



York University Senate

Notice of Meeting

Thursday, January 25, 2018, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

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- 7. Academic Policy, Planning and Research (T. Loebel)89
 - a. Report of the Vice-President Academic and Provost / Vice-President Finance and Administration Report on the Budget Context for Academic Planning (for information)
- 8. Other Business

Consent Agenda

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

- 9. Minutes of the Meeting of November 23, 2017 (approval) 96
- 10. BA Programs in Children’s Studies, Social Sciences, Liberal Arts & Professional Studies: Change in Name and Degree Requirements (approval, page 15)
- 11. MA Program in Applied Linguistics, Graduate Program in Linguistics and Applied Linguistics, LA&PS / Faculty of Graduate Studies: Change in Name and Degree Requirements (approval, page 15)
- 12. Report of Senators on the Board of Governors re: November 28, 2017 Meeting of the Board (For information; D. Mutimer / L. Sergio) 102

M. Armstrong, Secretary

PRESIDENT'S KUDOS REPORT

JANUARY 2018



The new [York University and Pioneer Village TTC subway stations](#) opened on the Keele campus on December 17, 2017 as a result of [decades of collaboration](#) between community members, the TTC and government officials at every level.



York University was ranked third in Canada and thirty-ninth overall in the [Universitas Indonesia GreenMetric World University Rankings](#), which scores universities around the world on their commitment to greening their campuses and policies that support sustainability.



WHAT DOES YOUR DONATION LOOK LIKE?
CHANGE
Thank You for Donating Generously
By joining the York Cares United Way Campaign you provided community members a sense of belonging, security, hope and pride.

The annual [York Cares Campaign](#) raised \$173,688 for the United Way of Toronto and York Region, the largest non-governmental supporter of social services in the region.



More than 80 faculty and staff members from across the University contributed their time and advice in the development of the University's [Canada Research Chairs Equity, Diversity and Inclusion Action Plan](#), which will work in conjunction with the CRC Secretariat's Equity, Diversity and Inclusion Action Plan. Submitted on December 15, 2017, the plan will be subject to the University's regular governance processes after hearing from the CRC Secretariat.



For the seventh time in 16 years, [a team from the Schulich School of Business](#) won the Queen's Cup at the [2018 MBA Games](#), an annual competition among Master of Business Administration programs at Canadian universities.



The School of the Arts, Media, Performance and Design [announced three new graduate degree offerings](#) in digital media: a Master of Arts (MA), Master of Science (MSc), and Doctor of Philosophy. The Master's programs will start this fall, and the PhD program will begin in 2019.



Eight York community members were appointed to the [Order of Canada](#), one of the country's highest civilian honours, which recognizes outstanding achievement, dedication to the community and service to the nation:

- Lynn Factor (MSW '88) - Member of the Order
- Mark Breslin (BA '73) - Member of the Order
- Dale H. Lastman (JD '82) - Member of the Order
- Barbara Neis (BA '75) - Member of the Order
- Alberto Manguel (LLD [Hons.] '15) - Officer of the Order
- Saul Feldberg (LLD [Hons.] '04) - Member of the Order
- Janine Brodie, former faculty member - Member of the Order
- Bernard Sherman, donor - Member of the Order



[Victoria Lean](#), who graduated with a joint Master of Business Administration and Master of Fine Arts from York, received the DOC Institute 2017 Vanguard Award, which recognizes an innovative up-and-coming documentary filmmaker.



[Three Kinesiology professors](#) were recognized for their contributions to teaching, research and service during the annual Faculty of Health awards:

- Nicolette Richardson - Teaching Award
- Christopher Perry - Research Award
- Rebecca Bassett-Gunter - Service Award



Schulich Professor [Matthias Kipping](#), Richard E. Waugh Chair in Business History, received the prestigious Humboldt Research Award from the Alexander von Humboldt Foundation for his efforts to promote dialogue between business historians and management scholars.



The Faculty of Liberal Arts and Professional Studies recognized students for their outstanding academic performance at the [2017 Dean's Awards for Academic Excellence](#).



The [Art Gallery of York University](#) won four awards and one honourable mention at the Ontario Association of Art Galleries 2017 Awards Gala:

- Emelie Chhangur - Major Text over 5,000 Words (Curatorial Writing Awards) for *Paving it Forth*
- Sameer Farooq - Creative Campaigning (Public Program Award) for *Behind the Eyes*
- Black Dog Publishing & AGYU - Art Book (Design Awards) for *Marlon Griffith: Symbols of Endurance*
- Megan Toye - First Exhibition in a Public Art Gallery (Exhibition Awards) for *After great pain, a formal feeling comes...*
- Gabriel Levine - Honorable Mention (Art Writing Award) for *On Splendour*, in the publication *Marlon Griffith: Symbols of Endurance*



The annual silent auction hosted by [Las Nubes Students Association](#) in partnership with the Las Nubes Alumni Network raised \$1,500 towards the reconstruction of a bridge in the Las Nubes corridor that was damaged after recent hurricanes. The funds will also support the community learning and educational resource centre [La Casita Azul](#).



The [Faculty of Graduate Studies' Scholars Reception](#) honoured recipients of major internal and external research scholarships, including more than \$31 million in federal, provincial and other major external awards from 2013-2016, and approximately \$63.3 million in York University awards from 2012-16.



[Osgoode Professional Development](#) was recognized as a Silver winner in the Most Improved category for the redesign of its visual assets at the 26th Annual UPCEA Marketing and Enrollment Management Seminar held in Washington, D.C.



[Undergraduate and graduate students](#) from the School of Public Policy & Administration in the Faculty of Liberal Arts & Professional Studies were recognized for their service and presented awards during the annual celebration of service:

- Munisha Basiram - Undergraduate Student Award
- Shireen Salti - Graduate Student Award
- Ashley Cabral - Emerging Leader Award
- Najva Mohammad Amin - Emerging Leader Award
- Tanya Waugh - Alumni Award
- Shovan Chakraborty, Salvatore D'Agostino, Rathsara Illangasinghe, Eric Lothman and Hannah Ross - Best Team Award (not pictured)



A photo of *Mesostoma ehrenbergii*, a species of aquatic flatworm, taken by graduate students [Eleni Fegasar](#) and [Chun Chih Chen](#) was selected as one of thirteen winning entries of RayBiotech's 2018 Calendar Photo Contest.



Faculty of Science Professor [Sampa Bhadra](#) has been invited to be a member of the International Advisory committee for LISHEP 2018 (XIV International School on High Energy Physics) to be held at the Universidade Federal da Bahia (Brazil) in September 2018.



Twelve students from across the Faculty of Liberal Arts & Professional Studies were recognized as winners of the annual [LA&PS Writing Prize](#).



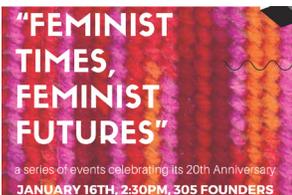
The [Mobilizing Inuit Cultural Heritage project](#) at York University has been invited by the Art Gallery of Ontario to be part of the curatorial team for a major exhibit this summer that will showcase the work of Inuit artists Kenojuak Ashevak and her nephew Timootee (Tim) Pitsiulak.



Schulich alumna [Alyssa Fearon](#) will curate the new Scarborough portion of the Toronto night-time arts festival Nuit Blanche this year.



A study published by Faculty of Science Professor [Jianhong Wu](#) titled "Analyzing the Potential Risk of Climate Change on Lyme Disease in Eastern Ontario, Canada Using Time Series Remotely Sensed Temperature Data and Tick Population Modelling," has been recommended in F1000Prime as being of special significance in its field.



As the oldest and largest program in Canada that grants degrees in Gender and Women's Studies and Sexuality Studies, [the School of Gender, Sexuality and Women's Studies](#) in LA&PS celebrated its 20th anniversary this month.



Osgoode Professor [Obiora Okafor](#) was appointed Independent Expert to the United Nations Human Rights Council.



[Yvette Munro](#), who served as Director of Academic Partnerships and Planning in the Office of the Vice-Provost, was appointed Executive Director of the Ontario Council on Articulation and Transfer, effective January 15, 2018.



[Ijade Maxwell-Rodrigues](#), who served as Chief of Staff and Director, Government Relations in the Office of the President, was appointed York's Chief of Government and Community Relations.



Osgoode alumna Anne London-Weinstein was appointed [a judge of the Superior Court of Justice](#) in and for the Province of Ontario in Toronto.



Professor [Bernard Lightman](#) was elected president of the History of Science Society, the oldest society dedicated to understanding science, technology, medicine and their interactions with society in their historical context, and will serve a two-year term in this role.



Alumna [Nadia Danyluk](#) has been promoted from youth services librarian to deputy chief librarian of the Owen Sound & North Grey Union Public Library.



[Dr. Michael Gardam](#), who was previously the director of the healthcare leadership development program with the Schulich Executive Education Centre, was appointed Chief of Staff to North York's Humber River Hospital.



First General, specialists in property damage restoration, has appointed alumna [Angela Veri](#) Executive Vice President, Strategic Partnerships.

Executive Committee – Report to Senate



At its meeting of January 25, 2018

For Action

1. Nominee for Election to a Senate Committee

Senate Executive recommends the candidate listed below for election to a Senate committee (non-Faculty-designated seats) for the remainder of a three-year term beginning immediately and ending June 30, 2020. The resignation of a member of the Appeals Committee has created a vacancy that should be filled in order to maintain the integrity of all three panels.

Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators must report prospective nominees to the Secretary prior to the start of the meeting at which slates are considered in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate.

Appeals (1 vacancy, full-time faculty member) *T&P meets in panels on Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level*

Patricia Wait, Associate Professor, Music, Arts, Media, Performance and Design

FOR INFORMATION

2. Recommendations Approved in December

In a ballot conducted by e-vote in early December, Senate approved recommendations of the Academic Standards, Curriculum and Pedagogy Committee to establish the following:

- Master of Supply Chain Management Degree Type
- Master of Supply Chain Management Degree Program
- Master of Marketing Degree Type
- Master of Marketing Degree Program

Earlier in the month Senate elected Julie Allen to serve as the contract faculty member of ASCP this year.

Executive Committee – Report to Senate (cont'd)

3. Approval of Members of Senate Committees Nominated by Faculty Councils

Senate Executive has approved the membership on Senate committees of the individuals listed below.

Academic Policy, Planning and Research

Judith Schwarz, Associate Professor, Visual Art and Art History, AMPD

Executive

Mazen Hamadeh, Associate Professor, Kinesiology and Health Science, Health

Honorary Degrees and Ceremonials

Tina Rapke, Assistant Professor, Education

4. Call for Expressions of Interest in Senate Committee Membership and Other Positions Elected by Senate

The annual call for expressions of interest in Senate committee membership and other positions elected by Senate was issued in November. The Nominations Sub-Committee and Senate Executive are in the final stages of developing a slate of candidates and expect to bring recommendations to Senate in February. It is not too late to express your interest or recommend others. Please do so by completing the fillable online form at

<http://secretariat.info.yorku.ca/senate/senate-elections/>

You may also contact Robert Everett of the University Secretariat (beverett@yorku.ca) with suggestions or questions.

5. Minor Amendment to Senate Rules and Procedures

Senate's Rules and Procedures have been updated to change the title of "College Master" to "College Head" in keeping with the new designation announced in the autumn. As in the case of the adoption of "Librarian and Archivist" (June 2017), the change does not require formal approval by means of a statutory motion because it merely reflects correct titles.

6. Faculty Complement Planning

The President and Provost noted that one priority is the development of a comprehensive complement plan for York. To this end they will work with the Deans and Principal to forecast hiring needs and to strategize around the range and kinds of appointments suited to the University's needs and aspirations. Consultations with Senate will be part of the conversation as it unfolds.

Executive Committee – Report to Senate (cont'd)

7. Request for Discussion of Appointments

The Committee received a request from three Senators to hold a thirty-minute Committee of the Whole discussion about searches for academic appointees. Following a thorough discussion by the Committee, the Chair confirmed in writing that it would be appropriate and valuable to discuss Senate's Principles to Govern Presidential Search Committees. Noting that there is insufficient time at this meeting, and that the next search is not imminent, the Chair agreed that time will be set aside at a future meeting. Decanal and vice-presidential staffing matters are within the jurisdiction of the Board and delegated to the President. Therefore the Committee sought input from the President on opportunities to share information with Senate regarding current procedures and any plans for revisions. Noting that she has already been discussing decanal search procedures in fireside chats with Faculty Councils, she expressed an intention to provide an information update at the January 25 meeting.

8. Informal Meeting with Members of the Board Executive Committee

Members of Senate Executive will attend an informal dinner meeting with members of the Board Executive Committee in February to discuss matters of mutual interest. Such meetings do not have specific outcomes. Rather they provide an opportunity for members of the two committees to share perspectives and foster positive relations. The Committee will report to Senate following the meeting.

Lesley Beagrie, Chair
Franck van Breugel, Vice-Chair

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 25 January 2018

For Action

All proposed new and revised programs are effective FW 2018-2019.

Major Modifications

1. Establishment of an Industry Partnership Stream within the Honours BSc Program in Computer Science • Department of Computer Science and Electrical Engineering • Lassonde School of Engineering

ASCP recommends,

That Senate approve the establishment of an Industry Partnership Stream within the BSc Program in Computer Science, Department of Computer Science and Electrical Engineering, Lassonde School of Engineering.

Rationale

The proposed new stream within the Honours BSc program in Computer Science represents an exciting new direction for students as it offers an innovative integration of program learning outcomes and experiential education. The stream is delivered through a set of for-credit practicum placements delivered in conjunction with an industry partner. Students admitted to the stream will complete the practicum credits in addition to all existing degree requirements for the Computer Science program. Through the practicum placements – a minimum of 12 and maximum of 24 credits - students will be engaged in concrete projects at the work site which will see them apply theory and knowledge acquired in their major courses, providing them a valuable and unique work integrated learning experience. Moreover, in this model students in the stream will be remunerated for working at the placement site. It is expected to be a very attractive option that will draw top students to the Computer Science program at York and enhance Lassonde's reputation for experiential education programming.

ASCP discussed with the proponents and the Dean the necessity of maintaining rigorous oversight of the students' academic experiences at the industry site. The School is deeply committed to ensuring the academic integrity of the program and providing full-faceted support to students throughout the program. Lassonde will be able to draw on its experience in this realm from its existing co-op option within its Engineering programs. Moreover, partners participating in the stream are required to sign a Memorandum of Understanding with the University, under the auspices of the Provost, which will cover the comprehensive terms associated with the practicum placements, and a Placement Agreement (a legal contract) that governs the placement.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

An inaugural industry partner has been identified to launch the new stream. As required, it will sign both an MOU and an Affiliation Agreement with York confirming the terms of the partnership and its commitments to the University.

Offering the stream requires significant teaching resources. The benefit the option creates for students and its value to the University in recruitment, has made it a priority of the School. Dean Hornsey has confirmed the commitment of resources to offer the stream commencing with the first partner; his statement of support is included in the supporting documentation. President Lenton has also expressed her support and enthusiasm for this new programming option, noting its comprehensive benefits for students and enhancement of York's reputation for work-integrated learning opportunities.

The full proposal for the new stream, including a mapping of its requirements to the learning outcomes, is attached as Appendix A.

Approvals: Lassonde Faculty Council 9 January 2018 • ASCP 10 January 2018

2. Establishment of a Certificate of Proficiency in Spanish for Business and Professional Communication • Department of Hispanic Studies • Glendon

ASCP recommends,

That Senate approve the establishment of a Certificate of Proficiency in Spanish for Business and Professional Communication to be housed within the Department of Hispanic Studies at Glendon.

Rationale

As the proposal (attached as Appendix B) elaborates, the proposed Certificate of Proficiency in Spanish for Business and Professional Communication will offer students the opportunity to supplement their undergraduate program studies with linguistic and intercultural communication skills in Spanish within business and professional contexts. Solid enrolment in a newly created course in *Spanish for Business*, including students from other Faculties, signals interest in the area. The Certificate effectively draws on the strength of the Hispanic Studies program at Glendon, the breadth of complementary curriculum from other Glendon departments, and the broad array of Spanish courses to be made accessible from the Department of Languages, Literatures & Linguistics in the Faculty of Liberal Arts & Professional Studies.

The certificate is proposed with both concurrent and consecutive options. The program is confident that the design of the certificate, the absence of similar university-housed

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

options locally, and the escalating use of the Spanish language globally within the population and professional contexts, creates a demand for such programming.

Learning outcomes have been articulated for the certificate, complemented by a matrix illustrating the alignment between the requirements and the achievement of the learning outcomes. The Senate committee confirmed that the requirements of the certificate meet the Senate criteria for certificates of proficiency. As required, statements of support and confirmation of resources have been provided by the contributing departments/Faculties and the Principal.

Approvals: Glendon Faculty Council 15 December 2017 • ASCP 10 January 2018 • APPRC 18 January 2018 [pending]

Program Closures

3. Closure of the BA Programs in Canadian Studies • Department of Humanities • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the closure of the BA programs in Canadian Studies housed in the Department of Humanities, Faculty of Liberal Arts and Professional Studies.

Rationale

Although Canadian Studies remains a vibrant area of research and teaching at York, the Canadian Studies degree program has failed to attract the number of majors to ensure its sustainability. There are currently 10 majors in the program, of whom 6 are in the final year. In FW16-17, only 3 new students were admitted to the program. As well, the program has not had a coordinator for the past several years, and as a result students have not had a dedicated advisor to support their studies.

Students currently enrolled in the Canadian Studies program will have the opportunity to complete the degree or to select another major. Future students who wish to work in Canadian Studies will be able to do so through the Individualized Studies program in the Department of Humanities. Additionally, Glendon College offers a BA degree program in Canadian Studies.

There would be no impact on faculty members in Canadian Studies in Humanities as the courses offered are part of the degree program in Humanities. The closure has the support of the Dean.

Approvals: LA&PS Faculty Council 9 November 2017 • ASCP 6 December 2017

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

4. Closure of the Latin American and Caribbean Studies Program • Department of Social Science • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the closure of the BA programs in Latin American and Caribbean Studies housed in the Department of Social Science, Faculty of Liberal Arts and Professional Studies.

Rationale

The following realities have led the Department to conclude that the Latin American and Caribbean Studies program is not sustainable:

- ongoing low enrolments
- lack of full-time faculty members committed to teaching in the program;
- lack of a Program Coordinator

The program had 8 Majors registered in 2015-2016, and there have not been any new admissions since that time. The courses supporting the Major will continue to be offered through the International Development Studies (IDS) program, and therefore existing students will be able to complete the program requirements. The Department advises that there will be no impact on faculty members from the closure; the one remaining full-time member is cross-appointed to IDS and the graduate program in Development Studies. A decanal letter of support for the closure was included with the proposal.

Approvals: LA&PS Faculty Council 9 November 2017 • ASCP 6 December 2017

5. Closure of the South Asian Studies Program and Certificate • Department of Social Science • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the closure of the BA programs in South Asian Studies and the Cross-Disciplinary Certificate in South Asian Studies housed within the Department of Social Science, Faculty of Liberal Arts & Professional Studies

Rationale

Diminished enrolments have been encountered in recent years in both the South Asian Studies degree and certificate programs; it has been a concern flagged in successive program reviews. The related challenges of faculty renewal and program leadership have also plagued the program. Collectively the Department has come to the conclusion, with the support of the Dean, to close the degree and the certificate. The few remaining students will work with an advisor to identify paths to program

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

completion. The last faculty member in the program has retired and the three SAST courses will be retired as well.

The Senate Committee commends the Social Science Department for prudently responding to the realities of the program viabilities.

Approvals: LA&PS Faculty Council 9 November 2017 • ASCP 6 December 2017

Academic Policies

6. Establishment of Senate Policy, Guidelines and Procedures on Academic Accommodations for Students' Religious Observances

ASCP recommends,

That Senate approve the establishment of the Senate Policy, Guidelines and Procedures on Academic Accommodations for Students' Religious Observances, effective 1 July 2018, and the necessary revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations.

Rationale

The existing Senate Policy on Sessional Dates and the Scheduling of Examinations includes a brief statement (Section 7) on religious observances. A companion set of Guidelines appears on the website of the Registrar's Office but the Committee recently concluded that they need to be revised to align more fully with the spirit and intent of the Senate policy statement. A query this past autumn about the Guidelines prompted a discussion on the topic of accommodating religious observances. That conversation and a review of other universities' legislation and practices on the matter led to the conclusion that it would be prudent to have distinct Senate legislation, including a set of procedures, on accommodating students' religious observances rather than have a short statement tucked into the Sessional Dates policy.

The proposed *Senate Policy, Guidelines and Procedures on Accommodating Students' Religious Observances* - set out in Appendix C - incorporates updates to the existing policy statement (now almost a decade old) and necessary revisions to the existing guidelines, and it also reflects best practices. The key considerations of the proposed legislation are the following:

- The Policy and Guidelines statements – Sections I and II – closely align with the *Senate Policy on the Accommodation of Students with Disabilities* for consistency in the articulation of the University's principles

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

- Days of religious significance are defined as those which require students to be absent from the University or make participation in the course on those days impractical
- Rather than posting a near exhaustive list of all days of religious observances as is the current practice, a concise list of the most commonly observed days of religious significance will be compiled annually and distributed to course directors by the Vice-Provost Academic in the Fall to aid course planning for the following academic year
- It is expressly stated that documentation from faith leaders is not required to support requests for accommodation
- The forms of accommodation to be provided to students unable to observe scheduled term work dates / deadlines have been articulated, and the procedures allow for flexibility in exceptional circumstances.
- The existing Religious Accommodation Agreement for Final Examinations form has been amended to include a statement that students must acknowledge by way of a signature, that providing false information for this purpose is a breach of academic honesty.

Among the changes introduced with this legislation, perhaps the most substantive is the annual preparation and broadcast of *Commonly Observed Dates of Religious Significance*. It is modelled after the University of Toronto's policy and practice. Creating a list of the days of special religious significance and widely disseminating it in advance of the next academic session is expected to help course directors avoid scheduling mid-term exams, tests, key assignment deadlines on those days to reduce the need for students' accommodation. Modelled on U of T's listing of dates, the proposed *Commonly Observed Dates of Religious Significance* for York has been prepared in consultation with its student Interfaith Council to ensure it is inclusive for this University's student body. The list of dates is included within Appendix C.

With the approval of the proposed new Senate legislation, minor revisions would be made to the relevant section within the *Policy on Sessional Dates and the Scheduling of Examinations* to acknowledge the separate policy on Accommodations for Students' Religious Observances.

Approvals: ASCP Coordinating & Planning Sub-Committee 13 December • ASCP 10 January 2018

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Consent Agenda

7. Change in Name and Degree Requirements of the BA Programs in Children's Studies • Department of Social Science • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve a change in name of the Children's Studies program to Children, Childhood and Youth, and changes to its degree requirements.

Rationale

In response to the recommendations from the Cyclical Program Review of the Children's Studies program in 2015, the program undertook a review of its curriculum. That review drove the decision to develop four new 6-credit core courses for the Major to bring greater coherence and clarity to, and ultimately improve the quality of, the program. The proposed changes are to replace the existing set of four core courses (24 credits) with the new set of four core courses (24 credits) for the Honours BA degree option; and replace the two core courses (12 credits) in the Honours Minor option with two of the new core courses (12 credits). The curriculum mapping for the program has been updated to reflect the requirement changes and confirm the revised curriculum continues to support the program learning outcomes.

Coincident with the new curriculum, it is also proposed that the program name change to *Children, Childhood and Youth* to better reflect its content and refreshed focus.

Approvals: LA&PS Faculty Council 9 November 2017 • ASCP 6 December 2017

8. Change to Degree Requirements for the MA Program in Applied Linguistics • Graduate Program in Linguistics and Applied Linguistics • Faculty of Graduate Studies

ASCP recommends,

That Senate approve eliminating the Major Research Paper and Thesis options, leaving the Degree by Coursework option in the requirements of the MA Program in Applied Linguistics within the Graduate Program in Linguistics and Applied Linguistics, Faculty of Graduate Studies.

Rationale

The majority of students in the Applied Linguistics program have a professional focus, and they are interested in deepening knowledge about areas in applied linguistics related to language teaching and learning to advance their careers.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Over the past five years, since offering the coursework option, few students have chosen to pursue the Major Research Paper (MRP) route given the tight program completion timelines. Moreover, the Thesis option has rarely been entertained by students as completion times usually exceed the one-year funding students receive in the program. For these reasons, the graduate program is streamlining the delivery of the MA program in Applied Linguistics by eliminating both the MRP and Thesis options within the degree requirements. The all-course structure will position the program as a professionally oriented Masters that may be more attractive to students.

The program offers a full suite of fall/winter and summer courses to support the all-course requirements; no resource implications are therefore associated with the program change. The graduate program will continue to offer the Research Methods course to support students interested in pursuing further graduate studies.

Students currently enrolled in the program will have the choice among the All-Course, the MRP or Thesis options.

Approvals: FGS Faculty Council 2 November 2017 • ASCP 22 November 2017

For Information

a. Minor Modifications

Minor changes to degree requirements were approved for the following programs:

Arts, Performance, Media and Design

Specialized Honours BFA program in Dance Education

BFA Dance program for Concurrent Education

Choreography / Performance Stream, Specialized Honours BFA, Dance

National Ballet School Teaching Training, Options A and B Honours BFA, Dance

Specialized Honours BFA program in Theatre (Acting)

Graduate Studies

MSc program in Biology

Liberal Arts & Professional Studies

Professional Certificate in Investment Management

Professional Certificate in Financial Planning

Finance Stream within the Honours Bachelor of Commerce

Bachelor of Public Administration

Honours Minor degree option in Business

Establishment of the rubric CCY for the re-named Children, Childhood & Youth program

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Science

BA and BSc programs in Applied Mathematics

BSc programs in Mathematical Biology

BA and BSc programs in the Math for Education

BA and BSc programs in Pure Math

BA and BSc programs in Statistics

BSc International Dual Degree program in Mathematics and Statistics

b. Update on Revising the University Grading Scheme

Revisions to the University's grading scheme were approved in principle by Senate in November. The core changes include:

- Moving to a 13- point letter grade scale and a weighted GPA based on a 4.0 maximum
- establishing corresponding numerical ranges for each letter grade and qualitative descriptors for each letter-numerical grade pair
- aligning the undergraduate and graduate grading scales up to the letter grade of "C-" (except for Osgoode and FES).

The next critical steps in the initiative are: the development of a standardized formula for converting the existing 9-point GPA scale to the new 4.0 scale that Faculties will apply to their respective program degree and admission requirements; and developing the numerical ranges for each letter grade and the qualitative descriptors for each letter – numerical grade pair. These two tasks are the current focus of ASCP, and work has begun on them with the Office of the University Registrar.

Changing the grading scheme also generates several corollary amendments to related policies, academic regulations and requirements that need to be identified and approved before the new scheme can be implemented. These include such things as degree and progression requirements, program admissions requirements, academic awards and monetary scholarships and awards. ASCP will liaise with the Faculties, Senate committees and administrative offices university-wide to facilitate approval of the necessary revisions. Consultation with students will also be undertaken to ensure their questions and concerns are being addressed about the changing grading scheme.

Upon finalization of all implementation details and confirmation of the date that the new scheme can be operationalized by the Office of the University Registrar, the full proposal will be returned to Senate for final approval.

Kim Michasiw, Chair

Major Modification
Establishment of an Industry Partnership Stream in Computer Science

1. **Program:** Computer Science
2. **Degree Designation:** Honours BSc
3. **Type of Modification:** Introduction of a new stream
4. **Effective Date:** Fall 2018
5. **Provide a general description of the proposed changes to the program.**

This proposal is for the creation of an industry partnership stream for the Honours B.Sc. program in Computer Science. Part of the education for students in this stream (up to 24 credits) will be delivered through experiential learning at an industry partner's site. Students in the proposed stream will still have to take all courses required by the existing Honours B.Sc. at York.

The industry partner will pay the students' salary, and may choose to subsidize the student's tuition. Approximately half of the student's activities in a given term will encompass taking courses at York University, while the rest will take place at the industry partner's site.

6. Provide the rationale for the proposed changes.

An industry partnership stream will allow students to receive a complete academic education, while at the same time gaining valuable work experience that will enhance their knowledge on technical issues and improve their post-graduation employability. Such a stream would be both attractive to the students, as well as beneficial to the university.

Reasons why this stream should be attractive to students include:

- Experiential education accelerates learning by bridging the gap between theory and practice. It also increases the student's engagement level, since the vast majority of students are interested in "hands-on" learning opportunities.
- Work experience helps provide a well-rounded education as already demonstrated by our successful internship program.
- Each student receives a personalized learning experience based on the industry partner team to which they will contribute.
- The industrial partner may choose to subsidize the students' tuition for the duration of their studies, and provide them with a salary for work placements. This will be of significant help to the students in financing their education.
- A successful student in the program will have a high probability of receiving an employment offer by the industry partner after graduation. The 4-year work experience will also make them highly attractive to other employers.
- Students will be immersed in the industry environment, and will be better qualified to make informed decisions about their careers.

There are also significant benefits to the university by introducing this stream:

- This stream is expected to attract net new excellent students to York University. The prospect of getting valuable work experience, having their tuition subsidized throughout their studies, as well as getting a salary is very attractive. It is fully expected that high-caliber students will choose to come to York University specifically because of this opportunity.
- This stream will produce excellent York graduates that will join the workforce and improve York's reputation through their contribution. This will further increase our chances of attracting good students in the future.
- Association with successful industry partners will further improve York's profile. This stream can also lead to important research collaboration with the industry partner.
- The government of Canada is a strong supporter of [work-integrated learning programs](#). Post-secondary education institutions are encouraged to form partnerships with employers to help educate the next generation of Canadian professionals in fields that require a high degree of technical skill. The proposed stream creates a framework that will facilitate taking advantage of such collaboration opportunities in the future.

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

Within the York University context, experiential education has been identified as a key strategic goal:

- *Strengthening York's institutional gravitas by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health; digital media; biomedical; green technologies; the expansion of experiential education including research activities; and technology enhanced learning. [York University Academic Plan 2015-2020];*
- *Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc. [Priority 3, York University Academic Plan 2015-2020].*

By partnering with reputable industry partners, this stream will meet several of York's objectives, outlined in the Strategic Directions for York University 2010-2020, for building a more engaged community:

- Promoting Quality in the Student Learning Experience- understanding that "students learn and succeed in different ways" and helping them develop "fundamental and transferable skills including effective communication, critical thinking, research and information literacy, and collaboration"
- Promoting Quality through Community Engagement

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).

Unless otherwise specified, all rules, requirements, and practices that apply to students in the Honours B.Sc. program in Computer Science, also apply to students in the industry partnership stream.

Students interested in the Industry Partnership stream will apply for and be admitted to the Honours B.Sc. program under our existing admission requirements. They will also complete the industry partner's application process in order to be considered for the stream. The application process, similar to a scholarship and job application, may include an interview and personal profile written by the student for example. The set of students admitted to the stream will be arrived at jointly with the industry partner. Due to the limited number of admissions possible (expected number is 10 in a given year) there will be no route of appeal for students denied admission.

Students enrolled in the industry partnership stream will be employed by the industrial partner throughout the duration of their studies. The industrial partner will pay the student's salary, and may choose to subsidize their tuition as well. Approximately half of the student's activities in a given term will encompass taking courses at York University, while the rest will take place at the industry partner's site (including the delivery of the industry practicums).

Students in the industry partnership stream will have to take all required major courses and all general education courses at York. They will also have to fulfill all the requirements of the existing Honours B.Sc. program.

At least 12 and at most 24 credits that would normally be fulfilled by taking courses that are not explicitly required by the Honours major program in Computer Science must be fulfilled by enrolling in the newly proposed industry practicum courses (see attached proposal). Most students are expected to complete 24 credits of industry practicums. However, the above requirement allows the student the flexibility to enroll in additional York University courses if they choose to do so.

The practicum courses are only available to students in the industry partnership stream, and each student may enroll into at most one such course per term. These courses cannot be used to satisfy any major requirements of the degree; in particular they cannot be used to satisfy the requirement for "at least 12 credits from computer science courses at the 4000 level, for an overall total of at least 53 credits from computer science courses;" The practicum courses will be graded on a letter grade basis. Students that fail a practicum course are permitted to continue in the stream (but they are required to pass a minimum of 12 credits of practicum courses).

The learning outcomes of the practicum courses will contribute significantly to the education that students in this stream will receive, as well as to the overall degree learning expectations. See the attached spreadsheet for a mapping of courses to degree level expectations for the stream. The set of degree level expectations is the same as that of the existing Honours B.Sc. in Computer Science, but several outcomes, especially in the Application of Knowledge and Autonomy and Professional Capacity categories are supported in a much stronger fashion by the industry practicum courses.

Students are expected to complete their degree in 4 years. For this to be achievable, some courses must be taken in the summer. Although there is some flexibility in how courses can be taken, the schedule in Figure 1 provides an example, where no EECS or MATH courses are taken in the summer. However, there are summer offerings of EECS and MATH courses already and enhancing those would increase the flexibility of the students' scheduling even further.

Year 1	F	EECS 1012	EECS 1019	MATH 1300	EECS 1910 Practicum	EECS 1001
	W	EECS 1022	MATH 1090	MATH 1310	EECS 1911 Practicum	
	S	Non-CS 1	Non-CS 2	Non-CS 3		
Year 2	F	EECS 2001	EECS 2021	EECS 2030	EECS 2910 Practicum	
	W	EECS 2011	EECS 2031	MATH 2030	EECS 2911 Practicum	
	S	Non-CS 4	Non-CS 5	Non-CS 6		
Year 3	F	EECS 3000	EECS 3101	EECS 3311	EECS 3910 Practicum	
	W	EECS 3221	EECS 3461	Elective	EECS 3911 Practicum	
	S	Non-CS 7	Non-CS 8			
Year 4	F	EECS 4xxx	EECS 4xxx	Non-CS 9	EECS 4910 Practicum	
	W	EECS 4xxx	EECS 4xxx	Non-CS 10	EECS 4911 Practicum	
	S					

Figure 1: Example course sequence for a student in the industry partnership stream. Non-CS refers to courses outside computer science, mathematics, statistics and information technology

Students who wish to drop out of the industry partnership stream can continue in the regular Honours B.Sc. Such students will have to pay their tuition going forward. The industry partner may not request a refund on tuition that was paid during the time that the student was employed by them. Any practicum courses already completed will still count as academic credits towards the total of 120 credits.

In order to remain in the industry partnership stream, students must maintain all standing requirements of the existing Honours degree, as well as maintain good standing with the industry partner. The industry partner must commit to a definition of "good standing" that is fair and allows the student ample opportunity to address any issues in order to return to a status of good standing. Students who lose their employment status will continue in the existing Honours degree program as above.

Partner selection process

Admitting students in the industry partnership stream will require identifying an appropriate industry partner (this may also be a small group of industry partners acting as one entity for the purposes of this proposal).

An organization that is interested to become an industry partner must demonstrate that it is:

1. Committed to the same values as York University with regard to equity, inclusivity, and diversity, in particular as this pertains to equity categories of women, persons with disabilities, members of visible minorities and aboriginal persons, individuals of diverse gender and sexual orientation and all groups protected by the Human Rights Code.
2. Cognizant of issues pertaining to the mental health and well being of the students in the stream. In particular, the industry partner must dedicate resources to ensure that the transition to being students and employees is as smooth as possible, and the students have all the support needed to succeed.
3. Able to provide an environment that can facilitate experiential learning in a variety of subjects. This means that there are a significant number of different teams that a student can be employed by during their degree. Such teams might include database, networking, security, mobile development, or testing, for example. The industry partner must commit that the students will have to be embedded with at least 4 different teams during their degree.
4. Willing to provide the necessary resources to educate the students in this stream, not only on the specific technologies utilized by the industry partner, but also on overarching concepts. This includes the time each student's industry mentor will spend with the student to ensure that high-level concepts are understood.

In order to establish a new partnership, a proposal must be brought to the EECS Industry Partnership committee describing how the industry partner is planning to meet the above requirements. The chair of EECS, as well as the chair of the Science Curriculum Committee will be ex officio members of the Industry Partnership committee.

If the committee is satisfied that the prospective partner is able to provide the caliber of experiential education expected, it will forward the proposal to the department for approval. This proposal must be accompanied by a letter of support from the Dean of Lassonde that includes the resources that the School is willing to commit for the new partnership.

An industry partner that has been approved by the EECS department must sign a Memorandum of Understanding (MOU) with York University agreeing to the stipulations of this proposal. The MOU will specify the conditions under which the partnership may be terminated by either party, as well as the conditions under which a student may be required to exit from the industry partnership stream. Strong emphasis will be placed on protecting the rights of the student in any dispute that may arise with the industry partner by following applicable University policies, such as the Senate Policy on the Accommodation of Students with Disabilities, the Code of Student Rights and Responsibilities, the Sexual Violence Policy, etc.

The Industry Partnership committee will monitor existing partnerships to ensure that the quality of the education students receive is at the expected level. For this purpose, instructors of the industry practicum courses will report to the Industry Partnership committee every term during which practicum courses were offered. This report will include an assessment of whether the student is provided with the necessary learning material, resources, and direct contact with the industry mentor to achieve the learning outcomes, as well as whether the necessary balance between theoretical concepts and practical applications is maintained. The committee will attempt to resolve any issues by addressing the industry partner directly, but if the industry partner is assessed to be unable to provide the necessary learning environment or unwilling to provide the necessary resources, the committee will recommend to the Lassonde School of Engineering and the Provost the termination of the partnership.

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 have no impact on other programs.

Detailed approvals are as follows:

- Science Curriculum Committee (EECS), 2 November 2017
- Department of Electrical Engineering and Computer Science, 10 November 2017
- Lassonde Learning, Curriculum and Students Committee, 29 November 2017
- Lassonde Committee on Policy, Academic Resources and Research, 6 December 2017
- Lassonde Faculty Council, 9 January 2018

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.

No changes to the admissions requirements for the Honours BSc program in Computer Science are proposed. Applications of students interested in the Industry Partnership Stream will be forwarded to the industry partner who may choose to interview the students. The final list of students to be admitted to the proposed stream will be decided in a collaborative fashion between York and the industry partner. As noted in section 8 above, industry partners will be expected to adhere to principles of equity, inclusivity and diversity in their selection of students for the stream.

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.

This proposal does not require any physical resources. However, there are significant teaching resources required. Every practicum course mounted will require the instructor to look at each student's set of learning outcomes accumulated this far, design a set of learning outcomes for the current term in collaboration with the industry partner, track the student's progress, and evaluate their reports and exams. Table 1 lists the expected amount of time these tasks will take per student. With an expected enrollment of at least 10 students in each practicum course, this translates to at least 90 hours per term, or 7.5 hours per week. Delivering a traditional lecture-based course requires a workload of approximately 15 hours a week. As a result, being assigned to teach two industry practicum courses should receive 0.5 FCE teaching credit.

Task	Hours
Setting learning outcomes	2
Evaluating 10 weekly reports	3
Preparing and evaluating midterm report	1
Preparing and evaluating final exam	3
Total	9

Table 1: Industry practicum instructor workload per student per term

At steady state, there will be 8 practicum courses offered in each academic year (two in each level of study). This means that a total teaching credit of 2.0 FCE will be required for the industry partnership stream.

As a result, a full-time faculty member must be hired for each industry partner soon after the partnership begins to ensure that the industry partnership stream is appropriately staffed. If enrollment numbers are significantly higher than the expected enrollment of 10 students per year, another full-time faculty hire will be required.

Furthermore, the Industry Partnership committee must be convened when there is a prospective or existing industry partner. Contributing to this committee must count towards the members' service load.

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.

No changes are proposed to the mode of delivery of existing courses. However, the proposed industry practicum courses have a novel mode of delivery through the use of experiential learning and the personalized set of learning outcomes for each student. Please see the attached course proposal for a discussion of the appropriateness of this delivery mode.

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.

Assessment in existing courses remains unchanged. The proposed industry practicum courses may be evaluated through the use of an oral final exam, something not typical in Computer Science. However, in this case an oral exam is probably the most appropriate assessment technique as:

- The evaluation of whether the learning outcomes have been achieved must be based on the work the student produced during their work placement. It makes sense for the instructor to ask questions on the code that the student developed. As this code will be proprietary, an oral exam at the partner's site seems most appropriate.
- The small number of students makes having oral exams feasible.

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

Students currently in the program will not be able to enroll in the industry partnership stream.

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.

Following is the calendar copy for the newly proposed industry partnership stream.

Honours Major BSc Program (Industry Partnership Stream)

A. General education:

- non-science requirement: 12 credits;
- mathematics: satisfied within the core requirements;
- computer science: satisfied by the major requirements;
- foundational science: six credits from [SC/BIOL 1000 3.00](#), [SC/BIOL 1001 3.00](#) (or [SC/BIOL 1010 6.00](#)), [SC/CHEM 1000 3.00](#), [SC/CHEM 1001 3.00](#), [SC/PHYS 1410 6.00](#) or [SC/PHYS 1420 6.00](#) or [SC/PHYS 1010 6.00](#).

B. Major requirements:

- the program core, as specified above;
- [SC/MATH 2030 3.00](#);
- [LE/EECS 3000 3.00](#);
- at least three credits from [LE/EECS 3221 3.00](#), [LE/EECS 3215 4.00](#);
- at least three credits from [LE/EECS 3401 3.00](#), [LE/EECS 3421 3.00](#); [LE/EECS 3461 3.00](#);
- at least 12 credits from computer science courses at the 4000 level, for an overall total of at least 53 credits from computer science courses (courses with second digit 9 cannot be used to fulfill this requirement);
- at least 30 credits which are outside computer science, mathematics, statistics and information technology. 18 of these 30 credits are satisfied by the general education requirement;

C. Practicum requirements: at least 12 credits from the following list of courses:

[LE/EECS 1910 3.00](#), [LE/EECS 1911 3.00](#), [LE/EECS 2910 3.00](#), [LE/EECS 2911 3.00](#),
[LE/EECS 3910 3.00](#), [LE/EECS 3911 3.00](#), [LE/EECS 4910 3.00](#), [LE/EECS 4911 3.00](#).

At least 6 of these credits must be in the 3000 or 4000 level.

D. Science breadth: 24 credits in science disciplines outside the major, of which three credits must be at the 2000 level or above. 18 of these 24 credits, including 3 credits at the 2000 level, are satisfied by the above requirements.

E. Upper level requirement: a minimum of 42 credits at the 3000 level or higher.

F. Additional elective credits, as required, for an overall total of 120 credits.

G. Standing requirements: to graduate requires successful completion of all Faculty requirements and departmental required courses and a minimum cumulative credit-weighted grade point average of 5.00 (C+) over all courses completed.

Honours BSc Computer Science: Industry Partnership Stream Program Learning Outcomes and Curriculum Mapping

UDLE	Honours B.Sc. (Industry Partnership stream) This degree is awarded to students who have demonstrated the following:	Program Learning Outcomes	Supporting Courses
1. Depth and breadth of knowledge	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;	Display a developed knowledge of the mathematical foundations of computer science that are required to perform analyses of computational solutions to problems	EECS 1019, 2001, 3101, 4101, 4111, 4115, MATH: 1300/1310, 1090, 2030, 1025
		Developed ability to assess computational solutions for correctness and efficiency to determine if better solutions are possible	EECS1019, MATH: 1090, 2030, 1025; EECS: 1022, 2030, 2011, 2031, 3101, 2910, 2911, 3910, 3911, 4910, 4911
		Display a developed intellectual understanding and working knowledge of the central role of algorithms and data structures.	EECS: 1022, 2030, 2011, 3101, 4101
		Developed ability in using concepts and skills of computer programming with an emphasis on a systems-level approach.	EECS: 1022, 2011, 2030, 2031, 3311, 4101, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
	b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;	Developed grounding in each of the areas of computer science: Theory, Systems, Software Development, Applications	EECS: 3101, 3221 or 3215, 3311, 3401 or 3421 or 3461; 4101 or 4115 or 4111, 4221, 4411, 4413, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
	c. i) (Developed ability to) gather, review, evaluate and interpret information; and	Seek effectively library resources and properly credit sources in assignments and project reports.	all EECS courses
		Apply knowledge from at least four fields of computer science (Theory, Software development, Systems, Applications) toward the solution of problems.	EECS: 3101, 3221 or 3215, 3311, 3421 or 3461 or 3401, 2910, 2911, 3910, 3911, 4910, 4911
Search for and choose solutions to problems by analyzing alternatives to ensure appropriateness of choice, but also correctness and efficiency		EECS: 1022, 2030, 2011, 2031, 3101, 3311, MATH 1019, 1090, 1300, 1310, 2030, 2910, 2911, 3910, 3911, 4910, 4911	

		Gather, review, evaluate and interpret specifications and requirements in the software development cycle	EECS: 1022, 2030, 2011, 2031, 3311, 4312, 2910, 2911, 3910, 3911, 4910, 4911
	c. ii) (Developed ability to) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;	Display a developed grasp of software development principles and methodologies to develop robust and reliable software implementations that are optimally chosen in the context of competing assumptions are thoroughly tested, within specification, maintainable and appropriate for their intended client.	EECS: 2031, 2021, 3311, 3421, 4413, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911. MATH: 1090
	d) Developed, detailed knowledge of and experience in research in an area of the discipline;	Developed skills in computer programming within a systems oriented approach for fairly large, realistic, software development problems.	EECS: 1022, 2030, 2011, 2031, 3311, 3221, 4312, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
		Developed ability to mathematically analyse solutions for efficiency.	MATH: 1090, 1300/1310, 2030, 1025, EECS: 1019, 2001, 3101, 4101
	e) Developed critical thinking and analytical skills inside and outside the discipline; and	Advanced use of theoretical concepts as well as of the computer hardware and software interplay in the solution of problems	MATH: 1090, 1300/1310, 2030, 1025, EECS: 1019, 2001, 2021, 2031, 3311, 3101, 3221, 4101
	f) Ability to apply learning from one or more areas outside the discipline.	Developed use of applicable concepts, tools, and theory from mathematics and/or areas of the physical sciences to design systems and solve problems.	MATH: 1090, 1300/1310, 2030, 1025, EECS: 1019, 2001, 3101, PHYS. SCI: BIOL 1000 3.00, BIOL 1001 3.00 (or BIOL 1010 6.00), CHEM 1000 3.00, CHEM 1001 3.00, PHYS 1410 6.00 or PHYS 1420 6.00 or PHYS 1010 6.00
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:		
	a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;	Select and use appropriate experimental and or modelling methods in Computer Science.	EECS: 1012, 1022, 2030, 2031, 2011, 2001, 3101
		Assess and choose most efficient possible (programming) solutions from among alternatives.	EECS: 2030, 2031, 2011, 2001, 3101, 4101, 2910, 2911, 3910, 3911, 4910, 4911
	Investigate complex problems by methods that include appropriate experiments and/or modeling, analysis and interpretation of	EECS: 2030, 2031, 2011, 2001, 3101, 4101	

		potential programming solutions, and synthesis of an efficient and correct programming solution.	
	b) devise and sustain arguments or solve problems using these methods; and	Devise rigorously reasoned solutions to programming problems, as a team member or by oneself	EECS: 2031, 3101, 3311, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
		Argue the correctness of solutions, and devise and apply a rigorous and exhaustive testing regime to programming solutions.	EECS: 1019, 2031, 3101, 3311, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
		Defend solution and implementation quoting from the literature as needed. Parameters to evaluate include correctness, safety, scalability, maintainability and efficiency.	EECS: 2031, 3101, 3311, 2910, 2911, 3910, 3911, 4910, 4911
		Work with formal mathematical methods to select methodologies, assess solutions, assess correctness of solutions, assess efficiency of solutions.	MATH1090, EECS: 2011, 2031, 3311, 3101, (4101)
3. Application of knowledge	i. The ability to review, present and critically evaluate qualitative and quantitative information to:		
	a) develop lines of argument;	Compare possible solutions to a problem and successfully argue the merits of the chosen solution in comparison to alternatives;	MATH 1090, EECS: 1019, 2030, 2011, 2031, 3101, 3311
	b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;	Develop programming solutions for a variety of computer science problems, and implement, test, and apply mathematical techniques to argue that the programming solutions are correct and efficient.	MATH 1090, EECS: 1019, 2030, 2011, 2031, 3101, 3311, 2910, 2911, 3910, 3911, 4910, 4911
		Apply a systems approach to problems and choose the appropriate data structures to design algorithmic solutions to problems.	EECS: 2030, 2031, 3311
		Apply discrete mathematics, logic, integral and differential calculus, probability, linear algebra, and techniques from the area of analysis of algorithms to analyze problems.	MATH 1090, 1300/1310, 2030, 1025, EECS: 1019, 2031, 3101, 3311

		Differentiate and apply principles relevant to the area of application and study of computer science but also outside of the major areas such as mathematics, and also (BSc): biology, physics, chemistry, probability OR (BA): natural science, humanities and social science.	MATH 1090, 1300/1310, 2030, 1025, EECS 1019, PHYS Sciences: PHYS. SCI: BIOL 1000 3.00, BIOL 1001 3.00 (or BIOL 1010 6.00), CHEM 1000 3.00, CHEM 1001 3.00, PHYS 1410 6.00 or PHYS 1420 6.00 or PHYS 1010 6.00
		Effectively and correctly problem-solve within the areas of discrete math, logic, calculus, linear algebra, probability, and one or more of the traditional sciences (biology, physics, chemistry).	MATH 1090, 1300/1310, 2030, 1025, EECS 1019, PHYS Sciences: PHYS. SCI: BIOL 1000 3.00, BIOL 1001 3.00 (or BIOL 1010 6.00), CHEM 1000 3.00, CHEM 1001 3.00, PHYS 1410 6.00 or PHYS 1420 6.00 or PHYS 1010 6.00
		Apply knowledge from analysis/synthesis of algorithms and software development computer science principles.	EECS: 2011, 2031, 3101, 3311, 2910, 2911, 3910, 3911, 4910, 4911
	d) where appropriate use this knowledge in the creative process;	Design and implement the solution for a realistic, working, large scale software engineering problem (Team work), that is scalable, maintainable, well-tested and efficient.	EECS: 2011, 2031, 3101, 3311, 2910, 2911, 3910, 3911, 4910, 4911
		Write a cogent brief or report describing the problem's requirements and its solution.	EECS 3311, 4312
	ii. The ability to use a basic range of established techniques to:		
	a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;	Identify the problem specifications variables, unknowns, and constraints	EECS: 1022, 2030, 2031, 3311
	b) propose solutions;	Evaluate underlying assumptions and arguments used to simplify the problem.	EECS: 1022, 2030, 2011, 2031, 3311, MATH: 1090, 1300/1310, 2030, 1025
		Model a number of possible solutions.	EECS: 1019, 2011, 2031, 3311, MATH 1090
		Evaluate proposed solutions and choose a "best" one among them.	MATH 1090, EECS 3101, 3311, 1019
	c) frame appropriate questions for the purpose of solving a problem;	Formulate a strategy for implementing the chosen solution.	EECS: 1022, 2030, 2011, 2031, 3311, 3101

	d) solve a problem or create a new work; and	Argue the correctness and limitations of the proposed solution and make recommendation for possible improvements	EECS: 1022, 2030, 2011, 2031, 3311, 3101, 3221
	e) make critical use of scholarly reviews and primary sources.	Consult the literature in search of solutions.	EECS: 3101, 3311, 4000 level courses
		Evaluate critical information in reports and design documents	EECS: 1022, 2030, 2011, 2021, 2031, 3101, 3311, 3910, 3911, 4910, 4911
		Explain recognized complex concepts to non specialists	EECS 3311, 4312
		Clearly present information in charts, tables, graphs, and diagrams within a report or design document.	EECS: 2030, 2011, 2031, 3311, 4312
		Develop concise and coherent reports and design-documents that reflect critical analysis and synthesis, and navigate along the solution path clearly	EECS: 3311, 4312
		Provide clear instructions for implementation tasks	EECS: 3311, 4312
		Cogently present a comparative approach to problem solving in a written or oral report.	EECS: 3311, 4312
Effectively present material orally in a coherent and organized form, using an appropriate combination of media, to a variety of audiences	EECS: 3311, 4312; culmination of all courses.		
5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	Distinguish between what computing inherently cannot do and what computing might be able to accomplish in the future with the advancement of the science of computing and technology	EECS: 2001, (4111, 4115)
		Awareness of the limitations of various methodologies used in computer science	EECS: 2001, (4111, 4115)
		Apply empirical methods and systematic testing to mitigate the lack of efficient solutions for some problems.	EECS: 2031, 3311, 3101, 2910, 2911, 3910, 3911, 4910, 4911

6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:		
	a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;	Take legal and ethical implications into account, to demonstrate professionalism, to manage both independent and team projects effectively, and to learn independently through research and other means.	EECS: 1001, 3000, 3311, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
	b) working effectively with others;	Resolve team conflict and negotiate resolution to ensure project completion	EECS: 3311, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
		Employ strategies for reflection, assessment and self-assessment of team goals and activities in multidisciplinary settings	EECS: 3311, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
		Contribute within the context of a multi-disciplinary team	EECS: 3311, 1910, 1911, 2910, 2911, 3910, 3911, 4910, 4911
	c) decision-making in complex contexts;	Identify the need to adapt in a changing world by staying abreast of current developments;	Independent study and experience gathered during degree studies especially during the practicum courses; all EECS courses contribute, and so do the General Education courses
	d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and	Develop goals and long-term plans for learning and professional growth	Independent study and experience gathered during degree studies especially during the practicum courses; all EECS courses contribute, and so do the General Education courses
	e) behaviour consistent with academic integrity and social responsibility.	Explain the relationship of computer security to important contemporary political, social, legal, environmental issues and values	EECS: 1001, 3311
Adhere to the tenets of Academic integrity and social responsibility		EECS: 1001, 3311	



Changes to Degree Programs

Department:
Date of Submission:

Course Number:
Effective Session:

Program Name

Type of Change:

- | | |
|--|---|
| <input checked="" type="checkbox"/> in degree requirements | <input type="checkbox"/> in cross-listing |
| <input type="checkbox"/> in course number/level | <input type="checkbox"/> in degree credit exclusion(s) |
| <input type="checkbox"/> in credit value | <input type="checkbox"/> regularize course (from Special Topics) |
| <input type="checkbox"/> in title (max. 40 characters for short title) | <input type="checkbox"/> in course format/mode of delivery * |
| <input type="checkbox"/> in Calendar description (max. 40 words or 200 characters) | <input type="checkbox"/> retire/expire course |
| <input type="checkbox"/> in pre/co-requisite(s) | <input type="checkbox"/> other (please specify):
Curriculum Changes. |

Change From:

To:

The Department of Electrical Engineering and Computer Science does not permit any student to take more than three major computer science courses per term except in the BEng degree programs (four major courses are allowed per term) during the fall and winter terms. A lower upper limit (two major courses, three for BEng candidates) applies during the summer term. Students who work full-time are strongly advised to take no more than two major courses in any term.

Course numbering: We follow the convention that courses with 5 as the second digit of the course number may be used as Electives (with some restrictions as detailed in the University and in the Department's supplemental calendars) but do not count as major credits. In the case of Computer Science, Computer Engineering and Software Engineering Programs, 3000- and 4000-level EECS courses are divided into four areas as follows: theory and numerical computation (second digit is 1), systems (second digit is 2), software development (second digit is 3) and applications (second digit is 4). Courses with second digit 6 are technical courses in electrical engineering.

The Department of Electrical Engineering and Computer Science does not permit any student to take more than three major computer science courses per term except in the BEng degree programs **and the Industry Partnership stream of the Honours BSc** (four major courses are allowed per term) during the fall and winter terms. A lower upper limit (two major courses, three for BEng candidates **and students in the Industry Partnership stream**) applies during the summer term. Students who work full-time are strongly advised to take no more than two major courses in any term.

Course numbering: We follow the convention that courses with 5 **or 9** as the second digit of the course number may be used as Electives (with some restrictions as detailed in the University and in the Department's supplemental calendars) but do not count as major credits. In the case of Computer Science, Computer Engineering and Software Engineering Programs, 3000- and 4000-level EECS courses are divided into four areas as follows: theory and numerical computation (second digit is 1), systems (second digit is 2), software development (second digit is 3) and applications (second digit is 4). Courses with second digit 6 are technical courses in electrical engineering.

Rationale:

The attached proposal creates an Industry Partnership stream that will require students to take 4 EECS courses in most terms. The proposal also introduces practicum courses (second digit 9) that can not be used for major credits in other degrees.

Note: For course proposals involving cross-listings, integrations and degree credit exclusions, approval from all of the relevant Faculties/department/divisions is required.

Note: Since one change (such as a change in year level or credit value) may result in several other changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please feel free to use a New Course Proposal Form (Form 1) in order to ensure that all the required information is included.

* Note: If there is a technology component to the course, a statement is required from ATSG indicating whether resources are adequate to support the course.

Members of the Senate Committee on Academic Standards, Curriculum and Pedagogy,
York University

11 January 2018

Dear ASCP Members,

I am writing to express my full support for the proposed Industry Partnership Stream initiative in Computer Science.

A significant benefit of this Partnership Stream to the Department and to the Lassonde School of Engineering is an increased profile and visibility of our programs, allowing us to demonstrate innovative and forward-looking education at a time of significant changes in the education landscape. The future of education, especially in the technology sector, is likely to include increasingly fluid interactions between workplaces and universities, so it is essential for us to explore such approaches, and to learn from them. These partnerships with Canadian high-technology companies will help us keep our programs relevant to industrial practices, and will therefore increase the preparedness of our graduates for success in the workplace. These factors will have a positive influence on reputation and recruitment beyond the relatively few students who will be admitted to the Stream.

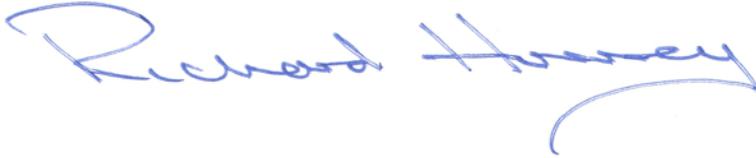
The Industry Partnership Stream itself will attract a group of highly motivated new students to Lassonde, many of whom might not otherwise have chosen York University. For them, the benefits of a salary and potentially subsidized tuition are obvious. In addition, as we find for co-op and internship students, the combination of work and study will provide them increased opportunities for personal growth and deeper understanding. I believe the presence of these students in our classes will also benefit our other students.

Although the new Stream will be offered in close collaboration with the managers of individual students at the partner company, the academic oversight, student evaluation, and curricular approvals will continue to follow the usual collegial processes through the Department, Faculty, and University. The specific terms of a particular collaboration, including mechanisms for ensuring student welfare and responsibilities of the participants, will be subject to a formal agreement between the partner and the University.

I agree with proposal's estimate that an additional 2.0 FCE of teaching per partner will be required in steady state to provide the necessary academic oversight, control, and student supervision. For the initial partnership, I commit to providing the necessary new resources as the Stream develops towards steady state. In the context of the Department's overall complement plan, it may ultimately be most appropriate to meet these requirements by means of a full-time faculty member.

I hope that experience gained during the development and operation of this new style of offering can be extended and adapted to other programs and potentially to other partners.

Best wishes,



Richard Hornsey
Interim Dean and University Professor



January 12, 2018

Office of the President

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Richard Hornsey, Interim Dean
Lassonde School of Engineering
York University
4700 Keele St.,
Toronto, ON M3J 1P3

Dear Richard,

When I was invited to speak with a group of Lassonde students last September about experiential education initiatives like the Industry Partnership Stream I was impressed by two things: 1) how passionate the students were about the value of work integrated learning and the possibility of creating this offering for future cohorts, and 2) their sentiment on choosing a program with a work integrated learning component if given the option to start over again.

I am deeply committed to supporting initiatives such as the Industry Partnership Stream at the Lassonde School of Engineering, and to realizing York's aspiration to become known as Canada's most engaged university. Our success depends on the participation of the entire York community, and I applaud you and your colleagues for being at the forefront of this change. This is a wonderful example of how York can embrace the future.

Initiatives such as this to support our academic programs and collaborate on the innovation needed to create better jobs for young people will better enable York to fulfill its part in redressing Canada's lagging productivity rankings. This Industry Partnership Stream is truly exciting because it will build multi-faceted partnerships in response to the need to become more distributed and more fluid in terms of how we collaborate with local, national and global partners in government, academia, the not-for-profit and private sectors, and in terms of how students obtain their degrees.

The new subway stations will make that even easier by turning our Keele campus into a midtown destination and connecting our students with downtown Toronto and York Region employers as never before.

Lastly, the impact of this Stream will be magnified many times over by the achievements of our students and their contributions to the welfare of society, in addition to the learnings we will gain for future extension and adoption.

You have my full support. I invite you to let me know how I can be of any assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rhonda L. Lenton', with a long, sweeping flourish extending to the right.

Rhonda L. Lenton, PhD
President and Vice-Chancellor

:lv

Note: Any section shaded blue **must** be completed for Engineering related courses **in addition** to the other sections

CURRICULUM COMMITTEE TEMPLATE NEW COURSE PROPOSAL FORM

Faculty:
Indicate all relevant Faculty(ies) i.e. LAPS/SC/LE

LE

Department: Indicate department and course prefix (e.g. Languages, GER)	EECS	Effective Date:	Fall 2018
---	------	------------------------	-----------

Course Number: Special Topics courses Include variance (e.g. HUMA 3000C 6.0, Variance is "C")	LE/EECS 1910 LE/EECS 1911 LE/EECS 2910 LE/EECS 2911 LE/EECS 3910 LE/EECS 3911 LE/EECS 4910 LE/EECS 4911	Var:		Academic Credit Weight: Indicate both the fee, and MET weight if different from academic weight (e.g. AC=6, FEE=8, MET=6)	3.0
---	--	-------------	--	---	-----

Accreditation Unit Breakdown:		Math	Natural Science	Compl Studies	Eng. Science	Eng. Design
Indicate the proposed accreditation unit breakdown as a percentage and unit(s) in the appropriate subject matter areas. Definitions are provided in Appendix A	Percentage					
	Units					
	If the sum of engineering science and engineering design exceeds 50% of the total, indicate which P.Eng. faculty could be possible instructors for this course:					

Course Title:
The official name of the course as it will appear in the Undergraduate Calendar and on the Repository

Industry Practicum

Short Title:
Appears on any documents where space is limited - e.g. transcripts and lecture schedules - **maximum 40 characters**

Industry Practicum

Brief Course Description:

Maximum 300 words or 2000 characters.

The course description should be carefully written to convey what the course is about. It should be followed by a statement of prerequisites and co-requisites, if applicable. This description appears in the calendar.

For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...")

This course is only available to students in the Industry Partnership Stream of the Computer Science Honours BSc (enrollment by permission). Students in the stream may enroll in the course during a term for which they are employed by the industrial partner. The learning outcomes of the course will be approved by the instructor prior to enrollment.

Prerequisites:

*LE/EECS 1910 and LE/EECS 1911: No prerequisite
 LE/EECS 2910 and LE/EECS 2911: 12 EECS credits in the 1000 level
 LE/EECS 3910 and LE/EECS 3911: 12 EECS credits in the 2000 level
 LE/EECS 4910 and LE/EECS 4911: 12 EECS credits in the 3000 level*

Prerequisites:	
Co-requisites:	

Will this course be cross-listed? (Yes/No)

No

If yes, cross-listed to: *(please complete details below)*

Faculty:		Rubric:		Course #:		Weight:	
Faculty:		Rubric:		Course #:		Weight:	
Faculty:		Rubric:		Course #:		Weight:	
Additional cross-listings (if applicable):							

Generic Course Description:

This is the description of the "Parent/Generic course" for Special Topics courses under which variances of the "Generic" course can be offered in different years (Max. 40 words). Generic course descriptions are published in the calendar.

Please list all degree credit exclusions, prerequisites, integrated courses, and notes below the course description (these will be in addition to the 40 word brief course description).

Expanded Course Description:

Please provide a detailed course description, including topics/theories and learning objectives, as it will appear in supplemental calendars.



<p>Expanded Description including topics and theories:</p> <p>Open only to students in the industry partnership stream, this course requires that a set of learning outcomes personalized to each student is prepared prior to enrollment. The learning outcomes will be prepared by the course instructor in consultation with the student’s industry mentor, typically the student’s supervisor at their work place. The course instructor will ensure that the learning outcomes do not overlap with those of previous industry practicums. For this purpose, the course instructor will need to examine the entire record of learning outcomes for the student’s industry practicums. This record will be maintained by the EECS department in house.</p> <p>The EECS Industry Partnership Committee will have to approve the course learning outcomes. Students are normally expected to demonstrate fulfilling the learning outcomes through weekly reports, a midterm report, and a final exam.</p>
<p>Course Learning Objectives: Course learning objectives are statements of the overall learning and teaching intentions for the course and represent what the instructor would expect students to learn and retain in the course. They articulate what the teacher plans to achieve in the course.</p>
<p>The learning objectives of this course will vary depending on the nature of the student’s employment. The course instructor will establish the learning outcomes prior to student enrollment ensuring that they are appropriate for a 3 credit course at this level of study. Computer science learning outcomes must either closely match learning outcomes in existing EECS courses, or they must correspond to competencies in established international bodies like the ACM curriculum [1] or SWEBOK [2].</p> <p>[1] http://www.acm.org/education/curricula-recommendations [2] https://www.computer.org/web/swebok</p>

Course Design:

Indicate how the course design supports students in achieving the learning objectives. For example, in the absence of scheduled contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?

Please detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components.

Alternatively, please explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance

<p>This is an experiential education course. Students are expected to fulfill the learning outcomes set out at the beginning of the term by the course instructor through their employment duties at the industry partner site. Each student will be assigned an industry mentor that will work in close cooperation with the course instructor to ensure that the learning outcomes are achieved. Students will interact directly with the course instructor either in person or by videoconference as often as necessary, but at least once every 4 weeks. The course instructor will use these meetings, as well as the weekly reports that the students will submit to ensure satisfactory progress towards the learning outcomes. The course instructor will ensure that these meetings create an environment that will allow the student to freely express any concerns they may have about their employment with the industry partner.</p>

<p>Course Learning Outcomes:</p> <p>List the course learning outcomes/indicators that will be achieved by the end of this course, and map these to the appropriate CEAB graduate attributes and UDLEs.</p> <p>These course learning outcomes will be assessed and measured in the course for accreditation purposes.</p>	<p><i>Please select those Degree Level Expectations that will be addressed in the course</i></p> <p>Undergraduate Degree Level Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Depth and breadth of knowledge <input type="checkbox"/> Knowledge of methodologies <input type="checkbox"/> Application of knowledge <input type="checkbox"/> Communication skills <input type="checkbox"/> Awareness of limits of knowledge <input type="checkbox"/> Autonomy and professional capacity 	<p><i>Please select those CEAB Graduate Attributes that will be addressed in the course (see appendix B for definitions)</i></p> <p>Graduate Attribute</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge base for Engineering <input type="checkbox"/> Problem Analysis <input type="checkbox"/> Investigation <input type="checkbox"/> Design <input type="checkbox"/> Use of Engineering Tools <input type="checkbox"/> Individual and Team Work <input type="checkbox"/> Communication Skills <input type="checkbox"/> Professionalism <input type="checkbox"/> Impact of Engineering on Society and the Environment <input type="checkbox"/> Ethics and Equity <input type="checkbox"/> Economics and Project Management <input type="checkbox"/> Life-Long Learning
	<p>Learning outcomes articulate what the student will achieve by the end of the course. They provide a framework for assessment by stating what you expect the learners to be able to demonstrate after completing the course.</p> <p>A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks.</p> <p>The industry practicum courses will contribute to all degree level expectations listed above.</p> <p>Each student will be a member of a particular team at the industry partner (e.g. security or mobile development). The industry mentor will be tasked with enhancing the student's depth and breadth of knowledge on this topic. The student will become intimately familiar with the methodologies employed by the industry partner, and will apply this knowledge on a real world situation. This practical application will inform the student's awareness of the limits of existing techniques.</p> <p>Working on a real world project as part of a team will be beneficial for the student's autonomy and professional capacity. Finally, the student's communication skills will be honed both through the necessary communication with other team members, as well as the production of weekly reports that demonstrate the student's progress.</p>	

Instruction:

1. Planned frequency of offering and number of sections anticipated (every year, alternate years, etc.).
2. Number of department/division members currently competent to teach the course.
3. Instructor(s) likely to teach the course in the coming year.
4. An indication of the number of contact hours (defined in terms of hours, weeks, etc.) involved, in order to indicate whether an effective length of term is being maintained OR in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

1. This course will be offered every year that there is an active industry partner with students at this level of study.
2. This will vary based on the given industry partner, but there should be several department members that will be competent to teach this course.
3. Vassilios Tzerpos
4. Students will meet with the course instructor at least once every 4 weeks to ensure satisfactory progress. The students will have daily access to the industry mentor who will work closely with the course instructor in order to deliver the necessary learning outcomes.

Evaluation:

A detailed percentage breakdown of the basis of evaluation in the proposed course must be provided.

If the course is to be integrated, the additional requirements for graduate students are to be listed.

If the course is amenable to technologically mediated forms of delivery please identify how the integrity of learning evaluation will be maintained. (e.g. will "on-site" examinations be required, etc.)

Evaluation will normally be based on the following three components:

1. Students will produce a report on their progress towards the course learning objectives every week other than the week of the midterm and final report (see below) for a total of 10 weekly reports. Each report will be worth 3% of the final mark for a total of 30%.
2. A midterm report will be submitted before the drop date. The questions to be addressed in the midterm report will be set by the course instructor and will be personalized to each student. It will be accompanied by an assessment of the student's progress by the industry mentor. Weight: 30%
3. A final exam will take place at the end of the course. The format of the exam (oral, written, or a combination of both) will be determined by the course instructor and it may take place at the industry partner's site using suitable evaluation conditions. The questions to be addressed in the final exam will be set by the course instructor and will be personalized to each student. The exam will normally include input, and participation if an oral exam, of the industry mentor. Weight: 40%

Bibliography:

A READING LIST MUST BE INCLUDED FOR ALL NEW COURSES

The Library has requested that the reading list contain complete bibliographical information, such as full name of author, title, year of publication, etc., and that you distinguish between required and suggested readings. A statement is required from the bibliographer responsible for the discipline to indicate whether resources are adequate to support the course.

Also please list any online resources.

If the course is to be integrated (graduate/ undergraduate), a list of the additional readings to be required of graduate students must be included. If no additional readings are to be required, a rationale should be supplied.

LIBRARY SUPPORT STATEMENT MUST BE INCLUDED

The course instructor may assign readings in consultation with the Library depending on the learning outcomes for the course.

Other Resources:

A statement regarding the adequacy of physical resources (equipment, space, etc.) must be appended. If other resources will be required to mount this course, please explain

COURSES WILL NOT BE APPROVED UNLESS IT IS CLEAR THAT ADEQUATE RESOURCES ARE AVAILABLE TO SUPPORT IT.

No physical resources are required. Student work terms will take place at the employer's workplace location

Course Rationale:

The following points should be addressed in the rationale:

- How the course contributes to the educational objectives of the **program/degree/Faculty**.

-The relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content. If inter-Faculty overlap exists, some indication of consultation with the Faculty affected should be given.

- The expected enrolment in the course.

This course is introduced as part of the proposed Industry Partnership stream. Please refer to the rationale in the attached proposal.

The expected enrollment in the course is about 10 students per industry partner.

APPENDIX A: Accreditation Units

Accreditation Units (AUs) are defined on an hourly basis for an activity which is granted academic credit and for which the associated number of hours corresponds to the actual contact time between the student and the faculty members, or designated alternates, responsible for delivering the program:

- 1 AU** = One hour of lecture (corresponding to 50 minutes of activity)
- 0.5 AU** = One hour of laboratory or scheduled tutorial

Engineering design integrates mathematics, basic sciences, engineering sciences and complementary studies in developing elements, systems and processes to meet specific needs. It is a creative, iterative and often open-ended process subject to constraints which may be governed by standards or legislation to varying degrees depending upon the discipline. These constraints may relate to economic, health, safety, environmental, social or other pertinent interdisciplinary factors.

[The primary feature distinguishing engineering science from engineering design is the open ended nature of the problems. A design question runs along the lines of “design a system that meets the following specifications” whereas an engineering science question is “for the following example, calculate X, Y, and Z”]

Engineering science subjects normally have their roots in mathematics and basic sciences, but carry knowledge further toward creative applications. They may involve the development of mathematical or numerical techniques, modelling, simulation and experimental procedures. Application to the identification and solution of practical engineering problems is stressed. Such subjects include the applied aspects of strength of materials, fluid mechanics, thermodynamics, electrical and electronic circuits, soil mechanics, automatic control, aerodynamics, transport phenomena and elements of materials science, geoscience, computer science, environmental studies and other subjects pertinent to the discipline. In

addition, the curriculum should include engineering science content which imparts an appreciation of important elements of other engineering disciplines.

[i.e. the subject may be science, but the aim is towards practical applications, with practical examples.]

The basic (natural) sciences component of the curriculum must include elements of physics and chemistry; elements of life sciences and earth sciences may also be included in this category. These subjects are intended to impart an understanding of natural phenomena and relationships through the use of analytical and/or experimental techniques.

Mathematics includes appropriate elements of linear algebra, differential and integral calculus, differential equations, probability, statistics, numerical analysis and discrete mathematics.

Complementary studies in humanities, social sciences, arts, management, engineering economics and communication that complement the technical content of the curriculum.

[If a course is to include a complementary studies component, a portion of the grading must be allocated accordingly, e.g. part of the grade is for the grammar of a report.]

APPENDIX B: CEAB GRADUATE ATTRIBUTES

Section	Graduate Attribute	Description
3.1.1	Knowledge base for Engineering	Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.
3.1.2	Problem Analysis	An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions.
3.1.3	Investigation	An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data, and synthesis of information in order to reach valid conclusions.
3.1.4	Design	An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
3.1.5	Use of Engineering Tools	An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
3.1.6	Individual and Team Work	An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
3.1.7	Communication Skills	An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
3.1.8	Professionalism	An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.
3.1.9	Impact of Engineering on Society and the Environment	An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
3.1.10	Ethics and Equity	An ability to apply professional ethics, accountability, and equity.
3.1.11	Economics and Project Management	An ability to appropriately incorporate economics and business practices including project, risk, and change management into engineering practice and to understand their limitations.
3.1.12	Life-Long Learning	An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge.

Undergraduate Certificate Proposal Template

1. Introduction

- 1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

The Department of Hispanic Studies at Glendon College proposes to launch a Certificate of Proficiency in Spanish for Business and Professional Communication for undergraduate York students (concurrent) as well as for external students (direct-entry).

The proposed certificate will build skills and competencies in Spanish language for specific professional purposes such as commerce, finance, law or healthcare—for which there is a growing demand in the job market in North America, including Canada and the GTA (see 3.2). The certificate also builds intercultural communication skills required for communicating in multicultural contexts and for global exchanges.

The proposed certificate will consist of 18 credits. Being a Glendon certificate, it is designed for both French- and English-speaking students, as well as for Spanish native speakers.

- 1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

“Spanish for business” belongs to the Language for Specific Purposes (LSP) subfield of Applied Linguistics and Second Language Acquisition. It refers to the specific register, jargon, lexicon and language conventions used in professional contexts such as commerce, finance, healthcare, law, and government, both in written and spoken Spanish. “Professional communication” refers to the specific formats and genres in which language is used, including letters, memoranda, interviews, curricula vitae, reports, cover letters, social media, etc.

The conception of this certificate is theoretically grounded in the fields and subfields of Applied Linguistics, LSP, Intercultural Communication, Critical Discourse Analysis, and literary and cultural criticism. The name of the certificate employs the appropriate and recognized terminology within these fields. The same terminology is used to name similar certificates and programs in other universities. It appropriately describes the academic and professional subfields in which students will be trained.

As a specific subfield and area of training, Spanish for Business is widely sustained by professional and academic institutions such as the Instituto Cervantes, the Universidad de Salamanca, the Universidad Nacional Autónoma de México and many universities across the United States and Europe (see Table 1 below).

2. General Objectives of the Undergraduate Certificate

- 2.1 Provide a brief description of the general objectives of the undergraduate certificate.

The general objective of the proposed certificate is to provide students with the linguistic and intercultural communication skills required to successfully communicate in businesses and specific professional contexts in Spanish, as well as the cultural awareness and sensibility required to engage with the contemporary Hispanic world as responsible and informed global citizens. As such, this certificate seeks to develop three major groups of skills:

- 1) Language skills: communicate effectively in Spanish at an advanced level using the appropriate register in different working contexts (corporate, financial, health, legal, etc.) and media (letters, interviews, reports, oral presentations, social media, etc.).

- 2) Intercultural communication skills: understand the implications of communicating across cultures and the multiple ways culture affects communication and social and business practices.
- 3) Cultural awareness skills: become aware of cultural biases through the study of works of art, literature and cinema from the Hispanic world; identify and problematize cultural assumptions; foster cross-cultural awareness to reduce asymmetric power relations and structural disadvantages in communication and business.

2.2 Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.

This certificate will appropriately address institutional priorities as presented in *Glendon's Academic Plan 2015-2020*, and *Academic University Plan 2015-2020*, as well as in *Provostial White Paper* of 2010. Firstly, this certificate will offer innovative teaching delivery methods: enhanced technologies, experiential education, and a greater internationalization of course content. Furthermore, it would enhance the student's experience, foster a culture of student research, and help to develop partnerships with the community and industry.

General objectives of the proposed certificate are consistent with Glendon and York commitment to continuously updating and introducing programs to meet evolving student and societal needs, especially in areas such as professional programs. As outlined in the *Provostial White Paper*, this new certificate aims to provide students a meaningful learning experience that will prepare them to succeed in their future career path internationally. The certificate will be able to do so by offering courses with international content, by helping students to master a foreign language for specific purposes, and, finally, by also exposing them to critical thinking and to multidisciplinary scholarship.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

No similar undergraduate certificate is offered at York, nor is it at any other university in Ontario. In Canada, only UBC has a comparable certificate.

3.2 Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

Both as a certificate and as a degree program, Spanish for Business has proven very successful in many universities around the world, particularly in the United States and the United Kingdom. This is due not only to the large number of Spanish speakers in those countries, but primarily to the increasing necessity of higher educated Spanish speakers in the global economy and particularly in communications. Spanish is mother tongue to more than 470 million people,¹ second only to Mandarin. As an international language, the Index of Human Development ranks Spanish as the second most important language on Earth, behind English but ahead of Mandarin.² Another two important factors for the need and success of Spanish for Business programs, particularly in North America, are the contribution of Spanish speakers to the world GDP, which in 2006 was estimated at 9.2%, and the fact that two-thirds of Spanish-linked GDP is generated in four countries: the US, Canada, Mexico and Spain.

¹ Unless otherwise indicated, numbers and statistics come from the 2012 report on the Spanish language *El español, una lengua viva*, published by the Instituto Cervantes.

² *The Guardian*, Stephen Burgen, June 29, 2015

In Canada, Spanish is the second most widely spoken foreign language (if Chinese languages are considered separately), and one of the fastest growing: Statistics Canada reports a growth in Spanish speakers of over 50% between 2002 and 2011.³

With all these facts, we don't imply that the need for this certificate resides among the growing population of Spanish speakers in Canada and the world, but in the growing business opportunities and industries worldwide generated by and linked to such population, its needs and demands. In fact, as a result of this growth, Spanish has become important for the employability of many professionals outside of Spanish speaking countries and not only in the United States (where more than 41 million people has a native command of Spanish), but already in Canada. Ongoing renegotiations of the NAFTA and the many trade agreements and policy deals with Latin American countries at both federal and provincial levels, as well as the expansion of major Canadian financial institutions and industries in Latin America, confirm the need and importance of this certificate.

In fact, at the time of writing, the Monster website (monster.ca) lists 321 live job postings in Canada that require Spanish or consider it an asset, Workopolis (workopolis.com) lists 152, Eluta (eluta.ca) lists 453, Career Builder (careerbuilder.ca) lists 38 and Indeed (indeed.ca) lists 539. The types of jobs range from C-level positions, directors and senior managers to customer service representatives and clerks. Among the specific jobs available and skills and credentials required are engineers, software developers, accountants, financial analysts, architects, health professionals, social workers, librarians, intelligence analysts, journalists, editors, educators and psychologists, among many others.

Despite these facts, only UBC has a comparable certificate in Canada, as previously mentioned. We believe that this is not due to a lack of demand, but rather to the disciplinary orientation of Spanish (or modern languages) programs in Canada. Traditionally, these programs are more focused on literature and linguistics (core and applied). However, the Department of Hispanic Studies at Glendon, having a distinctive cultural studies orientation, a focus on the contemporary world, and a professionally oriented Certificate in Spanish-English translation, has become conscious of its necessity and is well positioned to create it.

Lastly, the dual emphasis on professional communication *and* cultural awareness that characterizes the proposed certificate, bringing together technical training and the core values of the liberal arts, makes it a no match for any language school in Toronto offering training in Spanish for business, not to mention the relevance of a York University diploma in the job market of higher positions and skilled jobs.

Hence, the target market for this certificate would be:

- Glendon and York students of any program interested in a) international business opportunities; b) service to specific communities of Hispanic people in sectors such as healthcare, law, immigration; c) diplomacy and foreign affairs related to Spanish speaking countries; d) Hispanic communities and organizations in Canada and abroad.
- Professionals in Canada looking for career advancement in the above-mentioned sectors.
- Professionals interested in business sectors linked to Spanish speakers or Spanish-speaking countries.
- Hispanic professionals in need of Canadian credentials.

³ Linguistic Characteristics of Canadians <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.cfm>

See also http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_2-eng.cfm

UK	USA	Canada
Middlesex Coventry Westminster Nottingham Henley (Reading) Surrey Birmingham Southampton Manchester Etc.	University of Maryland University of Florida University of Cincinnati California University of Pennsylvania Valparaiso University University of Wisconsin- Madison University of Wisconsin- Lacrosse NC State University UNC Charlotte Arizona State University Etc.	UBC

Table 1. Spanish for Business programs in the UK, USA & Canada

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

We started offering this academic year (2017-2018) the course GL/SP 3201 3.0 Spanish for Business I as part of our specialized language courses. Without any promotion or link to a certificate, the current enrolment is 16 students, 40 % of which, according to the instructor, come from other faculties (LA&PS, Schulich). All these students are willing to take the continuation of this course, GL/SP 4201 3.0 Spanish for Business II, which will be offered next year. After completing these two courses, which have as pre-requisite GL/SP 3000 6.0 Advanced Spanish, they will have completed all the core courses of the proposed certificate and would only need 6 extra credits to obtain it. Given the current popularity of this course without (yet) the incentive of an additional diploma (i.e. the proposed Certificate), one can realistically think that there will be a considerable demand of students from York. More to the point, students pursuing a BA in Spanish at Glendon or LA&PS can conveniently use up to 15 credits of their Major to obtain the certificate, which provides a very interesting added value to their previous credits.

Given the above-mentioned facts, our projected intake is 6 to 8 internal students the first year, with a steady enrolment of 12 to 15 students once it is established and promoted within our community, the GTA and elsewhere.

Given the tight timeframe, we don't project any external enrolment in its first year (September 2018). However, with proper promotion and support from the office of recruitment, we project 8 to 10 external students.

2018-2019		2019-2020		Steady-state	
Concurrent	Direct-entry	Concurrent	Direct-entry	Concurrent	Direct-entry
6-8	0	8-10	2	10-12	4

Table 2. Projected enrolment

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes. To receive a Certificate of Proficiency in Spanish for Business and Professional Communication, students must complete 18 credits, of which 12 are required (core courses) and 6 are electives.

By completing the core and elective courses, students will be able to:

- Communicate effectively in Spanish at an academic, cognitively-demanding level.
- Communicate effectively in Spanish using the appropriate register in different professional contexts (corporate, financial, healthcare, law, etc.) and media (letters, interviews, reports, oral presentations, social media, webpages, etc.).
- Analyse discourse (textual and visual) and identify discursive strategies using different approaches and methodologies.
- Reflect critically about the implications in communicating across cultures and the multiple ways in which culture effects communication and social and business practices.
- Identify personal cultural biases and assumptions, particularly as they relate to acts of communication.
- Identify asymmetric power relations and structural disadvantages in acts of communication and business practices.
- Explain the diversity of Hispanic cultures and diasporas.
- Compare cultural values from the Hispanic world.
- Analyze works of art, literature and cinema from the Hispanic world as insights into cultures, societies and communities to better understand and communicate with and within them.
- Develop strong and cognitively sophisticated writing skills

4.1.2 Structure of the certificate

The structure of the certificate consists of 12 credits of core courses, 6 credits of elective courses and a comprehensive examination.

12 credits of core courses

Core courses	Credits
<ul style="list-style-type: none"> • GL/AP/SP 3000 6.0 Advanced Spanish OR <ul style="list-style-type: none"> • GL/SP 3200 6.0 Advanced Spanish for Native Speakers OR <ul style="list-style-type: none"> • Spanish Placement Test entry level higher than SP 3000* 	6
<ul style="list-style-type: none"> • GL/SP 3201 Spanish for Business I 3.0 (technical and professional communication) 	3
<ul style="list-style-type: none"> • GL/SP 4201 Spanish for Business II 3.0 (intercultural communication in Spanish) 	3
Total credits of core courses	12

Table 3. Core courses.

+ 6 credits of elective courses

- 3 credits of any 3000 or 4000 level course of Spanish linguistics at Glendon or LA&PS
- 3 credits of any 3000 or 4000 level course of Spanish literature or culture at Glendon or LA&PS.

*Any student placed at a higher level of Spanish than 3000 must replace the 6 credits of the advanced Spanish course with 6 credits from 3000 or 4000 level courses of Spanish linguistics, literature or culture at Glendon or LA&PS.

Alternatively, any student can take up to 3 credits from a specific list of complementary courses (see Appendix 1) in the following programs:

- Communications
- Linguistics
- Certificate in Spanish – English Translation
- Philosophy (Business Ethics)

+ Comprehensive examination

Students will take their comprehensive examination upon completion of the 18 credits of courses in the certificate. The examination will assess students' Spanish LSP skills as well as intercultural awareness. It will consist of two parts: a written exam and an interview.

In order to sit for the comprehensive examination, each candidate must have obtained a minimum of C in each course and an overall GPA of C+ in the 18 credits. Students will need to obtain at least a grade of C to pass the comprehensive examination.

The comprehensive examination for the certificate will be held annually during the April examination period. Application for this examination must be made before January 15 of the same year. Direct-Entry and Concurrent students can sit for the comprehensive examination within two years of completing the course requirements. Those who fail the comprehensive examination on their first attempt will be allowed to sit again the following year. If Concurrent students graduate before passing the comprehensive examination, they will no longer be considered "Concurrent" and will have to apply to become Direct-Entry students.

4.1.3 Course-learning outcome alignment

The structure and curriculum are aligned with the list of learning outcomes (see Table 4 below). Twelve of the required credits are of core courses to provide a solid foundation and training in Spanish grammar and writing (AP/GL/SP 3000), technical and professional communication in Spanish (GL/SP 3201), and intercultural communication and awareness (GL/SP 4201). Three more credits in Spanish linguistics ensure a deeper understanding of the language. Subsequent three credits in literature, cinema, art or culture provide a better understanding of the cultural and social foundations of Hispanic people, while providing enough matter for deeper reflections on intercultural communication issues. These are also writing intensive and cognitively demanding courses that improve the student's writing skills and self confidence in using the language precisely and effectively. Alternatively, three credits on language, communication or business ethics round the formation of a critical, responsible, global citizen worthy of a liberal arts institution like Glendon College.

Learning outcome	Course
Communicate effectively in Spanish at an academic, cognitively demanding level.	GL/AP/SP 3000 6.0 Advanced Spanish GL/SP 3200 6.0 Advanced Spanish for Native Speakers
Communicate effectively in Spanish using the appropriate register in different professional contexts (corporate, financial, healthcare, law, etc.) and media (letters, interviews, reports, oral presentations, social media, webpages, etc.)	GL/SP 3201 3.0 Spanish for Business I
Analyse discourse (textual and visual) and identify discursive strategies using different approaches and methodologies.	GL/SP 4201 3.00 Spanish for Business II GL/COMS 2000 3.00 Social Media, Marketing and Advertising / Les médias sociaux, la publicité et le marketing. GL/SP 3545 3.0 Introduction to Spanish-English Translation GL/SP 3550 3.00 Comparative Stylistics for Spanish-English Translation
Reflect critically about the implications in communicating across cultures and the multiple ways in which culture effects communication and social and business practices.	GL/SP 4201 3.0 Spanish for Business II GL/COMS 3203 3.00 Practices in Intercultural Communications / Enjeux en communications interculturelles GL/COMS 3201 3.00 Communicating in a Transnational World / Les communications dans le monde transnational GL/LIN 2634 3.00 Language and Society
Identify personal cultural biases and assumptions, particularly as they relate to acts of communication	GL/SP 4201 3.0 Spanish for Business II GL/COMS 3203 3.00 Practices in Intercultural Communications / Enjeux en communications interculturelles
Identify asymmetric power relations and structural disadvantages in acts of communication and business practices	GL/SP 4201 3.00 Spanish for Business II GL/COMS 3203 3.00 Practices in Intercultural Communications / Enjeux en communications interculturelles GL/COMS 3201 3.00 Communicating in a Transnational World / Les

	communications dans le monde transnational GL/LIN 2634 3.00 Language and Society GL/PHIL 3642 3.00 Business Ethics
Explain the diversity of Hispanic cultures and diasporas	Any 3000 or 4000 level course on Spanish linguistics from Group 2 (See Appendix 1) Any 3000 or 4000 level course on Spanish culture or literature from Group 3 (See Appendix 1)
Compare cultural values from the Hispanic world	Any 3000 or 4000 level course on Spanish culture or literature from Group 3 (See Appendix 1)
Analyze works of art, literature and cinema from the Hispanic world as insights into cultures, societies and communities to better understand and communicate with and within them	Any 3000 or 4000 level course on Spanish culture or literature from Group 3 (See Appendix 1)
Develop strong and cognitively sophisticated writing skills	Any 3000 or 4000 level course on Spanish linguistics from Group 2 (See Appendix 1) Any 3000 or 4000 level course on Spanish culture or literature from Group 3 (See Appendix 1)

Table 4. Learning outcomes mapping

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

All the core courses of the Certificate have been designed to provide students with a variety of opportunities to ameliorate their Spanish language skills that are needed to navigate the complex business communication environment of the twenty first century and to function effectively in the professional business workplace. Using integrated skills approach, students will be involved in a series of activities which will help them improve their written language skills (writing CVs, cover letters, business reports, proposals, letters and emails, general essays on the Spanish business world, etc.), as well as their oral language skills (group discussions, oral presentations, simulated job interviews, etc.).

In addition to core courses, the certificate incorporates other courses that demand the exercising of Spanish language and communication skills at an advanced level. Oral presentations, group discussions, reading reports, class participation, among others, are all standard assessing components of the courses. These courses also provide broader and deeper knowledge of specific cultures and societies from the Hispanic world and demand major cognitive skills. Advanced language proficiency in Spanish, developed cognitive skills and critical knowledge of specific cultures, are essential not only to achieve the learning outcomes listed above but also to distinguish our certificate from simple language training in Spanish for business provided by language schools. Discussions about cultural, social and historical matters from the Hispanic world, summarizing of arguments, close and distant reading, analysis of works of art and literature, and ultimately, the writing of an essay or other major linguistic, communicative, organizational and cognitive challenge for the student, are all standard forms of assessment in the selected courses. They undoubtedly measure the level of attainment of the learning outcomes listed above.

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.).

See Appendix 1.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.

Courses in the core list of courses will be delivered in either integrated or blended teaching formats. The general language course SP 3000/3200 will be delivered through an integrated method which combines the modern classroom experience with Moodle activities, while both business language courses (SP 3201 and 4201) will be delivered in blended format, combining face-to-face contacts hours with web-based online learning. The blended format will provide more flexibility with regard to when and where students choose to learn, enhance learning by allowing the use of pedagogical strategies that are not possible without learning technologies, and transform how learning occurs by engaging students in the active construction of knowledge through dynamic interactions. There is evidence that students learn more effectively and have higher satisfaction when courses are blended, as compared to online or traditional, face-to-face courses. The Certificate received AIF funds to create the two Business Spanish courses in blended format.

As for the elective courses, they combine different modes of delivery and learning activities through the standard 160 mins class at Glendon and LA&PS. These include lectures (20-25 minutes), small group discussions, 15 mins write/pair/share exercises on specific questions, individual presentations, group presentations, etc. The delivery of all the proposed courses is now supported by the e-class platform. In some courses, it is only used as a document sharing platform, in other courses it is much more integrated. Many of our courses have integrated components such as field work, field trip, reflective learning, community based learning, placements and internships.

These are all modes of delivery and activities that support the achievement of the above-mentioned learning outcomes.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

This certificate is intended to function both as a concurrent program for York students and as direct-entry program for external students.

As a concurrent program, students engaging in this certificate will have been admitted to an undergraduate program at York University. Students can apply for admission after completing 24 credits.

As a direct-entry program, students must have a postsecondary degree from a recognized national or international institution.

In addition, all students will have to demonstrate a GL/SP 3000 entry level of Spanish proficiency by taking the Department's online placement test or by completing GL/SP 2000 6.0 or AP/SP 2000 6.0.

The minimum GPA required for admission is C+

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

All the courses needed to complete the certificate, both the required and the elective ones, are offered yearly by the Department of Hispanic Studies, which can autonomously offer this certificate without putting excessive pressure on its existing resources or programs. With this certificate, we intend to increase efficiency of existing resources without generating further needs. Additionally, supporting programs such as Communications, History and Business Economics at Glendon, as well as Spanish at LA&PS, will contribute to diversify the choice of elective courses making the certificate appeal to a wider audience.

The Department of Hispanic Studies at Glendon has enough faculty members with proven expertise in applied linguistics and second language acquisition, as well as in translation, literature, cinema, art and culture at large. The Spanish program at LA&PS has also faculty members whose areas of specialization are second language acquisition, literature and art.

The certificate will also draw upon existing resources of courses and faculty members that will contribute in the areas of communications, history, translation, linguistics and business ethics.

Those who will participate in the proposed certificate include, but are not limited to:

Prof. Caridad Silva (Hispanic Studies, Glendon. Full time)
Prof. Esther Raventós (Hispanic Studies, Glendon. Full time)
Prof. Jerzy Kowal (Hispanic Studies, Glendon. Full time)
Prof. María Constanza Guzmán (Hispanic Studies -cross appointed with Translation, Glendon. Full time)
Prof. Alejandro Zamora (Hispanic Studies, Glendon. Full time)
Prof. Shaudin Melgar (Hispanic Studies, Glendon. LST)
Prof. Philippe Theophanidis, (Communications, Glendon. Full time)
Prof. Stéphane Couture, (Communications, Glendon. Full time)
Prof. Evan Light, (Communications, Glendon. Full time)
Prof. Gillian McGillivray (History, Glendon. Full time)
Prof. Ellen Anderson (Spanish, LA&PS. Full time)
Prof. María Figueredo (Spanish, LA&PS. Full time)
Prof. Michol Hoffman (Spanish, LA&PS. Full time)
Prof. Shanna Lino (Spanish, LA&PS. Full time)
Prof. Emiro Martínez Osorio (Spanish, LA&PS. Full time)

CUPE instructors at Glendon and LA&PS will also teach in the program.

6.1.2 Administrative Resources

The Department currently has a fulltime administrative assistant and a part time assistant (YUSA-2) that provide support to the Department, the Chair and the Certificate in Spanish-English Translation. These existing administrative resources will provide critical support to the proposed certificate as well. The experiential education coordinator at Glendon will continue providing support in recruiting placement sites and managing placement administration.

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

Courses within the certificate program will not require students to access any special equipment on the Glendon or Keele campus beyond existing computing services, internet connections and libraries. The Spanish Resource Center, located at Glendon, may play a role as a center of documentation and may provide placement opportunities for students.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

Students in the certificate program will not require any additional space beyond normal Glendon or Keele classrooms with internet connections. The Spanish Resource Center provides additional working space and Spanish resources to the community at large.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate certificate. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the certificate.
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate

Included letters from:

Principal, Glendon

Coordinator of the Certificate in Spanish – English Translation, Glendon

Chair of the School of Translation, Glendon

Coordinator of the Program in Communications, Glendon

Coordinator of the Linguistics and Language Studies Program, Glendon

Chair of Philosophy, Glendon (Business Ethics course)

Coordinator of the CRLCC, Glendon

Coordinator of D-TEIL, Glendon

Coordinator of ESL, Glendon

Chair of the Language Training Center for Studies in French, Glendon

Coordinator of Spanish, LA&PS

Library Statement

María Espejo, Education Advisor, Embassy of Spain

APPENDIXES

Appendix 1 – 4.3 List of Courses

Appendix 2 – Letters of support

- Donald Ipperciel – Principal, Glendon College
- Dominique Scheffel-Dunand – Associate Principal Research and Graduate Studies / Chair Center for Research on Language and Cultural Contact, Glendon
- Philippe Theophanidis – Coordinator, Communications Program, Glendon College
- Christopher Campbell – Chair, Department of Philosophy, Glendon College
- Jerzy Kowal – Coordinator, Linguistics and Language Studies Program, Glendon College
- María Constanza Guzmán – Coordinator, Certificate in Spanish-English Translation, Glendon College
- Ian Martin – Coordinator, Certificate Program in the Discipline of Teaching English as an International Language, Glendon College
- Brain Morgan – Coordinator of ESL, Glendon College
- Marie-Élaine Lebel – Chair, Language Training Center for Studies in French, Glendon College
- Maria Figueredo – Coordinator, Spanish Section, Department of Languages, Literatures and Linguistics, LA&PS
- American Association of Teachers of Spanish and Portuguese – Ontario Chapter
- María de los Santos Espejo Quijada, Education Advisor, Embassy of Spain to Canada

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.).

Group 1: Core courses – 12 credits

Course, code and credits	Description	Unit	New/existing
GL//SP 3000 6.0 Advanced Spanish	This course offers a comprehensive review of the most difficult aspects of Spanish grammar through advanced exercises in reading, writing and conversation. Special attention is given to consolidate student's oral and written skills and to emphasize stylistic aspects of the language. Students are also taught how to write an academic essay.	DHS, Glendon	Existing. Offered every year
Or AP/AP 3000 6.0 Advanced Spanish Language and Grammar	This course develops the student's command of Spanish grammar through the writing of multiple drafts of essays, the discussion of advanced and subtle aspects of grammar and style, and the analysis of selected readings.	DLLL, LA&PS	Existing. Offered every year
Or GL/SP 3200 6.0 Advanced Spanish for Native Speakers	This course is designed for those students who speak Spanish at home and therefore have some proficiency in speaking the language but who, at the same time, have not yet mastered all aspects of grammar and the written language. It prepares students for advanced courses in Hispanic Studies.	DHS, Glendon	Existing. Offered every second year
GL/SP 3201 3.0 Spanish for Business I	This course introduces students to the language and context of business Spanish. Students are exposed to a variety of authentic texts and commercial environments.	DHS, Glendon	Existing. Offered every year
GL/SP 4201 3.0 Spanish for Business II	This course provides students with a more in-depth foundation in business language, and introduces cross-cultural analysis that will help them function in today's Spanish-speaking business world. Students critically analyze authentic scenarios and gain an understanding of business cultural practices in Spain and Latin America.	DHS, Glendon	Existing. Offered every year

Groupe 2: At least 3 credits of any 3000 or 4000 level course on Spanish linguistics at Glendon or LA&PS

GL/SP/3600 6.00 Spanish Linguistics	This course examines the linguistic structures of the Spanish language: its sound system (phonetics and phonology), its word formation (morphology), sentence structure (syntax) and varieties of Spanish (historical, social and regional).	DHS (cross listed with Linguistics), Glendon	Existing. Offered cyclically. The DHS offers at least 3 credits yearly in this group
GL/SP 4600 3.00 History of the Spanish Language	This course provides an outline of both the cultural and the formal linguistic history of the Spanish language in the Iberian Peninsula from its beginning to the present.	DHS (cross listed with Linguistics), Glendon	Existing. Offered cyclically. The DHS offers at least 3 credits yearly in this group
GL/SP 4601 3.00 (SP) History of the Spanish Language in America	This course studies the internal and external history of the Spanish Language on the American continent, from the conquest of America to the present.	DHS (cross listed with Linguistics), Glendon	Existing. Offered cyclically. The DHS offers at least 3 credits yearly in this group
GL/SP 4602 3.00 Contemporary Latin American Spanish	This course introduces students to a broad linguistic panorama of the Spanish Language in Latin America. It serves to familiarize students with its current structure, variation and use.	DHS (cross listed with Linguistics), Glendon	Existing. Offered cyclically. The DHS offers at least 3 credits yearly in this group
GL/SP 4603 3.00 Contrasting Spanish with English	This course offers insight into Spanish phonology, morphology, syntax and lexicon as seen through the eyes of an English-speaking learner of Spanish. It proposes an in-depth study of Spanish linguistic structures and emphasizes its implications for language and translation.	DHS (cross listed with Linguistics), Glendon	Existing. Offered cyclically. The DHS offers at least 3 credits yearly in this group
AP/SP 3100 3.00 Aspects of Spanish Linguistics	This course presents linguistic concepts, terminology and analyses, focusing on the Spanish language. It offers a foundation in the systems of language including phonetics, phonology, morphology, syntax, semantics as well as linguistics fields such as historical linguistics, sociolinguistics, and Spanish teaching and learning.	DLLL, LA&PS	Existing. Offered cyclically. The DLLL offers at least 3 credits yearly in this group
AP/SP 3110 3.00 Spanish Stylistics	This course is designed to teach students of the Spanish language some basic aspects of stylistics and to provide practice in stylistic analysis of both literary and non-literary texts.	DLLL, LA&PS	Existing. Offered cyclically. The DLLL offers at least

			3 credits yearly in this group
AP/SP 3150 3.00 Spanish Applied Linguistics	This course introduces students to concepts in applied linguistics, with an emphasis on the teaching of Spanish as a foreign language. It addresses aspects of Spanish linguistics as they apply to second language acquisition, foreign language learning and teaching.	DLLL, LA&PS	Existing. Offered cyclically. The DLLL offers at least 3 credits yearly in this group
AP / SP 4120 3.00 History of the Spanish Language	Explores the history of the Spanish language from its Latin origins. We focus on phonological and grammatical developments, the socio-historical factors that contribute to these changes, and analyze texts in which they are evident.	DLLL, LA&PS	Existing. Offered cyclically. The DLLL offers at least 3 credits yearly in this group
AP / SP 4130 3.00 Varieties of Spanish Worldwide	Explores regional varieties of Spanish from the Iberian Peninsula and Latin American, including indigenous and African contributions to Latin America Spanish, and contact varieties in the United States and elsewhere.	DLLL, LA&PS	Existing. Offered cyclically. The DLLL offers at least 3 credits yearly in this group
AP / SP 4140 3.00 Spanish Sociolinguistics	This course introduces students to the study of language in its social context, with an emphasis on Spanish. Topics include: social factors contributing to variation and change, issues of identity, contact with other languages, language planning and policy.	DLLL, LA&PS	Existing. Offered cyclically. The DLLL offers at least 3 credits yearly in this group

Groupe 3: At least 6 credits of any 3000 or 4000 level course on Spanish literature or culture (excluding survey courses) at Glendon or LA&PS

GL/SP 4310 3.0 The Generation of 98 and Modernism	This course studies Spanish literature at the turn of the XX Century, focusing on its two important literary movements: the Generation of 98, and Modernism. Selected texts (prose, poetry, and drama) are discussed to place these two movements in their historical, cultural, and literacy contexts.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4320 3.0 The Contemporary Spanish Novel	This course studies the Spanish novel, from after the Civil War until present day. Novels written by the most representative authors are analyzed while focusing on the main novelistic streams of the period.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4330 3.0 Images of Women in the Spanish Golden Age	Witches, saints, idealized, honoured, perverse and sinful women all appear in the drama, poetry, and art of the Spanish Golden Age. This course analyzes different images of women that surfaced	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this

	in this era in order to understand their role in society.		group.
GL/SP 4340 3.0 Heroes and Anti-heroes in the Spanish Novel and Art of the Spanish Golden Age	Knights, maidens, villains and prostitutes are just some of the characters that appear in the novel and art of the XVI and XVII Centuries. This course studies the models of heroes and anti-heroes within the historical-cultural context of the era.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4345 3.0 Spanish Women in Literature and the Arts: Rethinking the Body	This course focuses on the representations of the female body in contemporary Spanish literature, art and film. Works of female writers, painters, photographers and filmmakers will be examined to trace physical and symbolic representations of the body and to discuss how those texts challenge, dissolve and re-write the scripts of womanhood in Spain.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4365 3.0 The City in the Spanish XIX and XX Century Literature and Arts	This course analyzes the impact of the metropolis on the works of writers and artists in the XIX and XX Centuries. It examines the city as a real place where individual and/or collective experiences are created and the city as a metaphor where values and social structures converge.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4400 6.0 Latin American Novel of the XX Century	This course studies major Latin American novels from important periods (Mexican Revolution, 60's Literary Boom), using diverse methodology from the humanities and social sciences, but with emphasis on literary criticism/linguistics. The analysis of texts and discourses is intended to broaden students' understanding of cultural/gender diversity.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4430 3.0 Time, Space, Gender and Multiculturalism in Colonial Spanish American Literature	This course studies significant themes in Colonial Spanish American Literature. It analyzes texts and discourses within a literary/historical perspective and in dialogue with contemporary cultural theory; and provides students with an in-depth understanding of the foundation of Latin American identities.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4450 3.0 The Latin American Short Story - XIX and XX Centuries	This course studies the dominant literary movements found in the Latin American short story of the XIX and XX Centuries. A selection of significant authors and short stories from various Latin American countries is examined within their cultural/political/historical context. Texts are analyzed from the perspective of literary criticism and theory.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4460 3.0 Latin American Women Writers of the XX Century	This course studies a selection of significant Latin American short stories of the XX Century, written by women. Texts are analyzed within the context of important esthetic, political and social movements from the perspective of literary criticism and theory.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4470 3.0 Latin American Literature of the XXI Century	This course explores recent trends, themes and authors within their social/historical context with an emphasis on narrative. It strengthens students' skills in critical and conceptual thinking and	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this

	examines theoretical and philosophical approaches to literary analysis. Theorists/Critics include Derrida, Foucault, Jameson, Lacan, Paz, Sontag.		group.
GL/SP 4605 6.0 Spanish and/or Latin American Theatre: from Drama to Performance	This course is designed to study selected plays from Spain and/or Latin America in the context of aesthetic movements and socio-political events. Connections will be made between reading/performance and drama/theatre theory and its practice. In the second semester students will apply skills learned in the first semester by mounting a theatrical production.	DHS (cross listed with Drama Studies), Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4606 6.0 Cinema in Spain and Latin America	The course studies major accomplishments in Spanish film, from the cinema of Luis Buñuel to the main trends in contemporary Spain. The course also studies a selection of Latin American cinema, including classic and recent films from Mexico, Argentina and Cuba. Films with English subtitles.	DHS, Glendon (cross listed with Drama Studies and Humanities), Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4608 3.0 Narratives in / of Latin America. Individuals, communities and their voices	This course studies narratives in/of Latin America and how the region is constructed narratively. Students analyze how language(s), power relations, and subjectivity intersect in the way we tell stories, and are given the option of creating their own narratives.	DHS, Glendon (cross listed with Communications)	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4700 3.0 The Poetics and Politics of Hispanic Literature and Film	This course examines literature and cinema in Spanish as political artifacts. Through selections of literary works and one film, students analyze how these forms of discourse relate to questions of power and resistance such as race, gender, class, the body, the subject, etc.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4701 3.0 Hispanic Cultural Traditions in the GTA. A life narrative project	Through the writing of the life narrative of Hispanic informants living in the GTA, this course examines how individuals negotiate different cultural traditions at play in their lives. It combines an in-class component and a field (ethnographic) component.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4702 3.0 Childhood in Latin American / Spanish Literature	Literature provides a discourse about youth and childhood that differs from dominant narratives - i.e. national, religious or scientific narratives. What is a child or a youth in literature? How do they differ from their social construction in real life? How do they challenge conventional subjectivities, values and norms? These are some of the questions this course tackles through the analysis of contemporary short stories and novels. Relevant theories, films and the history of childhood are considered.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4703 3.0 Topics in Latin American / Spanish Culture and Society	Through the analysis of relevant films, literature and art works, this course studies different aspects of modern culture in Latin America and/or Spain. The course focuses on specific topics that may include family, gender, childhood, ethnicity, among others.	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4704 3.0	This course is an introduction to Spanish and	DHS, Glendon	Offered cyclically. The

Contemporary Latin American / Spanish Graphic Novel	Latin American graphic novels produced in recent years. We approach the texts from a diversity of theoretical perspectives reflecting on contemporary issues such as gender, sexuality, class, violence, race, "high" and "low" culture.		DHS offers at least 15 credits yearly in this group.
GL/SP 4705 3.0 Flash Fiction in Spanish. The art of the short form	This course studies microrrelatos, re-writing, sudden, quick and nano fiction. It applies theoretical and critical analysis to a range of works from the Spanish speaking world. The course also covers strategies, techniques and writing skills that enable students to write original stories	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
GL/SP 4706 3.0 Hispanic Geopoetics. A field trip to territory, identity, literature and art	This course explores the geopoetics of selected Hispanic literary texts or artworks, and pursues their investigation through a field trip to a place of reference (i.e. Picasso's Andalusia, Rulfo's Illano, etc.).	DHS, Glendon	Offered cyclically. The DHS offers at least 15 credits yearly in this group.
AP/SP 3220 3.00 Hispanic Caribbean Literature	Examines the construction of the Caribbean (Hispanic Caribbean) as a geographic and cultural space whose boundaries have been charted by imperial rivalries. Topics under consideration may include Early Modern European expansion, the search for 'El Dorado' and the 'Fountain of Youth,' colonization, piracy, migration, slavery, the New World Baroque, transculturation, identity, race relations, revolutions, and nation building. Special attention is given to the representation of cities like Habana (Cuba), Santo Domingo (Dominican Republic), San Juan (Puerto Rico), Veracruz (México), and Cartagena (Colombia) in the works of writers like José Lezama Lima, Roberto Burgos Cantor, José Martí, Germán Espinosa, Reinaldo Arenas, Junot Díaz, Alejo Carpentier and others.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 3360 3.00 Spanish Poetry of the Golden Age	A study of selected poetry from the Renaissance and Baroque periods. Works by Garcilaso, Fray Luis de Leon, Herrera, Ercilla y Zuniga, San Juan de la Cruz, Gongora, Lope de Vega and Quevedo.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 3370 3.00 Spanish Theater of the Golden Age	The rise and development of the Spanish theatre in the Renaissance and Baroque periods.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 3540 3.00 El mal del siglo: 19th Century Spanish Poetry	Studies representative works of important Spanish poets from the Romantic period to the end of the 19th century, that may include el Duque de Rivas, Espronceda, Bécquer, and Rosalía de Castro.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 3.00 3560 19 th Century Spanish Theater	Considers the thematic tensions between representative works of important Spanish playwrights of the Romantic, Post-Romantic and Realistic schools. Playwrights may include: de la	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits

	Rosa, García Gutiérrez, Zorrilla, Galdós, Echegaray, and Hartzzenbusch.		yearly in this group.
AP/SP 3570 Spanish Prose of the 19 th Century	Examines realist and naturalist movements through a study of the short story, literary sketch, and novella by outstanding writers including, Larra, E. Pardo Bazán, Clarín, F. Ayala.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 3580 The Generation of 1898 and Modern Spain	A study of major Spanish writers and thinkers from the generation of 1898 up to the present and their response to the problems facing the Spanish nation. Among the authors to be studied are Unamuno, Machado, Baraja, Zorin, Lorca, J. Ortega y Gasset and contemporary women writers.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 3660 3.00 20 th Century Spanish Poetry and Theatre	This course explores the development of poetry and theatre in 20th-century Spain and acquaints students with the literary and aesthetic values of poetic and dramatic works of the period.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
4300 6.00 Medieval Spanish Literature: 1100-1400	An exploration of the origins and development of Medieval Spanish poetry and prose with particular emphasis on major works such as Poema de Mio Cid, Los Milagros, and El Libro de Buen Amor.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 3.00 4310 Non-Christians in Medieval Spanish Lit	This course focuses on the descriptions of Moslems and Jews in the literature of Medieval Spain. Particular attention is paid to representation, including stereotypical and satiric descriptions.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4350 3.00 Spanish Prose of the Golden Age	This course covers important aspects of Spain's intellectual life during the Golden Age. While most of the texts to be read are works of literature, some are expository works which reflect religious, philosophical and political ideas of the period.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4360 3.00 Epics of the Indies	This course examines the representation of the encounter between Europe and its "Others" in the epic and heroic poems written by Iberian poets in the XVI and XVII centuries. Topics may include the epic tradition in Western civilization, the Renaissance practice of poetic imitation, the campaigns of exploration and conquest of America, the epic topos of literary mapamundi, the first literary representations of Amerindian cultures, and narratives of shipwreck and captivity.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4570 3.00 The Spanish Novel, 1874-1898	This course studies in detail the Spanish novel (1874-1898) as an esthetic representation of the social and cultural issues ushered in by the historical, ideological, and political changes of the period.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4580 3.00 Spanish American Modernismo	A survey of the poetry of the major Spanish-American modernists Jose Marti, Ruben Dario,	DLLL, LA&PS	Offered cyclically. The DLLL offers at

	Julian del Casal and Manuel Gutierrez Najera. In addition, the course considers the social and literary milieu of the period.		least 12 credits yearly in this group.
AP/SP 4640 6.00 Spanish-American Novel of the 20 th Century	A close study of the novel in 20th-century Spanish America, based on works of some of the major novelists.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4650 3.00 Literature and Music in Spanish America	This course studies significant movements and interactions between literature and music as authentic expressions of cultural identity in Spanish America, by examining the textual and performative contexts in which musical forms are adopted in literature and literature is set to music.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4670 3.00 The Spanish Post-Civil War Novel	This course studies in detail the Spanish novel in francoist Spain as an artful representation of the cultural, economic, sociological, ideological, political, and esthetic underpinnings of the era.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4680 3.00 Short Fiction in 20 th -Century Spain	Studies the impact of war, displacement, censorship, and repression on the Spanish short story of the 20th-Century. Writers may include: Unamuno, Azorín, Gómez de la Serna, Ayala, Chacel, Aub, Cela, Laforet, Aldecoa, Matute, Sueiro, Díaz-Más, Millás, Montero, García Benito, and Ortiz.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4690 6.00 Writing Identity and Mestizaje	This course focuses on the pivotal role of language, writing, images and texts in the construction of shifting identities in Spanish America. It explores the intersection among subjectivity, ethnicity, narrative, and colonialism by analyzing how indigenous, mestizo or Afro-American subjects appropriate the Spanish language to resist colonial practices and to construct a shared cultural memory. In so doing, the course traces an alternate literary tradition that challenges both the Early Modern paradigm of Christian expansion and more contemporary expressions of national ideology.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4800 6.00 On Spanish Love Poetry	The course studies and analyzes Spanish love poetry, from courtly love to Romantic love, with special emphasis on the presentation, description and role of women.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4810 3.00 Otherness in Spanish Literature & Film	Begins with a theoretical study of otherness and considers Spain's identity formation in opposition to others through the analysis of selected texts (1100-present) that may include: the Moor in Romances Fronterizos and Don Quijote; the Jew in El Cid and Quevedo; the Gypsy in Lorca's Romancero Gitano and Saura's film El amor brujo; and immigrants in contemporary short fiction and film.	DLLL, LA&PS	Offered cyclically. The DLLL offers at least 12 credits yearly in this group.
AP/SP 4880 3.00 Nos /	Analyzes how Spanish American women poets	DLLL, LA&PS	Offered

otras	(such as A. Basualto, O. Leiva, D.M. Loynaz, I. Vitale, C. Peri Rossi, A. Pizarnik, N. Prado, M. Urriol) since the 1980s have employed varied creative and receptive practices to shape new tendencies in poetic language. Examines their poems in tandem with selected films and electronic media created by these writers to reveal the cultural, historical and social threads emerging from the literary works.		cyclically. The DLLL offers at least 12 credits yearly in this group.
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Groupe 4: Alternatively, students can take 3 credits of courses in Communication, Linguistics, Translation or Business Ethics.

GL/SP 3545 3.0 Introduction to Spanish-English Translation	This course focuses on how to conceive and develop a research project at an advanced level: from analysing discourse (textual and visual), choosing a topic and formulating a research question, to structuring and writing a research paper. Combining different approaches and theories, this course impels students to think critically, question assumptions, and formulate sound arguments.	DHS, Glendon	Existing. Offered every year
GL/SP 3550 3.0 Comparative Stylistics for Spanish-English Translation	This course provides students with the necessary elements for comparative stylistic analysis between Spanish and English. It is intended as a basis for specialized studies in Spanish-English translation.	DHS, Glendon	Existing. Offered every year
GL/COMS 2000 3.0 Social Media, Marketing and Advertising / Les médias sociaux, la publicité et le marketing	This course introduces students to the study of interactive, mobile and immediate communication forms (Twitter, YouTube, blogs, etc.) in the service of marketing and the production of promotional material. / Ce cours initie les étudiants à l'étude des modes de communication interactifs, mobiles et intermédiaires (Twitter, Youtube, blogs, etc.) au service du marketing et de la production de matériel de promotion.	COMS, Glendon	Existing. Offered every year
GL/COMS 3201 3.0 Communicating in a Transnational World / Les communications dans le monde transnational	This course addresses implications related to communications, media and language in the context of globalization and increased international interactions. Issues of power relationships as well as theoretical perspectives will be the focus of this course. / Ce cours aborde la communication, les médias et la langue dans le contexte de la mondialisation et des interactions internationales croissantes. La question du pouvoir ainsi que les perspectives théoriques permettant d'appréhender ces problématiques seront notamment abordées.	COMS, Glendon	Existing. Offered every year
GL/COMS 3203 3.0 Practices in Intercultural Communications / Enjeux en communications	This course focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and affects communication processes. The course	COMS, Glendon	Existing. Offered every year

interculturelles	provides theoretical, methodological and practical insights into intercultural communication. / Ce cours étudie l'importance de la culture dans notre vie quotidienne, et examine les rapports entre la culture et les processus de communication. Le cours fournit des aperçus théoriques, méthodologiques et pratiques dans la communication interculturelle.		
GL/PHIL 3642 3.00 Business Ethics	This course examines some contemporary issues in business ethics such as the ethical justification of the free market, corporate responsibility, deceptive advertising, business and the environment, preferential hiring practices and whistleblowing.	PHIL (cross-listed with Economy), Glendon	Existing. Offered every year
GL/LIN 2634 3.00 Language and Society	This course offers an introduction to the study of language as a social phenomenon and seeks to enhance students' awareness of their language environment.	LIN, (cross-listed with English), Glendon	Existing. Offered every year



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November 22, 2017

Re. Certificate of Proficiency in Spanish for Business and Professional Communication

I hereby support the Certificate of Proficiency in Spanish for Business at Glendon.

The proposed Certificate builds on the existing strengths of the Department of Hispanic Studies at Glendon. In its mandate, objectives and structure, the Certificate represents a unique offering across Canadian universities. Students completing the Certificate will further develop their Spanish language skills, as well as develop important transcultural competencies. The proposal draws from existing resources, and no new resources is required for implementation. The direct-entry option provides an opportunity to strengthen ties with the Hispanic business community. For Glendon and York students, the Certificate offers added practical competencies and skills as part of their undergraduate education.

I look forward to the adoption and implementation of the Certificate. I would be happy to answer any remaining questions.

Sincerely,

Donald Ipperciel
Principal, Glendon College



To Chair, Department of Hispanic Studies, Glendon

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Centre for
Research on
Language and
Culture Contact

Centre de
recherche sur le
contact des
langues et des
cultures

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Dear Colleague,

I am writing to express support for the creation of a Professional Certificate of Proficiency in Spanish for Business and Professional Communication for York undergraduate students as well as for externals (direct-entry). The certificate is an excellent option for those seeking to complement their program with a meaningful experiential learning experience that will ensure a path to career success locally and internationally.

With a growing population of Spanish speakers in Canada (50% between 2002 and 2011) as well as in the USA, this new Glendon certificate will provide Glendon graduates, exposed to critical thinking and multidisciplinary scholarship, the ability to meet the growing demand for bilingual or multilingual skilled young professionals and Spanish speakers who will be able to reflect on how complexity and change can create a meaningful and progressive World economy.

Moreover, as only UBC currently offers a comparable certificate, the Certificate of Proficiency in Spanish for Business and Professional Communication's curriculum, requirements and learning outcomes will definitely position Glendon as a post secondary education in the eastern part of Canada with the mandate to train French-and English students, as well as Spanish native speakers for careers demanding more and more global competences: i.e. a cultural awareness to communicate critically across cultures and a deep understanding of the cultural values of diverse Hispanic diaspora that will foster skilled and sustainable open dialogues with them.

Finally, the proposed certificate appropriately addresses institutional priorities as presented in Glendon's Academic Plan 2015-2020, York's Academic University Plan 2015-2020 and Glendon's Centre for Research on Language and Culture Contact's mission in terms of measuring how excellence in research and transdisciplinary studies can encourage the next generation of professionals to embrace diverse perspectives, challenge ideas, biases and assumptions to impact the professional world locally, regionally and internationally with York's defining values.

Given the complexities of the digital world, we feel that this exciting new option at Glendon that offers innovative teaching delivery methods enhanced by technologies, experiential education and international course content will give students and professionals the flexibility that they seek, allowing them to complete their degrees at Glendon while developing partnerships with diverse stakeholders such as the industry, government and non-governmental organizations.

Yours Sincerely,

Vice-principale à la recherche et aux études supérieures / Associate Principal, Research & Graduate Studies
Directrice intérimaire Centre de recherche sur le contact des langues et des cultures / Centre for research in
Language and Culture Contact

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November 2017

GLEDON COLLEGE

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GLEDON**

**Communications Program
Programme de communication**

Philippe Theophanidis
Assistant Professor
Coordinator

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Alejandro Zamora, PhD.
Associate Professor and Chair
Department of Hispanic Studies
Glendon Campus, York University

2275 Bayview Avenue
Toronto, ON, M4N3M6, Canada

Dear Alejandro,

The Executive Committee of the Communications Program has reviewed the Certificate in Spanish for Business and Professional Communication proposal put forward by the Department of Hispanic Studies at Glendon College. Members of the Communications Program agree:

- 1) that it brings further linguistic diversity to the existing programs both for undergraduate students and external (direct-entry);
- 2) that it is adequately structured to allow students to meet the learning outcomes, specifically in regard to language skills, intercultural communication skills, and cultural awareness skills;
- 3) that the courses from the Communications Program offered within the Certificate indeed specifically and strongly contribute to its core learning outcomes;
- 4) that it creates an innovative and fruitful academic bridge between the Department of Hispanic Studies and the Communications Program, allowing for further learning opportunities for students;
- 5) that, as such, it contributes to making of Glendon's learning environment a unique institution where students can study leadership for a globalized world.

The new Communications Program is committed to provide students with a set of cutting-edge competences adapted for an ever-changing and multilinguistic working environment. This is what motivates not only our strong support of the Certificate in Spanish for Business and Professional Communication proposal, but also our keen interest in collaborating with Department of Hispanic Studies.

Philippe Theophanidis
Assistant professor & Coordinator
Communications Program



November 20, 2017

Philosophy Department Statement in Support of the Professional Certificate for Spanish
in Business and Professional Communication

The Philosophy Department at Glendon College is pleased to support the Department of Hispanic Studies's proposal to launch a Professional Certificate program in Spanish for Business and Professional Communication. They make a persuasive case for the likely demand for such a program, for its pedagogical integrity, and for the appropriateness of offering it at Glendon College.

The proposed contribution of the Philosophy Department to the Certificate program is minimal: one three-credit course (GL/PHIL 3642 "Business ethics") as an alternative elective course. This seems to us appropriate: while the study of business ethics is not necessary for the mastery of Spanish for business purposes, we cannot but be pleased with the suggestion that an undergraduate student contemplating a career in business would do well to spend some time reflecting on the ethical implications of contemporary business practices.



Christopher Campbell
Chair, Department of Philosophy
Glendon College, York University

October 30, 2017



Professor Alejandro Zamora
Chair, Department of Hispanic Studies
Glendon Campus, York University

Dear Professor Zamora:

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Linguistics and
Language Studies
Program

Programme de
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It is with a great interest that I have read your proposal for the establishment of the *Certificate in Spanish for Business and Professional Communication* to be housed in the Department of Hispanic Studies. This proposal is both consistent with York priorities as described in its planning documents (the UAP and White Paper) and responsive to the evolving students' and societal needs, in particular in areas such as professional programs.

To comment on your proposal, not only I have read your document, but also reviewed the structure of existing Business Spanish certificate programs in various universities around the world. I must say that you have done an impressive work in the area of designing the structure of the certificate and the area of identifying its target student body. To my current knowledge, your certificate is one of the rare programs to ensure that students get a very strong linguistic preparation through 15 credits of specialized language and linguistic course load, as well as a notable preparation in culture and communication through six credits in culture and literature of the Spanish-speaking world, as well as three credits in communication, regional information or business ethics courses. And the whole certificate builds on the Hispanic Studies Program's reputation, as well as on the reputation of Glendon College as a place for languages. Furthermore, as the only second Canadian university to offer this kind of certificate, your potential students will not only come from Glendon and Keel campuses, but also from outside university to take it as a stand-alone diploma to improve their employability in today's evolving world.

Given that this certificate will fulfill a need that is not currently being addressed by other units at York University, or other Ontarian, or even Canadian universities, I expect that you will see a strong demand for the certificate.

Linguistics and Language Studies Program will be pleased to sit down with you and identify courses that could be of interest to your certificate, and your students.

In conclusion, I am sure that this certificate will be an important and distinctive addition to Glendon's offerings. I, therefore, wish to express my full support for this certificate proposal and wish the Department of Hispanic Studies much success in the approval and implementation of its new innovative program.

Jerzy Kowal, PhD
Coordonnateur / Coordinator
Programme de linguistique et sciences du langage / Linguistics and Language Studies Program
Département d'études pluridisciplinaires / Department of Multidisciplinary Studies
Collège universitaire Glendon - York University





October 20, 2017

To Whom It May Concern,

In my capacity as Coordinator of the Certificate in Spanish-English Translation at Glendon College, I am pleased to endorse the creation of a Certificate in Spanish for Business as part of the Department of Hispanic Studies at Glendon. Spanish for business as a subfield of Applied Linguistics whose general objective is, in part, to “provide students with the linguistic and intercultural communication skills required to successfully communicate in businesses and specific professional contexts”, intersects with some of the goals and teaching practices of our translation certificate. Reviewing the proposal, I see that the focus on commerce, finance, and healthcare, and on professional communication at large, are very relevant for our translation students. We project fruitful collaborations between the translation certificate and the Spanish-for-business certificate in the near future.

Cordially,

María Constanza Guzmán, PhD
Associate Professor
School of Translation and Department of Hispanic Studies
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November 23, 2017

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Dear Alejandro,

As coordinator of a rather successful undergraduate certificate at Glendon (D-TEIL), I can attest to the significant added value to a department of a certificate such as the one you are proposing.

Clearly, your proposed Certificate of Proficiency in Spanish for Business and Professional Communication will help bridge the Glendon undergraduate experience with the world of work beyond the B.A. The ability of Spanish majors to use up to 12 credits of their major toward the Certificate adds value to the B.A., in the same way as the D-TEIL Certificate does for English and Linguistics majors.

In addition, your proposed Certificate will be highly attractive to a new and substantial population of 'certificate students'; people who are admissible to York, but who are not full-time York students. One thinks of people – both Hispanophone and 'Hispanophile' professionals or professionals-to-be. Typically, they will be already employed or searching for employment and wish to increase their skills and career-advancement potential through strengthening their proficiency in Spanish and intercultural communication with a specific business focus. The fact that there is no similar program in Canada (outside of UBC) is a strong argument in favour of its viability.

The curriculum and courses, strengthened by the recent addition of the two core courses (Spanish for Business I and II) are impressive. The C+ requirement parallels the same requirement in the D-TEIL Certificate. I also like the commitment to blended course delivery and the inclusion of elements of experiential learning in the mention of students' being 'exposed to commercial environments' in GL/SP 3201 3.0. I wonder if, once the Certificate is under way, whether the program could explore work-study placements in off-campus professional settings and workplaces, to enhance the experiential dimension of the program. This is an aspect of the D-TEIL Certificate which has proven attractive over the years, and would promote mutually beneficial links between the Certificate Program and possible employers.

I am an enthusiastic supporter for your proposed Certificate Program. Your proposal is supremely well-presented and convincing. The fact that the Certificate connects its students to the expanding world of career opportunities for Spanish-speakers is testimony to your department's sense of responsibility and the wisdom of your sense of timing.





Once approved, I believe that it is not an exaggeration to imagine that your Certificate will be one of Glendon's most dynamic contributions to the College's mission of forming plurilingual intercultural global citizens grounded in the critical liberal arts.

Congratulations to you and your colleagues on an excellent proposal.

GLENDON COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENDON

English Department
Département d'études
anglaises

Ian Martin
Associate Professor of English, and
Coordinator, Certificate Program in the Discipline of Teaching English as an International
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November 24, 2017

Alejandro Zamora, PhD
Associate Professor and Chair,
Department of Hispanic Studies,
Glendon College, York University

Dear Alejandro,

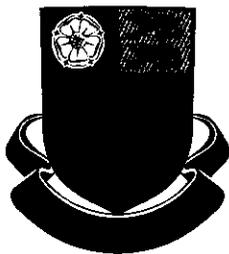
I am pleased to offer my support for the proposed Certificate of Proficiency in Spanish for Business and Professional Communication for undergraduate Glendon College/York University students. Your proposal is exciting and forward looking and will certainly be attractive to current and prospective students wishing to expand their linguistic and intercultural skills for future employment possibilities in an increasingly globalized world. Having carefully examined your rationale and outline for the certificate, I note that it closely reflects current research and pedagogy in the area of Language for Specific Purposes (LSP), a sub-field of Applied Linguistics in which I have had some scholarly experience both as an researcher/author as well as a designer of a graduate course on English for Specific Purposes: Theory and Practice (LAL 6235 3.0) in the Graduate Programme in Linguistics and Applied Linguistics at York University.

My congratulations to you and your colleagues in proposing and designing this important certificate programme for Glendon/York. I anticipate its positive reception by colleagues and university administration.

Yours truly,

A handwritten signature in cursive script that reads 'Brian Morgan'.

Brian Morgan
Associate Professor- Director ESL
C215 York Hall
Tel 416-736-2100 ext. 88390
bmorgan@glendon.yorku.ca



**GLENDON COLLEGE
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**Centre de formation
linguistique pour les
études en français /
Language Training
Centre for Studies
in French**

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Toronto, le 24 novembre 2017

Alejandro Zamora
Directeur
Département d'Études hispaniques, Glendon

Cher collègue,

Je vous écris pour exprimer mon soutien pour la création d'un *Certificate of Proficiency in Spanish for Business and Professional Communication*.

J'ai lu avec beaucoup d'attention votre proposition. Je peux attester que le domaine de l'enseignement des langues sur objectifs spécifiques en est un qui connaît une importante expansion en acquisition des langues secondes. Je salue votre initiative qui, j'en suis persuadée, connaîtra un réel succès auprès des étudiants. Cette proposition novatrice permettra à Glendon, une fois de plus, de réaffirmer son rôle de chef de file en matière d'enseignement des langues.

Au nom du Centre de formation linguistique pour les études en français, je souhaite que cette proposition reçoive tout le succès escompté devant les différents comités de Glendon.

Marie-Élaine Lebel
Directrice

Centre de formation linguistique pour les études en français

YORK

UNIVERSITÉ
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Memorandum

To: Dr. Alejandro Zamora, Chair, Dept. of Hispanic Studies, Glendon College

From: Dr. Maria Figueredo, Coordinator, Spanish Program, Dept. of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies

Date: October 24, 2017

Subject: Professional Certificate in Spanish for Business and Professional Communication

I am writing in support of the proposal for the establishment of the new Professional Certificate in Spanish for Business and Professional Communication at York University intended for (Category 4) undergraduate York students as well as for externals (standalone).

Our professional degrees in Spanish language, culture, linguistics and literature have a long history at both campuses and are part of the largest group of non-official language programs in Canada. However, the number of certificates available in Spanish for business is very small; as your proposal notes, only one similar option is currently available at another Canadian university. This proposal is a timely way to address the need for graduates to demonstrate cultural knowledge and communicative skills to develop careers and apply critical thinking related to the Spanish-speaking world in different fields of business. The documentation for the proposal provides evidence of the feasibility of the new certificate that is innovative and interdisciplinary. It will provide focused training (both experiential and theoretical) in effective leadership and global awareness in the related cultural areas. The international acuity gained in completing courses in Hispanic Studies (GL/SP) and Spanish (AP/SP) will enhance these students' cultural awareness, linguistic skills and knowledge of the historical, social and political realities so that they are best able to understand and communicate with over 400 million Spanish speakers worldwide. Together with my colleagues, I am happy to support this initiative and have confirmed a list of courses from our Spanish Program that will be available for students to take towards completing the certificate.

Please let me know if you require any further information.

Very best regards,

Maria Figueredo



Waterloo, December 15th, 2017

Dear Dr. Alejandro Zamora:

We the executive members of the Ontario Chapter of the American Association of Teachers of Spanish and Portuguese (AATSP-ON) strongly support the creation of the *Professional Certificate in Spanish for Business and Professional Communication* (Category 4), designed by the Department of Hispanic Studies at Glendon College. Both the structure and scope of the proposed program complement our core mandate, which is to promote the teaching and acquisition of Spanish and Portuguese language skills and cultural understanding in Ontario and to encourage innovation in the field of second-language teaching.

Programs that focus on developing skills such as intercultural communication and cultural awareness are increasingly important in our globalized society and we encourage universities and colleges across Canada to support initiatives that respond to this growth. As described, the *Professional Certificate* would address the need for business-oriented Spanish, since there are currently no programs of this nature in the province of Ontario. Given the existence of trade, labour and environmental agreements with several Latin American nations, including Mexico and Chile, and current discussions related to the future of the North American Free Trade Agreement (NAFTA) as well as other regional trade agreements, business and socio-economic relations within the Americas will continue to expand. Therefore, professionals would benefit significantly from training oriented to acquiring both business and intercultural skills that would enable them to function more easily in these environments.

In closing, the AATSP – ON is pleased to support the proposed initiative. Please do not hesitate to contact me at a2bilodeau@uwaterloo.ca should you wish to discuss this further.

Annik Bilodeau PhD, President
Lecturer
Department of Spanish and
Latin American Studies
University of Waterloo
a2bilodeau@uwaterloo.ca

Jesse Leonard, Secretary
PhD Student, Spanish
Department of Modern Languages
and Literatures
University of Ottawa
jleonard@uottawa.ca

Ana García-Allen, Vice-President
Lecturer and Spanish Language Coordinator
Department of Modern Languages
and Literatures
Western University
agarcia@uwo.ca

Luis Abanto PhD, Past president
Assistant Professor and Director of the Spanish
Language Programs
Department of Modern Languages
and Literatures
University of Ottawa
labantor@uottawa.ca



Dear Sir / Madam,

According to the data published by the Instituto Cervantes in their 2017 report, *El español, una lengua viva (Spanish, a Living Language)*, there are around 477 million speakers of Spanish as a first language.

Most of these Spanish speakers live in the twenty countries where it is an official language. Eighteen of those countries are in America: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela. Spanish is also an official language in Puerto Rico.

The data from the Instituto Cervantes also show that there are almost 43 million native speakers of Spanish in the United States, where Spanish is the most studied second language. Spanish is also an important language in the European Union, with which Canada has recently signed the CETA Agreement.

As indicated in the above mentioned report by the Instituto Cervantes, Spanish is the third most used language on the web, and the second most used language on Facebook and Twitter.

Looking at these facts, it seems clear that Spanish may become a very useful tool for graduates in the field of business. Furthermore, since York University hosts one Spanish Resource Centre, of which there are only three in Canada, its students enjoy a variety of resources in Spanish that it is not easy to find at other Canadian universities, and therefore the Program is more likely to be successful.

Best regards,

Maria de los Santos Espejo Quijada
Education Advisor
Embassy of Spain to Canada

WORKS CITED:

Instituto Cervantes (2017). *El español: una lengua viva. Informe 2017*, Retrieved from Centro Virtual Cervantes Website:
https://cvc.cervantes.es/lengua/espanol_lengua_viva/pdf/espanol_lengua_viva_2017.pdf

Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances

Preamble

York University is a secular institution, committed to sustaining an inclusive, equitable community in which all members are treated with respect and dignity.

I. Policy

- a. The University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate accommodations to adherents for observances of days of religious significance.
- b. No student should be materially disadvantaged / penalized because of religious observance.
- c. Efforts are made by the University to avoid scheduling formal or in-class examinations on days of religious significance which require an absence from the University or prohibit or require certain activities that would make participation in course activities unfeasible.
- d. Students seeking accommodations have an obligation to inform instructors in a timely fashion of a conflict between a date of religious significance and a course examination, test or deadline.
- e. The terms of this policy and the related guidelines and procedures for requesting and arranging accommodations shall be publicized and accessible.
- f. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with it and the resources available to them. Accommodations are collaborative in nature and shall be based on mutual understanding.

II. Guidelines / Principles

- a. All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs.
- b. The University provides reasonable and appropriate accommodation for students whose religion requires them to be absent from the University for observance of recognized religious days of significance.
- c. A list of *Commonly Observed Dates of Religious Significance* shall be compiled concurrently with the establishment of the Sessional Dates for the following academic year, and disseminated to assist instructors in course planning.
- d. Normally the form of accommodation will be alternative dates for final examinations, and adjustment of dates for term work, mid-term examinations or other course components.
- e. The Registrar's Office takes into consideration the dates of religious significance in its establishment of the final examination schedule.
- f. Documentation from faith leaders is not required to support requests for accommodation.

III. Procedures

a. Annual Dissemination of Dates of Religious Significance

The Office of the Vice-Provost Students shall compile the list of *Commonly Observed Dates of Religious Significance* annually. There are many holy days associated with various faiths, and the absence of such dates on this list should not be interpreted to mean that accommodation will not be provided to students who observe those days. The *Commonly Observed Dates of Religious Significance*¹ shall be transmitted to the Office of the University Registrar by September each year for reference in its scheduling of the December and April examination periods for that academic year, and in the establishment of the *Sessional Dates* for the following academic year. Upon confirmation of the *Sessional Dates* by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate in the autumn, the *Commonly Observed Dates of Religious Significance* shall be posted on the Registrar's Office site and disseminated by the Office of the Vice-Provost Academic to assist instructors in planning their courses for the following academic year.

b. Final Examinations

Students who have a conflict between a religious commitment and the scheduled date of an examination in either of the December or April formal examination periods must request an alternative date to write the final exam. Using the [Religious Accommodation Agreement](#) students contact the course director **no later than 21 days prior to the start of the examination period** to arrange an alternate examination date. Failure to meet the deadline may result in a denial of the request. The instructor will process requests expeditiously to avoid an academic disadvantage to the student. Completed Agreement forms are submitted to the department offering the course.

In cases where an arrangement between the student and course instructor cannot be made, or if the student is uncomfortable approaching the instructor to request a religious accommodation, the student should contact the Associate Dean of the Faculty in which the course is offered. Students are required to contact the Associate Dean **not less than 14 days prior to the start of the examination period**. Failure to meet the deadline may result in a denial of the request.

Guided by the student's particular circumstance, the forms of accommodations provided by the Associate Dean may include:

- i. Treating the request as a conflict and accommodating it within the examination period, or
- ii. Scheduling a deferred examination as close to the original examination date as possible.

c. Term Work / Course Components other than Final Examinations

Students seeking accommodations under the terms of this policy may do so in order to reschedule the date of:

¹ Does not include days of religious observance that are also statutory holidays.

- a test
- submission of an assignment
- any other other required form of course evaluation (such as labs or presentations)

Students are responsible for making a formal request (in person or in writing) to their instructor(s) for accommodation **within 14 days of the date** for which accommodation is sought. If the day of religious significance occurs within 14 days of the start of a term, the student shall contact the course director at the earliest opportunity to request accommodation.

Normally the forms of accommodation provided by the course instructor will be to:

- i. re-schedule the evaluation to an alternative date
- ii. provide an alternative evaluation for satisfying the course requirement (including a common date for the class for all deferred tests / mid-term examinations)
- iii. provide an alternative assignment for satisfying the course requirement

In exceptional circumstances, re-calculating the evaluation scheme in a course to eliminate the component that has been missed may be determined to be the most appropriate accommodation for individual students. Consistent with the Guideline that the essential learning outcomes of a course must be satisfied (Section II a), no component worth more than 20% may be re-weighted within the grading scheme.

If a course instructor and a student are unable to agree on the form of accommodation, the request will be referred to the Associate Dean to determine the form of accommodation consistent with these Guidelines / Principles and Procedures.

Commonly Observed Dates of Religious Significance: 2018-2019

	May 2018 to June 2019
Ramadan*	Begins at sunset May 15, 2018 and ends at nightfall on June 14, 2018. Muslims may fast from dawn to dusk, abstaining from food and drink. Examinations scheduled in the evening may pose a special burden.
Eid-al-Fitr*	Begins at sunset on June 14, 2018 and ends June 17, 2018
Eid-al-Adha*	Begins at sunset on August 21, 2018 and ends August 25, 2018
Rosh Hashanah	Begins at sunset on September 9, 2018 and ends on September 11, 2018
Yom Kippur	Begins at sunset on September 18, 2018 and ends on September 19, 2018
First Two Days of Sukkot	Begins at sunset on September 23, 2018 and the second day ends at nightfall on September 25, 2018
Shemini Atzeret	Begins at sunset on September 30, 2018 and ends at nightfall on October 1, 2018
Simchat Torah	Begins at sunset on 1 October 2018 and ends at nightfall on 2 October 2018
Diwali (Deepavali)	November 7, 2018
Hanukkah	Begins at sunset on December 2, 2018 and ends at nightfall on December 10, 2018.
Epiphany	January 6, 2019
Feast of the Nativity(Orthodox)	January 7, 2019
Lunar New Year	February 5, 2019
Ash Wednesday	March 6, 2019
Purim	Begins at sunset on March 20, 2019 and ends at nightfall on March 21, 2019

Norooz	March 21, 2019
Maundy Thursday	April 18, 2019
First two days of Passover	Begins at sunset on April 19, 2019 and ends at nightfall on April 21, 2019
Last two days of Passover	Begins at sunset on April 25, 2019 and ends at nightfall on April 27, 2019
Holy Friday (Orthodox)	April 26, 2019
Easter (Orthodox)	April 28, 2019
Ramadan*	Begins at sunset on May 5, 2019 and ends on June 4, 2019. Muslims may fast from dawn to dusk, abstaining from food and drink. Examinations scheduled in the evening may pose a special burden.
Eid-al-Fitr*	Begins at sunset on June 4, 2019 and ends on June 7, 2019
Shavuot	Begins at sunset on June 8, 2019 and ends at nightfall on June 10, 2019
National Aboriginal Day	June 21, 2019
* Some observances are based on the lunar calendar, and thus may vary by one or two days.	

Religious Accommodation Agreement – Final Examinations

STUDENT DEADLINE

Students who, because of religious commitment cannot write a formally scheduled examination on the date scheduled, should contact the course director **no later than 21 days prior to the** start of the official examination period to arrange an alternative examination date. For further information on the Religious Accommodation Guidelines, please see registrar.yorku.ca/exams/accommodation

Please Print

Student Information				
Student's Name			Student Number	
Street Address			Home Faculty	
City	Province	Postal Code	Telephone	E-mail

Based on the guidelines listed above, I require examination accommodation for the following:

Term	Faculty	Subject	Course Number	Section	Original Date/Time of Exam

Course Director Information

Complete this section and sign.

I have approved the request for examination accommodation to be written by the following date _____

I understand that grades must be submitted by the deadlines listed on page 2 of this form.

Course Director's Name _____ Signature: _____ Date: _____
 (or designate)

*In the rare occurrence where arrangements between the student and instructor cannot be made, or if the student does not feel comfortable about approaching the instructor to request a religious accommodation, then the student should contact the Associate Dean of the Faculty in which the course is offered **within 14 days prior to the start of the examination period.***

Student: I understand that it is my responsibility to contact the course instructor prior to the start of the official examination period. **I also understand that this information will be treated in a confidential manner, except to the extent that the information is false, fraudulent, is required to be used in an allegation of a breach of academic honesty against me, or is required to be disclosed to defend York University.**

Student's Signature	Date
---------------------	------

Students: This agreement is valid when you return the completed original form to the home office offering the course with all appropriate signatures prior to the start of the official examination period.

Departments: Please forward original form to the Registrar's Office.

**Revised Final Grades Due in Registrar's Office by the
Date Specified for Faculties**

FACULTY	FALL COURSES	WINTER AND FULL YEAR COURSES	SUMMER COURSES
LIBERAL ARTS & PROFESSIONAL STUDIES	April 1	August 1	1 st Term - September 1 2 nd Term - October 1
ENVIRONMENTAL STUDIES	April 1	August 1	1 st Term - September 1 2 nd Term - October 1
EDUCATION (Non-practicum courses)	April 1	August 1	1 st Term - September 1 2 nd Term - October 1
Practicum Courses	At the discretion of the course director.	At the discretion of the course director.	At the discretion of the course director.
GLENDON	Middle of March	Middle of July	N/A
GRADUATE STUDIES	Consult with the Graduate program office or Office of the Dean.	Consult with the Graduate program office or Office of the Dean.	Consult with the Graduate program office or Office of the Dean.
HEALTH	April 1	August 1	1 st Term - September 1 2 nd Term - October 1
LASSONDE SCHOOL OF ENGINEERING	April 1	August 1	October 30
OSGOODE HALL LAW SCHOOL	Assistant Dean, JD Program	Assistant Dean, JD Program	N/A
SCIENCE	April 1	August 1	October 30
SCHOOL OF THE ARTS, MEDIA, PERFORMANCE, & DESIGN (FORMERLY FINE ARTS)	April 1	August 1	1 st Term - September 1 2 nd Term - October 1
SCHULICH SCHOOL OF BUSINESS	Within one month of receiving examination accommodation or, if endorsed by the instructor, by the end of the next academic term.	Within one month of receiving examination accommodation or, if endorsed by the instructor, by the end of the next academic term.	Within one month of receiving examination accommodation or, if endorsed by the instructor, by the end of the next academic term.

Protection of Privacy: Personal information in connection with this form is collected under the authority of *The York University Act, 1965* for educational, administrative and statistical purposes. The information will be used to process your enrolment and registration in academic programs; to record and track your academic progress; and for related record-keeping purposes. If you have any questions about the collection, use or disclosure of this information by York University, please contact the Manager, Student Client Services, W120 Bennett Centre for Student Services, York University, 4700 Keele Street, Toronto ON, M3J 1P3, 416-872-9675.



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of January 25, 2018

FOR INFORMATION

1. APPRC-ASCP Forum of Ideas

APPRC and ASCP are co-sponsoring a Forum of Ideas to be held on Thursday, February 8, 2018 in the Scott Library Collaboratorium from 2:00 to 4:00. All members of the community are invited to attend this event devoted to program re-visioning and curriculum reform. Through posters, conversations and interviews, colleagues from programs who have been closely involved in the development of curriculum development and redesign will share their experiences. Members of the Office of Institutional Planning and Analysis will also be on hand to describe how they can assist program planners. Light refreshments will be available at no charge.

The University Academic Plan's objectives related to quality and innovation provide the backdrop to the forum. Many programs have embarked on curriculum re-visioning exercises for other reasons. We expect to learn more about what motivated colleagues, the processes they set in motion, goals that were set, what resources and supports they enlisted (including how to determine need and demand), challenges encountered and how they overcame them, and how success will be gauged. We believe that the forum will be informative and stimulating.

Senators should have received their invitation to the event, which will also be distributed through Faculty Council listservs. We would appreciate an RSVP. More than that, we want you to be part of the forum along with the colleagues you have encouraged to join. There are a number of confirmed participants. We expect others to be added.

Forum of Ideas: Confirmed Posters and Participants

- AMPD: TBA (Judith Schwarz)
- Health - Global Health (Lesley Beagrie and Beryl Pilkington)
- FES - Las Nubes Semester (Ravi da Costa)
- LA&PS – Qualifying Year (Carol Altilia and J. J. McMurtry)
- Lassonde – Continual Program Improvement Process (Franz Newland)
- Lassonde – Passion Project (Kai Zhuang)
- Schulich - Master in Management (Markus Biehl)
- Health – Psychology (Joel Goldberg and Jennifer Connolly)
- Science - iSci Year (Alex Mills)
- Science – Markham (Alex Mills)
- Office of Institutional Analysis (Support for Program Development - Sarah Cantrell)

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

2. Markham Centre Planning Update

Planning for the Markham Centre Campus was a focal point for our meeting of November 30, 2017. Additional input was provided by the Provost at our meeting of January 11. Discussion commenced with a reminder about the principles guiding academic plans (non-duplication except where unmet demand was addressed, an emphasis on new and innovative curriculum, extending York's community engagement, and reinforcing the University's distinctiveness, mission and values). At present, discussions are attuned to possibilities such as a common year, combined credentials, development of strong essential skills that students can articulate, creative scheduling and the maximization of choice, including electives and general education.

The following points were among those that arose in discussion:

- all of the programs are identified in Strategic Mandate Agreement II
- proponents were required to demonstrate how their proposals mapped onto the principles
- program development has been sensitive to the needs expressed by municipalities and other actors in Markham and York Region
- program design has been iterative but always with the principles in scope
- proponents have been encouraged to think creatively about opportunities for collaboration on site
- the current array of phase 1 programs reflects a pragmatic seizing of opportunities by colleagues
- Seneca's program array has changed but further cooperation will be possible; the College anticipates that the Faculty of Health will be part of the landscape and has interests in collaborations; conversations about pathways from Senate to programs such as Computer Science are at an early stage
- the Provost agreed that the suite of programs could be posted on the Web so that colleagues are aware; this would be part of a more comprehensive communication plan
- it struck members as important to have both a short- and long-term vision; it was noted that York is working closely with partners to cater to the Region's demographics and demands over time; the campus will be central to the community and a positive force for change by addressing social needs
- there are worries that a higher proportion of courses will be offered online only (to which it was answered that pedagogy is expected to capitalize on a variety of modes and that the facility is being configured to permit flipped classrooms, maker spaces, small group swivels in lecture halls and the like)
- current planning efforts centre on encouraging program develop leads to work together while developing sustainable, common strategies and processes
- it was acknowledged that programs alone do not constitute degrees, and that the next stage of planning will highlight electives and the development of curriculum that is open to students in other programs; thought is being given to capstone experiences that cross disciplinary boundaries (many of the programs already have a strong interdisciplinary cast to them)
- all degrees are conceived as Honours-only (with some, as is often the case, including a three-year exit option)

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

- Education and FES programs on site are distinctive, and students will have access to the appropriate labs
- for OUAC purposes, programs will be separate
- curriculum development is predicated on net new full-time appointments
- efforts will be made to ensure that current York students are aware of opportunities and able to switch
- conversations are occurring at the Markham Coordinating Committee (at the Decanal level) and Markham Academic Committee which involves program leads and Associate Deans

There was some concern about the pace of planning absent a fully developed complement plan or settled budget model. The Provost confirmed that these aspects are prioritized, along with the governance framework that has been the object of consultation since the early autumn. There is awareness that the Quality Council and the ministry will expect to see a well-developed, sustainable complement model for programs.

All review and approval processes will conform with York University Quality Assurance Procedures and the customary stages from units to Councils and Senate and its committees.

3. Tracking Progress Through Indicators

In January 2017 the Acting Chair of the Academic Policy, Planning and Research Committee and the Chair of Senate invited Faculty Councils to respond to two questions set against University Academic Plan objectives:

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.

APPRC is mindful of the concerns expressed by the community about metrics and their use, and our reporting will be candid on this score.

It should be recalled that metrics are a fact of life in the Strategic Mandate Agreement framework, and that funding for York, its researchers and students is tied to performance on conventional indicators. The allocation of research chairs is also dependent upon Tri-Council funding. Another compelling reason for undertaking these consultations is to influence the development and application of indicators so that they are as broad as possible, take into account a full range of activities, fairly reflect the breadth and impact of research at York and other universities, have a grounding in peer review, and inspire faculty member colleagues and students to pursue opportunities for undertaking and disseminating research.

In its call, the Committee was at pains to stress that “responses are intended to launch a sustained collegial dialogue as we work toward realizing UAP objectives and to complement

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

rather than supplant other processes (such as consultations on the Plan for Intensification of Research).”

Responses were received from all Faculties. The Committee is grateful to Faculty Councils and the York University Association of Retired Faculty Members and Librarians for their thoughtful, thorough and timely input. Together they have helped create documents that are unique and valuable. APPRC urges Faculty Councils and units throughout the University to continue to explore these questions in collegial settings. The responses reflect York’s diversity but there is much to be gained from reflecting on perspectives and practices rooted in local cultures.

APPRC has prepared a series of documents flowing out of the exercise. One synthesizes submissions organized around themes that emerged from the submissions. It is posted on the APPRC Website along with the full versions of the submissions received or revived. The other takes the form of an action plan that can be used for further discussion. It is attached to this report.

We are grateful to colleagues for their time and efforts. The Faculty of Health Council has already revisited the project in a discussion at its meeting of January 10. It was reported that the documents stimulated a positive conversation and that the comprehensive list of indicators developed by APPRC proved to be valuable in thinking about creative ways to document activities and narrate York’s research. We encourage Faculty Councils to also take up the topic again.

Documentation is attached as Appendix A.

4. Report of the Vice-President Academic and Provost / Vice-President Finance and Administration

APPRC received a report from the Vice-President Academic and Provost / Vice-President Finance and Administration on the budget context for academic planning at its meeting of January 18, 2018. The report contains a wide range of information that provides essential context for academic planners. The Committee made a number of suggestions about how best to present the material to Senate, and we are grateful for the positive response from Provost Philipps and Vice-President McAulay to our advice.

Senators may wish to take special note of the following:

- While there are a number of contingencies at play, we now know that the new funding formula and corridor-based assignment of enrolments will act as constraints on revenue. This new environment requires extra care in planning, and creative responses. We recommended that the report provide data on the impact of recent changes in public policy on the budget.
- For the period covered by SMA 2 York’s share of performance-based differentiation money – the highest in the province -- is protected. For SMA 3 that funding will be fully

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

subject to indicators. This reinforces the desirability of establishing institution-specific metrics that tell the York story full and well and influencing system-wide measures.

- The report describes consultations on the 2018-2019 budget and elaborates on the focus and timelines of the SHARP model review slated for 2018-2019 and beyond.
- As always, there are budget risks. These are summarized on one of the slides. Meeting enrolment targets is of critical importance. Senators and other members of the collegium can contribute to achieving enrolment targets now, and helping to persuade Queen's Park that York is ready and able to grow, continuing to fulfil its access and quality imperatives.

5. Strategic Research Plan Update

Vice-President Haché reports – and the Chair confirms – that consultations on a new SRP have been stimulating, deep and constructive. APPRC will review a draft of a new plan on February 8 after which a further round of consultations will be held. We continue to urge colleagues to participate in the process of finalizing a new SRP. The process remains on track for a recommendation for Senate approval of the SRP in May.

6. New Faculty Proposal Update

On January 18 the Committee invited Professor Gail Fraser (FES) and Professor Trisha Wood (Geography) to provide a preliminary progress report on collegial efforts to plan for the creation of a new Faculty approved in principle by Senate in June. They described the manner in which planning is unfolding, timelines and tasks. A fuller report will be prepared in the coming weeks for APPRC and Senate. APPRC appreciates intense efforts being made to work through options, and is heartened by the good will demonstrated in the process. The proposal was met with great enthusiasm in June and momentum has been sustained.

7. Strategic Mandate Agreement 2 Online

The signed version of the Strategic Mandate Agreement covering 2017-2020 has been posted online and may be accessed from this link:

<http://oipa.info.yorku.ca/files/2014/04/York-University-SMA-2-2017-2020.pdf>

The provincial government has indicated that it wishes to begin the discussions that will inform the development of the next SMAs.

8. Welcome to New Members

The Committee is pleased to welcome its newest members for the year, Laurence Harris, the Council of Organized Research Directors member, and Judith Schwarz of the Faculty of Arts, Media, Performance and Design.

T. Loebel
Chair of APPRC

Towards Incomparable Metrics

In 2017, APPRC asked Faculties, the College, and the Library which aspects of scholarly, creative and research activities are not normally covered by the methods of comparable metrics used by Ontario universities? Responses specific to the appropriate unit were in many cases similar or were able to generate a nomenclature which is, if not perfectly generalizable, then at least broadly shareable. The following list will allow us to

- recognize and address any gaps,
- generate the most efficient ways of collecting the information,
- create an effective way to balance comprehensive presentation with informative representation.

Initially APPRC asked about *output* and *impact*. What should be inserted between these two is representative *character*, provision of a sense of the diversity of work generated specifically at York as representative of our identity and ethos. “Interdisciplinary” is one, major characteristic. “Social justice and equity” names another. “Experimental” and “visionary” should not be lost. These labels need to be given shape. Why do they – and why does any of the work – matter, to what and to whom? Representative examples can help to answer that question.

Numerical data, therefore, can convey total output, which demand one type of attention, particularly as corrective of the partiality of comparable metrics and their means of collection; however, creating an effective, efficient narrative and visual mode of *representing* the character, quality, reach, and significance of YorkU’s contributions of knowledge to society is fundamental for conveying York’s identity, different from other universities in subtle as well as surprising ways. Conveying the various types of *impact* of the work created at York university by our faculty, postdoctoral, and graduate student members overarches and connects number and character.

Formats not well counted by proprietary databases:

Print or Electronic

- chapter in book, paper in conference proceedings, catalogue essay
- any publication in a language other than English
- articles and reviews in refereed journals, sites, ‘zines, CD/DVD, podcasts
- attention to the number of “hits,” i.e., unique visits to online published material sites, and downloads
- screenings at festivals
- materials for scholarly and educational purposes,
- reports for community organizations
- other outputs designed for non-academic audiences.

Creation

- Performances or exhibitions of work, group or solo, in juried competitions, installations,
- key involvement in short productions in the arts or any discipline, if applicable.
- A major output, such as a full-length theatrical work, large solo exhibition, long film/video, original composition or choreography
- Community-based or realized projects
- relevance of the venue to the work

Organization/Participation/Collaboration

- conferences organization and/or leadership
- workshops and seminar organization extra to the university
- curatorial activities and curatorial leadership
- organization/creation of special archives, scholarly databases
- Contributions to public service and various forms of advocacy, including expert testimony or advice to regulators, government and civil society organizations; activism
- guest editorships, work on editorial committees and advisory boards of various kinds
- volunteering with external agencies of various types
- collaborations with colleagues outside York or with non-academic bodies

Invitations

- keynote addresses to academic and non-academic communities (conference & events)
- participation in performances, installations, exhibitions, talks, panels, roundtables ...
- Commissions of work and the process for commissions
- Invited expert reports to inform policy
- consulting for government and NGOS

Applications

- grants/award and achievement of “fundable but unfunded status” (merit)
- Non-Tri-Council grants and other sources of funding

Impact & Influence

- community partners/stakeholders
- policy writers and practitioners
- Student engagement and training
- Knowledge Mobilization (KM) events and activities
- Impact on traditional and social media
 - Assessment should consider:
 - Impact case studies:
 - choose particular cases to illustrate the broader scope of what is done.
 - qualitatively/quantitatively describe activities occurring in “microclimates” as indicators of larger data/context.
 - represent the longitudinal impact of research and contributions on disciplinary practice
 - Infographics:
 - mapping research engagement/impact and involvement geographically across a relevant region
 - communicate type, scope, and duration through colour-coding and embedded graphs
 - academic, professional, and global impact have to be assessed and tracked differently; for instance, a published article in a Nursing journal can have more professional and global impact than, while not to the exclusion of, academic impact
 - research which has helped to build education models and develop new degree programs in other countries
 - research downloads from open-access repositories

The Senate of York University – Minutes

Meeting: Thursday, November 23, 2017, 3:00 pm
 Senate Chamber, N940 Ross

L. Beagrie (Chair)	M. Guzman	A. Pitt
F. Van Breugel (Vice-Chair)	R. Hache	J. Podur
M. Armstrong (Secretary)	L. Hammill	C. Popovic
T. Abdullah	D. Hastie	D. Priel
H. Ali-Hassan	M. Herbert	F. Quadir
J. Allen	R. Irving	A. Rakhra
R. Allison	M. Jacobs	A. Ricci
C. Altilia	A. Kimakova	I. Roberge
J. Amanatides	J. Kirchner	K. Rogers
K. Amoui	T. Knight	T. Sailsbury
M. Biehl	R. Koleszar-Green	L. Sanders
K. Bird	J. Lazenby	V. Saridakis
O. Birot	R. Lee	A. Schrauwers
A. Blake	R. Lenton	M. Sers
S. Bohn	C. Lewis	J. Sharma
J. Clark	D. Leyton-Brown	S. Siddiqui
J. Clodman	S. Liaskos	P. Simard
N. Coulter	T. Loebel	D. Skinner
A. Czekanski	J. Magee	S. Slinn
R. De Costa	P. McDonald	A. Supapol
W. Denton	A. Medovarski	P. Szeptycki
Y. Dina	M. Mekouar	T. Tanweer
C. Dumont	J. Michaud	L. Taylor
H. Edgell	P. Millett	C. Till
C. Ehrlich	T. Moore	J. van Rensburg
L. Farley	J. Moores	G. Vanstone
I. Ferrara	P. Nguyen	R. Wellen
N. Fisher-Stitt	J. O'Hagan	J. Wu
B. Gainer	A. Perry	A. Zalik
A. Glasbeek	B. Pilkington	
R. Grinspun		

1. Chair's Remarks

The Chair of Senate, Professor Lesley Beagrie of the Faculty of Health, reported that the Academic Standards, Curriculum and Pedagogy Committee had agreed to remediation plans for students currently enrolled in the York-Sheridan Design Program and the York-Seneca Professional Writing Program. Accommodations were necessitated by the duration of the strike at Colleges of Applied Arts and Technology. Senate Executive concurred with ASCP's proposals. The Chair asked that Senators continue to reserve time for the meeting scheduled on December 14. The Executive Committee will announce the status of the meeting as soon as possible.

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

Senators joined the President in saluting Provost Lisa Philipps on the occasion of her selection as one of the Top 100 Most Powerful Women in Canada by the Women's Executive Network. President Lenton focused other remarks on transition matters including implementation of Institutional Integrated Resource Plan recommendations and local IRPs. Her personal priorities include enhancing York's reputation, advancing the University's vision by supporting essential priorities, building strong communities, establishing the Markham Centre Campus as a city builder, and positioning Glendon in the delivery of French language and bilingual education. She provided a status report on searches for the Vice-Provost Academic and Provost, Deputy Provost Markham and four Deans along with consultations on the creation of a Vice-President Engagement and Equity portfolio. Pointing to Employee Engagement Survey results, the President urged a dialogue highlighting the question of what can be done at York to understand, promote and achieve excellence.

Closing comments by the President on academic freedom in the current context led to a brief discussion during which Senators shared their perspectives on this core academic value and recent controversies and debates.

Committee Reports

5. Executive Committee (F. van Breugel, Vice-Chair of Senate)

a. Election of Members of Non-Designated Senate Committees

The Vice-Chair presented candidates for election to the Academic Standards, Curriculum and Pedagogy Committee and Tenure and Promotions Committee and confirmed that no other nominations had been received. It was moved, seconded and *carried* **“that nominations be closed.”** As a result, Senator Grinspun was elected to T&P and an e-vote will be conducted to determine the contract faculty member on ASCP until June 30, 2018.

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b. Information Items

The Executive Committee's information items included the following:

- the issuing of a call for expressions of interest in membership on Senate committees and other positions elected by Senate
- the approval of members of Senate committees nominated by student Senators
- the autumn meeting of Senate committee chairs and secretaries

6. Appeals (N. Coulter, Chair)

The Appeals Committee presented its annual report on Faculty- and Senate-level decisions. The Committee's Chair, Professor Nathalie Coulter, noted that appeals were up overall. As in the past, requests to withdrawal after the final day to do so without receiving a grade accounted for the largest share of petitions and appeals. A review of the Senate policy framework is underway and will be the subject of consultations. The Committee has encouraged more robust documentation about circumstances cited by students. In response to questions about an increase in academic honesty cases and the role of Faculty committees, the Chair noted that a working group is taking up the matter and will report as soon as possible.

7. Academic Standards, Curriculum and Pedagogy (Vice-Chair of Senate for K. Michasiw)

- a. Establishment of the Degree of Master of Supply Chain Management, Schulich School of Business / Faculty of Graduate Studies [Notice of Statutory Motion]

ASCP gave notice of its intention to make the following recommendation in a statutory motion: **“that Senate approve the establishment of the degree of Master of Supply Chain Management.”**

In response to questions about the proliferation of degree types and of degrees tied to specific careers and industries, it was observed that more general designations such as “MBA” have lost some of their appeal to students seeking to move quickly into the occupation of their choice. There is a trend in business and management education to promote deeper knowledge of certain fields akin to the specialized training of medical practitioners.

- b. Establishment of the Degree of Master of Marketing, Schulich School of Business / Faculty of Graduate Studies [Notice of Statutory Motion]

ASCP gave notice of its intention to make the following recommendation in a statutory motion: **“that Senate approve the establishment of the degree of Master of Marketing.”** There was no discussion.

The Senate of York University – Minutes

- c. Revisions to the Senate Common Grading Scheme for Undergraduate Faculties:
Approval in Principle: Approval in Principle

It was moved, seconded and carried “**that Senate approve in principle the following revisions to the Senate Common Grading Scheme for Undergraduate Faculties:**

- **change the 9-point letter grade to a 13-point letter grade scale (including minus grades) with grades to be calculated to a weighted GPA based on a 4.0 maximum**
- **establish corresponding numerical ranges for each letter grade and qualitative descriptors for each letter-numerical pair**
- **broaden the scope of the grading scheme to apply to undergraduate and graduate programs, and align the scales for both up to the letter grade of “C-”**
- **retain the grading scale in use for the JD program housed in the Osgoode Hall Law School (no minus grades) but convert its numerical scale to a 4.0 maximum**
- **change the name of the legislation to the Policy on York University Grading Schemes”**

- d. Information Items

ASCP reported that it had approved the minor changes to degree requirements proposed by the following Faculty of Liberal Arts and Professional Studies programs:

- Specialized Honours BCom-ITEC program
- BA programs in Communications Studies

8. Academic Policy, Planning and Research (T. Loebel, Chair)

- a. Report of the Vice-President Research and Innovation

Echoing remarks by the Chair of APPRC, Vice-President Haché said he welcomed a wide collegial dialogue on the topic of research metrics and altmetrics. At the outset of a presentation tied to the annual report on research, he announced that York was the recipient of one of twenty-six Canada 150 Chairs awarded. This welcome news took its place alongside other accomplishments during the past year cited in the report. Overall, there is a trend toward increasing research productivity that is outpacing other institutions in the same strata. York remains a leader in scholarly and creative endeavours and is second among Ontario universities in mentions online and in print media. Innovation York activities are increasingly popular and the office needs a larger space to accommodate the provision of services.

Pursuing the goal of increasing Tri-Council funding is imperative given the importance of SSHRC, CIHR and NSERC grants to the allocation of chairs and graduate scholarships as well as enhancement of research cultures. Applications for SSHRC funding have

The Senate of York University – Minutes

fallen, and a commitment has been made to strengthen supports and facilitate partnerships and networks.

The report concluded with a number of “coming attractions” for the year:

- development of a new Strategic Research Plan to provide a renewed vision for research development (2018-2023)
- PIER implementation through response in Faculty IRPs (Libraries/ Provost/ VPRI are working to support units and Faculties to develop impactful Altmetrics)
- an *Equity, Diversity and Inclusion Action Plan* responding to Canada Research Chair expectations
- benefits of Supercluster (in which York remains part of a major bid) and Strategic Innovation Fund engagement for universities (with training and research partnerships)

In response to a question about how to enlist altmetrics at a time when conventional indicators are dominated by quantification and monetization, Vice-President Haché was convinced that collegial efforts will prove fruitful in expanding the ways in which the story of York’s research is narrated. University Librarian Kirchner pointed to developments that have transformed YorkSpace into a more accessible, findable resource for alternative measures of research.

b. Other Information Items

APPRC provided information on these items:

- planned resumption of a collegial dialogue opened by the Committee’s request for Faculty input on tracking progress to the achievement of plans
- preliminary details about an APPRC / ASCP “forum of Ideas” devoted to collegial discussion of successful program renovation and redevelopment
- the questions addressed to the Deans, Principal and University Librarian in the annual conversation about the state of academic planning
- an update report planned for January on the Institutional Integrated Research Plan
- a discussion of Markham Campus Planning at the APPRC meeting of November 30 and the expectation that a substantial report will be made to Senate thereafter

9. Other Business

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

The Senate of York University – Minutes

Consent Agenda Items

10. Minutes of the Meeting of October 26, 2017

Senate approved by consent the minutes of the meeting of October 26, 2017.

11. Changes to the Faculty of Graduate Studies Policy on Graduate Supervision

Senate approved by consent revisions to the Faculty of Graduate Studies' Policy on Graduate Supervision, set out in Appendix D of the ASCP Report.

L. Beagrie, Chair

M. Armstrong, Secretary

456th Meeting held on 28 November 2017

Appointments / Re-appointments

Randy Williamson for a second four-year term on the Board effective 1 January 2018.

Antonio DiDomenico to the Board for a four-year term effective 1 January 2018.

Approvals

A \$253M capital project for the construction of Phase I of the York University Markham Centre Campus.

The schematic design of the York University Markham Centre Campus site and Phase I building.

2017 update of the ancillary long-term plan.

Maintaining the existing TTC busway between The Pond Rd and York Blvd as a University roadway following the opening of the TTC subway stations on the Keele campus.

Submission of a grant application to the Ontario Greenhouse Gas Retrofits Program for the York Innovation Grant project.

Presentations

From the President on her Fall term activities, and the establishment of five personal priorities of: enhancing York's reputation, advancing York's vision, building strong communities, the successful launch of the Markham Centre Campus and successfully positioning Glendon to continue delivering French-language and bilingual education in Ontario

From the Dean of the Faculty of Science, Ray Jayawardhanda, on Faculty priorities, key teaching and research developments within the Faculty and recent achievements of its students and faculty members.

From the undergraduate nominee on the Board, Elissa Alloul, on a new student bursary established under her initiative.

Reports Received

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

The agenda for the meeting is posted on the Board of Governors website at <http://secretariat.info.yorku.ca/board-of-governors/meeting-agendas-and-synopses/>

Maureen Armstrong, Secretary