2015, whichever comes first.~~

## Academic Policy, Planning and Research Committee

### Sub-Committee on Organized Research Units

#### Report to the full Committee

#### At its meeting of January 19, 2017

*The Sub-Committee met on December 5, 2016 with all members in attendance and submits the following report to the full Committee for information. Professor Donaldson has agreed to serve as the Sub-Committee's Chair.*

#### **FOR ACTION**

##### **1. Minor Amendment to the Senate Policy on Organized Research Units**

The Sub-Committee recommends

that APPRC agree to recommend Senate approval of a minor amendment to the Policy on Organized Research Units by deleting the words “Transition Provisions” from the title of clause 7; and by deleting the sentence in the clause that reads: “In the interest of a gradual and orderly transition to the chartering model set out in this Policy, all current charters shall continue until each ORU's next scheduled review or June 30, 2015, whichever comes first;”

The references to transition provisions in the title and the second sentence of clause 7 are clearly stale and need not be retained in the text of the policy.

#### **FOR INFORMATION**

##### **2. Proposal to Establish a Risk and Insurance Studies Centre: Status**

In response to the latest call for proposals to charter new Organized Research Units, colleagues in five Faculties have submitted a proposal to charter a Risk and Insurance Studies Centre. An ORU with this focus would be distinctive within York and holds out the promise of positioning the University as a leader in a multidisciplinary field that is growing. York researchers have adopted unique and sophisticated perspectives on risk and insurance, opportunities for internal collaboration and external partnerships are compelling, and the prospective inaugural director is respected and dedicated.

Despite these and other positive attributes, the Sub-Committee agreed with the Vice-President Research and Innovation's conclusion that proponents should take additional time to enhance the proposal to better ensure the long-term success of an ORU in the event one is chartered by Senate. In this regard internal commitments for resources need to be clarified (especially from the lead sponsoring Faculty), and firm connections to external funders and stakeholders should be more clearly and fully set out. Building networks before launching an ORU is crucial to viability.

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

Vice-President Haché has agreed to provide proponents with support from the York Incentive Grant program as they undertake further consultations and refine the proposal. It is unlikely that a proposal will re-emerge before 2017-2018, but this does not preclude re-consideration by the VPRI and Sub-Committee this year if proponents are able to complete the tasks thought necessary.

### 3. Other Proposals

No other proposals for new charters have been submitted and no charters of existing ORUs lapse in 2016-2017. It is anticipated that applications for renewed or new charters will come forward in 2017-2018.

### 4. ORU Annual Reports

Existing ORUs are required to file annual reports on their activities, membership, progress made in the implementation of plans, and funding. Directors participate in subsequent discussions of these documents involving ORU Boards (which consist of the directors, Deans and Principal or their Associate Deans Research together with the Vice-President Research and Innovation or Associate Vice-President). The Office of the Vice-President Research and Innovation provides iterative feedback of a kind that was strongly favoured by ORUs during the process leading to Senate approval of major amendments to the ORU policy in 2012.

As always, the Sub-Committee had an opportunity to review annual reports submitted this year. Our reading of the reports surfaced the perennial question of ORU affiliation. Many of York's researchers are associated with multiple ORUs, and do not list their primary affiliation. As a result, the extent to which particular ORUs have facilitated funding – and thus added value – is not always clear. We believe that York researchers should acknowledge their ORU affiliation and thereby help project and build reputations, and we encourage colleagues to do so. The Office of the VPRI continues to work with ORU directors on ways to make annual reports more focused and to highlight expectations of the Senate policy such as collaboration and mentorship.

### 5. ORUs and the Plan for the Intensification and Enhancement of Research

As members of APPRC are aware, PIER contains a number of recommendations relevant to ORUs. Vice-President Haché and Associate Vice-President Celia Haig-Brown described their efforts to ensure that all ORUs are acting on PIER recommendations and identifying priorities they intend to pursue.

*Logan Donaldson, Chair*

## The Senate of York University Academic Policy, Planning and Research Committee

### Memorandum

To: Faculty Council Chairs

From: David Leyton-Brown, Acting Chair, Academic Policy, Planning and Research Committee of Senate  
George Comninel, Chair of Senate

Date: January 16, 2017

Subject: **Tracking Success through Indicators**

This communication requests responses from Faculty Councils by February 10, 2017.

We are writing on behalf of Senate's Academic Policy, Planning and Research Committee to invite your Faculty Council to participate in an important consultation concerning performance indicators, especially those related to scholarly, research and creative activities.<sup>1</sup>

As the year begins, Ontario universities are gearing up for negotiations with the provincial government culminating with the signing of new Strategic Mandate Agreements. The *University Academic Plan 2015-2020*, approved by Senate in early 2016, anticipates the development of more performance-based funding based on a range of indicators. APPRC understands that some metrics emerging from the next SMA exercise will apply to the system as a whole while others will be university-specific.

Over the years, members of the York community have frequently expressed dissatisfaction with the limited array of metrics most frequently utilized because they do not fully or accurately capture York's strengths, or fairly represent the kind, quality and impact of our contributions. This moment brings an opportunity to expand and refine metrics in ways that will better serve York along with other universities.

Through its approval of the University Academic Plan, Senate has made commitments to

- significantly increase the number and proportion of reportable research outcomes [and activities] by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact; and to

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<sup>1</sup>Commonly employed indicators include research income (overall and per faculty member), publication and citations.

- collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practice

APPRC is now in the process of engaging Senators in a discussion of research indicators. In doing so we have signaled our intention to consult with colleagues throughout the University. With SMA negotiations in the offing, it is timely and beneficial to broaden the discussion now, and to seek the views of your Council on the following key questions:

How can York improve its tracking of progress and how can it use indicators to greatest advantage?

What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities? Please provide concrete examples.

In making this request we want to emphasize that responses are intended to launch a sustained collegial dialogue as we work toward realizing UAP objectives and to complement rather than supplant other processes (such as consultations on the Plan for Intensification of Research) and to . In that light, we ask that you respond by **February 10, 2017**. APPRC would welcome input from the appropriate committee(s) and / or Council itself. Feel free to comment on other measures of academic achievement you think relevant.

Please submit your responses to Robert Everett of the University Secretariat ([beverett@yorku.ca](mailto:beverett@yorku.ca)). You may also transmit questions for APPRC to him.

Thank you in advance for your assistance.

cc: Faculty Council Secretaries

University Academic Plan 2015-2020

<http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf>

APPRC Report to Senate, November 2016 pp. 57-59

<http://secretariat.info.yorku.ca/files/Agenda-Package-20161124-FINAL.pdf>

## The Senate of York University – Minutes

**Meeting:** Thursday, November 24, 2016, 3:00 pm, Senate Chamber, N940 Ross,  
 Keele Campus

G. Comninel (Chair)	R. Kenedy	A. Rashad
L. Beagrie (Vice-Chair)	M. Khan	D. Ratushnyak
M. Armstrong (Secretary)	A. Khandwala	I. Roberge
H. Ahmed	A. Kimakova	B. Ryder
C. Altilia	J. Kirchner	T. Salisbury
J. Amanatides	M. Kiumarsi	L. Sanders
K. Amoui	T. Knight	J. Sharma
M. Annisette	R. Lee	M. Shoukri
S. Barrett	R. Lenton	P. Singh
M. Biehl	D. Leyton-Brown	A. Solis
K. Birch	B. Lightman	L. Sossin
A. Blake	A. Lopo	B. Spotton Visano
S. Bohn	J. Lynch	N. Sturgeon
I. Boran	A. Lopo	P. Szeptycki
G. Brewer	L. Martin	H. Tamim
S. Brixey	M. McCall	L. Taylor
J. Clark	M. Mekouar	K. Thomson
B. Crow	J. Mensah	C. Till
A. Davis	J. Michaud	P. Tsisis
M. Derayeh	M. Milo	G. Vanstone
J. Edmondson	T. Moore	P. Walsh
C. Ehrlich	M. Morrow	S. Weiss
L. Farley	K. Mridul	R. Wellen
I. Ferrara	A. Mukherjee-Reed	R. Wildes
A. Glassbeek	D. Mutimer	L. Wright
J. Goldberg	R. Mykitiuk	J. Wu
R. Grinspun	D. Ndlovu	M. Zito
E. Gutterman	P. Nguyen	
R. Hache	A. Norwood	
M. Hadaf	J. O'Hagan	
D. Hastie	O. Okafor	
D. Horvath	S. Parsons	
R. Iannacito- Provenzano	A. Perry	
D. Ipperciel	B. Pilkington	
R. Irving	A. Pitt	
M. Jacobs	J. Podur	
R. Jayawardhana	M. Rajabi Paak	
J. Jeffrey	A. Rakhra	

### 1. Chair's Remarks

The Chair of Senate, Professor George Comninel, advised that it was unlikely a meeting of Senate in December would be necessary, but asked that Senators reserve time on December 15 in case pressing business emerged.

# The Senate of York University – Minutes

## 2. Business Arising from the Minutes

There was no business arising from the minutes.

## 3. Inquiries and Communications

There were no inquiries and communications.

## 4. President's Items

York's President, Dr Mamdouh Shoukri, spoke of a disturbing trend that has given rise to the recent spate of racist rhetoric and actions in North America. The University must stand with those subjected to marginalization, inequities, silencing and other forms of intolerance. This can be done by continuing to promote and facilitate dialogue, collaboration and understanding. As he enters his final months as President, Dr Shoukri pledged to defend York's hallmark values and to be a catalyst for positive change.

The President's monthly Kudos report was posted with the agenda package.

## Committee Reports

### 5. Executive Committee

Senate Executive reported on

- its approval of members of Senate committees nominated by student Senators
- its concurrence with recommendations of the Sub-Committee on Honorary Degrees and Ceremonials with the result that four individuals have been added to the pool of prospective honorary degree recipients and nine others have been extended for a further five years; Senate Executive also expressed its support for the Sub-Committee's efforts to expand and diversify the pool while enhancing the process by which individuals are nominated
- the work plan developed by the Sub-Committee on Equity
- a productive autumn meeting of Senate committee chairs and secretaries where it was learned that committees are seeking to institute governance enhancements, address Senate survey issues and explicitly tie initiatives to the University Academic Plan (UAP)

## The Senate of York University – Minutes

- the annual call for expressions of interest in membership on committees and other positions elected by Senate

### 6. Tenure and Promotions Committee

The Tenure and Promotions Committee filed its annual report for 2015-2016 and it doing so highlighted its plan to expedite the gathering and consideration of unit standards and communications with the parties to the YUFA collective agreement about the criteria applied to alternate stream candidate tenure and promotion.

### 7. Academic Standards, Curriculum and Pedagogy

- a. Changes to Degree Requirements for the BA and BSc Programs in Psychology, Department of Psychology, Faculty of Health

It was moved, seconded and *carried* **“that Senate approve changes to degree requirements for the BA and BSc Programs in Psychology, Department of Psychology, Faculty of Health.”**

- b. Closure of the Honours Double-Major Interdisciplinary BA Program in Psychology, Department of Psychology, Faculty of Health

It was moved, seconded and *carried* **“that Senate approve the closure of the Honours Double-Major Interdisciplinary BA Program in Psychology, Department of Psychology, Faculty of Health.”**

- c. Closure of the Diploma in Real Estate and Infrastructure, Schulich School of Business / Faculty of Graduate Studies

It was moved, seconded and *carried* **“that Senate approve the closure of the Diploma in Real Estate and Infrastructure, Schulich School of Business / Faculty of Graduate Studies.”**

- d. Information Items

ASCP updated Senate on the progress of major initiatives (proposed amendments to the Senate Grading Scheme and Feedback Policy, implementation of new academic forgiveness policies, the Committee’s priorities for the year). It also advised that it had approved minor change to the requirements for the BA, iBA and Accelerated BA programs in Translation offered by Glendon’s School of Translation.

## The Senate of York University – Minutes

### 8. Academic Policy, Planning and Research

#### a. Autumn Planning Reports

Under the auspices of the Academic Policy, Planning and Research Committee (APPRC) Senate received and discussed the following reports:

- Provost Rhonda Lenton's autumn report on enrolments and complement
- Vice-President Finance and Administration Gary Brewer's update on the budget context for academic planning
- Vice-President Research and Innovation Robert Haché's annual report

Presentations in support of all three reports were posted online with the agenda package. APPRC's Chair invited Senators to refer any matters arising from the reports to the Committee.

With regard to the Provost's report, a key goal is to reach Strategic Mandate Agreement enrolment targets in order to protect grants and to ensure York's identity as a research-intensive university given the importance of graduate studies to research productivity. Applications had fallen for the 2016 entering class, but conversion efforts helped ensure that revenues were ahead of the Board-approved budget plan. It is imperative to attain the kind of recruitment and retention success necessary to boost enrolments. The Provost described enrolment strategies that had been fruitful and urged Senators to actively assist in attracting and retaining students.

Applications continue to be skewed toward a relatively small set of programs. This situation must be addressed by reflection and action on quality enhancements and other steps such as innovative combinations.

By 2017-2018 the full-time faculty complement will return to 2008-2009 levels. It remains a priority to rebuild the complement and improve student-faculty ratios.

Among the points to emerge in discussion were the following:

- It was said that York should re-invest in attracting non-secondary school graduate applicants ("105s") and facilitate access to programs through a more prominent, navigable Web resource
- a government-mandated increase in funded graduate spaces in Ontario has fuelled competition and made it difficult for other institutions to reach their own negotiated targets; new graduate programs at York in areas such as

## The Senate of York University – Minutes

Engineering, Health and Education should help, but all members of the community can contribute to building the University's presence and reputation for graduate studies

- the new SHARP budget model does not dictate outcomes but provides academic planners with a reliable tool to help make informed choices and thereby realize planning objectives; Faculties will be “held harmless” at the outset as they transition to the new approach

Vice-President Brewer's autumn report covered a wide range of topics related to the budget context for academic planning. This included revised cumulative deficit figures attributable to enrolment shortfalls (although revenue, derived from grants and fees, were positive to the plan because of enrolment increases). He also commented on provincial initiatives related to the development of a new tuition fee framework for the provinces' universities, the funding formula review nearing completion, and Strategic Mandate Agreement negotiations. It was likely that future funding would involve a mix of enrolment targets, student success indicators and special purpose grants, and unlikely that there would be net new money for the system as a whole. Ongoing risks include pension funding requirements, where the University's position continues to be that going concern tests alone are applicable. Aware of the potential for academic units to “game” the system, the SHARP budget model emphasizes cooperation. Vice-President Brewer agreed that future presentations should include break downs of the share of costs ascribed to categorized “administrative” activities for even greater transparency and understanding.

In his report Vice-President Haché reiterated the importance of research to York's identify and academic plans, and highlighted notable research achievements by individuals, groups and the University as a whole. Large-scale projects continue to be a key driver. Regarding research income, although York has increased the amount of grant money received in recent years, the number of Tri-Council applications has fallen in what has now become a five-year trend. Tri-Council funding is critical to the allocation of Canada Research Chairs and other funding opportunities, and the latest numbers reinforce the need to build and broaden cultures and increase applications. A move up in external rankings would not be solely a question of a sheer rise in funding. Other factors are germane, such as international collaborations, perceived impact, publications and intensity.

In discussion, Vice-President Haché noted that the Plan for the Intensification and Enhancement of Research (PIER) addresses faculty workloads. PIER consultations underscored the view that research success should be rewarded. He agreed that Innovation York and other support services must work closely with researchers to identify opportunities and help foster external linkages.

## The Senate of York University – Minutes

### b. Information Items

APPRC reported that it had concurred with the Provost's recommendations to rename the existing Chair in Business History as the Richard E. Waugh Chair in Business History, and to establish the Timothy R. Price Chair in Real Estate and Infrastructure. The Committee also provided commentary on forums held in October devoted to discussion of Institutional Integrated Resource Plan working group reports.

### c. Deferral of Discussion on University Academic Plan Objectives

A planned discussion of the UAP's Priority 2 -- Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities -- was deferred to the next meeting of Senate.

## 9. Other Business

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

G. Comninel, Chair \_\_\_\_\_

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

## Consent Agenda Items

### 10. Minutes of the Meeting of September 22, 2016 (for approval)

The minutes of the meeting of September 22, 2016 were *approved by consent*

### 11. Minutes of the Meeting of October 27, 2016

The minutes of the meeting of October 27, 2016 were *approved by consent*.

### 12. Changes to Degree Requirements for the Bilingual BA Program in Communications

Changes to the degree requirements of the Bilingual BA Program Communications, School of Translation, Glendon as recommended by ASCP were *approved by consent*.

### 13. Changes to Admission Requirements for the MA Program in Translation, School of Translation, Glendon / Faculty of Graduate Studies

Changes to Admission Requirements for the MA Program in Translation, School of Translation, Glendon / Faculty of Graduate Studies, were *approved by consent*.

# York University Board of Governors



## Synopsis

446th Meeting held on 29 November 2016

### Remarks

The Chair of the Board, Rick Waugh, welcomed new governors Konata Lake and Andrew Lennox to their first meeting and, on the occasion of their final meeting on the Board, extended thanks and appreciation to William Boyle and Tony Viner for their many contributions as governors.

A brief update was provided on the status of the Presidential Search Committee. In accordance with the established procedures, the committee is continuing with its task as mandated and is on track to bring forward a nomination to the Board at its meeting in February 2017.

There will be a special meeting of the Board of Governors in mid-December to review for approval the Sexual Violence Policy in time for the University to meet the January 1, 2017 deadline set by the Province for all universities to have legislation in place.

### Appointments / Re-appointments

#### *Governors*

Appointment of Bobbie Jean White to the Board of Governors for a four-year term from 1 January 2017 – 31 December 2021.

Re-appointment of David McFadden, Earle Nestmann and Hana Zalzal to the Board each to serve a final four-year term ending 31 December 2020.

### Approvals

Re-naming of the Chair in Business History within the Schulich School of Business to the Richard E. Waugh Chair in Business History.

Establishment of the Timothy R. Price Chair in Real Estate and Infrastructure within the Schulich School of Business.

An increase in the Faculty of Education Student's Association undergraduate student levy from \$15 to \$22 annually indexed to the Toronto Consumer Price Index.

A \$2.5M capital project for renovations of the Atkinson Building.

The Ancillary Operations Long Term Plan 2016 Update.

# York University Board of Governors

## Synopsis

### Notice of Intent

A notice of intention to bring forward to the next meeting a resolution for minor amendments to the General By-Laws of the Board of Governors of York University to reflect the change in name of the York University Alumni Association to the York University Alumni Board, and the concomitant change to the election or appointment of the alumni members of the Board of Governors.

### Reports/Presentations

A briefing from the President on: the status of Provincial initiatives, including: the re-design of the funding formula for universities, the tuition fee framework decision for the 2017-18 academic year, finalizing the Memorandum of Understanding on the Markham campus, and the 2017 re-negotiation of York's Strategic Mandate Agreement; York's 5<sup>th</sup> place among Canadian universities in the Times of Higher Education Global University Employability Ranking 2016; continuing success of the *This is Impact* fundraising campaign and the launch of the Seymour Schulich \$5M alumni challenge.

From the Vice-President Finance and Administration, Gary Brewer, and the Director of Projects and Organizational Development, York University Student Centre Corporation, Siva Vimalachandran, a presentation on the design of the new Student Centre.

Brief reports from each of the Executive, Academic Resources, Finance and Audit, Governance and Human Resources and Land and Property committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website.

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

Maureen Armstrong, Secretary

# York University Board of Governors



## Synopsis

**Special Meeting held on 14 December 2016**

A special meeting of the Board of Governors was held on Wednesday, 14 December 2016 to deal with a time-sensitive item of business.

The Board unanimously approved the **Policy on Sexual Violence**, effective 1 January 2017.

The agenda for the meeting is posted on the Board of Governors website.

For further information on the above item contact the University Secretariat.

Maureen Armstrong, Secretary