



York University Senate

Notice of Meeting

Thursday, February 15, 2018, 3:00 pm

Senate Chamber, N940 Ross Building

AGENDA

Page

1. Chair's Remarks (L. Beagrie)
2. Business arising from the Minutes
3. Inquiries and Communications
4. President's Items (R. Lenton, for information)
 - a. Kudos Report..... 1

Committee Reports

5. Executive Committee (F. van Breugel) 6
6. Awards (R. Kenedy)..... 8
7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) 22
 - a. Mathematics & Statistics, 90-Credit Degree Programs, Science: Merger (Appendix A)..... 33
 - b. Black Canadian Studies Disciplinary Certificate, Liberal Arts and Professional Studies: Establishment (Appendix B) 43
 - c. Indigenous Studies Stream, BA Program in Multicultural and Indigenous Studies, Liberal Arts and Professional Studies: Restructuring (Appendix C)..... 72
 - d. Performance Creation Stream, BFA Program in Theatre, Theatre, Arts, Media, Performance and Design: Establishment (Appendix D)..... 105
 - e. Specialization in Artificial Intelligence in the MSc Program in Computer Science Graduate Program in Electrical Engineering & Computer Science, Faculty of Graduate Studies: Establishment (Appendix E)..... 123
 - f. Specialization in Data Science in the MA Program in Mathematics & Statistics Graduate Program in Mathematics & Statistics, Faculty of Graduate Studies (Appendix F)..... 142

York University Senate

8. Academic Policy, Planning and Research (T. Loebel) 169
 - a. Indicators and Incomparable Metrics: Questions for Senators
 - b. IIRP Update (Provost L. Philipps)
 - c. Reflections on the February 8 Forum of Ideas
9. Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy (T. Loebel/K. Michasiw)
 - a. Report of the Joint Sub-Committee on Quality Assurance 191

10. 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.

11. Minutes of the meeting of January 25, 2018 255
12. BA and iBA Programs in English, Glendon: Changes to Degree Requirements (Appendix G, page 148)
13. Cooperative Education Option, BSc and BA Programs in Computer Science and Computer Security, Electrical Engineering and Computer Science, Lassonde: Establishment (Appendix H, page 162)
14. Theatre and Performance Studies Arts MA Program, Arts, Media, Performance and Design / Graduate Studies: Changes to Degree Requirements (page 28)
15. Clinical Neuropsychology, MA and PhD Programs in Clinical Psychology, Health / Graduate Studies: Changes (page 29)
16. Nursing MSc Program, Graduate Program in Nursing, Health / Graduate Studies: Changes to Requirements (page 30)
17. Geomatics and Science Stream, Honours BSc Program in Earth and Atmospheric Science, Earth and Space Science Engineering, Lassonde: Closure (page 30)

M. Armstrong, Secretary

PRESIDENT'S KUDOS REPORT

FEBRUARY 2018



York University partnered with FCJ Refugee Centre to launch a [first-of-its-kind pilot project](#) that allows young people whose immigration status is uncertain in Canada to pursue a degree.



The \$2.6-million NSERC/Sanofi Industrial Research Chair in Vaccine Mathematics, Modelling and Manufacturing was awarded to Professor [Jianhong Wu](#), who will lead a team of York professors, post-doctoral fellows and graduate students to help identify populations most susceptible to infectious diseases and enable manufacturers to produce cost-effective vaccines that can be deployed quickly.



Several York community members were appointed to the [Order of Ontario](#), the province's highest honour, including four alumni and an honorary degree recipient:

- Sandra Chapnik (LLB '76)
- Michael Geist (LLB '92)
- Floyd Laughren (BA '69)
- Elizabeth Sheehy (LLB '81)
- Michael Lee-Chin (LLD [Hons.] '09)



The University recently marked the 10th anniversary of the [LeaderShape Institute](#), with 60 students attending the annual award-winning leadership development program to explore questions about their life goals and identity.



The Schulich School of Business launched its new [Master of Marketing](#) degree program, the first master's program of its kind in Canada specifically designed to train university graduates in professional marketing skills, preparing them to take on progressive marketing roles.



History doctoral candidate [Alan Corbiere](#) has won the Governor General of Canada's Meritorious Service Medal (Civil Division) for his work in developing the Anishinaabemowin Revival Program (for the Ojibwa language).



[Janelle Hinds](#), a 2016 LaunchYU graduate, was selected as one of five Canadians to receive the [Everyday Political Citizen](#) award by Samara Canada.



The [annual Awards and Scholarships Reception](#) recognized student-athletes who have won various awards and bursaries for the 2017-18 academic year, celebrating their success in both the classroom and their sport in the previous year.



The Faculty of Science's annual [Honours and Awards Ceremony](#) recognized students who received awards for their academic excellence and extracurricular involvement.



Professor [Gillian Helfield](#) was the course director for the film course "Film 1900: Cinema and the City," which was recognized as a runner-up for the 2017 International e-Learning Award for its innovative online content.



[Faghya Shafiq](#) won the Ontario Gold Medal for the Common Final Examination (CFE), a key requirement of the Chartered Professional Accountant (CPA) designation, making this the third year in a row a Schulich School of Business graduate has been awarded Gold.



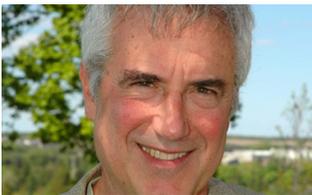
The Lions men's and women's track and field teams had seven podium finishes, three U SPORTS automatic qualifiers and sixteen new personal bests at the 37th annual [Can Am Classic](#) in Windsor.



Professor [Ann Kim](#) was awarded a Child and Youth Refugee Coalition grant, which is funded by the Social Sciences and Humanities Research Council of Canada, to study the experiences of refugees from the Democratic People's Republic of Korea (North Korea) in Canada.



Biology researcher [Bridget Stutchbury](#) in the Faculty of Science has received additional funding from the Kenneth M. Molson Foundation to continue her research on the impact of pesticides on migratory songbirds.



Alumnus [Lorne Rubenstein](#) was named the recipient of the 2018 PGA Lifetime Achievement Award in Journalism.



The 2016-17 Outstanding Paper Award for the *Journal of Mathematics and the Arts* was awarded to PhD student [John Campbell](#) for his paper "Visualizing large-order groups with computer-generated Cayley tables."



For his excellence in health education, alumnus [Dan Andreae](#) was a distinguished biographee of Marquis Who's Who, recipient of a Distinguished Humanitarian Award, and Marquis Who's Who Lifetime Achiever. Individuals profiled in Marquis Who's Who biographical volumes are selected on the basis of factors such as position, noteworthy accomplishments, visibility, and prominence in a field.



The annual [Osgoode Research Celebration](#) recognized researchers of Osgoode Hall Law School whose scholarly work critically examines and enables access.



York Lions' athletic achievements from the Fall were celebrated at the [annual Athletes' Lunch](#), including:

- the field hockey team became OUA champions;
- the men's soccer team claimed the OUA title;
- the field hockey team were U SPORTS silver medalists;
- the women's tennis team were OUA silver medalists;
- 19 athletes were celebrated as OUA All-Star Athletes.



Four faculty members from the Faculty of Environmental Science are recipients of grants that will go toward their scholarly research endeavors:

- Professor [Deborah Barndt](#) was awarded a SSHRC Connections Grant for the second time for \$48,000 for her project "Earth to table legacies: A transmedia educational package";
- Professor [Sarah Flicker](#) was awarded \$25,000 for an OPHEA Healthy Schools, Healthy Communities project on Implementation of Theatrical Methods to teach health and physical education;
- Professor [Christina Hoicka](#) was awarded \$15,000 for a MITACS Accelerate Internship with TRCA for MES student Susan Wyse on Evaluating Low Carbon Technologies and Best Practices;
- Professor [Greg Thiemann](#) received another \$38,000 from Indian Affairs & Northern Development Canada for his project "Community-Based Monitoring of Ice-Breeding Seals and Predator-Prey Dynamics in the Gulf of Boothia."



Professor [Parbudyal Singh](#) was recognized as this year's Distinguished Human Resources Professional at the [2018 Human Resources Professionals Association Annual Conference and Trade Show](#).



[Science Engagement Programs in the Faculty of Science](#) will receive an initial \$60,000 in funding from Actua, a Canadian STEM outreach organization, to expand coding and digital programming for youth.



Alumnus Steven Del Duca was appointed Minister of Economic Development and Growth in the [updated provincial cabinet](#), and alumna Dr. Helena Jaczek, who serves as Minister of Community and Social Services, will take on the additional role of Chair of Cabinet.



Osgoode professor [Poonam Puri](#) was appointed to the Ontario Securities Commission for a two-year term.



In recognition of his contributions to the field of psychology, Professor Emeritus [Juan Pascual-Leone](#) has been appointed a Fellow of the Association for Psychological Science, the leading international organization dedicated to advancing scientific psychology across disciplinary and geographic borders.



Osgoode alumna [Maureen E. Ryan](#) was among the new appointees to the Queen's Counsel in Newfoundland and Labrador.



Executive Committee – Report to Senate

At its meeting of February 15, 2018

For Information

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

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

Honorary Degrees and Ceremonials

James Darroch, Professor, Schulich

Executive

Adrienne Perry, Professor, Psychology, Health (Graduate Studies)

2. 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 March. 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.

3. Report of the Sub-Committee on Honorary Degrees and Ceremonials

In a confidential report from the Sub-Committee on Honorary Degrees and Ceremonials, the Senate Executive received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, four new candidates have been deemed eligible for honorary degrees. In addition, three individuals have been approved for a further five year term.

The guidelines governing the nominations process stipulate that individuals may be approved for “inclusion in a pool of eligible candidates to be drawn on during a 3-5 year period.” This has been interpreted to mean the following:

Executive Committee – Report to Senate (cont'd)

- once approved by the Sub-Committee and Senate Executive, prospective candidates are in the pool up to five years
- at the five year mark, candidates must be approved for renewal
- candidates may also be renewed for further five year terms

Only on very rare occasions has an individual been selected for recognition after residing in the pool for more than ten years. In many cases it proves impossible to contact the original nominator and / or supporters after that point.

The Sub-Committee believes that individuals should only be renewed once. After ten years in the pool, individuals should be removed from the eligibility list unless they have been successfully re-nominated. This would help ensure that the pool is refreshed and reflects current support. Collective energies are best devoted to expanding and diversifying the pool with candidates that reflect the principles expressed in the guidelines.

Senate Executive has no objections to this change, which will be adopted in the guidelines.

4. Sub-Committee on Equity

A priority for the Sub-Committee on Equity this year involves amendments to the Guidelines and Procedures accompanying the *Policy on Accommodations for Students with Disabilities* amended by Senate in June 2017. Members of the Sub-Committee met with Enable York in October and later attended a roundtable sponsored by that group. The Sub-Committee aims to bring forward changes by June, and will coordinate with other community stakeholders as it undertakes consultations in the months ahead.

5. Request for Discussion of Senior Appointments

The Committee reflected on the discussion at the January meeting of the request that time be set aside for Senate to take up the matter of senior academic appointment searches. Thanks to the President's agreement to share changes to the University Procedures for Decanal Appointments, that aspect has now been covered. Decanal and vice-presidential staffing matters are within the jurisdiction of the Board and delegated to the President.

Regarding a discussion of the Principles for Presidential Searches, the Committee strongly endorsed the Chair's commitment to allocate time to this item during the current academic year. As was stated in January, the Committee believes that it would be appropriate and valuable to review the Principles in a properly framed discussion.

Lesley Beagrie, Chair
Franck van Breugel, Vice-Chair

SENATE COMMITTEE ON AWARDS

Report to Senate at its meeting of 15 February 2018

FOR INFORMATION

1. Report on Undergraduate Student Awards Distribution for 2016-2017

The Senate Committee on Awards receives annually from the Office of Student Financial Services (OSFS) a report on the disbursement of student awards for the previous fiscal year. Table A provides statistical data on the disbursement of undergraduate student awards in fiscal 2016-2017 (May 1, 2016 to April 30, 2017), with comparative data for 2015-2016 and 2014-2015; a summary report is provided below.

TABLE A: 2016-2017 Undergraduate Awards

Note 1

Figure 1 - Overview of Award and Bursary Funding (\$ Disbursed)

Award Funding Category		2014-2015 (\$)'000s	2015-2016 (\$)'000s	2016-2017 (\$)'000s	Variance 15/16 vs 16/17 (\$)'000s	YOY % Variance 15/16 vs 16/17
York Funded	Entering Student Awards	\$5,660K	\$10,885K	\$10,897K	\$12K	0.1%
	Continuing Student Awards	\$11,709K	\$10,836K	\$11,413K	\$577K	5.3%
Government Funded		\$2,209K	\$1,724K	\$1,794K	\$70K	4%
Private Donations and Endowments		\$5,810K	\$6,304K	\$7,002K	\$698K	11%
TOTAL		\$25,388K	\$29,749K	\$31,106K	\$1.357K	4.5%

Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) Note 2

Award Funding Category		2014-2015 (Heads)	2015-2016 (Heads)	2016-2017 (Heads)	Variance 15/16 vs 16/17 (Heads)	YOY % Variance 15/16 vs 16/17
York Funded	Entering Student Awards	4,811	11,193	10,707	-486	-4.4%
	Continuing Student Awards	13,067	9,156	11,275	2,119	23.1%
Government Funded		989	858	925	67	7.8%
Private Donations and Endowments		3,464	3,678	4,189	511	13.8%
TOTAL		22,331	24,885	27,096	2,211	8.8%

Note 1 - Fiscal 15-16 and Fiscal 16-17 data obtained by Student Financial Services from York University's Factbook data (published by the Office of Institutional Planning and Analysis)

Note 2 - Some students may have received more than one award and may be included in more than one category.

Highlights of the 2016-17 report are:

- The overall amount of funding increased 4.5% to \$31.1 million.
- The number of recipients increased 8.8% to 27,096.
- York-funded entrance award funding increased slightly but the number of recipients decreased 4.4%, primarily due to the strict enforcement of deadlines for the \$500 Student Life Award. The decreased disbursement on this award was offset by increases in other entrance scholarships
- The 23% increase in continuing student awards is the result of the phase out of renewable entrance; student who in the past would have renewed their entrance scholarships are now eligible for continuing scholarships. As well, some bursary funding reallocated to the new entrance scholarships in 2015-16 was restored for 2016-17.
- While in general government funding continues to decline, there was a slight increase in students receiving *Ontario Bridging Participant Assistance Program (OBPAP)*, and participants in the *NSERC Undergraduate Student Research* program. Government funding varies year-to-year dependent on the applicant pool.
- York has been able to increase awards from endowments and donations every year. Last year disbursements were 11% over 2015-16.
- In looking at the breakdown by Faculty, the professional Faculties (i.e., Osgoode, Lassonde and Schulich) have higher percentages of students receiving awards due to a large extent to the higher tuition. OSAP has caps on tuition, and the Student Access Guarantee (SAG) requires the University to provide additional funding to students with financial need whose

direct educational costs (tuition, books and mandatory course fees) have not been met through OSAP.

- OSAP changes impact the allocation of funding. OSAP no longer requires the reporting of some forms of income (e.g., RESP funds), which drives up the amount the University pays under the SAG.
- In 2018-19 students will be able to apply for OSAP when they apply for university. With offers of admission, they will receive an OSAP estimate, along with the estimated tuition. Universities can include estimated awards and there is some concern that this may set off an entrance award competition among institutions.

The Office of Student Financial Services is working on a new scholarship strategy for 2019-20. With students receiving more funding through OSAP, money is not necessarily the driver when students choose a university. They are looking at offering experiential opportunities, international experiences, more Research at York (RAY) funding. These proposals have not yet been finalized. Some universities are already using summer research opportunities as part of the admission offer. The full Student Financial Services report, including breakdown by Faculty, is attached.

Robert Kenedy, Chair



REGISTRAR'S OFFICE
& STUDENT
FINANCIAL SERVICES

Memo

Bennett Centre for Student
Services
Suite W223
4700 Keele St.
Toronto ON
Canada M3J 1P3

yorku.ca/osfs

To: Senate Committee on Awards

From: Jillian Yeung Do, Director, Student Financial Services
Karen Warner, Manager Scholarships and Bursaries
Oana Alexandru, Senior Financial Analyst

CC: Carol Altilia, University Registrar

Date: January 26, 2018

Re: 2016 - 2017 Undergraduate Award Disbursement Report

Overview

The purpose of this memo is to provide a summary of York University's undergraduate award disbursement for Fiscal 2016-17 (May 1, 2016 to April 30, 2017) versus Fiscal 2015-16 (May 1, 2015 to April 30, 2016).

Table A provides a summary of all awards and bursaries disbursed to York University undergraduate students (Keele and Glendon campuses combined) categorized by Funding Source (Figure 1) and Recipient Headcount (Figure 2). Data in Figure 1 and Figure 2 was obtained from the York University *Factbook* which is published by York University's Office of Institutional Planning and Analysis ("OIPA").

Overall, the amount of Undergraduate Award funding disbursed to York University students *increased* from Fiscal 2015-16 (\$29,749,037) versus Fiscal 2016-17 (\$31,106,396) which represents a 4.5% year over year spending change, with the number of recipients also increasing year over year by 8.8% (FW15-16: 24,885 vs. FW16-17: 27,096).

TABLE A: 2016-2017 Undergraduate Awards

Note 1

Figure 1 - Overview of Award and Bursary Funding (\$ Disbursed)

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TOTAL		\$25,388K	\$29,749K	\$31,106K	\$1.357K	4.5%

Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) Note 2

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TOTAL		22,331	24,885	27,096	2,211	8.8%

Note 1 - Fiscal 15-16 and Fiscal 16-17 data obtained by Student Financial Services from York University's Factbook data (published by the Office of Institutional Planning and Analysis)

Note 2 - Some students may have received more than one award and may be included in more than one category.

Summary of Year of Year Variances

York Funded – Entering Student Awards

York Funded Entering Student Awards	YOY Variance		Average YOY Impact of Award (\$) per Recipient		
	Fiscal 15-16 vs. Fiscal 16-17 YOY Variance (\$)	Fiscal 15-16 v.s. Fiscal 16-17 YOY Variance (%)	Fiscal 15-16 (Average) Award Disbursement per Recipient*	Fiscal 16-17 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$12,397 ↗	0% =	\$972	\$1,018	\$46 ↗
Overall Headcount (#)	-486 ↘	-4.4% ↘			

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Entering Student Awards** *increased* year-over-year (Fiscal 15-16: \$10,884K vs. Fiscal 16-17: \$10,897K), representing a year-over-year (“YOY”) spending variance of 0.1%. On the basis of recipient headcount, there was a 4.4% *decrease* on a year over year basis (11,193 in Fiscal 15-16 vs. 10,707 in Fiscal 16-17).

The variance in recipients (-486) is partially attributed in a reduction in the number of students who received the *Student Life Award* (FW15-16: 6,789 students vs. FW16-17: 6,103 students). This drop in recipients also resulted in a -\$352K *decrease* in spending for this award (Fiscal 15/16: \$3,368K vs. Fiscal 16-17: \$3,016K). This award valued at \$500 was introduced in Fall/Winter 2015-2016 as part of the *Enhanced Entrance Scholarship Program*. It is awarded to domestic students admitted with a minimum average of 75% and higher who accepted their offer of admission by the date in their offer letter. In the first year of the program (Fiscal 15-16), in an effort to strengthen our conversion, these criteria were relaxed and all students received the award however for Fall/Winter 2016-2017, the criteria was strictly enforced resulting in a lower number of recipients.

The decrease in the *Student Life Award* spending was offset by increases in other entrance scholarships including but not limited to the following: The *Automatic Entrance Scholarship – International* is given to international high school applicants admitted with averages of 80% and higher (or equivalent) and ranges in value from \$500 to \$3,500. The number of recipients *increased* by 86 heads resulting in an additional \$124K in spending (Fiscal 15/16: \$422K; 323 recipients vs. Fiscal 16-17: \$545K; 409 recipients). Additionally, the *Faculty of Liberal Arts and Professional Studies International Student Entrance Scholarship* is awarded to international students entering the faculty with averages of 90% and higher and is valued at \$2,000 for candidates with averages between 90% and 94.9% and \$3,000 for candidates with averages of 95%+. The number of recipients increased by 17 resulting in an additional expenditure of \$33.5K (Fiscal 15/16: \$83K; 39 recipients vs. Fiscal 16-17: \$116K; 56 recipients). Lastly, there was an increased expenditure of \$58K (Fiscal 15/16: \$80K; 40 recipients vs. Fiscal 16-17: \$138K; 69 recipients) in the *Lassonde Entrance Scholarship* which is awarded to students admitted to the faculty with an average of 90% and higher.

It should be noted that there were a number of awards disbursed in Fiscal 16-17, which were not awarded in Fiscal 15-16. These include the *Faculty of Liberal Arts and Professional Studies World Scholars Entrance Scholarship*. This was a one year initiative undertaken by the faculty that awarded scholarships valued at \$20,000 to the top three international students accepted into the York World Scholars program. The *International Engineering Entrance Supplement* was another one time only award valued at between \$1,500 and \$8,000, which was awarded to international students entering the Bachelor of Engineering (BEng) program in the Lassonde School of Engineering for the Fall/Winter 2016-2017 academic year. In Fiscal 16-17, \$81K was disbursed to 16 recipients. The *York University Graduate Fellowship – Masters Domestic* was set up in 2016 under the new graduate funding model. In Fiscal 16-17, there were 4 recipients who are in the joint JD/MES program who received this funding at a total value of \$22K.

In summary, spending remained stable though for the above reasons, the headcount (# of recipients) for York Funded – Entering Student Awards has decreased in Fiscal 16-17 versus Fiscal 15-16.

York Funded - Continuing Student Awards

York Funded Continuing Student Awards	YOY Variance		Average YOY Impact of Award (\$) per Recipient		
	Fiscal 15-16 vs. Fiscal 16-17 YOY Variance (\$)	Fiscal 15-16 v.s. Fiscal 16-17 YOY Variance (%)	Fiscal 15-16 (Average) Award Disbursement per Recipient*	Fiscal 16-17 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$576,822	5.3%	\$1,183	\$1,012	-\$171
Overall Headcount (#)	2,119	23.1%			

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Continuing Student Awards** *increased* by \$577K on a year-over-year basis (Fiscal 15-16: \$10,836K vs. Fiscal 16-17: \$11,413K) representing a YOY spending variance of 5.3%.

On the basis of recipient headcount for York Funded Continuing Student Awards, there was a 23.1% YOY *increase* in students (+2,119 students) receiving awards in this category (Fiscal 15-16: 9,156 students vs. Fiscal 16-17: 11,275 students).

Despite the fact that YOY disbursement (spending) *increased* and YOY headcounts *increased*, the YOY average award disbursed *decreased* by approximately \$171 per recipient.

For the Fall/Winter 2015-2016 admission cycle, York University launched an *Enhanced Entrance Scholarship Program* which consisted of three components: an increase of the base scholarship amount, the introduction of the *Student Life Award* and elimination of the renewability for students admitted with averages from 80% to 94.9%. Instead of renewing the entrance scholarship, students admitted with the aforementioned averages who achieve a sessional grade point average of 8.00 or higher after the completion of 24 York credits are awarded the *York University Continuing Student Scholarship*.

Students who were admitted prior to the launch of the new program were grand-parented under the previous renewable entrance scholarship program. This resulted in a \$462.5K *decrease* in funding disbursed under the *Renewable Entrance Scholarship* renewals (Fiscal 15-16: \$1,022K vs. Fiscal 16-17: \$559.5K). This was offset by a \$187K *increase* in funds disbursed through the *York University Continuing Student Scholarship* (Fiscal 15-16: \$876K; 1,425 heads vs. Fiscal 16-17: \$1,063K; 1,813 heads) and \$199.5K in renewable scholarship funds awarded to students admitted under the new scholarship program with averages of 95%+ (\$3,500 x 57 heads).

Additionally, there were a number of new awards introduced in the 2016-2017 fiscal year that contributed to the growth in spending and recipients in this area. The *Lassonde Undergraduate Research Award* was launched in summer 2016; the intent of this award is to provide paid research opportunities to undergraduate students. In its inaugural year, \$118K was awarded to 25 recipients. York University also entered into an agreement with the *World University Service of Canada (WUSC)* to sponsor up to 5 refugee students annually beginning in the 2016-17 academic year. This sponsorship entails a four year tuition waiver and housing and meal plan waivers for the first year of study. Total expenditures for housing and meal plans for the four students who started the program in 2016-17 totaled \$42K. Lastly, Osgoode created the *Mooting Program Award* to provide support to students participating in the Mooting Program. In 2016-17, there were 44 recipients of this award with expenditures' totaling \$27K.

Lastly, the *York University Undergraduate Bursary* saw a spending *increase* of \$502K (Fiscal 15-16: \$4,130K vs. Fiscal 16-17: \$4,632K). There was also a significant increase in the number of recipients (FW15-16: 4,888 students vs. FW16-17: 7,093 students). In Fiscal 2015-16, bursary expenditures were impacted substantially as funding was re-allocated to support the Enhanced Entrance Scholarship Program. Additional funding from other sources enabled the bursary program to disburse funding at rates more in line with historical spending in Fiscal 2016-17.

In summary, both spending and headcount increased significantly in Fiscal 16-17 for York Funded Continuing Student Awards.

Government Funded Awards

Government Funded	YOY Variance		Average YOY Impact of Award (\$) per Recipient		
	Fiscal 15-16 vs. Fiscal 16-17 YOY Variance (\$)	Fiscal 15-16 v.s. Fiscal 16-17 YOY Variance (%)	Fiscal 15-16 (Average) Award Disbursement per Recipient*	Fiscal 16-17 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$70,504	4%	\$2,009	\$1,940	-\$69
Overall Headcount (#)	67	7.8%			

*Calculated as total spending in the Award Category for the academic year divided by the # of students who Received this Award Category during the academic year

Overall, disbursement (spending) on **Government Funded Awards** *increased* by \$70.5K on a YOY-basis (Fiscal 15-16: \$1,724K vs. Fiscal 16-17: \$1,794K); or a spending variance of 4.0%

On the basis of recipient headcount for Government Funded Awards, there was a 7.8% *increase* (+67 students) receiving awards in this category (Fiscal 15-16: 858 students vs. Fiscal 16-17: 925 students).

When analyzing the average award disbursement per recipient, the YOY *decrease* was approximately \$69 per student.

Over the past several years we have seen a steady decline in both spending and recipients of Government Funded Awards largely due to funding cuts and the discontinuation of programs by the provincial government. The current year over year increase in the Government Funded Award category is partially due to an increase in students participating in the *NSERC Undergraduate Student Research* program (Fiscal 15-16: 37 students vs. Fiscal 16-17: 44 students). This program supports York's research culture by providing undergraduate students with opportunities to gain paid research experience in an academic setting. Additionally, the program is intended to encourage undergraduate students to undertake graduate studies and pursue research careers in the natural science and engineering fields. The YOY variance in spending for this program was \$39K (FW15-16: \$219K vs FW16-17: \$258K).

In addition, the overall increase in the disbursements of Government Funded Awards is also attributed to the increase in spending in the *Ontario Bridging Participant Assistance Program (OBPAP)*. This program provides financial assistance to students with financial need enrolled in approved bridge training programs. The *OBPAP Tuition Waiver* disbursements saw an *increase* of \$49K; this is attributed to an increase in tuition costs and the number of recipients (FW15-16: \$129K for 114 students vs. FW16-17: \$178K for 118 students).

These increases were offset by a *decrease* of -\$20K (FW15-16: \$43K for 28 students vs. FW16-17: \$23K for 17 students) in disbursements from the *Ontario/Rhine Alpes Award* which is given to York students participating in the ORA exchange program.

As previously stated, the overall YOY increase in spending/disbursement on Government Funded Awards is driven by the funding directive by the provincial government (MAESD) vis-à-vis the applicant pool of students who qualify for these government awards. Therefore, the amount (\$) and headcount variances can change from year to year; and are not explicitly tied to York University's scholarship strategy.

Awards from Private Donations and Endowments

Endowments and Donations	YOY Variance		Average YOY Impact of Award (\$) per Recipient		
	Fiscal 15-16 vs. Fiscal 16-17 YOY Variance (\$)	Fiscal 15-16 v.s. Fiscal 16-17 YOY Variance (%)	Fiscal 15-16 (Average) Award Disbursement per Recipient*	Fiscal 16-17 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$697,636	11%	\$1,714	\$1,672	-\$42
Overall Headcount (#)	511	13.8%			

*Calculated as total spending in the Award Category for the academic year divided by the # of students who Received this Award Category during the academic year

Overall, disbursement (spending) on Private Donations and Endowments *increased* by \$698K on a year-over-year basis (Fiscal 15-16: \$6,304K vs. Fiscal 16-17: \$7,002K); representing a YOY disbursement (spending) variance of 11%.

On the basis of recipient headcount, there was a year over year 13.8% *increase* (of 511 students) receiving awards in this category (Fiscal 15-16: 3,678 students vs. Fiscal 16-17: 4,189 students).

Though the overall YOY spending *increased* as did the YOY number of recipients, the average award value received per recipient in Fiscal 16-17 *decreased* by an average of \$42 per recipient.

There were numerous individual awards that saw increases in year over year spending resulting in the overall increase of \$698K. These include but are not limited to: the *Exchange Travel Bursary - Schulich* (YOY disbursement increase of \$154K), the *Lassonde Scholarship* (YOY disbursement increase of \$130K), the *Chancellor Bennett Undergraduate Scholarship for Liberal Arts* (YOY disbursement increase of \$80K), the *Schulich Leader Scholarship* (YOY disbursement increase of \$35K), the *Faculty of Health Renewable Entrance Award* (YOY disbursement increase of \$33.7K), the *Chancellor Bennett Entrance Award for the Westview Partnership* (YOY disbursement increase of \$30K), the *Oscar Peterson Scholarship* (YOY disbursement increase of \$30K), the *HSBC Bank of Canada Environmental Studies Award* (YOY disbursement increase of \$30K), the *York University Faculty Association ACE Bursary* (YOY disbursement increase of \$27K), the *Bank of Montreal Awards* (YOY disbursement increase of \$25.3K) and the *Canadian Friends of Hebrew University Award* (YOY disbursement increase of \$23K). Another \$99.6K is explained by variances in disbursement rates for a total of 1000 awards.

In general, year over year variances in disbursements and headcount can be attributed to numerous factors including awards expiring from one year to the next, new awards becoming active, disbursement of surplus funding and/or endowments/awards that are not disbursed in any given year due to inability to find suitable candidates. Student Financial Services continues to make an effort to ensure that large surpluses are not being maintained in the endowed cost centres. Faculties and other adjudicating units have been advised to disburse as much available funding as possible while at the same time maintaining a small cushion where possible to account for market volatility.

In summary, there has been continuous year over year growth both in the amount of funding disbursed and the number of recipients in the Private Donations and Endowments categories.

Overall Disbursement Rates (\$'s and heads)

Institutionally, York University continues to perform well with an overall disbursement rate (of available in year funding) of 99% for Fiscal 2016-17 and 108% for Fiscal 2015-16. Variations in disbursement rates across faculties and responsible departments/units are attributed to changes in administrators and limitations imposed by award criteria. On the basis of recipient headcount, the unique numbers by faculty are as indicated below.

Fiscal 2016-17

Faculties	Unique heads by Faculty 2016-17	Unique award recipients by Faculty 2016-17	% by Faculty 2016-17	# of students with SAG who received awards	% with SAG relative to all award recipients
Liberal Arts & Professional Studies	25,103	7,072	28%	1,540	22%
Environmental Studies	571	186	33%	32	17%
Science	4,244	1,422	34%	96	7%
Health	11,135	4,028	36%	674	17%
Education	1,181	449	38%	135	30%
Glendon	2,938	1,222	42%	131	11%
Arts, Media, Performance and Design	2,935	1,313	45%	148	11%
Lassonde	2,946	1,407	48%	714	51%
Schulich	1,864	1,121	60%	524	47%
Osgoode	972	673	69%	496	74%
TOTAL	53,889	18,893	35%	4,490	24%

Note 1 - Faculty enrolment numbers obtained from York University's factbook data (published by the Office of Institutional Planning and Analysis)

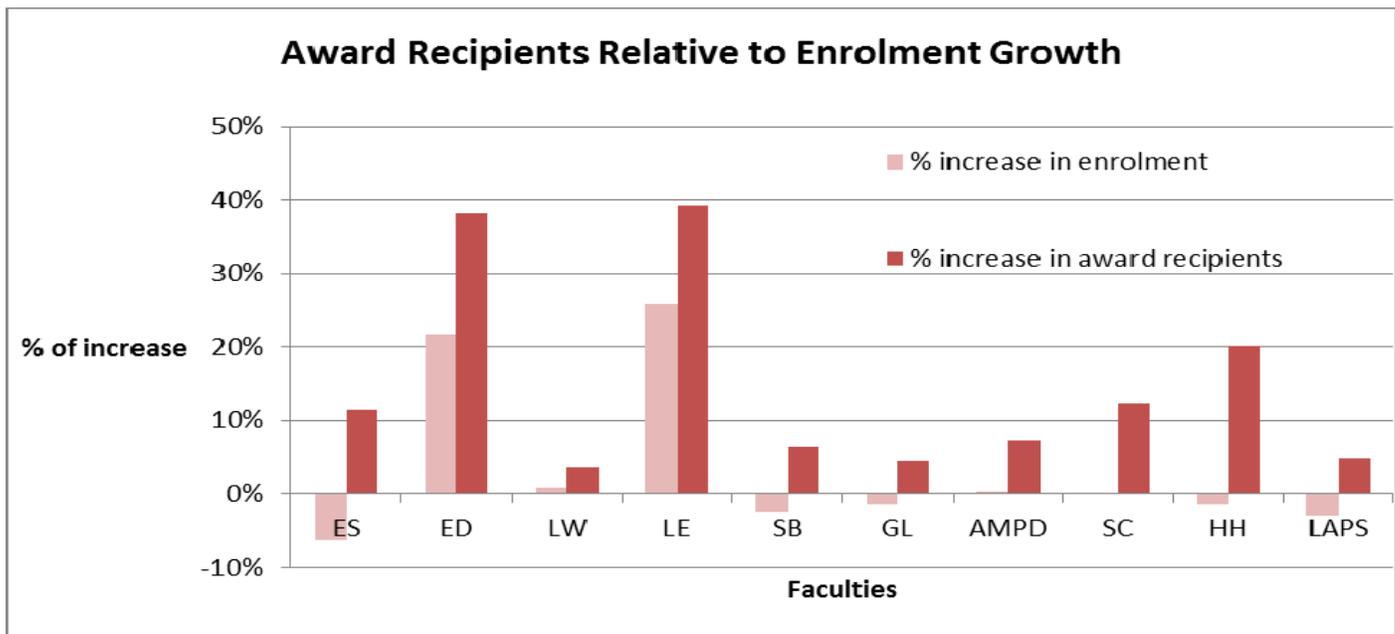
Note 2 - Fiscal year refers to May 1, 2016 to April 30, 2017

Fiscal 2015-16 (Prior Year)

Faculties	Unique heads by Faculty 2015-16	Unique award recipients by Faculty 2015-16	% by Faculty 2015-16	# of students with SAG who received awards	% with SAG relative to all award recipients
Liberal Arts & Professional Studies	25,877	6,747	26%	1,674	25%
Environmental Studies	609	167	27%	26	16%
Science	4,235	1,266	30%	116	9%
Health	11,298	3,351	30%	681	20%
Education	970	325	34%	106	33%
Glendon	2,981	1,169	39%	143	12%
Arts, Media, Performance and Design	2,926	1,224	42%	177	14%
Lassonde	2,340	1,010	43%	521	52%
Schulich	1,910	1,054	55%	521	49%
Osgoode	964	650	67%	433	67%
TOTAL	54,110	16,963	31%	4,398	26%

Note 1 - Faculty enrolment numbers obtained from York University's factbook data (published by the Office of Institutional Planning and Analysis)

Note 2 - Fiscal year refers to May 1, 2015 to April 30, 2016



There are numerous factors that effect a student’s eligibility for funding including academic standing, financial need, degree status (i.e. degree program vs. non-degree; full-time vs. part-time). Faculties such as Osgoode and Schulich have a high ratio of faculty/program specific awards. Students in these professional programs also have significantly higher tuition costs and subsequently tend to demonstrate higher levels financial need.

Conclusion

Overall disbursement (spending) increased on a YOY fiscal basis (Fiscal 15-16: \$29,749K vs. Fiscal 16-17: \$31,106K), representing a YOY spending variance of 4.5%.

On the basis of recipient headcount, there was an 8.8% increase (of 2,211 students) receiving awards (Fiscal 15-16: 24,885 students vs. Fiscal 16-17: 27,096 students).

The overall YOY average of the award per student *decreased* by approximately \$47 per student (average award per recipient in Fiscal 15-16 = \$1,195 vs. Fiscal 16-17 = \$1,148).

Moving forward, Student Financial Services will continue to collaborate with Faculties/departments to ensure that best practices are in place and being adhered to in institutional award adjudication processes. Continued effort will be put into conducting regular internal audits to ensure that awards are being administered in accordance with Senate guidelines and that records are being retained in accordance with the Records and Information Management guidelines.

Student Financial Services has been working in collaboration with the Faculty of Graduate Studies to acquire a new Graduate and Undergraduate Awards Management Solution aimed at streamlining administrative processes, simplifying the application process for students and allowing students to get a more concise picture of the funding opportunities available to them and ultimately, maximizing the funding disbursement. We have now completed the RFP process and will likely finalize the contract with the preferred vendor in the upcoming months.

Considerations and New Developments

The Ministry of Advanced Education and Skills Development (MAESD), formerly the Ministry of Training, Colleges and Universities, has made significant changes to OSAP with the intention of making post-secondary education more attainable and affordable for all domestic, Ontario residents. These changes include (but are not limited to) the following:

- Introducing “Free Tuition” through the Ontario Student Grant (discussed further below)
- Full implementation of the Net Tuition Estimates in 2018/2019 (discussed further below)
- Increasing the allowable exempt study period income for students
- Removing RESP contributions and band funding as a resource on the OSAP application
- Increasing the Ontario weekly assistance limits
- Allowing students the option to take only the grant portion of their funding
- Reducing the expected parental and spouse contributions in 2018/2019

Free Tuition

The provincial government introduced “Free Tuition” for Ontario students for the Fall/Winter 2017-2018 academic year. All eligible OSAP students in approved full-time programs will now be assessed for the Ontario Student Grant (OSG) which considers the students tuition costs and family/student income. Dependent students whose annual family income is under \$50,000 and single independent students, married students and sole support parents whose income is under \$30,000 will receive 100% of their Ontario aid in the form of the Ontario Student Grant.

Net Tuition Estimates

Effective for the Fall/Winter 2018/2019 academic year, all public universities and colleges will partner with the Ministry of Advanced Education and Skills Development (MAESD), implement the Net Tuition Estimate view for college and university applicants. High schools students applying to admission through OCAS and/or OUAC will be able to apply for OSAP much earlier and will receive an estimate of the total net tuition they will be required to pay for each program for which they have applied. The goal of the net tuition estimate is to: 1) provide students with clarity and transparency about the actual final tuition owed to the institution by the student, 2) to simplify the payment process for students (Ministry will send OSAP payments directly to the institution) and 3) to allow students/families to more easily plan for their education and make informed postsecondary education choices.

Student Access Guarantee

The principles of the Student Access Guarantee (SAG) are that:

- qualified Ontario students should not be prevented from attending Ontario’s public colleges and universities due to lack of financial support programs and;
- students in need should have access to the resources they need for their tuition, books, compulsory fees, equipment and supplies.

Under SAG, universities and colleges are required to supplement government aid to OSAP students whom the Ministry have identified as having ‘unmet need’ through institutional programs such as the Undergraduate bursary and Work/Study programs. In 2016 – 2017, 111,130 Ontario students received \$223.7M (\$181.8M by universities and \$41.9M by the colleges) in SAG assistance from their institutions, an increase of approximately 3,600 students over 2015 - 2016. In general, SAG requirements have increased each year as tuition increases translate into increased student costs and greater financial need. As a result of the increase in OSAP volume (20% increase at universities) and the removal of the RESP as a resource for OSAP, universities mandatory SAG for 1st entry programs have increased by approximately 38% (\$20.6M) for 2017-2018. In order to counteract this growth, York has opted for a MAESD-sanctioned change to the SAG formula. As a result, York’s SAG obligation for 2016-17 decreased YOY by 20%.

**2016/17 Undergraduate Awards - Table
A for Fact Book**

level Undergrad

York Funded	Entering Student Awards	Entrance Award	\$3,362,157
		Other Entrance Scholarships	\$6,919,245
		President's Scholarship	\$272,700
		Renewable Entrance Scholarship	\$14,500
		Science & Engineering Entrance Scholarship	\$328,500
	Continuing Student Awards	Continuing Student Scholarship	\$1,069,767
		Other In-Course Scholarships	\$879,703
		Renewable Entrance Scholarship-Renewals	\$759,000
		Service Bursary Program	\$61,004
		Undergrad Bursary Program	\$8,643,337
Government Funded		First Generation Bursary	\$198,053
		Government Funded Programs	\$782,157
		OSAP Disability Bursary	\$814,198
Private Donations		Endowments and Annual Donations	\$7,002,075
All			\$31,106,395

2016/17 Undergraduate Awards - Table
A for Fact Book
level Undergrad

		Home Faculty											All	
		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	XX		
York Funded	Entering Student Awards	Entrance Award	\$1,277,530	\$6,507	\$20,383	\$288,940	\$218,920	\$621,642	\$313,140	\$90,908	\$219,582	\$304,605	\$0	\$3,362,157
		Other Entrance Scholarships	\$2,038,063	\$12,500	\$36,000	\$818,500	\$550,598	\$946,750	\$744,500	\$0	\$1,090,333	\$682,000	\$0	\$6,919,245
		President's Scholarship	\$75,600	\$0	\$10,800	\$35,100	\$48,600	\$21,600	\$16,200	\$0	\$48,600	\$16,200	\$0	\$272,700
		Renewable Entrance Scholarship	\$500	\$0	\$0	\$0	\$4,000	\$4,000	\$2,000	\$0	\$4,000	\$0	\$0	\$14,500
		Science & Engineering Entrance Scholarship	\$0	\$0	\$0	\$0	\$0	\$2,000	\$138,000	\$0	\$0	\$188,500	\$0	\$328,500
	Continuing Student Awards	Continuing Student Scholarship	\$292,765	\$25,432	\$11,143	\$45,288	\$60,059	\$425,365	\$27,181	\$0	\$73,557	\$108,977	\$0	\$1,069,767
		Other In-Course Scholarships	\$187,497	\$17,130	\$8,692	\$24,000	\$96,615	\$58,250	\$197,902	\$230,660	\$40,258	\$18,200	\$500	\$879,703
		Renewable Entrance Scholarship-Renewals	\$87,500	\$9,000	\$2,000	\$50,000	\$63,000	\$122,500	\$16,000	\$7,000	\$209,000	\$193,000	\$0	\$759,000
		Service Bursary Program	\$30,158	\$1,250	\$0	\$0	\$27,501	\$95	\$0	\$0	\$2,000	\$0	\$0	\$61,004
		Undergrad Bursary Program	\$2,220,494	\$180,608	\$56,869	\$602,968	\$254,152	\$1,094,112	\$697,533	\$3,130,987	\$224,327	\$181,287	\$0	\$8,643,337
Government Funded		First Generation Bursary	\$99,892	\$0	\$0	\$7,873	\$8,150	\$57,865	\$14,051	\$0	\$0	\$10,222	\$0	\$198,053
		Government Funded Programs	\$418,269	\$3,500	\$14,400	\$6,000	\$29,400	\$48,225	\$76,138	\$7,200	\$27,300	\$151,725	\$0	\$782,157
		OSAP Disability Bursary	\$363,352	\$35,088	\$10,978	\$61,547	\$60,842	\$187,340	\$27,729	\$12,642	\$10,303	\$44,377	\$0	\$814,198
Private Donations		Endowments and Annual Donations	\$1,519,592	\$135,455	\$120,637	\$513,308	\$479,731	\$628,188	\$944,551	\$1,562,331	\$691,862	\$406,419	\$0	\$7,002,075
All			\$8,611,212	\$426,469	\$291,903	\$2,453,524	\$1,901,568	\$4,217,932	\$3,214,924	\$5,041,727	\$2,641,123	\$2,305,512	\$500	\$31,106,395

2016/17 Undergraduate Awards - Table
A for Fact Book
level Undergrad

		Home Faculty											All	
		AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	XX		
		heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	
York Funded	Entering Student Awards	Entrance Award	2270	14	41	571	417	1246	614	16	414	592	0	6195
		Other Entrance Scholarships	1471	9	25	454	310	713	450	0	404	456	0	4292
		President's Scholarship	14	0	2	7	9	4	3	0	9	3	0	51
		Renewable Entrance Scholarship	1	0	0	0	1	1	1	0	1	0	0	5
		Science & Engineering Entrance Scholarship	0	0	0	0	0	1	69	0	0	94	0	164
	Continuing Student Awards	Continuing Student Scholarship	571	42	20	88	97	659	47	0	122	169	0	1815
		Other In-Course Scholarships	243	22	16	37	88	50	96	161	43	15	2	773
		Renewable Entrance Scholarship-Renewals	51	4	1	21	27	69	8	3	75	88	0	347
		Service Bursary Program	35	1	0	0	27	1	0	0	1	0	0	65
		Undergrad Bursary Program	3209	312	84	507	473	1768	623	549	324	426	0	8275
Government Funded		First Generation Bursary	114	0	0	7	9	63	12	0	0	12	0	217
		Government Funded Programs	278	3	2	3	16	14	13	1	4	27	0	361
		OSAP Disability Bursary	146	11	5	28	27	87	10	6	4	23	0	347
Private Donations		Endowments and Annual Donations	1170	112	45	327	450	450	256	838	360	181	0	4189
All			9573	530	241	2050	1951	5126	2202	1574	1761	2086	2	27096

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 15 February 2018

For Action

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

Major Modifications

1. Merger of 90-Credit degree programs in Mathematics & Statistics • Department of Mathematics & Statistics • Faculty of Science

ASCP recommends,

That Senate approve the merger of the seven existing 90-credit BA and BSc degree options within the Mathematics & Statistics Department into one 90-credit degree option in Applied Mathematics offered as both BA and BSc degrees.

Rationale

Insights and recommendations from its Cyclical Program Review and the Academic and Administrative Program Review (AAPR) prompted the Department of Mathematics and Statistics to reassess its suite of 90-credit degree offerings, 7 in total. The message conveyed to the Department, which it candidly acknowledged, was that too many programs had accumulated and, while the Honours degree options are ably supporting students' academic plans and aspirations, the 90-credit degree options are not providing students with optimal preparation for careers. After re-evaluation and careful curriculum planning, a re-designed 90-credit program in Applied Mathematics has been developed. It is centred on five concrete learning outcomes which will provide students valuable applied skills for mathematics-related careers in a number of fields. The achievement of the learning outcomes is supported by a highly focused set of requirements drawn from the comprehensive collection of existing courses offered by the Department. Students have the option of taking the Applied Mathematics program as either a BA or BSc degree. ASCP confirmed that the proposed requirements for both degree options align with the pan-university BA and BSc degree structures.

As Dean Jayawardhana notes in his statement, the merger of the programs into one reduces duplication and enhances program sustainability, both important Faculty goals. The Senate committee applauds the initiative, finding it a constructive and well thought out approach that is responsive to both program data and students' needs. And members were heartened to see that the outcomes of both the cyclical program review and the AAPR spurred the Department into action and informed subsequent curriculum planning. The proposal and decanal statement are attached in Appendix A.

Approvals: Science Faculty Council 14 November 2017 • ASCP 24 January 2018

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

2. Establishment of the Black Canadian Studies Disciplinary Certificate • Department of Humanities • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the establishment of the Black Canadian Studies Disciplinary Certificate within the Department of Humanities, Faculty of Liberal Arts & Professional Studies.

Rationale

The Department of Humanities' Black Canadian Studies Certificate is an exciting and rich new program that responds to student interest. As the proposal (Appendix B) eloquently explains in greater detail, the Certificate is structured around a carefully focused curriculum to provide an integrated examination of the history, culture, literature and music of people of African descent in the Americas through the lens of Black Canada. The impetus for its development is calls from students and student groups for a more diverse curriculum, backed up by robust enrolments in courses in this area. In alignment with the UAP goal to incorporate experiential education in programming, the Certificate includes an innovative placement course at the 4000-level which gives upper-year students the opportunity to work in the offices of municipal, provincial and/or federal elected officials; statements from several elected incumbents confirm support for facilitating the placements.

The proposed requirements comply with the Senate certificate legislation, and learning outcomes for the certificate have been expressed and mapped to the requirements. It will commence as a concurrent certificate, which students will pursue in conjunction with their undergraduate degree program. Other than the placement course, no new courses are required for the program, and the initiative has decanal support.

Approvals: LAPS Faculty Council 14 September 2017 • ASCP 24 January • APPRC (Concurrence) 8 February 2018

3. Restructuring of the Indigenous Studies Stream, BA Program in Multicultural and Indigenous Studies • Department of Equity Studies • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve restructuring the existing stream in Indigenous Studies within the BA program in Multicultural and Indigenous Studies to a BA degree program in Indigenous Studies housed in the Department of Equity Studies, Faculty of Liberal Arts and Professional Studies.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Rationale

The Department of Equity Studies currently offers two BA degree programs:

- Multicultural & Indigenous Studies (MIST), with three streams in Indigenous Studies, Racism & Multiculturalism, and Diaspora Studies;
- Human Rights & Equity Studies (HREQ)

It has been engaged in a comprehensive curriculum reform process to enhance program quality and sustainability. A clear thread to pull from its program fabric is the development of the Indigenous Studies stream within MIST into a distinct BA degree program in Indigenous Studies. As the proposal articulates (Appendix C), the Department's intention with the stand-alone degree program is to "provide programming that is at once more sophisticated than current offerings within MIST, and at the same time increases the breadth and depth of knowledge for students in Indigenous Studies." Advancing the University's Indigenous Strategy is also a central goal behind the initiative. The increased visibility that will come with its evolution into a degree program and its innovative experiential education components are expected to make it an attractive option to students. It will be offered as a full suite of degree options (i.e., 90-credit, Honours, Specialized Honours, Minor and Major/Minor).

Program learning outcomes have been defined and a broad array of existing and new courses within the Equity Studies and Humanities Departments provide the foundation for the achievement of the outcomes.

Following the completion of the Cyclical Program Review currently in progress, the Department will finalize its curriculum reform, which will include a decision on the status of the MIST program and the two remaining streams. Current students majoring in MIST will be able to complete the program or transfer to the new Indigenous Studies degree. The Office of the Dean firmly supports the expansion of the Indigenous Studies stream and is providing oversight to the ongoing curriculum planning within the Department.

Approvals: LAPS Faculty Council 12 October 2017 • ASCP 7 February 2018

4. Establishment of a Performance Creation Stream, BFA Program in Theatre • Department of Theatre • School of the Arts, Media, Performance and Design

ASCP recommends,

That Senate approve the establishment of a stream in Performance Creation within the BFA program in Theatre housed in the Department of Theatre, School of the Arts, Media, Performance and Design.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Rationale

The full proposal is attached as Appendix D. The stream in Performance Creation would add to the two existing streams in Acting and Production within the Specialized Honours BFA Program in Film. It is designed for students looking to develop their skills as creators of theatre and performance outside the bounds of the Department of Theatre's very specialized Acting and Production streams, but with a more studio-focused curriculum (as opposed to studies-focused) than offered by the BA program in Theatre and Theatre Studies. Recommendations from its last cyclical program review together with feedback from students requesting such a program option have prompted the development and shape of the new stream. It will allow students to develop an individuated degree path, one tailor-made to their interests and career ambitions. By responding to students' needs and demands, the new option is expected to enhance program retention.

Learning outcomes have been articulated for the new stream, and the requirements mapped accordingly to illustrate how the outcomes will be achieved.

Approvals: AMPD Faculty Council 18 October 2017 • ASCP 7 February 2018

5. Establishment of a Specialization in Artificial Intelligence in the MSc Program in Computer Science • Graduate Program in Electrical Engineering & Computer Science • Faculty of Graduate Studies

ASCP recommends,

That Senate approve the establishment of a Specialization in Artificial Intelligence within the MSc degree program in Computer Science, Graduate Program in Electrical Engineering & Computer Science, Faculty of Graduate Studies.

Rationale

Artificial intelligence (AI), a term used to describe a variety of technologies (including for example, machine learning, computer vision, natural language processing and machine reasoning) is expected to be one of the next great technological shifts that will transform industry. Universities are swiftly developing programming to meet the growing demand for graduates in the field. York is no exception. The convergence of burgeoning student interest in AI, the industry's escalating demand for graduates, seed money from the Province to grow the number of professional applied Master's graduates and the existing AI research and teaching strengths within Lassonde, well position the graduate program in Electrical Engineering & Computer Science to offer the AI specialization. Drawing on its current roster of courses and supplementing them with two new courses, the graduate program is ready to launch the new degree option this fall. The proposal provides the full details, which is attached as Appendix E.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Specific learning outcomes of the Specialization have been designed and correlated to the degree requirements. In addition to coursework, students conduct a supervised research project that applies AI to a practical problem undertaken in collaboration with partners in the private or public sectors (including among others, Twenty Billion Neurons Inc., Borealis AI RBC Institute for Research and Trans-Plan Transportation Engineering).

The new degree option has the full support of the Dean, who has confirmed that the anchor Department has the necessary resources in place to offer the expanded programming.

Artificial intelligence as a field encompasses many facets. Its meteoric rise as an area of scientific, academic, and commercial significance has attracted the interest of several programs across York. ASCP wanted to be confident that initiatives pursued in this realm are developed in a coordinated fashion so that distinct, non-competing programs are generated within York. The Provost and the Vice-President Research & Innovation are facilitating the pan-university consultation and collaboration to that end.

Approvals: FGS Faculty Council 1 February 2018 • ASCP 7 February 2018

6. Establishment of a Specialization in Data Science in the MA Program in Mathematics & Statistics • Graduate Program in Mathematics & Statistics • Faculty of Graduate Studies

ASCP recommends,

That Senate approve the establishment of a Specialization in Data Science within the MA degree program in Mathematics & Statistics, Graduate program in Mathematics & Statistics, Faculty of Graduate Studies, as set out in Appendix F.

Rationale

The graduate program in Mathematics & Statistics is proposing a third statistics based specialization to its Master's program titled 'data science' in response to student demand. The field of statistics is changing, as are the applications and methods. In addition, financial companies and other employers in related fields are increasingly seeking graduates with additional training in new and recent statistical techniques. Both of these drivers are the impetus for incorporating data science within the degree program; the specialization keeps the program relevant and competitive.

Just one new course needed to be developed to complement the existing curriculum that will support the learning outcomes of the Specialization. Changes to the frequency of other course offerings within the graduate program will be made to add the new course. Additional resources, therefore, are not required to establish the new option.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Data science or “big data” is an area of rising importance in many sectors, including government, business, international development, manufacturing and healthcare. The increasing demand for complex data analysis and processing is prompting the development of new academic programs to produce a skilled labour force. Similar to the development of AI programming at the University, ASCP took care to ensure that the opportunity for growth in data programs is met by careful planning among the many interested Faculties. In addition to the Math & Stats program, the Lassonde School of Engineering and the Schulich School of Business have expressed intentions to offer “data” programming. The Senate committee is satisfied that the Data Science Specialization in the MA program in Mathematics and Statistics will be distinct from and attract a unique cohort of students than either options being developed within the engineering and business schools. Consultation among all groups, however, is being encouraged as other programming options are designed.

Approvals: FGS Faculty Council 1 June 2017 • ASCP 7 February 2018

Consent Agenda

7. Changes to Requirements for BA and iBA Programs in English • Department of English • Glendon

ASCP recommends,

That Senate approve changes to requirements for the suite of BA and iBA degree options within the English Program at Glendon, as set out in Appendix G.

Rationale

The changes to the requirements and structure of the English program respond to recent cyclical program review recommendations. The Foundation Set (the core courses) has been redesigned to better align the program categories with degree level learning expectations. As a result, the program quality is enhanced and students obtain greater flexibility in the pursuit of their degree.

The revised program as proposed adequately reflects existing departmental resources. The Department has seen declining enrolment in recent years and it is anticipated that these changes will help stabilize the program and lay the foundation for possible growth.

Approvals: Glendon Faculty Council 24 November 2017 • ASCP 24 January 2018

8. Establishment of a Co-Operative Education Option, BSc and BA Programs in Computer Science and Computer Security • Department of Electrical Engineering and Computer Science • Lassonde School of Engineering

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

ASCP recommends

That Senate approve the establishment of a Co-Operative Education Option within the Honours BA and BSc programs in Computer Science and Computer Security housed in the Department of Electrical Engineering and Computer Science, Lassonde School of Engineering

Rationale

In 2015 a Co-Op option was established for BEng Engineering programs and the BSc program in Earth and Atmospheric Science within the Lassonde School of Engineering. Building on the success of that program, Lassonde is proposing to establish a Co-Op option for students in the Honours BA and BSc programs in Computer Science and Computer Security as it is a feature in high demand by students. The detailed proposal is attached as Appendix H.

Consistent with the School's existing framework, the Co-Op would be an option for students in good standing (5.0 GPA), but not a mandatory requirement for the degree program; students must apply for the positions. The option for the Computer Science and Computer Security programs is structured to provide at least 12 months (up to 24 months) of paid employment over two work periods, interspersed with study. The infrastructure for administering the co-operative is in place and there is a commitment to expand it as necessary to accommodate Computer Science and Computer Security students in alignment with the School's priority to increase its experiential education opportunities. The expansion of services will be resource-neutral as the tuition and supplementary fees for the co-op courses will offset additional costs.

Approvals: Lassonde Faculty Council 3 October 2017 • ASCP 7 February 2018

9. Changes to Requirements for the MA Program in Theatre and Performance Studies • Graduate Program in Theatre • Faculty of Graduate Studies / AMPD

ASCP recommends,

That Senate approve the addition of a Research-Creation MRP to the options for completing the degree requirements for the MA program in Theatre and Performance Studies anchored in the School of Arts, Media, Performance and Design.

Rationale

Currently, students in the MA in Theatre & Performance Studies have three options for completing the MA requirements: coursework & thesis; coursework & MRP; and coursework. A new coursework & Research-Creation MRP is proposed by the program. The new option responds to the growing importance of practice-based research methods

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

within the field of Theatre & Performance Studies and the increasing number of students joining the MA program who are actively using these methods in their scholarship. Such forms of research-creation are recognized as a distinct research methodology by SSHRC. The proposed change also responds to recommendations in the last Cyclical Program Review (2016); the program was encouraged to develop a more flexible route for completing the MA and which incorporated the program's strengths in integrating theory and practice. The Research-Creation option also aligns requirements with those of other graduate programs in AMPD, such as Cinema and Media Studies.

Approvals: FGS Council 4 January 2018 • ASCP 24 January 2018

10. Changes to Requirements for Clinical Neuropsychology within the MA and PhD Programs in Clinical Psychology • Graduate Program in Psychology • Faculty of Health / Faculty of Graduate Studies

ASCP recommends,

That Senate approve changes to the requirements for the Clinical Neuropsychology specialization within the graduate degree programs in Clinical Psychology as follows:

- 30 hours of program sanctioned participation in the York University Psychology Clinic for the MA program, in addition to the existing Practica requirement
- 20 hours of program sanctioned supervision of students in the York University Psychology Clinic for the PhD program, in addition to the existing Practica requirement

Rationale

The proposed change will introduce a practical experiential component for MA and PhD students in the Clinical Area, who are in the Clinical Neuropsychology specialization. Following completion of the MA 1 foundation courses in clinical assessment, students working under the supervision of more senior clinical neuropsychology students and registered clinical psychologists will carry out psychological/clinical neuropsychological assessments of clients referred from the York University Psychology Clinic (YUPC). Each MA student (enrolled in the CNS) will administer, score, help to interpret and write at least one report under the direct supervision of a more senior clinical neuropsychology student(s) and a registered clinical neuropsychologist. This change is consistent with recommendations made by the Canadian Psychological Association during its recent accreditation visit to incorporate more direct assessment training and supervision skills for students within the York program. The proposed changes will enable MA students to gain more in-house experiential assessment training, and it will provide supervision opportunities to the more senior PhD students. Taken together, this practical experience and training will better prepare students for external practica and internship. The Director of the YUPC supports the changes and confirms they can be implemented.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Approvals: FGS Council 4 January 2018 • ASCP 24 January 2018

11. Changes to Requirements for the Master of Science in Nursing Program • Graduate Program in Nursing • Faculty of Health / Faculty of Graduate Studies

ASCP recommends

That Senate approve the requirement that students achieve a grade of B in core courses in order to progress in the Master of Science in Nursing program, and that students who do not achieve a B after two attempts at a core course be exited from the program.

Rationale

The core courses in the MScN program provide the necessary grounding for students to succeed in the remainder of their program. The School has observed that students who do poorly in the core courses do not do well in the rest of the program. It is important for faculty to recognize any issues as early as possible; implementing this academic standard provides an earlier opportunity to monitor student performance and support student success.

In addition, since students in the Primary Health Care Nurse Practitioner stream of the program must obtain at least a B on its seven core courses as part of a province-wide policy for Nurse Practitioner students, and the program strongly believes the same standard should exist for the academic courses for all of the students in the MScN program.

Approvals: FGS Council 4 January 2018 • ASCP 24 January 2018

12. Closure of the Geomatics Science Stream, Honours BSc Program in Earth & Atmospheric Science • Earth & space Science & Engineering • Lassonde School of Engineering

ASCP recommends

That Senate approve the closure of the Geomatics Science Stream within the Honours BSc Program in Earth & Atmospheric Science housed in the Department of Earth & Space Science & Engineering.

Rationale

The Specialized Honours BSc program in Earth and Atmospheric Science includes a Geomatics Science Stream and there is insufficient student demand to maintain the stream for the Honours Program as well. The closure of the stream removes the unnecessary duplication.

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

FOR INFORMATION

a. Minor Modifications

Minor program changes / additions were approved for the following:

Graduate Studies

Change of the International Business Law Specialization of the Professional LLM program from a duration of 4-terms to 3-terms (no change to requirements)

Change in name of the Neural and Biomechanical Control of Movement Field within the Graduate program of Kinesiology and Health Science to Neuroscience and Biomechanics

Minor change to degree requirements for the Social and Personality Psychology Specialization within the PhD program in Psychology

Minor change to degree requirements for the PhD program in Mechanical Engineering

Minor change to requirements for the Applied Statistics Specialization in the MA program in Mathematics and Statistics

Lassonde School of Engineering

Minor change to degree requirements for the BEng program in Mechanical Engineering

Minor change to degree requirements for the BEng program in Civil Engineering

Minor change to degree requirements for the BEng program in Electrical Engineering

Minor change to degree requirements for the BEng program in Software Engineering

Minor change to degree requirements for the BEng program in Computer Engineering

Minor change to degree requirements for the Atmospheric Science Stream within the Specialized Honours BSc program in Earth and Atmospheric Science

Liberal Arts & Professional Studies

Establishment of the rubric INDG for the BA programs in Indigenous Studies, Equity Studies

Kim Michasiw, Chair

Proposal: Merger of 90-credit Degree Programs

Program: Mathematics and Statistics

Degree Designation: BSc Applied Mathematics and BA Applied Mathematics

Type of Modification: Elimination of seven programs to be replaced with a single BSc program in Applied Mathematics and a single BA program Applied Mathematics

Effective Date: September 2018

General description of the proposed changes to the program:

The proposal is to eliminate the seven existing 90-credit degrees and replace them with a single program offering two degrees, a BSc and a BA in Applied Mathematics, designed to provide students with a set of skills demanded by employers in finance, government and health services. The new program will accomplish this by requiring students to select from a very short list of courses whose focus is on these five learning outcomes. Along with the common core of courses taken by all students in the Department of Mathematics and Statistics, students finishing either of the new 90-credit degrees will be able to claim the following on their resumes:

- a. programming skills in MatLab, the language used in engineering, the sciences and finance
- b. knowledge of statistics, data analytics and regression analysis required in many industrial settings
- c. basic knowledge of financial mathematics
- d. familiarity with differential equations
- e. familiarity with the basics of linear programming used in scheduling and transport applications.

Rationale for the proposed changes:

While the employment prospects of graduates with an Honours degree are very good, the same cannot be said of students graduating with one of the 90-credit degrees currently available from our department. After four years of study, most of our students are ready to either pursue a higher academic degree, or, have developed sufficiently strong skills in statistics, mathematical modelling or finance to be able to start careers in these fields. Others are ready to start professional careers as actuaries or teachers. The 90-credit program, however, has been seen as a consolation prize not providing adequate preparation with which to start a career.

Currently the department offers 90-credit BA and BSc degrees in either Pure Mathematics, Statistics or Applied Mathematics. The description of the Pure Mathematics degrees from our calendar provides a good idea of how these degrees are currently seen: “a three-year degree in mathematics ... is less demanding than the Honours Program and is very flexible. It allows the student to select courses in a wide variety of pure and applied mathematical areas. Students can also choose a liberal arts education with a moderate

emphasis on mathematics...”. The current proposal will provide greater focus for students in the 90-credit program.

Alignment between the program changes with Faculty and/or University academic plans:

The flaw in the departmental offerings described in the paragraph on rationale was identified during the cyclic program review and discussions on how to correct it have resulted in the current proposal.

The other impetus for the proposed program came from the AAPR. One of the chief criticisms of our department in the results of the AAPR was the large number of programs offered. The current proposal will replace seven of these by two degrees in a single program, Applied Mathematics.

Detailed outline of the changes to the program and the associated learning outcomes:

The requirements common to both the new 90-credit BSc degree and the new 90-credit BA degree in Applied Mathematics will consist of the following:

Common core: 1131, 1200, 1021, 2022, 1300, 1310, 2310, 2030 (24 credits)

Computing requirement: EECS 1560 (3 credits)

Course specific to the 90-credit program: 2041, 2270, 2280, 2281, 3171, 3330, 3333 (21 credits)

In addition to these requirements, students completing the **Applied Mathematics BSc** degree will need:

Non-science courses: 12 credits

Foundational science: 6 credits

Science courses outside department: 24 credits

3000 level or 4000 level courses required: 9 credits other than 3171, 3330, 3333 from 3000 or 4000 level MATH courses.

On the other hand, students completing the **Applied Mathematics BA degree** will need:

General Education Requirements: 24 credits from the following areas: Humanities, Modes of Reasoning, Natural Science, Social Science. These 24 credits must include the following minimum requirements: at least six credits from Humanities, Natural Science and Social Science (with no more than nine credits in each counting towards the general education requirement).

Outside the Major Discipline Requirement: 18 credits. This may include the computing course EECS 1560.

Upper Level Requirement: 9 credits in addition to 3171, 3330, 3333 from 3000 or

4000 level courses, at least 3 of which are MATH courses.

Degree Program Selection: Students in the new 90-credit Applied Mathematics BA program will no longer be required to choose a departmental program.

The total number of credits required to finish either degree would be 90. For either degree, it is possible to satisfy the 90-credit requirement in three years by taking no more than 30 credits a year. For the BSc degree, this assumes that the 24 credits of science courses outside the Department of Mathematics and Statistics include 6 credits for foundational science. Since none of foundational courses are offered by our department, this is always possible. This also assumes that the EECS 1560 requirement accounts for 3 of the 24 science credits outside the department. For the BA degree, 3 credits of EECS 1560 are counted towards the outside the major discipline requirement, and 6 of the 9 upper level credits are electives as well. Since the pan-university minimum number of general education credits for a BA is 18, another possibility for the BA in Applied Math is to have 6 credits of its 24 general education requirement count towards the outside the major discipline credits.

The only new component of these requirements is the list of courses specific to the 90-credit program. Each of these courses has its own justification in the context of the goals of the new program and is intended to prepare graduates for employment in mathematics related positions.

- 2041 Symbolic computation laboratory: This is a course on symbolic computation which will, in the future, use MatLab as its programming language. This is the language most commonly used in industrial and finance institutions.
- 2270 Differential equations: Differential equations are still the most common tool used for the mathematical modelling of practical problems. A basic knowledge of these techniques is essential for anyone hoping to apply mathematics in a commercial or industrial setting.
- 2280 Mathematical theory of interest and 2281 Financial economics: These courses provide a quantitative introduction to the study on interest and financial economics. A knowledge arbitrage pricing, forwards, futures, interest rate derivatives, annuities, amortization of loans, bonds and similar topics would be attractive to employers in the financial industry.
- 3171 Linear optimization: This course introduces students to linear optimization and its business and industrial applications. Optimization is the main technique used in dealing with scheduling and transportation problems in commerce and industry.
- 3330 Regression analysis: This course explores linear regression models for the analysis of data involving a single quantitative response variable. This is a very common use of statistics in government and various research settings.
- 3333 Data analytics: This course provides application oriented training on data analytics in industrial or business settings. It covers a wide selection of data analytic techniques to equip the students with appropriate computing skills and required statistical methodologies to conduct machine learning and data mining.

Five of the seven existing 90-credit degrees will all be retired. These are the BA and BSc

programs in Statistics, BA and BSc programs in Mathematics, and the BSc International Dual Degree in Mathematics & Statistics. The current Undergraduate Degree Level Expectations of the 90-credit program in Applied Mathematics are set out in Appendix 1.

Summary of the consultation undertaken with relevant academic units:

The idea of merging the seven existing 90-credit degrees into BSc and BA versions of a single degree focussed on improving the marketability of the graduates was the result of various discussions held during the last cyclic program review. This review involved various retreats open to the entire department, as well as students. As is usual, and required by the cyclic review, the departmental offerings were reviewed by a team of outside consultants who encouraged the department to move forward with the idea of 90-credit degree aimed at improving the applicable skills of graduates.

Plans for the new program were then studied in the department's Curriculum Coordinating Committee over an extended period. The final discussions were held at the 10 October 2017 meeting and the current proposal was agreed upon. The proposal was then discussed at a meeting of departmental council in late October 2017.

The impetus for the proposed program from the AAPR has already been mentioned. One of the chief criticisms of our department was the large number of programs offered. The current proposal will replace seven of these by two degrees in a single program.

Are changes to the program's admission requirements being proposed as well?

No. They will remain as follows:

Ontario Secondary School Diploma (OSSD)

ENG4U

MHF4U

Four additional 4U or M courses: MCV4U is recommended

Resource implications and how they are being addressed:

Since the objective of the new program is to guide students to existing courses that will help them in securing employment in mathematics related industries, no new courses will be required for the proposed program. While MATH 3333 is a new course, it was not designed with this program in mind and is expected to be popular with a much broader population of students. MATH 2041 will require only minor changes to adapt it to the new program. One draw on resources that may be expected is that our department will be asking the Registrar's Office to promptly identify students whose GPA drops below a certain level in order to have them meet with an adviser in the Department. Having students switch to the 90-credit program as early as possible will improve their prospects of finishing all the requirements within three years. Our UPD, Ada Chan, has already discussed this with Susy Ribeiro. The administration of advising duties and consulting with students during the transition period may also add extra demands on the resources of the departmental undergraduate office.

Is the mode of delivery of the program changing?

No

Is the assessment of teaching and learning within the program changing?

No

Summary of how students currently enrolled in the program will be accommodated:

The accommodation of existing students, as well as students who switch to the program late in their studies, is an important concern. It was decided that the UPD or Sectional Director would, if they decide it is warranted, allow students to replace certain courses on the list of courses specific to the 90-credit program with others they deem appropriate. During the transition period it may be necessary for the number of such replaced courses to be larger than would be compatible with the goals of the new program. The department would, of course, ensure that this type of accommodation would adhere to the learning outcomes of the proposed 90-credit program.

The following table provides information on enrolments the various 90-credit programs in the Department of Mathematics and Statistics in recent years.

Program	FW11	FW12	FW13	FW14	FW15	FW16	Grand
SC BAAK/MATC ¹	2		1				3
SC BAAK/MATH	2	1					3
SC BAAS/APMA	4		1	1	1	1	8
SC BAAS/MATC	15	11	10	4		2	42
SC BAAS/MATH	11	5	4		1	1	22
SC BAAS/STAT	6	2	1	1			10
SC BA SC/APMA	7	7	4	8	9	10	45
SC BA SC/MATH	28	20	30	26	33	30	167
SC BA SC/STAT	1	7	8	15	18	16	65
SC BSC SC/APMA	23	11	24	19	28	21	126
SC BSC SC/MATH	26	26	25	29	32	27	165
SC BSC SC/STAT	9	11	9	6	9	11	55
SC BA SC/MATC	25	39	29	47	57	49	246
SC BSC AK/MATH	2		1	1			4
Grand Total	161	140	147	157	188	168	961

¹ Students registered in Math programs housed in Atkinson prior to the establishment of LA&PS were permitted to complete their program under existing degree requirements; those students are tracked separately for degree audits.

Appendix 1: Expectations for BA and BSc degrees

Graduating students are expected to have demonstrated:

A. Depth and Breadth of Knowledge.

Understanding and knowledge of the key concepts and methodologies in the mathematical foundations of the discipline. This is achieved through the courses listed in the Mathematics/Statistics core, MATH 1131, 1200, 1300, 1310, 1021, 2022, 2030, 2310, and MATH 2270, 3241, 3260, 3170

Familiarity with computer programming in Maple environment, MATH 2041, CSE 1560

A sense of interdisciplinary perspective, an understanding of how these disciplines intersect and interact. CSE 1560, Lab requirements for BSc and 24 credit requirement for BA

Critical thinking and analytical skills (all the above listed MATH courses) 2.

B. Knowledge of Methodologies

Knowledge of some methods and techniques of Numerical Analysis, MATH 3241

Knowledge of other areas of Applied Mathematics, their tools and methodology, MATH 3170, 3260 and additional 3-rd year courses (to the total of at least 12 credits)

Employ technology effectively, including computer software, to investigate open-ended problems and to illustrate mathematical and statistical concepts and solutions to these problems, MATH 2041

C. Application of Knowledge

Apply effectively a range of techniques in various areas of applications, such as Biology, Physics, Economics and various Industrial Applications, MATH 2041

Integrate the basic mathematical techniques from the common core courses to the more advanced topics in other areas of Mathematics and Science

D. Communication Skills

Communicate mathematical and statistical concepts, models, reasoning, explanation interpretation and solutions clearly and effectively in multiple way and to audiences inside and outside of mathematics: oral presentations, written reports, visually and with physical models and present explanations for selecting these methods, MATH 2031, 3243

Ability to present an intuitive mathematical idea, questions and problems as well as rigorous mathematical proofs both orally and in writing, MATH 2031, MATH 3243

Ability to discuss mathematical problems, theories and methods for their solution, MATH 2031, MATH 3243

Ability to present a connection between an area of application and the corresponding mathematical technique

E. Awareness and Limitations of Knowledge

Graduates should be familiar with the limitations and the inherent computational complexity of various numerical algorithms, MATH 3241

Should be familiar with limitations of model assumptions, MATH 3241, 3170

F. Autonomy and Professional Capacity

Graduates are expected to demonstrate professionalism and to be able to work both independently and with others

The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study

Behaviour consistent with academic integrity and social responsibility

Appendix 2: Side-by-side comparison

The side-by-side comparison of the requirements of the new 90-credit BSc and BA degrees in Applied Mathematics with each of the seven existing 90-credit programs will begin with a side-by-side comparison with the common features of all the existing BSc and BA degrees offered by the department. All the courses listed in this document are 3-credit courses.

All current 90-credit BSc programs	New 90-credit BSc in Applied Mathematics
Common core credits: 24	Common core credits: 24
Computing requirement: 3	Computing requirement: 3
Non-science credits: 12	Non-science credits: 12
Foundational science credits: 6	Foundational science credits: 6
Science credits outside department: 24	Science credits outside department: 24
Courses specific to section	Courses specific to 90-credit program: 21
Minimum 3000 level credits: 18	Minimum 3000 level credits: 18 (Including 9 from major courses)
All current 90-credit BA programs	New 90-credit BA in Applied Mathematics
Common core credits: 24	Common core credits: 24
Computing requirement: 3	Computing requirement: 3
Elective credits: 18	Elective credits: 18
General Education Requirement: 24	General Education Requirement: 24
Degree program selection: required	Degree program selection: no longer required
Courses specific to section	Courses specific to 90-credit program: 21
Minimum 3000 level credits: 18	Minimum 3000 level credits: 18 (including 9 from major courses)

While it may seem that more than 90 credits are required to complete the program this is not the case. See the section “Detailed outline of the changes to the program and the associated learning outcomes” for details.

Each of the seven existing degrees has a list of courses required **beyond the common core** consisting of:

- MATH 1131
- MATH 1200
- MATH 1021
- MATH 2022
- MATH 1300
- MATH 1310
- MATH 2030
- MATH 2310.

The proposed 90-credit degrees would maintain this common core, as well as the computing requirement and add as further requirements the following courses specific to both the **BSc and BA in Applied Mathematics**:

- MATH 2041
- MATH 2270
- MATH 2280
- MATH 2281
- MATH 3171
- MATH 3330
- MATH 3333.

The current 90-credit **BA and BSc degrees in Statistics** require, along with the common core, the following courses:

- EECS 1560
- MATH 2031
- MATH 2131
- MATH 3131
- MATH 3330.

The current 90-credit **BA and BSc degrees in Pure Mathematics** require, along with the common core:

- MATH 3010
- 9 additional credits selected from MATH courses (without second digit "5") at the 3000 level or higher.

The current 90-credit **BA and BSc degrees in Applied Mathematics** require, along with the common core:

- EECS 1560
- MATH 2031
- MATH 2041
- MATH 2270
- MATH 3241
- MATH 3243
- MATH 3260 or MATH 3271
- 6 additional credits selected from MATH 3090 MATH 3171, MATH 3172, MATH 3242, MATH 3260, MATH 3410, MATH 4090, MATH 4141, or MATH 4161.

The current 90-credit **BA and BSc degrees in International Dual Degree Mathematics Statistics** require, along with the common core, the following courses:

- EECS 1530/1560
- PHYS 1410
- MATH 2001
- MATH 2320
- MATH 2270
- MATH 3021/3022
- MATH 3171/3172
- MATH 3241
- MATH 3271
- MATH 3410
- General Education Requirement: Lingua e Cultura Italiana

December 7, 2017

FACULTY OF SCIENCE

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

Office of the Dean

Re: Letter of Support - Major Modification Proposal: Merger of Three Year Degree Programs in Mathematics and Statistics

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5051
F 416 736 5950

Dear Committee Members,

I have had the opportunity to review the proposed major modification initiated by our Department of Mathematics and Statistics that will have the effect of eliminating seven 90-credit programs and replacing them with two 90-credit programs.

rayjay@yorku.ca
science.yorku.ca

I am in favour of the proposal for three reasons:

- 1) The proposal aligns with our plan to reduce program duplication where possible and to eliminate small, unsustainable programs where possible. Having seven 90-credit degrees in this department constitutes an opportunity for consolidation;
- 2) We know that students are better prepared for graduate work and for the job market if they have a 120-credit degree instead of a 90-credit degree, and so it is advisable to continue to support the diversity of the 120-credit degrees programs;
- 3) We recognize it is still essential to retain 90-credit offerings in both the BA and the BSc so that certain students will have the opportunity to graduate, and therefore we support the creation of single Math BA and BSc 90-credit degrees (BA Applied Math and BSc Applied Math);
- 4) This proposal was recommended by external reviewers of our Mathematics and Statistics programs.

Sincerely,



Ray Jayawardhana
Dean, Faculty of Science



Black Canadian Studies Certificate

Undergraduate Certificate Proposal
For a disciplinary undergraduate certificate in the

Department of Humanities
Faculty of Liberal Arts & Professional Studies

c/o Andrea A. Davis Chair,
Department of Humanities
206 Vanier College
416-736-5158
aadavis@yorku.ca

Proposal: Black Canadian Studies Certificate
Department of Humanities
Faculty of Liberal Arts & Professional Studies

1. Introduction

1.1 Undergraduate Certificate Proposed

The Black Canadian Studies Certificate is an undergraduate disciplinary certificate to be housed in the Department of Humanities in the Faculty of Liberal Arts and Professional Studies. The certificate must be completed concurrently with an undergraduate degree program and is not offered as a stand-alone program.

1.2 Appropriateness of Certificate Name

The term “Studies” indicates the interdisciplinary nature of the certificate, while the term “Black” is widely accepted as indicating people of African descent. “Black Canadian” together refers to a heterogeneous population of people of African descent in Canada, whose histories and cultural practices form the unique focus of the certificate’s study.

2. General Objectives of the Undergraduate Certificate

2.1 Brief Description of General Objectives

The Black Canadian Studies Certificate introduces the study of Black Canada through four specific humanities and fine arts approaches: cultural studies, history, literature, and music. In providing a core of courses that consider the humanities and fine arts aspects of black cultures in the Americas and their particular convergence in Canada, the certificate is unique both in Canada and across North America. While students have access to a variety of programs that deal with race and racism, theoretical questions of import to how blackness operates as a unique racial and cultural category are often elided in generalized approaches to thinking about race. In addition, the study of culture is not essentially an anti-racist exercise or analysis. The purpose of this certificate is an integrated examination of the historical, cultural and various expressive productions of people of African descent in the Americas through the lens of Black Canada. While the certificate addresses the ways in which resistance is at the core of black cultures, it does not focus on the phenomenon of racism *for* itself. The certificate’s uniqueness will be enhanced by incorporating a professional application component through a new Black Canadian Studies placement course for students interested in leveraging their understanding of black cultures in Canada into careers in the public or not-for-profit sectors. By allowing students to combine the certificate with their existing programs, this concentrated study will produce a more knowledgeable and vibrant criticism in and of the arts, where black culture is ubiquitous and deeply influential, and a more knowledgeable social critique.

2.2 Alignment with University and Faculty Missions and Plans

The certificate supports the university’s commitment to demonstrating “leadership as a fully engaged, socially responsive institution” by providing a curriculum that meets the needs of our diverse student populations and contributes to the production of a generation of “socially conscious Ontarians” who can “guide our province to a world-leading sustainable future” (SMA, 1). Indeed, the certificate expresses several historical core values of York University: excellence, inclusivity and diversity, social justice and equity, and interdisciplinarity. In

addition, the certificate responds directly to the priorities identified in the York University Academic Plan (UAP). The inclusion of a Black Canadian Studies placement—a community service learning course—addresses the UAP’s commitment to “enhanced quality in teaching and student learning,” as well as “enhanced community engagement.” The department will further collaborate with the Harriet Tubman Institute to increase the number of on-campus EE opportunities by connecting students with an organized research unit, a specific outcome articulated in the UAP (15). The certificate will also prioritize a “student-centered approach” by working with various university departments to provide student support and mentorship opportunities. Since a significant portion of York’s student body is made up of first-generation university and racialized students—students who may be attracted to this certificate but sometimes struggle with understanding the university’s culture and meeting its expectations—these mentorship initiatives will increase student engagement and retention not only within the certificate, but also across all programs from which students are drawn.

3. Need and Demand

3.1 Similar Undergraduate Certificates at York

The only comparable certificate available at York is the Certificate in Anti-Racist Research and Practice (CARRP) which is housed in the Department of Equity Studies and is affiliated with the program in Social Work. CARRP has a research/policy focus and was introduced at a time when governmental agencies and the private sector were beginning to hire anti-racist educators. The focus of the new certificate in Black Canadian Studies on Black cultures in Canada in particular makes it distinct from CARRP. The need for such a focus is supported by students’ insistence that the study of Black people should not be limited to anti-racist research and practice. The certificate, thus, goes beyond the desire to transform the attitudes of Canadians toward racialized peoples to a study of Black history and cultures as a valuable enterprise in and of itself. The certificate’s specific concentration on Black Canada also makes it distinct from the African Studies program in the Department of Social Science, which has a much wider geographical scope, focusing largely on the study of continental Africa. Students in African Studies may also complete the certificate alongside their major.

3.2 Student Demand and Social Need

York student interest in Black Studies has been particularly vocal in the past year in response to highly publicized national and international events demonstrating the precariousness of black lives and the need for a more nuanced understanding of anti-black racism. The York United Black Students’ Alliance and the Black Graduate Students’ Collective have been at the forefront of the call for a more diverse curriculum (see letters of support attached). Student demand across LA&PS, where all courses in this area are over-subscribed, further confirms what students have been saying.

The certificate responds to societal need by offering knowledge of Black cultures in Canada critical to the educational and social service sectors. Canadian society needs academic and scholarly attention to Black Studies—both with a focus on Black Canada and the unique perspectives that Canada brings to the study of Black experiences globally. Its absence from the university affects the capacity of the primary and secondary school system to offer a truly inclusive curriculum, and leaves unaddressed a lacuna in journalism, media, the arts, and public policy. Indeed, we anticipate that the new certificate will produce outstanding alumni who will advance to graduate studies and pursue careers in diverse fields, thus

becoming influential in the future shaping of Canadian society.

3.3 Projected In-Take

The certificate's intended start date is fall 2018. We expect that the certificate will be attractive to students already at York, as well as new incoming students, attracting at least 20 students in its first year and eventually achieving a steady-state enrolment of 100 – 120 students.

4. Curriculum, Structure and Learning Outcomes

4.1 Certificate Requirements and Associated Learning Outcomes

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.

Students completing the Black Canadian Studies Certificate must, in compliance with Senate requirements for an undergraduate disciplinary certificate, complete a total of 24 credits, 18 of which must be at the 3000-level or higher. Students must also achieve a cumulative grade point average (GPA) of 4.0 or greater in the courses taken to satisfy the certificate requirements. At least 12 credits of the disciplinary courses that meet certificate requirements must be in addition to those used to satisfy requirements of the undergraduate major.

Students enrolled in the Black Canadian Studies Certificate will satisfy their 24 credits by drawing on a select group of courses that reflect the certificate's specific humanities and fine arts approaches (cultural studies, history, literature, and music) and professional application component. The 24 credits include 15 required credits in Humanities; six required credits in History; and three additional credits at the 3000 or 4000 level chosen from among the Black Canadian Studies placement course in the Department of Humanities, or courses in English, Music, Multicultural and Indigenous Studies, and Business and Society (see figure 1 below).



Black Canadian Studies Certificate Course Options	
Required Courses (marked with an asterisk on pie chart)	
AP/HUMA 1300 9.0	Cultures of Resistance in the Americas (prerequisite)
AP/HUMA 2310 6.0	Caribbean & Canada: Culture, Identity and Diaspora (6 credits)
AP/HUMA 3165 3.0	Griots to Emcees: Examining Culture, Performance and Spoken Word (3 credits)
AP/HUMA 3315 3.0	Black Literatures and Cultures in Canada (3 credits)
AP/HUMA 3318 3.0	Black Popular Culture (3 credits)
AP/HIST 3535 6.0	African Canadian History (6 credits) OR
AP/HIST 4830 6.0	In Slavery and Freedom: Blacks in the Americas (6 credits)
Optional Courses Students choose one of the following:	
AP/HUMA 3316 3.0	Black Women's Writing (3 credits)
AP/EN 3410 3.0	Caribbean Literature (3 credits)
FA/MUSI 3406 3.0	History of Gospel Music (3 credits)
FA/MUSI 3510 3.0	African-American Popular Music (3 credits)
AP/HUMA 4305 3.0	(new) Black Canadian Studies Placement (3 credits)
AP/MIST 4052 3.0	Race, Ethnicity and Social Policy (3 credits; same as AP/PPAS 4052 3.0)
AP/SOSC 3043 3.0	Comparative Perspectives on Social Exclusion and Business (3 credits)

Figure 1: Black Canadian Studies Certificate Course Options

The Black Canadian Studies Certificate offers students a carefully focused curriculum with a clear set of choices and a clear path to completion that will allow them to build a sense of community and move through the certificate requirements as a cohort. The Department will also work with the Registrar’s Office to develop and implement an audit protocol that reflects registrarial standards.

A prerequisite course at the first-year level (AP/HUMA 1300 9.0 *Cultures of Resistance in the Americas*) provides a broad and critical survey, acquainting students with the historical and cultural experiences of black peoples across the Americas. The prerequisite will not count for credits toward the certificate but is required to proceed through the program. The second-year core course, AP/HUMA 2310 6.0 *Caribbean Identities and the Canadian Experience*, introduces students to the interconnections between Canada and the Caribbean—a region from which the majority of African Canadians in Toronto originate. Required courses at the upper levels offer students a more comprehensive understanding of specific aspects of black cultural production and black histories. These are taught from interdisciplinary humanities (AP/HUMA 3165 3.0 *Griots to Emcees: Examining Culture, Performance and Spoken Word*; AP/HUMA 3315 3.0 *Black Literatures and Cultures in Canada*; AP/HUMA 3318 3.0 *Black Popular Culture*) and historical perspectives (AP/HIST 3535 6.0 *African Canadian History*; AP/HIST 4830 6.0 *In Slavery and Freedom: Blacks in*

the Americas). Optional courses at the focus levels allow students to concentrate on either the expressive arts (FA/MUSI 3406 3.0 *History of Gospel Music*; FA/MUSI 3510 3.0 *African American Popular Music*; AP/HUMA 3315 3.0 *Black Women's Writing*; AP/EN 3410 3.0 *Caribbean Literature*) or a professional development component where they apply their knowledge of black cultures in Canada beyond an academic setting (AP/HUMA 4305 3.0 *Black Canadian Studies placement*; AP/MIST 4052 3.0 *Race, Ethnicity and Social Policy*—same as AP/PPAS 4052 3.0; and AP/SOSC 3043. 3.0 *Comparative Perspectives on Social Exclusion and Business*). See [Appendix A](#) for a complete mapping of degree requirements and learning outcomes to courses.

4.1 Assessment Criteria

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

At the first- and second-year survey levels, students complete a range of assignments—including diagnostic essays, oral presentations, online reading reports, media reviews, textual analyses, research proposals and essays—each meant to develop specific writing, reading, research, analytical and thinking skills that will be critical to students' overall success in the university and beyond. These assignments are supported by in-class library workshops and Humanities Student Success essay writing and exam prep workshops.

At the 3000 and 4000 focus levels, learning is assessed based on the particular humanities and fine arts approaches used. History and literature courses incorporate more extensive written assignments and research essays, class presentations and exams. Cultural studies and expressive arts courses incorporate these assessment strategies, as well as listening and comprehension tests, film and music video analysis, and writing/performance intensive components. Courses satisfying the professional application component also require students to complete written assignments and research projects, as well as case studies and group presentations. In the Black Canadian Studies placement course at the 4000 level, students will work in groups of two or three, complete weekly reflective journals and a final paper in a small-group course.

Together these assignments are meant to develop and assess the transferable writing, critical thinking, analytical, research, and team-building skills foundational to a humanities education. These skills equip students for employment across a range of fields and prepare them for community involvement and other activities that require the exercise of initiative, responsibility, and accountability in both personal and group contexts. In addition, they provide students with the capacity for decision-making in complex contexts; the ability to manage their own learning in a range of environments; and the ability to work effectively with others.

4.2 List of Courses

Provide a list of courses that will be offered in support of the undergraduate certificate. The list must indicate the unit responsible for offering the course (including cross-lists and integrations), the course number, the credit value, the short course description, and whether or not it is an existing or new course.

Certificate Prerequisite: Cultural Studies

Course Code	Course Title	Existing or	Freq.	Credit	Course Description
AP/HUMA 1300	Cultures of Resistance in the Americas: The African American Experience	Existing	F/W	9.0 (credits do not count for certificate)	This General Education course addresses the ways in which diasporic black peoples have responded to and resisted their enslaved and subordinated status in the Americas. It focuses specifically on the cultural experiences of black diasporic peoples in the Caribbean, the US and Canada, and critically interrogates how black cultures are produced, performed, contested and re-imagined. Examining cross-cultural perspectives of the historical, philosophical, cultural and aesthetic developments of black people in diaspora, the course seeks to better understand the social and political crises of the world we live in and articulate alternative approaches to conceiving the humanity of people of African descent.

Required Courses: Cultural Studies

Course Code	Course Title	Existing or New	Freq.	Credit	Course Description
AP/HUMA 2310	The Caribbean and Canada: Culture, Identity and Diaspora	Existing	F/W	6.0	This course examines the cultures and identities of Caribbean peoples and their influence on the Caribbean Diaspora in Canada. It explores the transformations the Caribbean has undergone and the way this has impacted Canada, focusing on the writings and cultural works of Caribbean and Caribbean Canadian scholars, writers and artists.
AP/HUMA 3165 Same as AP/CLTR 3165	Griots to Emcees: Examining Culture, Performance and Spoken Word	Existing	SU+F	3.0	This course explores the form, function and content of spoken word, in terms of language, rhythm, historical developments, social-political contexts, as well as key artists of poetry, rap, dub, slam, lyricism and spoken word as live and direct purveyors of culture. Students explore the varied modes of oral/aural dissemination—including the stage, the page, audio recording, theatre, film and digital media—and analyze orality and voice as tools of cultural affirmation and resistance. The course includes a writing/performance intensive component.
AP/HUMA 3318 Same as AP/CLTR 3318	Black Popular Culture	Existing	W	3.0	This course analyzes Black popular cultural forms and expressions in the Americas including music, film, television, style, contemporary visual arts, and as taken up in Black cultural theory. Understood as an analysis and response to the conditions of contemporary Black life, to decolonizing and civil rights struggles, and as a resistant and/or liberatory politics, Black popular culture is also internationally influential. Investigation will include issues of production, reception and commodification. The course will serve as an introduction to such theorists as Sylvia Wynter, Stuart Hall, Kobena Mercer, Paul Gilroy and Rinaldo Walcott. It will conclude with an introduction to Afrofuturism.

Required Courses: History (Students choose one of the two options)

Course Code	Course Title	Existing or New	Freq.	Credit	Course Description
AP/HIST 3535	African Canadian History	Existing	F/W	6.0	This course begins in the seventeenth century with an examination of free and enslaved Africans in New France and the British colonies. It explores the experiences of Black Loyalists, enslaved and free persons of African descent in British North America and the “passengers” of the Underground Railroad and assesses the structures of African Canadian communities, institutions and abolition movements. Twentieth century themes include African Canadians’ contributions to the emerging Canadian nation, the impact of Black Power, and the concerns of the “new newcomers” from Africa and the Caribbean.
AP/HIST 4830	In Slavery and Freedom: Blacks in the Americas	Existing	F/W	6.0	This course examines and compares the responses of Africans and their descendants to the experiences of enslavement, racism, colonialism and imperialism. It begins with an examination of sub-Saharan African societies, the sources of enslaved populations transported to the Americas. Major debates around the Atlantic Slave Trade and comparative histories of enslavement in the Caribbean, Brazil, Latin America, the US and Canada are examined. The experiences of free Black people who lived in slave societies, as well as the “degrees” of blackness which emerged in those societies are also examined.

Required Courses: Literature

Course Code	Course Title	Existing or New	Freq.	Credit	Course Description
AP/HUMA 3315	Black Literatures and Cultures in Canada	Existing	SU+W	3.0	This course is concerned with the study of Black Canada, principally through literature, drama and film. Using the work of filmmakers Clement Virgo, Martine Chartrand, Dana Inkster, and others; writers Dionne Brand, Wayde Compton, Djanet Sears, and Charles Boyd, students consider how African Canadian imaginaries are rendered, how they work to construct a history and to occupy place. Essays by Rinaldo Walcott, George Elliot Clarke, Katherine McKittrick and Pierre Nora support the course’s investigations.

Optional Courses: Literature

Course Code	Course Title	Existing or New	Freq.	Credit	Course Description
AP/HUMA 3316	Black Women's Writing: Diaspora and Gender in the Caribbean, Canada and the United States	Existing	W	3.0	This course introduces students to the body of literature being produced by black women writers in the Caribbean, Canada and the US after the 1970s. While black women engage the particular concerns of their individual societies, their work also speaks across a larger body of writing. The course examines the intersecting oppressions of racism, sexism and classism and the ways in which black women's fictional writing (re)defines black female identities and engages a cross-cultural dialogue about black women's lives in the Americas.
AP/EN 3410	Caribbean Literature	Existing	F	3.0	This course concentrates on the poetry, short stories and novels of the British Caribbean and essays written by authors. The course looks at how the literature negotiates representations of gender, race, class, sexual politics, marginalization, and other issues. The course also examines the ways in which Caribbean writers destabilize and disrupt the master paradigms of the English canon while creating their own New World visions and literary styles.

Optional Courses: Music

Course Code	Course Title	Existing or New	Freq.	Credit	Course Description
FA/MUSI 3406 Pre-Req: FA/MUSI 2201 3.0, 2202 3.0, FA/MUSI 2200 6.0 or CD permission	History of Gospel Music	Existing	F	3.0	This course explores the development of African-American gospel music with special emphasis on the 1930s onwards. It explores the musical, sociological, political and religious influences of gospel music eras and styles. Using a variety of methods including lecture/discussion, required readings, recorded music and written responses, students learn about the significant musical/non-musical contributions of Black gospel artists.
FA/MUSI 3510 Pre-Req: FA/MUSI 1000 6.0, FA/MUSI 1200 9.0, FA/MUSI 2201 3.0, FA/MUSI 2202 3.0, FA/MUSI 2200 6.0 or CD permission	African American Popular Music	Existing	F	3.0	The course surveys the history of African-American popular music from spirituals to hip hop, focusing on the role of black music in the quest for survival, respect, dignity and equal citizenship. Issues explored include musical roots and connections; social/political contexts specifically Civil Rights and Black Power; and impact of the music industry, technology and mass media.

Optional Courses: Professional Application Component

Course Code	Course Title	Existing or	Freq.	Credit	Course Description
AP/HUMA 4305	Black Canadian Studies Placement	New	F	3.0	This course provides practical experience analyzing issues through the lens of Black Canadian Studies. Placement will be in the offices of school trustees and MPPs. See full course proposal for details.
AP/MIST 4052 (same as AP/PPAS 4052 3.0) Course credit exclusions: AP/MIST 3680 6.0, AP/REI 3680 6.0 (prior to Fall 2013), AP/SOCI 3680 6.0.	Race, Ethnicity and Social Policy	Existing	W	3.0	This course explores the ways that ideas and discourses about race and ethnicity shape how social policy is debated, adopted and implemented. Identifying the uneven policy effects on different social groups, it seeks a critical understanding of issues of inequity, oppression, and social exclusion from a social policy framework. The course confronts various ethnicity- and race-based social issues and contradictions inherent in liberal democratic societies evident in the persistence of social, political, and economic stratification.
AP/SOSC 3043 Pre-Req. AP/SOSC 1340 or permission of CD	Comparative Perspectives on Social Exclusion and Business	Existing	W	3.0	This course examines systemic social exclusion and intersectional inequalities embedded in business in Canada and in other industrialized countries. The course rethinks social exclusion and examines how excluded groups, particularly racialized groups, respond to structural barriers in business. Business people in the classroom help students understand workplace oppression and exclusionary discrimination.

4.3 Modes of Delivery

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

The 1000- and 2000-level survey courses combine lectures with small tutorials of no more than 25 students, while the 3000- and 4000-level courses are conducted as two- or three-hour seminars with generally no more than 30 students. Seminars may combine lectures and in-class discussions. Films, videos, music and digital media form an integral aspect of most courses, and courses will also often feature guest speakers or artists. In the placement course, students at the upper-level of study will work independently in teams of two or three in the offices of elected officials. Placements will be supplemented by four on-campus class meetings and students will receive structured support from a course instructor throughout the semester.

Courses incorporate technology to enhance learning and increase accessibility, including Power Point, Moodle, e-Journals, online audio samples, and online services such as iTunes and YouTube. The certificate will additionally draw on its partnerships with the Harriet Tubman Institute and Jean Augustine Chair in Education to provide on-campus experiential education opportunities for students who will be encouraged to attend lectures, film screenings and community discussions outside of their courses, and to participate in undergraduate student conferences, to help them situate their learning in a wider context.

5. Admission Requirements

Students engaging in the undergraduate certificate will have been admitted to and registered in an existing honours undergraduate degree program with academic credentials earned at recognized/accredited institutions around the world. The certificate must be completed concurrently with an undergraduate degree program and is not offered as a stand-alone program. Successful completion of AP/HUMA 1300 9.0 (or equivalent) is a pre-requisite for admission into the certificate program.

According to York's admission requirements, an Ontario high school student needs the following to be accepted into a Degree Program in Humanities:

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- Five additional 4U or M courses

These requirements are appropriately aligned with the certificate's learning outcomes.

6. Resources

6.1 Faculty resources

Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate. Provide a Table of Faculty, as appropriate.

All courses are already included in the undergraduate program, with the exception of the Black Canadian Studies placement course, which will not be offered before FW 19-20. Faculty teaching existing courses are fully engaged and aware of their contribution to the certificate. Among them are award-winning teachers and leading researchers in their fields. A high percentage of our faculty also provide significant service to the university and are actively involved in research-related service and partnerships with Black Canadian community organizations.

See table below for full list of faculty.

List of Existing Faculty

Faculty Name & Rank	Home Unit(s)	Areas of Specialization	Courses
Bowman, Rob Associate Professor & Interim Associate Chair Ethnomusicology	Music, AMPD	Publishes and broadcasts in many areas of popular music, from country, R & B and gospel to reggae, rap and funk. He has written liner notes for dozens of recordings and regularly authors, produces and advises on major documentary and CD re-issue projects for record companies in Europe and North America. Pioneered popular music studies at York University.	FA/MUSI 3510 3.0 <i>African-American Popular Music</i>
Burke, Karen Associate Professor	Music, AMPD	Singer, music director, choral conductor and composer, and authority on the history and performance practices of Gospel music. Co-founder of the Juno Award-winning Toronto Mass Choir. She has partnered with the Toronto Mendelssohn Choir and Youth Choir, Toronto Choral Society and Ontario Choral Federation, as well as numerous schools and church congregations.	FA/MUSI 3406 3.0 <i>History of Gospel Music</i>
Davis, Andrea A. Associate Professor and Department Chair	Humanities, LA&PS	Black Canadian, Caribbean and African American literatures and theatre; social histories of the African diaspora; and Black cultural and feminist studies. Research fellow of the Harriet Tubman Institute and CERLAC, and member of the committee of associates, Jean Augustine Chair in Education, Community and Diaspora.	AP/HUMA 1300 9.0 <i>Cultures of Resistance in the Americas</i> ; AP/HUMA 3315 3.0 <i>Black Literatures and Cultures in Canada</i> ; AP/HUMA 3316 3.0 <i>Black Women's Writing</i> ; AP/HUMA 4XXX 3.0 <i>Black Canadian Studies Placement</i>
Foster, Lorne Associate Professor	Public Policy & Administration, Equity Studies LA&PS	Public policy formation (esp. in the areas of ethnicity and race, income policy and human rights); labour market and social policy reform focused mainly on public policy and law; empirical social-legal research; institutions and social policy; intersections between workplace diversity and human rights; and theoretical work on social justice.	AP/ MIST 4052 3.0 (same as AP/PPAS 4042 3.0) <i>Race, Ethnicity and Social Policy</i>
Hossein, Caroline Assistant Professor, Business and Society	Social Science LA&PS	Poverty, gender issues, Africa and the African Diaspora, Garveyism, social economy and intersectionality, community economic development, non-profits, microfinance, self-help groups, ROSCAS and social enterprises. Research fellow of the Harriet Tubman Institute.	AP/SOSC 3043 3.0 <i>Comparative Perspectives on Social Exclusion and Business</i>

List of Existing Faculty

Faculty Name & Rank	Home Unit(s)	Areas of Specialization	Courses
Johnson, Michele Associate Professor and Director of the Harriet Tubman Institute	History, LA&PS	Social and cultural histories of the Caribbean, Black Canada and the United States. Member of the committee of associates, Jean Augustine Chair in Education, Community and Diaspora; and Vice-Pres. UNESCO international scientific committee, the Slave Route Project.	AP/HIST 3535 6.0 <i>African Canadian History</i> ; AP/HIST 4830 6.0 <i>In Slavery and Freedom: Blacks in the Americas</i>
Medovarski, Andrea Assistant Professor	Humanities, LA&PS	Black Canadian and Black British literatures; cultural representations of the Middle Passage; and African Diaspora theories. Research fellow of the Harriet Tubman Institute and CERLAC.	AP/HUMA 1300 9.0 Cultures of Resistance in the Americas; AP/HUMA 3315 3.0 Black Literatures and Cultures in Canada
Sanders, Leslie University Professor	Humanities and Writing, LA&PS	African American and Black Canadian literature and culture, literatures of the African Diaspora. Research fellow of the Harriet Tubman Institute; member of the committee of associates, Jean Augustine Chair in Education, Community and Diaspora; and faculty associate Robarts Centre for Canadian Studies.	AP/HUMA 3315 3.0 <i>Black Literatures and Cultures in Canada</i> ; AP/HUMA 4XXX 3.0 <i>Black Canadian Studies Placement</i> 3.0
Contract Instructors			
Brathwaite, Wendy aka Motion	Humanities, LA&PS	Award-winning emcee/poet, playwright, screenwriter & Hip Hop artist.	AP/HUMA 3165 3.0 <i>Griots to Emcees: Examining Culture, Performance and Spoken Word</i>
Campbell, Mark PhD	Humanities, LA&PS	Scholar, DJ and advocate of the arts, with more than a decade of radio experience and expert in Afrodiasporic theory and culture, Canadian hip hop cultures, DJ cultures, and afrosonic innovations. Former Banting Postdoctoral Fellow at the University of Regina's Department of Fine Arts.	AP/HUMA 3318 3.0 <i>Black Popular Culture</i>
Wood, Maxine PhD	Humanities, LA&PS	Race, Gender, Second-Generation Caribbean-Canadian Girls, and Education.	AP/HUMA 2310 6.0 The Caribbean and Canada: Culture, Identity and Diaspora

6.2 Laboratory Facilities

N/A

6.3 Space

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

Vanier College in which the Department of Humanities is housed provides space and offices for Humanities undergraduate student clubs and peer mentors. In addition, the Renaissance Room is a spacious undergraduate student space, where students study and meet. It's also a venue for student workshops, orientation events and guest speakers. Various other meeting rooms are available in the Department and College, including the Senior Common Room. Students will also have access to space in the Harriet Tubman Institute and through the Jean Augustine Chair in Education, Community and Diaspora where they will participate in research and community-based activities.

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.

Refer to **Appendix B** for support statements.

Appendix A

Degree Level Expectations and Learning Outcomes

Black Canadian Studies Certificate Proposal
APPENDIX A: Mapping Undergraduate Certificate Requirements and Learning Outcomes to Curriculum

Black Canadian Studies Certificate	Degree-Level Expectations <i>This certificate is awarded to students who have demonstrated the following:</i>	Program Learning Objectives <i>Upon graduation, students will be able to:</i>	Appropriate Degree Requirement <i>Align courses and assessment methods/activities with program learning objectives</i>
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> - Comprehensive understanding of the historical, cultural and expressive productions of people of African descent in the Americas through the lens of Black Canada - Ability to use an interdisciplinary lens to bring together different texts and theoretical approaches from across the humanities and fine arts fields in a sustained analysis of black cultural productions in Canada - Understanding of the relationship between historical and cultural knowledge, social challenges and realities - Ability to present ideas and arguments in a coherent and reasoned manner, both orally and in written work - Well-developed critical thinking, analytical and research skills, as well as the ability to work in groups 	<ul style="list-style-type: none"> - Articulate a clear understanding of how black cultures in Canada have developed historically and continue to develop today - Identify the value systems that underlie black cultural productions in Canada and interrogate the inter-relationships among these systems - Identify and question the assumptions, principles, ideas, and values they bring to the analysis of a variety of texts - Articulate a nuanced understanding of Canadian society and their own place within it - Recognize the relationship between academic knowledge and social praxis - Apply understanding of black history, literature and cultures in Canada to other academic and professional contexts - Apply transferrable reading, writing, critical thinking, analytical and team-building skills outside an academic setting 	<ul style="list-style-type: none"> - First- and second-year courses (AP/HUMA 1300 9.0; AP/HUMA 2310 6.0) provide a broad survey, introducing the historical and cultural experiences of black peoples across the Americas. These courses emphasize the development of reading, writing, critical thinking, and analytical skills. Learning is assessed through various written assignments, exams, and tutorial participation. - Mandatory courses at the focus levels offer comprehensive understanding of specific aspects of black cultural production and black histories and use the study of black cultures as an analytical tool to help students critically reflect on Canadian society. These are taught from interdisciplinary humanities (AP/HUMA 3165 3.0; AP/HUMA 3315 3.0; AP/HUMA 3318 3.0) and historical perspectives (AP/HIST 3535 6.0; AP/HIST 4830 6.0). - Elective courses at the focus levels allow students to concentrate on either the expressive arts (FA/MUSI 3406 3.0; FA/MUSI 3510 3.0; AP/EN 3410 3.0) or a professional development component where they apply their training outside an academic setting (AP/HUMA 4305 3.0; AP/MIST 4052 3.0; AP/SOSC 3043. 30). - Focus level courses continue to teach critical writing, thinking and analytical skills and develop the research and team-building skills necessary for graduate training and career placement. Learning is assessed through essays, research projects, case studies, group presentations, listening / comprehension tests, performance, seminar participation and exams.

Black Canadian Studies Certificate	Degree-Level Expectations <i>This certificate is awarded to students who have demonstrated the following:</i>	Program Learning Objectives <i>Upon graduation, students will be able to:</i>	Appropriate Degree Requirement <i>Align courses and assessment methods/activities with program learning objectives</i>
2. Knowledge of Methodologies	<ul style="list-style-type: none"> - Competence in using a variety of cultural theory paradigms to analyze black cultural productions and expressive arts - Command of key terms and concepts in Black Cultural Studies and African Diaspora Studies - Understanding of the function of different genres of black cultural expression (slave narratives, fiction, theatre, film, music, etc.) and the ability to critically analyze these forms and locate them within the wider value systems of Canadian society - Ability to understand and evaluate historical ideas, arguments, and points of view - Critical understanding of issues of inequity, oppression, and social exclusion in Canada from a social policy and business framework 	<ul style="list-style-type: none"> - Differentiate and apply various cultural studies perspectives as tools of analysis - Engage in cross-textual analysis that moves between the different texts, discourses and media of black cultural production - Distinguish between primary and secondary sources and use archival research - Evaluate competing interpretations and multiple narratives of the past - Articulate how social relations of power operate in Canadian society - Ask critical questions to find the best solutions to the social and political problems of our time - Use critical thinking, reading and writing skills for problem solving 	<ul style="list-style-type: none"> - Introductory courses (AP/HUMA 1300 9.0; AP/HUMA 2310 6.0) develop cross-cultural perspectives of the historical, philosophical, political and aesthetic developments of the African Diaspora to better understand the social and political crises of our time; and develop critical skills as a foundation for thinking within a global curriculum. Knowledge of perspectives and skills are assessed through essays, media reviews, textual analyses, exams and oral presentations. - Upper-level cultural studies, literature and music courses employ theoretical approaches relevant to various aspects of black cultural production (fiction, theatre, music, film, videos, selfies, comic books, spoken word, etc.) and introduce key theorists in Black Cultural and Diaspora Studies. Students are assessed using research essays, literature reviews, performance intensive components, listening and comprehension tests, literary analysis, film critiques, close readings and exams. - Upper-level history courses explore a range of historical texts, including primary and secondary sources, archival research and autobiography/ slave narratives to evaluate competing narratives of the past. Students are required to gather and assess primary historical evidence in an oral history project and other research assignments. - Courses with a professional application component examine social exclusion in business, government and other contexts and use policy development and analysis as a tool for understanding how systemic bias functions. Students work in groups to present and develop case studies, and use their daily observations in the offices of elected officials to complete weekly reflective journals and a final paper.

Black Canadian Studies Certificat	Degree-Level Expectations <i>This certificate is awarded to students who have demonstrated the following:</i>	Program Learning Objectives <i>Upon graduation, students will be able to:</i>	Appropriate Degree Requirement <i>Align courses and assessment methods/activities with program learning objectives</i>
3. Application of Knowledge	<ul style="list-style-type: none"> - Ability to discern meaning from black cultures in Canada and relate these various meanings to the ways in which knowledge is produced and authorized in Canadian society - Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility, and accountability in both personal and group contexts - Understanding of how systemic bias functions in Canadian institutions and business 	<ul style="list-style-type: none"> - Locate the history and cultures of Black Canadians within a larger Canadian historical and social context - Recognize the interplay between dominant Canadian cultural forms and black cultures - Deploy self-critical, self-reflective interpretive strategies - Work effectively with others - Demonstrate the facility for decision-making in complex contexts by applying careful, nuanced analysis from multiple perspectives - Articulate some solutions for social transformation 	<ul style="list-style-type: none"> - The first- and second-year courses consider the ethics, concepts, and beliefs of people of African descent in the Americas and challenge the discourse of power in Canadian and North American societies. To encourage a wide application of knowledge, students earn bonus points for attending specific lectures, community conversations and cultural events related to the course and submitting a one-page reflection of their learning. - In upper-level courses, students are encouraged to explore their learning beyond class time by familiarizing themselves with musical forms through independent listening, attending public lectures and submitting written reports of the arguments presented, or by completing an oral history project. - Courses with a professional application component deepen students' understanding of social exclusion in Canada by bringing guest speakers into the classroom and by exposing students to actual work and government environments. - In all courses, assignments (media reviews, film critiques, critical reflections, research essays, case studies, etc.) require students to apply their knowledge to a much wider social context. Group presentations and projects also develop students' capacity to work in teams, articulate problems from multiple perspectives, and develop models for social transformation.

Black Canadian Studies Certificate	Degree-Level Expectations <i>This certificate is awarded to students who have demonstrated the following:</i>	Program Learning Objectives <i>Upon graduation, students will be able to:</i>	Appropriate Degree Requirement <i>Align courses and assessment methods/activities with program learning objectives</i>
4. Communication	<ul style="list-style-type: none"> - Ability to discuss cultural theories and models within their socio-cultural and historical contexts - Ability to communicate ideas about cultural identity, community, representation, power, values and the practice of everyday life - Ability to articulate an informed critique of social, economic, cultural and political issues as they affect black communities in Canada 	<ul style="list-style-type: none"> - Present clear and compelling written and oral arguments, based on the critical analysis of diverse historical and cultural texts - Demonstrate critical responsibility in oral and written work for the principles and values they not only find in but also bring to the analysis of texts - Assess multiple perspectives, understand how and why they differ, and engage in controversy productively - Develop a research question and complete a well-supported research project - Articulate original ideas through artistic or scholarly expression - Work in teams to present ideas to a larger group 	<ul style="list-style-type: none"> - Lectures and tutorial discussions in the introductory courses allow students to engage the terms and concepts of various kinds of discourse and to be critically responsible for the principles and values they find in and bring to the analysis of texts. Trust is an important component of tutorial discussions. Students are encouraged to be thoughtful and self-reflexive and to allow room for multiple voices and perspectives. - Upper-level courses continue and expand this awareness of one's relationship to various texts and to others, and employ critical textual and discourse analysis to assess multiple theoretical positions and build thoughtful and defensible arguments. - All courses from the first to fourth-year build strong writing practices and oral presentation skills, as well as research skills. - A broad range of assignments across courses (research essays, critical discourse analysis, media reviews, oral and group seminar presentations, analytical reading presentations, critical reflections, journals, and performance workshops) expose students to multiple forms of communication and help them articulate original ideas and informed social critique. Class participation is a critical component of all courses.

Black Canadian Studies Certificate	Degree-Level Expectations <i>This certificate is awarded to students who have demonstrated the following:</i>	Program Learning Objectives <i>Upon graduation, students will be able to:</i>	Appropriate Degree Requirement <i>Align courses and assessment methods/activities with program learning objectives</i>
5. Awareness of Limits of Knowledge	<ul style="list-style-type: none"> - Awareness of the specificities of black historical and cultural productions in Canada and the ways in which these differ from black cultural productions elsewhere - Awareness of black cultural identities and communities, both within and outside of Canada, as heterogeneous and shifting - Understanding that thinking is always rethinking—that it involves becoming increasingly more thoughtful and more self-reflective - Awareness of the need to develop life-long skills of reasoning and discernment to question critically, evaluate thoughtfully and articulate critical views clearly 	<ul style="list-style-type: none"> - Use the study of black literatures, histories and cultures in Canada to inform a more nuanced and complex understanding of Canadian society - Reflect critically on their own cultural values and traditions - Dismantle stereotypes of blackness - Draw on theories and concepts as a departure point for life-long investigation and study 	<ul style="list-style-type: none"> - Embedded within each course is an awareness of how black cultures and the discourses and theories that frame their study open up and advance a more critical understanding of Canadian society and the world. - In discussing the challenges and possibilities of a future of inclusive citizenship, courses explore both the resistive and transformative potential of black cultures and the roles of various actors (cultural, social and political) in pursuing social justice and human rights for black peoples in both local and global contexts. - Students are given opportunities to express their own awareness of the limits of knowledge by keeping weekly reflective journals that track their learning (AP/HUMA 3316 3.0; AP/HUMA 4305 3.0; AP/EN 3410 3.0); by offering analytical reading presentations (AP/HUMA 1300 9.0; AP/HUMA 2310 6.0; AP/HIST 4830 6.0); creating and presenting original creative work (AP/HUMA 3165 3.0); and working in groups to produce case studies that reflect on specific social problems (AP/SOSC 3043 3.0; and AP/MIST 4052 3.0 <i>Race, Ethnicity and Social Policy</i>— same as AP/PPAS 4052 3.0).

Black Canadian Studies Certificate	Degree-Level Expectations <i>This certificate is awarded to students who have demonstrated the following:</i>	Program Learning Objectives <i>Upon graduation, students will be able to:</i>	Appropriate Degree Requirement <i>Align courses and assessment methods/activities with program learning objectives</i>
6. Autonomy and Professional Capacity	<ul style="list-style-type: none"> - Development of a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, and thinkers - Development of the transferable writing, analytical, problem solving and research skills necessary for success in graduate studies and across a range of careers 	<ul style="list-style-type: none"> - Offer knowledge of black cultures in Canada critical to a wide range of professional fields (educational and social service sectors, journalism, media, the arts and public policy) - Bring academic and scholarly attention to Black Studies at the graduate level and facilitate original research in black history and cultural practices - Manage their own learning in a range of environments - Apply transferable writing, critical thinking, analytical, research, and team-building skills in both personal and professional contexts 	<ul style="list-style-type: none"> - Courses together offer a comprehensive understanding of black cultures in Canada through an interdisciplinary and intertextual lens with students taking responsibility for their learning by translating knowledge learned into original research (oral history project, artist intensive workshop, research essays, case studies). - All courses develop strong writing, analytical, problem solving and research skills through a range of assessment methods (essays, research proposals, literature reviews, research projects and case studies). - Critical thinking skills are assessed through essays and research papers, as well as through close readings, literary analysis, media reviews, and film and video critique. - Individual and group presentations and oral participation are also built into all courses to develop oral communication and team-building skills. - In some courses, students are exposed to professionals and elected government officials either in the classroom (AP/SOSC 3043. 30) or in their work environments (AP/HUMA 4305 3.0). They manage their own learning by working with these professionals to develop case studies or by using their observations of how government works to formulate a stronger understanding of Canadian society and the specific location of black peoples within it.



FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

May 3, 2017

Office of the Dean

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

Professor Andrea Davis
Chair
Department of Humanities
206 Vanier College

aadavis@yorku.ca

Dear Professor Davis:

On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposal of a Black Canadian Studies Certificate. I have reviewed the proposal and I am satisfied that not only is the Certificate timely, innovative, interdisciplinary and likely to draw significant student interest, it also has minimal physical and financial implications. The certificate draws from existing courses and proposes that the Department of Humanities will house the certificate which will have minimal administrative impact.

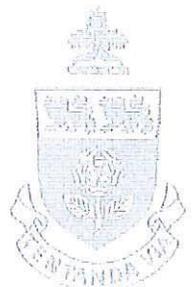
In short this is a quality proposal and the Dean's Office is in full support.

Sincerely,

A handwritten signature in black ink, appearing to read "John-Justin McMurtry".

John-Justin McMurtry
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards



Andrea A Davis

From: Karlene Kathleen Davis
Sent: Thursday, January 18, 2018 5:02 PM
To: Andrea A Davis
Cc: LAPS Assoc. Dean Global and Community Engagement; eelaps
Subject: RE: Black Canadian Studies Certificate Placement Course

Hi Andrea,

Thank you for sending the New Course Proposal for the Black Canadian Studies Placement course (HUMA 4305 3.0), along with the letters of support from community partners confirming interest to host/supervise York University students on placement. This is an encouraging start, that validates opportunities for students to work in the community, and can be used as a starting point to continue building connections with government officials. As such, Narda Razack the Associate Dean of Global & Community Engagement and myself are confident that the placement course can be developed in time for F/W 2019-2020.

Upon review of your proposal, we are excited to see the development of embedding EE practices in the program specific to work-integrated learning, which affords students the opportunity to develop professional competencies and hands-on experience, while connecting students with key community leaders and organizations in the field.

It was great to have you attend the Course-based Placement Meeting on June 14, 2017; this workshop orientated faculty members with placement courses to the University and Ministry guidelines, protocols and policies around risk management on placement. The EE Office will support your program with consultation of this placement course and risk management to ensure students are covered with WSIB or York's Private Insurance.

As you continue developing this course, please be advise that all placement courses require an evaluation component from the learning site which is incorporated in the student's final grade, as such it is my recommendation that add a Supervisor/Learning Site Evaluation to the Evaluation portion of the course/proposal to ensure compliance with the Office of the Counsel placement agreement as indicated below.

"1.3 Upon completion of the Course Require Placement, the Learning Site shall complete and provide to the University a program evaluation form based upon the Program's learning objectives and requirements as identified by the University."

I look forward to working with you.

All the best,

KD

Karlene Davis, BA MEd
Experiential Education Program Coordinator
Office of the Dean, Global & Community Engagement
York University, Faculty of Liberal Arts & Professional Studies
☎ (416) 736-2100 Ext. 70878 ✉ kkdavis@yorku.ca | eelaps@yorku.ca



— MATTHEW —
GREEN
CITY COUNCIL | WARD 3
City of Hamilton



York University Senate
4700 Keele St
Toronto, ON M3J 1P3

November 29, 2017

Letter of Support: Certificate Program in Black Canadian Studies

Senators:

As Ward 3 City Councillor in Hamilton Ontario, I write this letter in strong support of the new certificate program in Black Canadian Studies at York University.

The Anti-Racism Directorate's recently released strategic plan, *A Better Way Forward*. They underline the importance of supporting black youth education, leadership and mentorship.

I understand that this course will have a team of students placed in the office of an elected official one day a week to give real life, hands on practical experience, and help students learn how that office's activities impact black communities. If this certificate program is approved, I look forward to accepting a team of students in my Ward office. This practical placement will give students leadership opportunities, and insights into how laws are made and government works.

I strongly support the proposed new certificate program on Black Canadian Studies at York University. I cannot overstate the tremendous and positive impact this program will have the university, students, and black youth. I respectfully request that you give the application all due consideration. Please feel free to contact me if I may be of additional service.

Respectfully submitted,

Councillor Matthew Green
Ward 3 City Councillor



Trustee
Tiffany Ford

Ward 4, York West



Department of Humanities
Faculty of Liberal Arts and Professional Studies
York University
206 Vanier College
4700 Keele Street, Toronto ON, Canada, M3J 1P3

November 30, 2017

Dear Dr. Andrea Davis,

I'm so pleased to hear about the new certificate program in Black Canadian Studies at York University. This certificate program is timely and very valuable. As a former student of York University, I had an opportunity first hand with experiential learning in a communications experience program. It forever shaped my life, and I strongly support this initiative. I look forward to working with you, and the student placements within my capacity and role as Trustee for Toronto District School Board.

Sincerely,

A handwritten signature in black ink, appearing to read "T Ford".

Tiffany Ford, Trustee TDSB Ward 4



HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

Ottawa

Wellington Building, Suite 523
Ottawa, ON K1A 0A6
Tel: (613) 992-6344
Fax: (613) 992-8320

Whitby

206-701 Rossland Rd. E.
Whitby, ON L1N 8Y9
Tel: (905) 665-8182
Fax: (905) 665-8124

Contact Details

Celina.Caesar-Chavannes@parl.gc.ca
www.CelinaMP.ca
Facebook: @MPCelina
Twitter: @MPCelina
Instagram: @MPCelina

Member of Parliament
Whitby

**Celina
Caesar-Chavannes**

Députée
Whitby

Ottawa

Édifice Wellington, Pièce 523
Ottawa, (Ontario) K1A 0A6
Tel. : (613) 992-634
Télec. : (613) 992-8320

Whitby

206-701, chemin Rossland est
Whitby (Ontario) L1N 8Y9
Tél. : (905) 665-8182
Télec. : (905) 665-8124

Coordonnées

Celina.Caesar-Chavannes@parl.gc.ca
www.CelinaMP.ca
Facebook : @MPCelina
Twitter : @MPCelina
Instagram : @MPCelina

Department of Humanities
Faculty of Liberal Arts and Professional Studies
York University
206 Vanier College
4700 Keele Street,
Toronto ON, M3J 1P3

January 11, 2018

Dear Ms. Davis,

I am writing to you to express my support for the development of a new Certificate Program in Black Canadian Studies at York University. In particular, I am confident that the experiential learning component would prove to be extremely valuable for students in the program.

If able, I would be glad to accept an intern placed in either in my Ottawa or Whitby office, to observe the activities of the office and how it interfaces with Black communities. Knowledge of how the work of governance takes place is extremely important, and I would be glad to offer students in the program the benefits of this first-hand experience.

Please do not hesitate to be in touch with my office if you have any further questions.

Sincerely,

Celina Caesar-Chavannes
Member of Parliament for Whitby

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



January 12, 2018

Andrea A. Davis, PhD
Chair, Department of Humanities
Faculty of Liberal Arts and Professional Studies
York University
206 Vanier College
4700 Keele Street
Toronto ON M3J 1P3

Dear Dr. Davis,

Andrea,

Re: Placement of Students from Black Canadian Studies Certificate Program

Congratulations on launching the new Certificate Program in Black Canadian Studies at York University in September 2018. I would be pleased to work with you with a view to enabling the placement of one or two upper-year students in my office one day per week in an observational capacity, commencing in September 2019. Of course, this would be contingent on the outcome of the elections to be held in June of this year. As you may know, one of the priorities articulated in Ministry's renewed vision for education is ensuring equity and we recently release our first Education Equity Action Plan. I believe increasing access to educational opportunities for black students and bringing more diverse perspective into the Ministry is an important and essential part to achieving that goal.

I look forward to discussing this initiative further.

Sincerely,

A handwritten signature in blue ink, appearing to read 'MH'.

Mitzie Hunter, MBA
Minister

Major Modification

Restructuring of the BA Program in Multicultural and Indigenous Studies • Department of Equity Studies • Faculty of Liberal Arts and Professional Studies

Effective: September 2018

1. Description and Rationale:

This proposal represents a major modification to a program: we propose to extract the Indigenous Studies stream from the program in Multicultural and Indigenous Studies (MIST) and revise this into a stand-alone undergraduate degree program in Indigenous Studies (INDG). We have chosen to offer the full range of BA degrees (BA, Honours BA, Specialized Honours BA, Major/Minor, and Minor BA) because we currently offer this range of degrees within the Indigenous Studies stream in MIST.

At a later date, the Human Rights and Equity Studies (HREQ) program will submit a curriculum proposal to absorb the courses for the two remaining streams in MIST, Racism & Multiculturalism and Diaspora Studies. This is a logical move as the HREQ program focuses on the intersections between human rights, race, and migration/diasporic issues. With this transfer, the courses currently offered in MIST will still exist, though the MIST program itself will dissolve. Students who are currently in the program will be able to be grandparented into MIST even after the revised program in Indigenous Studies has replaced MIST. Details on how these students will be accommodated are highlighted in the Appendix.

We will continue to use the term “Indigenous Studies” as this has replaced previous terms such as “Native Studies” or “Aboriginal Studies” at many universities, and is currently the primary term in use within such programs. We have created a proposal for a new rubric, INDG, for the Indigenous Studies program, replacing the MIST rubric which applied to the program in Multicultural and Indigenous Studies. This rubric will be applied to all of the courses which are included in this program. The proposal for a new rubric is in the Appendix.

This proposal has been developed in consultation with the Indigenous Council of York University, with members of the Aboriginal Students Association at York, and in partnership with some of the individuals who currently teach in the Indigenous Studies stream of Multicultural and Indigenous Studies. Consultation has been undertaken with one department where a faculty member is cross-appointed and where certain of our courses are cross-listed. Approval has been granted from that department (see attached letter in Appendix).

The BA program in Indigenous Studies will be housed in the Faculty of Liberal Arts and Professional Studies, in the Department of Equity Studies.

2. General Objectives of the Program

The framework of the program already exists, as the Indigenous Studies field in Multicultural and Indigenous Studies. The purpose of creating this revised program from the existing stream in MIST reflects our central objective to provide students with a greater range of knowledge within Indigenous Studies, including experiential learning and exposure to traditional Indigenous knowledge that will provide students with opportunities for greater intellectual and personal growth, and an improved ability to apply their studies in a range of contexts.

Indigenous Studies as a field of critical inquiry generally appeals to a diverse range of students. Our objective, when it comes to Indigenous students, is to provide a structure of inquiry that validates their own, as well as their families’ and communities’ experiences, and increases their understanding of the reasons for the suffering that too often characterizes the lives of Indigenous peoples. At the same time, experiential knowledge of cultural and spiritual practices, and the opportunity to engage with the traditional knowledge within their own communities is profoundly empowering.

The objective of the BA in Indigenous Studies for non-Indigenous students is to provide the critical space to learn about the harsh realities that Indigenous peoples face, and contextualize the growing awareness that they are, without knowledge or foresight, living on other peoples’ territory in the land now known as Canada.

The overarching objective of the BA in Indigenous Studies for all students, then, is to generate profound new ways of thinking. It will provide students with the opportunity to develop social awareness and a sense of social responsibility. At the same time, in this program, students’ access to traditional Elders and ceremonies, and their placements with Indigenous organizations will provide them with a form of *cultural* experiential knowledge that they generally cannot obtain in any other program at York. With this program, we want to expand our ability to

provide programming that is at once more sophisticated than current offerings within MIST, and at the same time increases the breadth and depth of knowledge for students in Indigenous Studies.

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

The BA program in Indigenous Studies aligns with York's Strategic Mandate Agreement in at least two ways. First of all, since the greatest numbers of Indigenous students are the first in their families to attend university, the new program, which we expect will draw greater numbers of Indigenous students to York, aligns more closely with York's particular strength in educating more first-generation students than any other Ontario university. Secondly and most obviously, the program change is expected to result in an increase in the number of Indigenous students, currently one of the most underrepresented groups at York.

Furthermore, the revised program more closely aligns with York's upcoming Indigenous Strategy, which is York's response to the 94 Calls to Action within the Final Report of the Truth and Reconciliation Commission. Providing education to all students about colonization history, particularly as it relates to residential schooling, and providing Indigenous students with significantly greater opportunities to learn about Indigenous traditional knowledge in an experiential manner aligns the program closely with the Calls to Action as articulated in the Indigenous Strategy.

The Academic Planning Discussion Paper of the Faculty of Liberal Arts and Professional Studies has addressed concerns about the decrease in domestic enrollments. The paper attributes this to the slowing of demographic growth among the university-aged population, decreased or stalled participation rates among that domestic age group for post-secondary education, and a static "market share" for York. The proposed program should offset these concerns in a number of ways. First of all, Indigenous people are the largest growing demographic group in Canada, with the greatest part of the population being under 25. Secondly, over 50% of Indigenous peoples in Canada are now urban, and close to 100,000 Indigenous people live in Toronto. Creating an Indigenous Studies program therefore has the potential to attract a larger demographic group, in greater numbers. Finally, being able to advertise the changed program AS Indigenous Studies means that our "market share" can change since the University of Toronto will lose its monopoly on Indigenous Studies among Toronto universities.

3. Need and Demand

3.1 Identify similar programs offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed program.

There are no other Indigenous Studies programs at York. There are increasing numbers of programs in LA&PS—particularly Social Work, but also within History and Politics, as well as Anthropology, and Gender and Women's studies, where hirings in Indigenous Studies have been obtained or are sought and courses are being developed relating to Indigenous peoples, which reflects a generalized interest across York in Indigenous programming. The same can be said about Osgoode Hall Law School, with its Indigenous law programming; Glendon College, with its focus on Indigenous languages; the Faculty of Education, with its MA in Urban Indigenous Education; the School of Arts, Media, Performance and Design, with its heightened interest in Indigenous content; and the Faculty of Environmental Studies. But for a decade, Equity Studies has been the only department offering undergraduate Indigenous Studies, through MIST. With the expansion into its own program, Indigenous Studies will be unique at York.

In Ontario, while a number of universities offer a minor in Indigenous Studies or a focus within social work or teacher education, or may offer a BA in combination with other degrees, free-standing Indigenous Studies undergraduate BA programs are only available at Trent, Toronto, Western, and Algoma. Trent and Toronto are the longest-standing programs. All of these programs offer Indigenous language programming, which, in the current climate of austerity we will not attempt to develop until our program enrollments enable it. Among all of the programs, York's program will be unique for having more urban and Metis content and more emphasis on connections between Indigenous and racialized communities, reflecting a common awareness that developed over the years within MIST between Indigenous Studies and anti-racism. No other BA programs in Indigenous

Studies in Ontario emphasize these strengths. In many respects, Indigenous Studies at York is most suited for the concerns of Indigenous peoples in Toronto—not only for the reality that many urban Native people are non-status or Metis, but because on a daily basis they must negotiate a vibrant multicultural milieu that other Indigenous Studies programs do not reflect.

3.2 Provide brief description of the need and demand for the proposed program, 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.

The interest of high school students is critical, as they are the group most concerned with post-secondary education. Ontario has no mandatory Indigenous Studies courses at the high school level but has created ten elective courses in First Nations, Metis, and Inuit Studies. Approximately half of Ontario high schools offered one or more of these courses in 2015. Paul Chaput's 2012 Queen's MA thesis *Native Studies in Ontario High Schools* demonstrated that the demand for Native Studies has significantly increased across Ontario high schools since 2007; these students will want to continue this subject in university. He also demonstrates a clear correlation between Native Studies education, the revitalization of culture, and increased health and wellbeing for Indigenous peoples.

Societal need is demonstrated in York's draft Indigenous Strategy: Canada is 6th in the world on the United Nations Human index for quality of life, but 63rd when First Nations are included; approximately 10,000 Indigenous students are on waiting lists for higher education while disparities in public schooling—on average, \$6000 per child is provided to reserve schools while \$10,000 per child is provided to public schools—limit aspirations towards higher education; as a result less than 10% of Indigenous people have a university education—almost 1/3 of the national average of 27%.

While an Indigenous Studies program cannot answer to all of the above issues, educating non-Natives about Indigenous issues is important, in terms of creating awareness about the need to address these issues societally, while the empowering aspect of Indigenous Studies for Indigenous students has been demonstrated in the research, as well as by many of the Indigenous students in the Aboriginal Students Association at York who have taken Indigenous Studies in MIST. Finally, the proposed program addresses the need that the Truth and Reconciliation Commission asserted for more education on Indigenous issues within universities.

In terms of careers, Indigenous Studies is highly important for students who want to enter any of the professions—in particular law, teaching, or social work—where knowledge of Indigenous issues provides particular strengths. Over the years, several former students from Indigenous Studies in MIST have worked with the Ontario government on policy development relating to Indigenous peoples. Obviously, proceeding to graduate studies in the field will ensure that government positions relating to Indigenous peoples are much more easily obtainable; nevertheless, an undergraduate degree in Indigenous Studies itself provides good employment possibilities, as well as a gateway to a number of professions.

4. Program Content and Curriculum

4.1 Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components.

The BA program in Indigenous Studies program will have five core courses for its Honours BA. The Honours Minor and the BA would have fewer core courses and the Specialized Honours would have AP/INDG/HREQ 4600 6.00 Research Seminar, in addition to the five core courses below.

AP/INDG 1050 6.00 Introduction to Indigenous Studies
AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World
AP/INDG 3310 6.00/CDNS/HUMA 3530 6.00: Metis issues in North America
AP/INDG 3050 6.00 Indigenous Protocols and Methodologies: Contexts and Relationships
AP/INDG 4705 6.00 Indigenous Theory

Having a required course on Metis issues is entirely unique among Indigenous Studies programs in Ontario; Metis representatives on the Indigenous Council at York have addressed the need for such a course to remedy the

persistent forgetting of Metis people in most Indigenous Studies programs. Otherwise, the other four core courses, with local variations at different universities, are generally viewed as required courses in Indigenous Studies. Two of these core courses are new and one core course is modified; the appropriate new course proposals and modified course proposal are included in the Appendix.

We feel that giving students the option of taking a directed reading course in third year provides more flexibility to students, enabling them to either do six credits in either year, or three credits in third year and three credits in fourth year (that is, two smaller studies). Taking a directed reading course in third year is also a good way of introducing them to working relatively independently, which better prepares them for their fourth year courses. The caveat, with having two directed reading courses is that students can only complete six credits of directed readings in the program—they cannot take two six credit courses each year.

The program will have six BA degrees:

- A Specialized Honours with a major of 60 credits, (36 credits of core courses + 24 courses from a list of other optional Indigenous Studies courses)
An Honours BA with a major of 42 credits (30 credits of core courses + 12 courses from a list of other optional Indigenous Studies courses)
- optional Indigenous Studies courses)
- An Honours double major BA
- An Honours Major/Minor BA
- An Honours Minor BA, with a major of 30 credits (12 credits of core courses + 18 courses from a list of other optional Indigenous Studies courses)
- A BA, with a major of 36 credits (24 credits of core courses + 12 courses from a list of other optional Indigenous Studies courses)

All of the courses required for the program major are offered within the program, with one exception from Humanities (which will be addressed further down). We anticipate that once the program is up and running we would request permission from outside departments to allow our students the ability to take their Indigenous Studies courses for credit, in order to add breadth to their major. But initially we believe that it is important that we mount all of their optional courses within the program, to ensure that we control the quality and frequency of courses offered.

4.2 Provide a list of courses that will be offered in support of the program. 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 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.)

- All courses are mounted within the Department of Equity Studies, with the exception of a few cross-listed to the Department of Humanities (where a faculty member in Equity Studies is cross-appointed) and one course based in Humanities taught by the cross-appointed faculty member. Permission has been acquired from the Department of Humanities to include Humanities-based or cross-listed courses. The letter is in the Appendix.
- AP/INDG 1050 6.00; AP/INDG 2050 6.00; AP/INDG 3050 6.00; AP/INDG 3310 6.00 AP/CDNS/HUMA 3530 6.00; AP/INDG 4705 6.00 and AP/HREQ/INDG 4600 6.00 are core courses and are offered every year.
- Two of the core courses (AP/INDG 2050 6.00; AP/INDG 3050 6.00) and three electives (AP/INDG 3060 3.00; AP/INDG 4060 3.00 and AP/INDG 4070 3.00/6.00) are new courses; new course proposals have been included in the Appendix. These courses will be offered annually, phased in as the first cohort reaches the year when the course is offered. Library statements for them are included in the Appendix. Two core course (AP/INDG 3310 6.00 AP/CDNS/HUMA 3530 6.00 and AP/INDG 4705 6.00) have been modified; the forms for modifications to existing courses are included in the Appendix.
- The remaining courses in the program are former Indigenous Studies courses from the MIST program; as electives they will be taught every other year. Five of them have been modified, in terms of number of credits, or cross-listing, or title change. The forms for modifications to existing courses are included in the Appendix.

- The students' path through the program is as follows: Students begin their first year with AP/INDG 1050 6.00 Introduction to Indigenous Studies. For most of the first year they will be taking their General Education courses. Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.
- The second year core course AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World is where students begin to learn about the spiritual foundations of First Nations and Metis communities, in ways that militate against assumptions that Indigenous peoples are “frozen in time” in the past. Students may choose to begin their breadth requirements at this point as well as taking INDG 2060 6.00: Treaties and the Indian Act and INDG 2030 6.00 Racism and Colonialism.
- In third year, students have two core courses—AP/INDG 3050 6.00 Indigenous Protocols and Methodologies and AP/INDG 3310 6.00/CDNS/HUMA 3530 6.00: Metis issues in North America. In addition to this, they also have the option to do a three-credit placement at an Indigenous organization or engage in experiential knowledge of cultural teachings. They can continue taking breadth requirements as well as taking some of the third year courses from the list of Indigenous Studies courses offered.
- In the following summer, they may take a 6 credit practicum, involving a placement within an Indigenous community or traditional knowledge through experiential learning. In fourth year, they have a core course AP/INDG 4705 6.00 Indigenous Theory, in addition to 3rd or 4th year optional courses within the program to fill out their degree. Specialized Honours students will also be taking AP/HREQ/INDG 4600 6.00 Research Seminar.

Courses with descriptions are listed below:

Core courses (required):

AP/INDG 1050 6.00 Introduction to Indigenous Studies: This course introduces basic issues facing Indigenous peoples, in Canada and internationally. Students must engage in critical thinking about settler state colonialism at home and abroad. Topics include colonization histories, identity legislation, residential schooling, child welfare, criminal justice, and self-determination.

AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World: This course introduces students to Indigenous spiritualities grounded in the contemporary worlds of the Indigenous peoples whose territories lie in Central and Eastern Canada, primarily of the Anishinaabeg, Haudenosaunee, Cree, and Metis peoples, although some texts will address diverse peoples' spiritual worldviews. The texts will be supplemented by visits with Elders as well as ceremonial and land-based practices. Topics include examples of the role of spirituality in shaping anti-colonial resistance, a history of suppression of Indigenous spirituality, the survival and revival of spiritual practices, the importance of land to spiritual heritage and of protecting the land against resource development, and the importance of spirituality to the survival of contemporary Indigenous communities. Struggles around the repatriation of sacred artifacts will also be addressed. The texts also engage in the personal journeys of Indigenous individuals in relationship to their spirituality and the struggles they have faced with residential schooling which accompanied the outlawing of spiritual practices.

AP/INDG 3310 6.00 AP/CDNS/HUMA 3530 6.00 Métis Issues in North America: This course explores the history and literature of the Métis and Louis Riel in their homelands and in their communities in North America since the 17th century. Topics include Métis identities, family histories, communities, resistance movements, and land and treaty rights.

AP/INDG 3050 6.00 Indigenous Protocols and Methodologies: Contexts and Relationships: This course addresses issues that arise when conducting research with Indigenous peoples. Addressing both quantitative and qualitative research methods, this course engages centrally with how to Indigenize research, involving questions of intellectual property rights, and the importance of grounding Indigenous research methods in Indigenous epistemologies and axiologies. Students explore topics such as decolonizing theory, story as method, research as ceremony, and situating self and culture. This course also helps students gain confidence in negotiating multiple research protocols—from the SSHRC guidelines on conducting research with Indigenous peoples to York Ethics Review requirements to the separate tribal council, community, and Elders' protocols that the student may

encounter, and how to conduct ethical research with Indigenous communities that lack such protocols. Students develop an awareness of how to approach negotiating consent from research participants when the knowledge in question is communal and not individual. In conducting quantitative analysis, particularly in terms of engaging with statistics, students learn about ethical concerns with how Indigenous communities are represented in government statistics.

AP/INDG 4705 6.00 Indigenous Theory: Provides a solid knowledge of a solid knowledge of the theoretical foundations of Indigenous studies, its relationship to postcolonial, and critical race theory, as well as a range of contemporary theoretical work by Indigenous scholars, addressing, among other subjects, questions of gender, racism, culture, identity, recognition, decolonization and self-determination.

AP/INDG/HREQ 4600 6.00 Research Seminar: This course provides an opportunity for the development and completion of a substantial project in research and writing at a more advanced level. It is restricted to students in the Specialized Honours BA program. Papers are written under the supervision of a faculty member, and each step in the research is discussed in seminar.

Optional courses:

AP/INDG 2030 6.00 Racism and Colonialism: This course examines colonialism and racial conflict in historical and comparative perspective, including a discussion of links between racism and sexism, and the experience of Indigenous peoples. Examples are drawn from Africa, Asia, the Americas and the Middle East.

AP/INDG 2060 6.00 Treaties and the Indian Act: This course explores the nature of treaties, beginning with those negotiated between Indigenous nations—historically and at present -- those between Indigenous peoples and European powers, and those between Indigenous peoples and the Canadian state. This offering addresses the imposition of the Indian Act, the regulation of Indigenous identities, the exclusion of the Metis, and the acquisition of land. It examines current treaty practices among Indigenous peoples, deconstructs the concept of “modern treaties” when tied to Canada’s comprehensive claims process, and examines treaties as tools for self-determination.

AP/INDG 2780 3.00 Indigenous Peoples and Education: This course examines educational policies and practices for Indigenous Peoples in Canada, including residential schooling, the Indian Residential School Settlement Agreement, the Truth and Reconciliation Commission, and decolonizing/Indigenizing educational initiatives.

AP/INDG 3380 6.00 Indigenous Women: Stories, Community and Ritual: Explores the power and authority that Indigenous women traditionally held within their communities and their contemporary struggles to re-empower themselves and strengthen their communities. Explores the roles of cultural traditions, nationalism, and feminism in relation to Indigenous women’s empowerment. Prerequisite: AP/INDG1050 6.00.

AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00 Indigenous Knowledge and the Environment: This course analyzes the history and theories of Canada from the perspectives of Indigenous knowledge and environment.

AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00 Indigenous People, Legend and Memory: This course examines concepts and relationships among history, literature and nature in Europe and North America.

AP/INDG 3060 3.00 Indigenous Cultural Experience: This course enables students to engage in a three-credit independent study, involving cultural activity, such as ceremonies, Elders’ teachings or language classes. All of the cultural activities involve readings, reflection journals on how these activities are important and instructive, and final papers.

In order to register for this course, the student must find a supervisor in the program willing to supervise him or her. Before they can register for the course, the details of the cultural activity must already be arranged with the necessary individuals and a statement provided to the supervisor indicating the term of the cultural activity. The student also negotiates with the faculty member as to relevant readings that may be required, journal-writing and final paper requirements, and hours of contact required. Student’s completion in a

cultural activity must be confirmed by a statement from the individual responsible for their activity. Between 40-60 hours of cultural activities are required.

AP/INDG 3470 6.00 Black Indians and Native Black Relations: This course examines conceptual issues shaping racial formation for Black and Native peoples, histories of genocide and slavery, and the histories of Native-Black relations in different regions of Latin America, the Caribbean, the U.S. and Canada. The course addresses both alliances and divisions between Black and Native peoples across the Americas.

AP/INDG 3615 3.00 Race, Detention and Internment: The course analyses processes of colonialism, racialization and racism in historical and contemporary examples of the internment and detention of racialized individuals and groups by Canada and other western countries. The internment of Japanese Canadians is examined, as well as contemporary examples of detention, including Guantánamo Bay and other sites.
Prerequisites: AP/INDG 1050 6.00.

AP/INDG 3650 3.00 Urban Native Communities: With a focus on Toronto, this course challenges assumptions about Indigeneity and urbanity, explores emergent urban Native identity in the contexts of displacement, identity legislation and intermarriage, and examines cultural renewal and sovereignty in urban settings.

AP/INDG 3720 3.00/6.00 Directed Reading Course: Students may do supervised special study in one or two selected areas. Prerequisites: 48 credits, including at least 12 credits in Indigenous Studies; or, for students with equivalent preparation, permission of the Undergraduate Program Director. Students must be accepted by a faculty supervisor before they can register in this 3000-level reading course. The course transaction form for this course must be submitted with a note from the supervisor stating his/her willingness to perform this task. Note: only 6 credits of 3000-level reading courses are permitted for a BA in Indigenous Studies.

AP/INDG 4060 6.00 Indigenous Experience: Community-Based Knowledge: This course enables students to explore community-based Indigenous knowledge, through experiential education. Students work with Indigenous knowledge keepers with a focus on language acquisition, relationship to land, and community empowerment. The course gives urban Indigenous students the opportunity to engage, through experiential education, in ceremonial practices in the Toronto Native community or with programming offered through the Woodlands Cultural Centre. The course also enables non-Native students to take this course through a non-status land-based community in eastern Ontario as an experiential education option focusing on Indigenous knowledge. Six-credit placements in this community may also be possible.
The course is only offered in the summer term.

AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00 Special Topics in Indigenous Studies: This course enables visiting scholars and experts in Indigenous Studies to offer a one-time course on a special topic relating to Indigenous Studies.

AP/INDG 4701 6.00 Contesting Racial and Colonial Violence: The course critically analyzes representations of racial and colonial violence in scholarly and creative literature and media. It also examines how survivors and witnesses contest the effects of racism and colonialism through representation.

AP/INDG 4720 3.00/6.00 Directed Reading Course: Students may do supervised special study in one or two selected areas. Prerequisites: 78 credits including at least 18 credits in Indigenous Studies; or, for students with equivalent preparation, permission of the Undergraduate Program Director. Students must be accepted by a faculty supervisor before they can register in this 4000-level reading course. The course transaction form for this course must be submitted with a note from the supervisor stating his/her willingness to perform this task. Note: Only 12 credits of Directed Reading Courses (at 3000 or 4000 level) are permitted for a BA in Indigenous Studies.

AP/INDG 4765 3.00/6.00: Indigenous Literature, Survival and Sovereignty: This course explores the connections between Indigenous literature, community survival, and sovereignty through Indigenous novels, short stories, literary criticism, poetry, and drama.

AP/INDG 4770 3.00/6.00: First Nations Music and Cultural Regeneration: This is a music appreciation course—no prior knowledge of music is required. The course examines various forms of Indigenous music in

Canada and the United States, from traditional to contemporary, including protest music, blues, rock and hiphop, and the role music has played in maintaining communities, engaging in social commentary, promoting cultural regeneration, and recreating sovereignty.

AP/INDG 4800 6.00 Honours Thesis: Students will design and write a thesis in consultation with a faculty supervisor. Students must be accepted by a faculty supervisor before they can register in AP/INDG 4800 6.00 Honours Thesis. Prerequisites: AP/INDG 3050 6.00. Student must have completed 78 credits. Open to: Honours INDG students.

AP/HUMA 3537 3.00/AP/CDNS/INDG 3839 3.00 Canadian Native Autobiography: This course explores how Canadian Native writers of the nineteenth and twentieth centuries have defined themselves and their world through unique representations of their own life stories. Students examine the contexts and interpretations of "identity", "history", "literature", "tradition", and the integration of different worldviews.

AP/HUMA/CDNS/INDG 3538 6.00 Comparative Issues in Canadian and American Native Literature: This course examines similarities and contrasts in contemporary Native writers in Canada and the United States, exploring the many varied interpretations of Native historical experience, definitions of culture and "self-determination," and the meaning and implications of "Indian" identities.

AP/HUMA/INDG 4144 3.00: Indigenous Knowledge and Children's Literature: This course analyzes and examines children's literature and Indigenous Knowledge in North America, focusing on the similarities among diverse traditions of contemporary Indigenous children's writers in both Canada and in the United States. It explores the many and varied interpretations of Indigenous children and their historical experiences, residential schools, definitions of cultures, childhood self-determination, and the meaning and implication of "Indian" identities and their representations in communities and in cities. Issues focus on growing up Indigenous, including the experiences of Indigenous children in residential, boarding and day schools in North America. N. Scott Momaday, Louise Erdrich, Thomas King, Tomson Highway, and Edward Benton-Banai, among others, will be the focus.

AP/HREQ/INDG 3561 6.00: Racism and the Law: This course discusses Canadian legal provisions with explicit racial content, beginning with the Indian Act (1876); the Continuous Journey Regulation (1908), which effectively barred South Asians; the Chinese Exclusion Act (1923); the rejection of Jewish refugees in the first part of the 20th century, and Japanese Canadian internment during World War II—as well as contemporary racism and efforts at redress in the criminal justice system.

4.3 For undergraduate programs, comment on the anticipated class sizes.

We anticipate offering the first, second, and third year courses to fifty students at a time. A blended component to enable online discussion will be included to provide an alternative format for students to participate. If enrollments are higher than predicted, we will consider expanding classroom enrollments for core courses, except for fourth year classes, which are capped at 25.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar or Graduate Calendar, as appropriate.

5. Program Structure, Learning Outcomes and Assessment

The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated. With that in mind, and with explicit reference to the relevant degree level expectations, it would be useful to focus on what students in the program will know and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

Indigenous Studies is interdisciplinary, in the sense that it is articulated to a range of disciplinary discourses including history, politics and political theory, social movement theory, religious studies, cultural studies, and traditional narratives, among other discourses. And yet it has a distinctive intellectual and political genealogy. Since its inception in universities in the 1970s, both in Canada and the United States, Indigenous Studies has continuously challenged the colonizing societies that have engulfed the Indigenous nations of the Americas—but it has also engaged in the historical and political contexts that define truth within these colonizing nations. In Canada, the longevity of residential schools with their attacks on Indigenous identity and traditional knowledge has meant that Indigenous Studies must engage with questions of cultural reclamation as well as the historical, political, intellectual, and cultural contexts of settler colonialism. This genealogy has shaped how the program is organized, and the degree level expectations for this program.

The six sections below reflect the University Undergraduate Degree Level Expectations (UUDLEs). In each section, specific program learning outcomes relative to each expectation are articulated for students in Indigenous Studies. Taken cumulatively, the outcomes listed across all sections demonstrate how students will fulfill the expectations of a BA in Indigenous Studies.

1. Depth and Breadth of Knowledge:

The Indigenous Studies BA program has three themes: Colonization/Decolonization, Indigenous Identities, and Traditional Knowledge & Worldviews. These themes organize the program's key concepts and ensure students graduate with sufficient depth and breadth of knowledge in Indigenous Studies. The key concepts and the learning outcomes for all BA students are listed below, while the current theoretical advances that contribute to the depth of knowledge that Honours BA students in particular will obtain in the program are addressed further down. A chart, mapping out the key concepts and learning outcomes with the courses that will enable each learning outcome to be actualized, is in the Appendix.

A. Colonization/Decolonization

Key concepts: centrality of treaty relationships; colonization history; nationhood, sovereignty and self-determination; relations with people of colour; international Indigeneity

Learning Outcomes:

- Students will acquire a comprehensive knowledge of treaty relationships and appreciate the centrality of Indigenous agency in theorizing pre-contact, historical and contemporary treaty struggles.
- Students will develop an in-depth understanding of colonization history in Canada, including the fur trade era under the French and the British, land acquisition, settlement processes, policies of subordination, the regulation of Indigenous identities, the erasure of Indigenous peoples from the body politic of Canada, and contemporary Indigenous resistance.
- Students will gain a comprehensive knowledge of the concepts of nationhood, sovereignty, and/or self-determination.
- Students will explore alliances with people of colour in seeking decolonization.
- Students will acquire a knowledge of Indigeneity as a global phenomenon, encompassing Indigenous peoples living in “third world” formally decolonized nations as well as Indigenous people in “first world” settler nations.

B. Indigenous Identities

Key concepts: trauma, recovery, and reconciliation; gender; urbanity; racism and stereotyping; cultural recovery, identity and community

Learning Outcomes:

- Students will acquire a solid comprehension of residential schooling and child welfare practices as systems of cultural genocide with profound implications for Indigenous identities, families, and communities; a critical understanding of state-sponsored discourses of reconciliation, including the Indian Residential School Settlement Agreement, the Truth and Reconciliation Commission, and court cases relating to the Sixties Scoop; and an appreciation of Indigenous perspectives on restitution and decolonization.
- Students will address the structures of dominance and exclusion which shape Indigenous life today, and the discursive means through which these structures are normalized.
- Students will explore the traditional roles of gender in Indigenous communities, and Indigenous women's contemporary experiences.
- Students will learn about the issues, concerns, and possibilities facing urban Native peoples and the struggles of urban communities, using the example of Toronto's urban Native community.
- Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding.

C. Traditional Knowledge & Worldviews

Key concepts: Indigenous worldviews, spirituality, and relationship to land

Learning Outcomes:

- Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts.

For BA Honours and Specialized Honours:

Recent theoretical developments within Indigenous Studies enable Honours BA and Specialized Honours BA students in Indigenous Studies to engage in a more theoretically-based approach to Indigenous Studies within their final year in the program. There are five key concepts that students will engage with:

- a. Critiques of the politics of recognition
- b. Conceptualizing transIndigenous relations
- c. Subjectivity, post-modern and post-colonial discourse
- d. Theorizing settler colonialism
- e. Discourses of authenticity relating to Indigeneity.

All of these concepts are theorized within the fourth year theory course, AP/INDG 6.00 Indigenous Theory.

a. Critiques of the politics of recognition

Learning Outcomes: Students will acquire a critical grasp of insurgent Indigenous challenges to the politics of recognition, defined as models of liberal pluralism that seek to reconcile Indigenous assertions of nationhood within settler state sovereignty, without fundamental changes to the structures and practices of the settler society.

b. Conceptualizing transIndigenous relations

Learning Outcomes: Students will develop a solid foundation in the issues and concerns relating to transIndigenous relations. This theoretical framework addresses how processes of Indigenous recovery and self-definition cannot easily be conceptualized except through a trans-Indigenous framework—both discursively, in challenging the emphasis on “transnationalism” which situates Indigenous nations as subordinated to nation-states within international relations, and in practice, addressing how a number of Indigenous communities are currently networking for collective empowerment through transfers of resources, disregarding the settler nations where they are situated.

c. Subjectivity, post-modern and post-colonial discourse

Learning Outcomes: Students will acquire a basic familiarity with the deconstructive methods involved with the postmodern critique of structuralism and its effects on the abilities of Indigenous people to make truth claims based on identity. They will address basic aspects of postcolonial discourse, its potential for addressing the ontological understanding of “difference”, at the heart of the colonial project, coupled with its failure to address Indigeneity and the implications of this erasure of Indigeneity for how Indigenous peoples are understood, globally.

d. Theorizing Settler Colonialism

Learning Outcomes: Students will acquire a comprehensive knowledge of how settler colonialism is theorized, the key assumptions in this area and the phenomena they seek to understand. Students will learn multiple theories exploring the role of colonization and slavery in shaping historic and contemporary settler formations, processes of decolonization, the interrelationships between Indigenous peoples and peoples of colour within settler colonialism, and finally, questions of “refusing the gift” of settler citizenship for those Indigenous nations seeking to maintain a sovereign nationhood in opposition to the imposition of Canadian sovereignty on their territories.

e. Authenticity and Indigeneity

Learning Outcomes: Students will develop a strong grasp of the multiple ways in which the concept of “authenticity” structures how Indigeneity is conceptualized. The colonial dichotomy of “civilization versus savagery” has shaped how Indianness has been constructed in Canada and has enabled multiple challenges by settlers relating to the “authenticity” of Indigenous peoples, relating in particular to boundary construction, and discourses of race and space.

Through the above learning outcomes and theoretical concepts, students will have developed the ability to gather, review, evaluate and interpret information; to understand and compare the different approaches to knowledge that different themes and theories within the program demonstrate; and to advance their detailed knowledge of and experience in research within at least one of the three theme areas.

For the remaining degree level expectations, a chart in the Appendix will connect the learning outcomes to the courses that will enable the learning outcomes to be actualized.

2. Knowledge of Methodologies

Learning Outcomes:

- Students will comprehend how Indigenous worldviews and values are central in conducting research in Indigenous communities, including knowledge of the importance of respect, inclusion, and reciprocity.
- Students will acquire knowledge of qualitative and quantitative methodologies
- Students will gain an understanding of Indigenous epistemologies, axiologies, and protocols.

3. Application of Knowledge

Learning Outcomes:

- Students will be equipped to independently assess the terms of reconciliation that Canada seeks.
- Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling.

- Students will gain experiential knowledge from engaging with Elders on issues relating to culture and spirituality; this will enable students to explore, in fundamental ways, questions of values, particularly relating to the importance of land and the strong emphasis on material consumption that characterizes Canadian society.

4. Communication Skills

Learning Outcomes:

- Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions.
- Students will be engaged with Indigenous people in placements in experiential education courses where they will learn the importance of clear communication in work environments.
- Students will interact with Native groups in presenting their research via their methodology course, which requires a small one-term research project.

5. Awareness of Limits of Knowledge

Learning Outcomes:

- Students will become aware of the limits to own knowledge by engagement with Indigeneity in a global context, which -- while improving the breadth of knowledge they acquire in the program --will also demonstrate to them that Indigeneity in Canada has been shaped by Canadian contexts; they will therefore learn that in order to understand Indigeneity more fully in other countries they must be introduced fully to the contexts that Indigenous peoples are facing.
- Students will gain an understanding that their experiential knowledge of Indigenous cultural practices and traditional knowledge will of necessity be understood only as a beginner's knowledge, since they will work with elders who have acquired advanced traditional knowledge only after years of dedicated effort.
- Students in the Honours BA program, by engaging with different theoretical perspectives, will gain an understanding of how these theoretical frameworks are based on different fundamental assumptions and which accordingly shape what they can "explain" about the world.

6. Autonomy and Professional Capacity

Learning Outcomes:

- Students in the Honours BA program will acquire the theoretical capacity for a much deeper, more complex way of seeing the issues that they have learned in the four years in the program. This will prepare them for post-graduate work or to work as consultants with governments, relating to First Nations and Metis issues.
- Students in the BA program will be equipped to enter certain professions (law, social work, education) where a broad knowledge of Indigenous realities and perspectives will be central to their capacity to thrive in their professions and serve their clients or students well.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

In the above section, we outlined the program's structure, demonstrating how the key premises of the program were organized, in terms of depth and breadth of knowledge, based on normative program learning outcomes for a BA in Indigenous Studies. In the attached charts, we demonstrate how the program curriculum addresses the learning outcomes for the program. Students' final-year academic achievement should demonstrate proficiency across the range of program learning outcomes.

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations.

Please see page 126 of this document for an explanation of how student achievement will be assessed relative to the program learning outcomes and Degree Level Expectations.

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

The core courses are all taught in class, in lecture and discussion mode (with seminars for the 4th year courses). Online sections for class discussions may be included in first and second year courses to facilitate having students take part in class discussions, since many first and second year students have difficulty speaking up in classes. The second year core course on Indigenous spiritualities will have an experiential component, with Elders' teachings, attendance at ceremonies, and land-based teaching for six weeks out of twenty-four; the third and fourth year self-directed studies will also involve experiential knowledge (consultations with Karlene Davis, the Experiential Education Program Coordinator are scheduled for May 31st; the design of these courses will conform with their guidelines). One second year six credit course (INDG 2060), one third year six credit course (INDG 3470 6.00) and one third year three-credit course (INDG 3650 3.00) are being taught in blended format. The remainder of the electives are taught in class through lecture and/or seminar style. Each course within Indigenous Studies will align with some aspect of the learning outcomes for the program.

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

The standard requirements for admission to York University apply to this program.

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- five additional 4U or M courses
- Students may also be considered for admission under the additional established admission options (for

example, mature students, bridging programs)

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

The program recognizes *alternative* learning experience, through engaging with university admissions committees to evaluate and take into account those attending urban or alternative Aboriginal secondary school programming as well as other educational institutions geared specifically towards First Nations, Metis, and Inuit students.

The admissions requirements for the BA in Indigenous Studies program recognize both the need for a strong academic foundation prior to undergraduate studies, and also the diverse ways in which that foundation can be built. In particular, acknowledging alternative learning experience recognizes the importance of a grounding in Indigenous curriculum and teachings as effective preparation for more immersive studies. In this way, the program's admissions requirements align with the overall intent of the program learning outcomes to prioritize Indigenous ways of knowing and traditional Indigenous knowledge.

7. Resources

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

Professor David T. McNab (Metis) has been working in Indigenous communities and teaching Indigenous studies for at least thirty years; his expertise can be demonstrated by the many books he has written on Indigenous policy and Metis history. Dr. McNab's areas of specialization within the program include Metis histories and issues, Indigenous literature, and Indigenous thought.

Associate Professor Bonita Lawrence (Mi'kmaq) has been teaching in Indigenous studies for the past 17 years, both at Queen's University and at York (since 2004). She is a co-founder of the Undergraduate degree program in Race, Ethnicity and Indigeneity (now Multicultural and Indigenous Studies) where she has taught courses in Indigenous Studies since the program's inception. Dr. Lawrence's areas of specialization include Indigenous identities, particularly for non-status Native people, colonization history, First Nations Music and First Nations literature.

Dr. Maggie Quirt, Assistant Lecturer, is an alternative stream hire, which requires demonstrating excellence in teaching. Her primary focus is on teaching undergraduates. Her PhD in Canadian Studies at Trent has given her strengths in working outside of disciplinary enclaves. As a member of the City of Markham's Race Relations Committee in Markham, she is assisting the city with implementing the TRC's Calls to Action and has provided feedback on the developing partnership between the City of Markham and Eabametoong First Nation.

Dr. Elizabeth Brule (Metis) has a Long Service Teaching Appointment within the Department of Equity Studies. She has won the Dean's Award for Excellence in Teaching. Her area of research is in the field of comparative studies in higher education with an analytic focus in the sociology of education; her work is grounded in a strong knowledge of feminist and critical race theory. Her current research involves a pan-university focus on Indigenous universities in the wake of the Calls to Action of the Truth and Reconciliation Commission.

7.2 Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.

We anticipate that faculty who retire will continue to teach part-time. The program will have two contract instructors, Brenda Blondeau, who will teach one of the core courses when required, and optional courses; and Paula Madden, who will also teach one of the core courses when required, as well as optional courses.

7.3 As appropriate, identify major laboratory facilities/equipment that will be available for use by undergraduate and/or graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

It is not anticipated that such facilities will be needed.

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

There is an existing common room for undergraduate students in the Department of Equity Studies, and office space for contract faculty or graduate students is available.

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

The program offers three blended course; it is anticipated that information technology will continue to be used within courses where appropriate or required.

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

Anticipated class sizes: 50 students/1st to 3rd year; 25 students/4th year.

Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Bonita Lawrence, Associate Professor	Equity Studies	Indigenous identities, in particular non-status Indian and Metis identities; treaties; the Indian Act
David T. McNab, Professor	Equity Studies/Humanities	Metis Studies; Indigenous history; Indigenous literature
Maggie Quirt, Assistant Lecturer	Equity Studies	Colonization history; residential schools and 'reconciliation'; Indigenous-settler histories
Elizabeth Brule (Long Service Teaching Appointment)	Equity Studies	Metis studies; Indigenous education; Indigenous pedagogies feminist and critical race theory
Brenda Blondeau, Phd (ABD) (contract faculty)	Graduate Program in Women's Studies	Indigenous Women; Research Methodologies
Paula Madden, PhD Candidate in Law	Osgoode Hall	Indigenous/Settler Relations; Indigenous Peoples/State Relations; Mi'kmaw and Canadian Legal Traditions; Aboriginal Rights Law; Indigenous Law; Critical Theory

8. Enrolment Projections

8.1 Indicate the anticipated implementation date (i.e. year and term of initial in-take), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when steady-state will be achieved.

It is anticipated that the revised BA in Indigenous Studies will begin in fall 2018-2019; however, for the first 18 months, until the program is advertised sufficiently outside of the university, intake will primarily be from existing York students. We therefore anticipate a smaller enrollment for the first two years of the program until it becomes widely advertised in high schools. Six years after the program begins, we anticipate that the numbers of students applying may reach a steady state (or they could continue to rise). A conservative approach is shown below.

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students Entering	7	10	15	20	25	25
Students withdrawing	0	2	2	2	2	2
Students graduating	0	0	0	5	6	6
New student minus those graduating	7	8	13	13	17	17
Total Students	7	$7 + 8 = 15$	$15 + 13 = 28$	$24 + 13 = 37$	$28 + 17 = 45$	$45 + 17 = 62$

9. Support Statements

A support statement from the Dean of LAPS is attached to this proposal. A support letter from the Registrar's Office in support of the creation of the INDG rubric is also attached. Because this proposal is a major modification, it does not require a support statement from the Vice-President Academic or the Vice-Provost. Library statements for each new course are in the Appendix. No professional associations are involved, so these statements are not needed.

1. Depth and Breadth of Knowledge		
Key Concepts for Colonization/ Decolonization	Learning Outcomes	Courses
Centrality of Treaty Relationships	Students will acquire a comprehensive knowledge of treaty relationships and appreciate the centrality of Indigenous agency in theorizing pre-contact, historical and contemporary treaty struggles.	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies: This course introduces basic issues facing Indigenous peoples, in Canada and internationally. Students must engage in critical thinking about settler state colonialism at home and abroad. Topics include colonization histories, identity legislation, residential schooling, child welfare, criminal justice, and self-determination.</p> <p>AP/INDG 2060 6.00: Treaties and the Indian Act: Explores the nature of treaties, beginning with those negotiated between Indigenous nations—historically and at present, those between Indigenous peoples and European powers and those between Indigenous peoples and the Canadian state. Addresses the imposition of the Indian Act, the regulation of Indigenous identities, the exclusion of the Metis, and the acquisition of land. Examines current treaty practices among Indigenous peoples, deconstructs the concept of “modern treaties” when tied to Canada’s comprehensive claims process, and examines treaties as tools for self-determination.</p>
Colonization History	Students will develop an in-depth understanding of colonization history in Canada, including the fur trade era under the French and the British, land acquisition, settlement processes, policies of subordination, the regulation of Indigenous identities, the erasure of Indigenous peoples from the body politic of Canada, and contemporary Indigenous resistance.	<p>AP/INDG 1050 6.00: Introduction to Indigenous Studies</p> <p>AP/INDG 2030 6.00/AP 2030 6.00 Racism and Colonialism: This course examines colonialism and racial conflict in historical and comparative perspective, including a discussion of links between racism and sexism, and the experience of Indigenous peoples. Examples are drawn from Africa, Asia, the Americas and the Middle East.</p> <p>AP/INDG 3310 3.00/6.00/AP/ CDNS/HUMA 3530 3.00/6.00 Metis Issues in North America: This course explores the history and literature of the Métis and Louis Riel in their homelands and in their communities in North America since the 17th century. Topics include Métis identities, family histories, communities, resistance movements, land and treaty rights.</p>
Nationhood, Sovereignty, and Self-Determination	Students will gain a comprehensive knowledge of the concepts of nationhood, sovereignty, and/or self-determination.	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2060 6.00 Treaties and the Indian Act</p> <p>AP/INDG 4705 6.00 Indigenous Theory: Provides a solid knowledge of a solid knowledge of the theoretical foundations of Indigenous studies, its relationship to postcolonial, and critical race theory, as well as a range of contemporary theoretical work by Indigenous scholars, addressing, among other subjects, questions of gender, racism, culture, identity, recognition, decolonization and self-determination.</p>

<p>Relations with People of Colour</p>	<p>Students will explore alliances with people of colour in seeking decolonization.</p>	<p>AP/INDG 2030 6.00/AP 2030 6.00 Racism and Colonialism: This course examines colonialism and racial conflict in historical and comparative perspective, including a discussion of links between racism and sexism, and the experience of Indigenous peoples. Examples are drawn from Africa, Asia, the Americas and the Middle East.</p> <p>AP/INDG 3470 6.00 Black Indians and Native Black Relations: This course examines conceptual issues shaping racial formation for Black and Native peoples, histories of genocide and slavery, and the histories of Native-Black relations in different regions of Latin America, the Caribbean, the U.S. and Canada. The course addresses both alliances and divisions between Black and Native peoples across the Americas.</p> <p>AP/INDG 3615 3.00 Race, Detention and Internment: The course analyses processes of colonialism, racialization and racism in historical and contemporary examples of the internment and detention of racialized individuals and groups by Canada and other western countries. The internment of Japanese Canadians is examined, as well as contemporary examples of detention, including Guantánamo Bay and other sites. Prerequisites: AP/INDG 1050 6.00.</p> <p>AP/HREQ 3561 6.00/AP/INDG 3561 6.00 Racism and the Law: Discusses Canadian legal provisions with explicit racial content, beginning with the Indian Act (1876); the Continuous Journey Regulation (1908), effectively barring South Asians; the Chinese Exclusion Act (1923); and the rejection of Jewish refugees and Japanese Canadian internment during World War II—as well as contemporary racism and efforts at redress in the criminal justice system. Course credit exclusion: AP/REI 3561 6.00 (prior to Fall 2013).</p>
<p>International Indigeneity</p>	<p>Students will acquire a knowledge of Indigeneity as a global phenomenon, encompassing Indigenous peoples living in “third world” formally decolonized nations as well as Indigenous people in “first world” settler nations.</p>	<p>AP/INDG 4705 6.00 Indigenous Theory</p>
<p>Key Concepts for Indigenous Identities</p>		
<p>Trauma, Recovery, and Reconciliation</p>	<p>Students will acquire a solid comprehension of residential schooling and child welfare practices as systems of cultural genocide with profound implications for Indigenous identities, families, and communities; a critical understanding of state-sponsored discourses of reconciliation, including the Indian Residential School Settlement Agreement, the Truth and Reconciliation</p>	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2780 3.00 Indigenous Peoples and Education: This course examines educational policies and practices for Indigenous Peoples in Canada, including residential schooling, the Indian Residential School Settlement Agreement, the Truth and Reconciliation Commission, and decolonizing/Indigenizing educational initiatives.</p> <p>AP/INDG 4701 6.00 Contesting Racial and Colonial Violence: The course critically analyzes representations of racial and colonial violence in scholarly and creative literature and media. It also examines how survivors and witnesses contest the effects of</p>

	Commission, and court cases relating to the Sixties Scoop; and an appreciation of Indigenous perspectives on restitution and decolonization.	racism and colonialism through representation.
Racism and Stereotyping	Students will address the structures of dominance and exclusion which shape Indigenous life today, and the discursive means through which these structures are normalized.	AP/INDG 4701 6.00 Contesting Racial and Colonial Violence: The course critically analyzes representations of racial and colonial violence in scholarly and creative literature and media. It also examines how survivors and witnesses contest the effects of racism and colonialism through representation. AP/INDG 4705 6.00 Indigenous Theory
Gender	Students will explore the traditional roles of gender in Indigenous communities, and Indigenous women's contemporary experiences.	AP/INDG 3380 6.00 Indigenous Women: Stories, Community and Ritual: Explores the power and authority that Indigenous women traditionally held within their communities and their contemporary struggles to re-empower themselves and strengthen their communities. Explores the roles of cultural traditions, nationalism, and feminism in relation to Indigenous women's empowerment. Prerequisite: AP/INDG1050 6.00.
Urbanity	Students will learn about the issues, concerns, and possibilities facing urban Native peoples and the struggles of urban communities, using the example of Toronto's urban Native community.	AP/MIST 3650 3.00 Urban Native Communities: With a focus on Toronto, this course challenges assumptions about Indigeneity and urbanity, explores emergent urban Native identity in the contexts of displacement, identity legislation and intermarriage, and examines cultural renewal and sovereignty in urban settings.
Cultural Recovery, Identity, and Community	Students will gain familiarity with aspects of Indigenous cultural production and its importance for Indigenous identity, cultural recovery, and community rebuilding.	AP/HUMA 3537 3.00/AP/CDNS/INDG 3839 3.00 Canadian Native Autobiography: This course explores how Canadian Native writers of the nineteenth and twentieth centuries have defined themselves and their world through unique representations of their own life stories. Students examine the contexts and interpretations of "identity", "history", "literature", "tradition", and the integration of different worldviews. AP/INDG/CDNS/HUMA 3538 6.00 Comparative Issues in Canadian and American Native Literature. : This course examines similarities and contrasts in contemporary Native writers in Canada and the United States, exploring the many varied interpretations of Native historical experience, definitions of culture and "self-determination," and the meaning and implications of "Indian" identities. AP/MIST 3650 3.00 Urban Native Communities: With a focus on Toronto, this course challenges assumptions about Indigeneity and urbanity, explores emergent urban Native identity in the contexts of displacement, identity legislation and intermarriage, and examines cultural renewal and sovereignty in urban settings. Course credit exclusion: AK/SOSC 4750 6.00. AP/INDG 4765 3.00: Indigenous Literature, Survival and Sovereignty: This course explores the connections between Indigenous literature, community survival, and sovereignty through Indigenous literary criticism, poetry, short stories, and drama. AP/MIST 4770 3.00: First Nations Music and Cultural Regeneration: This is a music

		<p>appreciation course—no prior knowledge of music is required. The course examines various forms of Indigenous music in Canada and the United States, from traditional to contemporary, including protest music, blues, rock and hiphop, and the role music has played in maintaining communities, engaging in social commentary, promoting cultural regeneration, and recreating sovereignty.</p>
Key Concepts for Traditional Knowledge		
<p>Indigenous Worldviews, Spirituality, and Relationship to Land</p>	<p>Students will develop a basic understanding of Indigenous worldviews, spiritualities, and relationships to the land through experiential knowledge from Elders as well as through texts.</p>	<p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World: This course introduces students to Indigenous spiritualities grounded in the contemporary worlds of the Indigenous peoples whose territories lie in Central and Eastern Canada, primarily of the Anishinaabeg, Haudenosaunee, Cree, and Metis peoples, although some texts will address diverse peoples' spiritual worldviews. The texts will be supplemented by visits with Elders as well as ceremonial and land-based practices. Topics include examples of the role of spirituality in shaping anti-colonial resistance, a history of suppression of Indigenous spirituality, the survival and revival of spiritual practices, the importance of land to spiritual heritage and of protecting the land against resource development, and the importance of spirituality to the survival of contemporary Indigenous communities. Struggles around the repatriation of sacred artifacts will also be addressed. The texts also engage in the personal journeys of Indigenous individuals in relationship to their spirituality and the struggles they have faced with residential schooling which accompanied the outlawing of spiritual practices.</p> <p>AP/INDG/CDNS/EN/HUMA 3535 3.00 Indigenous Knowledge and the Environment: This course analyzes the history and theories of Canada and the True North from the perspectives of Indigenous knowledge and environment.</p> <p>AP/INDG/CDNS/HUMA3536 3.00 Indigenous People, Legend and Memory: This course examines concepts and relationships among history, literature and nature in Europe and North America.</p> <p>AP/INDG 3060 3.00 Indigenous Experience: Community-Based Knowledge: This course enables students to engage in a three-credit independent study, involving cultural activity, such as ceremonies, Elders' teachings or language classes, or volunteer placement at an Indigenous community-based organization. All of the cultural activities involve readings, reflection journals on how these activities are important and what students are learning, and final papers.</p> <p>In order to register for this course, the student must find a supervisor in the program willing to supervise him or her. Before they can register for course, the details of the cultural activity or placement must already be arranged with the necessary individuals and a statement provided to the supervisor indicating the term of the cultural activity or</p>

		<p>placement. The student also negotiates with the faculty member as to relevant readings that may be required, journal-writing and final paper requirements, and hours of contact required. Student's completion in a cultural activity or placement must be confirmed by a statement from the individual responsible for their activity or placement. Between 40-60 hours of cultural activities or 100 hours at a placement are required.</p> <p>AP/INDG 4060 6.00 Indigenous Experience: This course enables students to explore community-based Indigenous knowledge through experiential education. Students work with Indigenous knowledge keepers with a focus on language acquisition, relationship to land, and community empowerment. The course gives urban Indigenous students the opportunity to engage, through experiential education, in ceremonial practices in the Toronto Native community or with programming offered through the Woodlands Cultural Centre.</p> <p>The course also enables non-Native students to take this course through a non-status land-based community in eastern Ontario as an experiential education option focusing on Indigenous knowledge. Six-credit placements in this community may also be possible. The course is only offered in the summer term.</p>
2. Knowledge of Methodologies		
Learning Outcomes	Courses	
<ul style="list-style-type: none"> • Students will comprehend how Indigenous worldviews and values are central in conducting research in Indigenous communities, including knowledge of the importance of respect, inclusion, and reciprocity. • Students will acquire knowledge of qualitative and quantitative methodologies • Students will gain an understanding of Indigenous epistemologies, axiologies, and protocols. 	<p>AP/INDG 3050 6.00 Indigenous Protocols and Methodologies: Contexts and Relationships: This course addresses issues that arise when conducting research with Indigenous peoples. Addressing both quantitative and qualitative research methods, this course engages centrally with how to Indigenize research, involving questions of intellectual property rights, and the importance of grounding Indigenous research methods in Indigenous epistemologies and axiologies. They explore topics such as decolonizing theory, story as method, research as ceremony, and situating self and culture. This course also helps students gain confidence in negotiating multiple research protocols—from the SSHRC guidelines on conducting research with Indigenous peoples to York Ethics Review requirements to the separate tribal council, community, and Elders' protocols that the student may encounter, and how to conduct ethical research with Indigenous communities that lack such protocols. Students develop an awareness of how to approach negotiating consent from research participants when the knowledge in question is communal and not individual. In conducting quantitative analysis, particularly in terms of engaging with statistics, students learn about ethical concerns with how Indigenous communities are represented in government statistics.</p>	

3. Application of Knowledge	
Learning Outcomes	Courses
<ul style="list-style-type: none"> Students will be equipped to independently assess the terms of reconciliation that Canada seeks. Students will be able to work through the multiple contradictions within Canadian society, whereby Canada still relies on Indigenous lands to export energy or other resources, denies Indigenous peoples basic human rights to clean water, proper housing, health care, and education, and yet seeks reconciliation with respect to residential schooling. Students will gain experiential knowledge from engaging with Elders on issues relating to culture and spirituality; this will enable students to explore, in fundamental ways, questions of values, particularly relating to the importance of land and the strong emphasis on material consumption that characterizes Canadian society. 	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World</p> <p>AP/INDG 3060 6.00 Independent Study: Placements/Cultural Practices</p> <p>AP/INDG 4060 6.00 Independent Study: Placement/Community-Based Indigenous Knowledge</p> <p>AP/INDG 4705 6.00 Indigenous Theory</p>
4. Communication Skills	
Learning Outcomes	Courses
<ul style="list-style-type: none"> Students will refine their communication skills by engaging in concepts and ideas in front of other students through in-class presentations and seminar discussions. Students will be engaged with Indigenous people in placements in experiential education courses where they will learn the importance of clear communication in work environments. Students will interact with Native groups in presenting their research via their methodology course, which requires a small one-term research project. 	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World</p> <p>AP/INDG 3050 6.00 Indigenous Protocols and Methodologies</p> <p>AP/INDG 3310 3.00/6.00/AP/ CDNS/HUMA 3530 3.00/6:00 Metis Issues in North America: This course explores the history and literature of the Métis and Louis Riel in their homelands and in their communities in North America since the 17th century. Topics include Métis identities, family histories, communities, resistance movements, land and treaty rights.</p> <p>AP/INDG 3060 6.00 Independent Study: Cultural Practices</p> <p>AP/INDG 4060 6.00 Independent Study: Community-Based Indigenous Knowledge</p> <p>AP/INDG 4705 6.00 Indigenous Theory</p>

5. Awareness of Limits of Knowledge	
Learning Outcomes	Courses
<ul style="list-style-type: none"> • Students will become aware of the limits to own knowledge by engagement with Indigeneity in a global context, which--while improving the breadth of knowledge they acquire in the program--will also demonstrate to them that Indigeneity in Canada has been shaped by Canadian contexts; they will therefore learn that in order to understand Indigeneity more fully in other countries they must be introduced fully to the contexts that Indigenous peoples are facing. • Students will gain an understanding that their experiential knowledge of Indigenous cultural practices and traditional knowledge will of necessity be understood only as a beginner's knowledge, since they will work with elders who have acquired advanced traditional knowledge only after years of dedicated effort. • Students in the Honours BA program, by engaging with different theoretical perspectives, will gain an understanding of how these theoretical frameworks are based on different fundamental assumptions and which accordingly shape what they can "explain" about the world. 	<p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World</p> <p>AP/INDG 3060 6.00 Independent Study: Cultural Practices</p> <p>AP/INDG 4060 6.00 Independent Study: Community-Based Indigenous Knowledge</p> <p>AP/INDG 4705 6.00 Indigenous Theory</p>
6. Autonomy and Professional Capacity	
Learning Outcomes	Courses
<ul style="list-style-type: none"> • Students in the Honours BA program will acquire the theoretical capacity for a much deeper, more complex way of seeing the issues that they have learned in the four years in the program. This will prepare them for post-graduate work or to work as consultants with governments, relating to First Nations and Metis issues. • Students in the BA program will be equipped to enter certain professions (law, social work, education) where a broad knowledge of Indigenous realities and perspectives will be central to their capacity to thrive in their professions and serve their clients or students well. 	<p>AP/INDG 1050 6.00 Introduction to Indigenous Studies</p> <p>AP/INDG 2050 6.00 Indigenous Spiritualities in the Contemporary World</p> <p>AP/INDG 3050 6.00 Indigenous Protocols and Methodologies</p> <p>AP/INDG 3060 6.00 Independent Study: Cultural Practices</p> <p>AP/INDG 4060 6.00 Independent Study: Community-Based Indigenous Knowledge</p> <p>AP/INDG 4705 6.00 Indigenous Theory</p>

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Undergraduate Degree Programs in Indigenous Studies

Specialized Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken
- Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.

Major credits: 60 credits including:

(i) 36 credits core courses:

- AP/INDG 1050 6.00
- AP/INDG 2050 6.00
- AP/INDG 3050 6.00
- AP/INDG 3310 6.00/AP/CDNS/HUMA 3530 6.00
- AP/INDG 4705 6.00
- AP/HREQ 4600 6.00/AP/INDG 4600 6.00

(ii) 24 credits from list of optional Indigenous Studies courses:

AP/INDG 2030 6.00
AP/INDG2060 6.00
AP/INDG 2780 3.00/6.00
AP/INDG 3060 3.00
AP/INDG 3380 6.00
AP/INDG 3470 6.00
AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
AP/INDG 3615 3.00
AP/INDG 3650 3.00
AP/INDG 4060 6.00
AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
AP/INDG 4701 6.00
AP/INDG 4765 3.00/6.00
AP/INDG 4770 3.00/6.00

AP/INDG 4800 6.00
AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
AP/HUMA 4144 3.00
AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken
- Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.

Major credits: 42 credits including:

(i) 30 credits in core:

- AP/INDG 1050 6.00
AP/INDG 2050 6.00
- AP/INDG 3310 6.00/AP/CDNS/HUMA 3530 6.00
- AP/INDG 3050 6.00
- AP/INDG 4705 6.00

(ii) 12 credits from list of optional Indigenous Studies courses

AP/INDG 2030 6.00
AP/INDG2060 6.00
AP/INDG 2780 3.00/6.00
AP/INDG 3060 3.00
AP/INDG 3380 6.00
AP/INDG 3470 6.00

AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
AP/INDG 3615 3.00
AP/INDG 3650 3.00
AP/INDG 4060 6.00
AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
AP/INDG 4701 6.00
AP/INDG 4765 3.00/6.00
AP/INDG 4770 3.00/6.00
AP/INDG 4800 6.00
AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
AP/HUMA 4144 3.00
AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde

School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor Credits: 30 credits including:

(i) 12 credits in core:

- AP/INDG1050 6.00
- AP/INDG 4705 6.00

(ii) 18 credits from list of optional Indigenous Studies courses:

AP/INDG 2030 6.00
AP/INDG2060 6.00
AP/INDG 2780 3.00/6.00
AP/INDG 3060 3.00
AP/INDG 3380 6.00
AP/INDG 3470 6.00
AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
AP/INDG 3615 3.00
AP/INDG 3650 3.00
AP/INDG 4060 6.00
AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
AP/INDG 4701 6.00
AP/INDG4765 3.00/6.00
AP/INDG4770 3.00/6.00
AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
AP/HUMA 4144 3.00
AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least six credits in the minor at the 4000 level.

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories

- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken.
- Students are advised to take AP/HREQ 1960 6.00 Indigenous Resistance in Global Context as their social science General Education course.

Major credits: 36 credits including:

(i) 18 credits in core:

- AP/INDG 1050 6.00
- AP/INDG 2050 6.00
- AP/INDG 3310 6.00/CDNS/HUMA 3530 6.00

(ii) 18 credits from list of optional Indigenous Studies courses

AP/INDG 2030 6.00
 AP/INDG2060 6.00
 AP/INDG 2780 3.00/6.00
 AP/INDG 3060 3.00
 AP/INDG 3380 6.00
 AP/INDG 3470 6.00
 AP/INDG 3535 3.00/AP/CDNS/EN/HUMA 3535 3.00
 AP/INDG 3536 3.00/AP/CDNS/HUMA3536 3.00
 AP/INDG 3615 3.00
 AP/INDG 3650 3.00
 AP/INDG 4060 6.00
 AP/INDG 4070 3.00/6.00/AP/HREQ 4070 3.00/6.00
 AP/INDG 4701 6.00
 AP/INDG4765 3.00/6.00
 AP/INDG4770 3.00/6.00
 AP/HUMA 3537 3.00/AP/CDNS/INDS 3839 3.00
 AP/HUMA/CDNS 3580 6.00/AP/INDG 3538 6.00
 AP/HUMA 4144 3.00
 AP/HREQ 3561 6.00/AP/INDG 3561 6.00

Note: at least 12 credits in the major must be at the 3000 or 4000 level.

Upper-level credits: at least 18 credits at the 3000 or 4000 level.

Credits outside the major: at least 18 credits.

Accommodating Multicultural & Indigenous Studies (MIST) after 2018/19

Students who enter MIST often take the program part-time, and so typically take 6 to 7 years to graduate. As a result, students grandparented within MIST may have to be accommodated for several years. At the same time, the reality is that enrollments in MIST are generally low, so that large numbers of students will not have to be accommodated. The last cohort of students who enter MIST in 2017/2018 will be in second year when the first students in the revised program enter in 2018/2019. Because of this, the core courses are the first concern for those who wish to complete their studies in MIST.

1. MIST 1100, the introductory course to MIST, will probably have to be offered one more time, for students who did not take it in first year.
2. AP/HREQ/MIST 3100, the research methodology course, is a required course both in MIST and in the Human Rights and Equity Studies (HREQ) program, so that course will continue to be taught as a core course for MIST and HREQ students.
3. The current version of MIST 4705 6.00 Critical Race, Diaspora, and Indigenous Theory will have to be taught as a MIST core course probably three more times while the modified course INDG 4705 6.00 Indigenous Theory is being taught for the Indigenous Studies program.
4. The three streams in MIST also have required courses. The faculty who have in the past taught the required courses for the streams in Racism and Multiculturalism and Diaspora Studies will continue to teach these courses but now within HREQ.
5. One of the required courses for the Indigenous Studies Stream, AP/MIST 1050 6.00: Introduction to Indigenous Thought will become the core course for the Indigenous Studies program (as AP/INDG 1050 6.00 Introduction to Indigenous Studies), so it will continue to be taught with new Indigenous Studies students sharing space with MIST Indigenous Studies students.
6. Another of the required courses for the Indigenous Studies stream, AP/MIST 3310 6.00/AP/CDNS/HUMA 3530 6.00: Metis issues in North America, will also become a core course (as AP/INDG 3310 6.00/AP CDNS/HUMA 3530 6.00), so once again, MIST students will be sharing space with Indigenous Studies students.
7. The third required course in the Indigenous Studies stream, AP/HUMA 3537 3.00/AP/CDNS 3839 3.00, AP/MIST 3839 3.00 will be one of the optional courses that students can take for credit in Indigenous Studies (as AP/HUMA 3537 3.00/AP/INDG 3839), so it will be shared by both groups until the final students in MIST have completed their degrees.
8. While MIST students continue to complete their programs, a minimum of three cohorts of the Indigenous Studies program will require their core courses. We will have to teach the new core courses two to three times while MIST students are completing their requirements. The optional courses for credit for the MIST streams in Racism and Multiculturalism and Diaspora Studies will continue to be taught within HREQ by the faculty members who generally teach them, while optional courses for credit for the Indigenous Studies stream in MIST are the same as the optional courses for credit in the Indigenous Studies program.

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

Office of the Dean

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

December 5, 2017

Professor Bonita Lawrence
Department of Equity Studies
408 Atkinson College

bonital@yorku.ca

Dear Professor Lawrence:

On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposal of a Bachelor of Arts degree in Indigenous Studies. I have reviewed the proposal and I am satisfied that not only is the degree timely, innovative, interdisciplinary and likely to draw significant student interest, it also responds directly to the recommendations of the Truth and Reconciliation Commission's Report (2015). Additionally, the major modification proposal addresses the Indigenous Framework for York University (2017) which is a guide to action for York community members responding to the calls to action from the TRC report.

Specifically, the proposal addresses the following principles from the framework: expand indigenous programming and curricular offerings; engage with indigenous communities to enrich the learning process; ensure that the perceptions and experiences of indigenous community members are reflected in classrooms and across the university; and, develop and expand educational opportunities for indigenous communities (p. 7). The creation of a standalone degree program in Indigenous Studies offers timely and relevant curriculum that we hope will appeal to students both within and outside of indigenous communities in the greater Toronto area which is currently home to the largest population of indigenous people in Canada.

The experiential education components of the proposal create opportunities for students to engage with and learn from indigenous cultural sites and communities in Ontario. The cultural experience courses demonstrate a commitment to curricular innovation in the context of social justice-oriented programming.

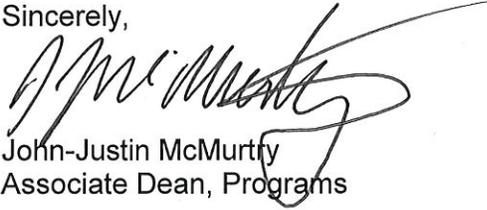
Finally, the modification of a stream within an existing program to a standalone degree program demonstrates a good use of university, Faculty, and departmental resources. The adaptation of the program from the stream ensures the ongoing curricular and programmatic currency of the Department of Equity Studies. The



Dean's office does not believe the creation of the Indigenous Studies program will require extensive additional resources.

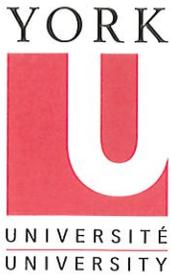
This is a quality proposal and the Dean's office is in full support.

Sincerely,

A handwritten signature in black ink, appearing to read "J. McMurtry", written over a printed name and title.

John-Justin McMurtry
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards



**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

**Department of
Humanities**

262 VANIER COLLEGE
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5158
F 416 736 5460
lapshuma@yorku.ca
www.yorku.ca/laps/huma

May 12, 2017

Dr. Bonita Lawrence
Department of Equity Studies
Liberal Arts and Professional Studies
York University

Dear Dr. Lawrence:

The Department of Humanities is pleased to support the major modifications you are proposing to the Multicultural and Indigenous Studies program in Equity Studies. These modifications will shift the focus of the program to Indigenous Studies, which we agree is both timely and useful.

In addition, the Department of Humanities supports the inclusion of the following courses in fulfilling program requirements:

AP/HUMA 3537 3.00/AP/CDNS/MIST 3839 3.00 Canadian Native Autobiography

AP/MIST 3310 CDNS/HUMA 3530 6.00/3.00 Metis Issues in North America

AP/MIST/CDNS/HUMA3536 3.00 Indigenous People, Legend and Memory

AP/MIST/CDNS/HUMA 3538 6.00 Comparative Issues in Canadian and American Native Literature

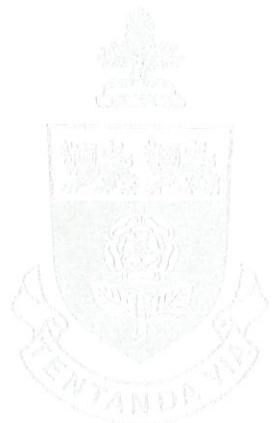
AP/HUMA/MIST 4200 6.00: Metis Identities, Families and Issues in Canada

AP/HUMA 4144 3.00: Indigenous Knowledge and Children's Literature

Sincerely,

A handwritten signature in blue ink that reads "A. Davis". The signature is stylized and includes a large loop at the beginning.

Andrea A. Davis, PhD
Chair, Department of Humanities



Major Modifications Proposal

1. **Program:** Theatre
2. **Degree Designation:** Specialized Honours BFA Program (Performance Creation)
3. **Type of Modification:** Addition of a degree stream
4. **Effective Date:** September 2018

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

Before detailing the changes to the program, we wish to provide some clarifying context. All students accepted into the **Department of Theatre** in the **School of the Arts, Media, Performance and Design (AMPD)** enter as **Specialized Honours BA Theatre-Theatre Studies** majors. The first year is a program common to all Theatre students, and offers courses in Acting, Production/Design and Performance Creation & Research. This “general” first year distinguishes our department from other theatre-training programs in Ontario and it is one of the features that attracts students and builds community. Our faculty are committed to maintaining this existing structure.

At the end of the first year, there is a selection process (either by audition or interview) to proceed into the various areas of interest, i.e. Specialized Honours BFA Program (Acting) and Specialized Honours BFA Program (Production), or students may remain in the program as Performance Creation & Research (Honours BA) students. There is no additional application required for these students, although certain courses have specific entry/application requirements. As our proposal details below, should the Specialized Honours BFA Program (Performance Creation) be approved, students will apply for entry at the end of the first year, alongside students applying for all other Specialized Honours BFA programs (as per current practice).

For Theatre majors, entry into any 2000-level Theatre course requires successful completion of THEA 1010 3.0 Introduction to Acting I, THEA 1100 3.0 Introduction to Stagecraft I and THEA 1200 6.0 Introduction to Theatre and Performance.

We are proposing an additional degree stream and plan to follow the same admissions procedures as detailed above, in order to avoid confusion with students and also, more importantly, because we firmly believe in the pedagogical value of the “general” first year as it is currently taught. During this year, students acquire core knowledge in the history, theory, and practice of theatre and performance production through a combination of lecture and studio-based courses. This common first year is critical to our program learning outcomes in that it provides students with the necessary foundational skills and breadth of knowledge that allows them to excel in upper-year courses, and introduces them to possible career pathways in Theatre that they may not have encountered previously. The Specialized Honours BFA Program (Performance Creation) is designed for students looking to develop their skills as creators of theatre and performance outside the bounds of the Department of Theatre’s current Specialized Honours BFA Program (Acting) and Specialized Honours BFA Program (Production). This major modification to the existing Specialized Honours BA Program (Theatre Studies) is therefore intended to give students a third specialization option.

Students will continue to take many of the courses offered in the Specialized Honours BA Program (Theatre Studies) but with a much greater emphasis on studio coursework. We anticipate that this option will appeal both to potential students as well as students already enrolled in the Specialized Honours BA Program (Theatre Studies).

6. Provide the rationale for the proposed changes.

This proposed change arises from recent department conversations and initiatives in response to student requests for studio-based learning opportunities. A Specialized Honours BFA Program (Performance Creation) option will allow these students to graduate with a BFA degree that more accurately reflects their chosen field(s) of study and developing expertise.

Many students enrolled in the existing Specialized Honours BA Program (Theatre Studies) are drawn to studio-based courses in Devised Theatre, Design, Directing, Voice and Speech and so on, but cannot use these courses towards a Specialized Honours BFA Program degree. This has often resulted in student frustration and larger retention issues as students leave the department feeling that their artistic ambitions have been squelched. Student feedback, both in response to the department's 2016 program review and a follow-up survey conducted in winter 2017, confirms that students seek greater opportunities and formal recognition for their studio-based coursework. One student responded on the survey, "It would be great to have the option to graduate with a BFA in this [additional] stream as it would not only make it easier and more clear as to what classes go towards our degree, but open up more opportunity to learn and get credit for the work I've been doing." Another observed that a Specialized Honours BFA Program (Performance Creation) degree "would allow me to take more studio classes and build on practical skills that I will need as I enter the working world in the theatre industry. It would also allow me to choose from multiple areas that I feel pertain to the kind of jobs I am looking for in the industry. It would also allow me to learn in a more hands on environment which I think is important when learning about theatre especially if one has the intention of going into industry right after completion of one's undergrad." A third student commented that they "would absolutely love to have my hard work and countless hours recognized as a performance creator and receive a BFA for it with this potential [additional stream]." [A full copy of the survey is available upon request]

This specialization will further recognize recent shifts in university theatre training (see Concordia's new BFA in Performance Creation), which acknowledge the need to train artists who can move fluidly across disciplinary borders (dance, visual art, theatre, etc.) and assume different roles in collaborative performance settings. We aim to train students who possess sharp analytical minds and the capacity to produce sophisticated, meaningful theatre and performance work that engages with larger issues of social justice and sustainability. A Specialized Honours BFA Program (Performance Creation) will therefore enhance existing strengths in the Specialized Honours BA Program (Theatre Studies) but give students the advantage of the Specialized Honours BFA designation.

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

The proposed Specialized Honours BFA Program (Performance Creation) aligns with the university's Strategic Mandate Agreement in a number of ways, most notably in its connections to the interlocking research themes of "Analyzing Cultures and Mobilizing Creativity," "Forging a Just and Sustainable World," and "Integrating Entrepreneurial Innovation and Public Good," identified in the SMA as "areas of institutional strength" (4.1). We anticipate that this

specialization in Performance Creation will further enhance AMPD's position as an articulated "program area of strength" (5.1). More importantly, the Specialized Honours BFA Program (Performance Creation) will allow the Department of Theatre, AMPD, and York more broadly to further differentiate itself from other Ontario universities, none of which (at this date) offers a specialization in Performance Creation. Evidence gleaned both anecdotally and through our Department's Cyclical Program Review (2015-16) indicates that students currently enrolled in the Specialized Honours BA Program (Theatre Studies) are eager for an opportunity to pursue a Specialized Honours BFA Program (Performance Creation). We are therefore confident that the additional degree stream option will 1) boost the morale of current students; 2) provide the department with a strong mechanism to improve retention; and 3) sustain and enhance York's reputation as *the* destination for theatre and performance training in Ontario and Canada.

The additional degree stream in Performance Creation will further align with specific University and Faculty missions and academic plans through its emphasis on the following:

1. **Experiential education.** Upper-year students continue to enjoy ample opportunities for experiential education in playwriting, dramaturgy, and devised theatre courses, all of which emphasize making and producing theatre for public presentations, including the student run festivals PlayGround and Devised Theatre Festival. Upper-level seminars also frequently involve students in workshops, conference planning, and theatre and performance producing. One of our recent departmental initiatives is creating pan-university theatre projects. The first was *The Beggar's Opera*, a collaboration between the Departments of Theatre, Dance, Music, and Digital Media, which engaged students from all over the university, including Osgoode Law School. In recent years students in Devised Theatre have also enjoyed opportunities to travel to New York City in December to witness original performance creations and speak with professional artists through faculty connections.
2. **Community engagement and outreach.** Students have ample opportunity to learn from community leaders through class visits; workshops with artists and community leaders; and public lectures with leading artists and scholars. Students in THEA 4330 3.00: Canadian Theatre and THEA 4290 6.00: Playwriting and New Play Dramaturgy also interview professional artists and other theatre personnel in Toronto.
3. This BFA specialization will emphasize **Public Engagement for a Just and Sustainable World and Scholarship of Socially Engaged Research (SRP)** through the plays we produce, the workshops we offer, the speakers series we curate, and the courses we teach. All Specialized Honours BFA Program (Performance Creation) students will be required to take THEA 2210 3.00: Theatre and Social Justice to provide a strong foundation for their creative work in upper years. Many upper level seminars similarly address contemporary issues; equip students with critical thinking and writing skills; and provide opportunities for creating performances that addresses such topics as violence and terrorism, gender and sexuality, theatre of the Holocaust, and the theatricality of power. In 2015-16, the Department devoted the Theatre@York season to explorations of "Performing Indigeneity," which brought a number of leading Indigenous scholars and artists to the university and culminated in the production of two plays by Indigenous playwrights, both of which were directed by Indigenous directors. Other events, including lectures and workshops, complemented these productions. In the 2016-17 academic year, the Department built activities around the theme of "Extraordinary Lives: Difference and Ability," with plays, lectures, and curricular material focused on various aspects of disability and disability arts. Looking ahead, the upcoming 2017-18 season, "Worlds of Exile," will explore issues related to forced migration and the experiences of refugees through mainstage and studio productions, lectures, workshops, and related activities.

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).**

Within the Department of Theatre, the newly-renamed Performance Creation and Research area offers students the opportunity to explore a wide range of interests, exposing them to critical, theoretical and historical perspectives on theatre and performance, as well as introducing them to various approaches to theatre creation, theatre education, and applied theatre (including activist performance, community-based performance, performance ethnography). Our curriculum stresses the importance of independent critical thinking and social and political engagement, and develops students' understanding of and awareness about Canadian and international theatre traditions. In addition to the courses required of all Theatre majors, students undertaking a BFA in Performance Creation will be required to take two second year courses, THEA 2210 3.0: Theatre and Social Justice and THEA 2100 6.0: 2nd Year Stagecraft. These courses will ensure that students have the necessary technical and theoretical grounding to pursue a range of options in upper years.

The underlying goal of this new degree stream is to allow students to develop an individuated degree path, one tailor-made to their interests and career ambitions. Therefore, while we place a strong emphasis on required courses in the first two years of the degree, we also want students to have more freedom in the degree paths they forge in their upper years. Students nearing the end of their first year will learn of their degree options at a special meeting on "Next Steps," which is offered each year as part of the department's "Prime Time" series of events dedicated to the first year experience. At that "Next Steps" meeting, students learn about the offerings of each Specialized Honours BFA and BA program and the particular material they need to provide to apply (e.g. preparing an audition piece, submitting a portfolio). Students admitted to the Specialized Honours BFA (Performance Creation) will be encouraged to meet with faculty advisors to map out their individuated degree pathways. This practice is in keeping with the department's pre-existing culture of mentorship, whereby first year students are strongly encouraged to meet with faculty mentors twice in their first year to voice any concerns and identify their career interests. To aid students in making course decisions, the Department will continue to offer guidance by posting "suggested pathways" for students interested in specific aspects of performance creation on the department website and related advising worksheets (see Appendix B for two "suggested" pathways). Students will not be obligated to follow these pathways but can use them to identify the kinds of courses they'd like to take. We will further encourage students to meet with advisors in the Office of Advising and Integrated Student Services (OAISS) in AMPD to map out their individuated degree paths.

With the creation of a new stream, we will also create a new coordinator position, as an expansion of the existing Devised Theatre Coordinator. This individual will serve on the department executive and will provide advice and advocacy for students, in keeping with the structure of the existing BFA streams in Acting, and Production/Design. Faculty who teach in the Specialized Honours BFA Program will also continue to provide mentorship to students, in keeping with current departmental practices.

In addition to the learning objectives for all theatre majors, students enrolled in the Specialized Honours BFA Program (Performance Creation) are expected to be able to:

	Program Learning Outcomes	Courses through which learning outcomes are addressed and embodied. (Note: required courses are italicized)
1. Depth and Breadth of Knowledge	<p>Explain the key concepts, methodologies and assumptions underlying different theories of theatre and performance studies.</p> <p>Interpret and assess key moments in the history of theatre in Canada and around the world and analyze how theatre and performance history is shaped by social and political contexts.</p> <p>Assess how theatre and performance can be used to support and sustain community building and can be deployed in the interests of advancing social justice locally, nationally and internationally.</p> <p>Distinguish between the roles and responsibilities of individuals involved in a theatre production.</p>	<p><i>1200, 2200, 2210, 3200, 4200, 4311</i></p> <p><i>1200, 2200, 2210, 3200</i></p> <p><i>1200, 2200, 3200, 3260, 4360</i></p> <p><i>3150, 3200, 4150 4330, 4290</i></p> <p><i>1200, 2200, 2210, 3200, 3235, 3260, 3290, 3331, 4200, 4290, 4330, 4334, 4335, 4360, 4440, 4460</i></p> <p><i>1200, 2210, 2050, 2051, 3050, 3051, 3290, 4050, 4051, 4290</i></p> <p><i>2210, 2110, 2050, 2051, 3050, 3051, 3151, 3290, 4050, 4051, 4151, 4290, 4460, 4885</i></p>
2. Knowledge of Methodologies	Critically evaluate major developments in theatre and performance studies.	<i>1200, 2200, 2210, 3200, 3235, 3260,</i>

	<p>Offer critical interpretations and apply a variety of theoretical approaches to a range of plays and performance texts from the conventional canon and beyond, including those from outside the western tradition.</p> <p>Present imaginative approaches to the interpretation of dramatic scripts and other performance texts for the production of new meanings in contemporary theatre and performance.</p> <p>Critically evaluate and apply practice-based skills to conceive and realize new performance work in their chosen area of study</p>	<p>3290, 3331, 4200, 4290, 4334, 4335, 4360, 4440, 4460</p> <p>1200, 2200, 2210, 3200, 3235, 3260, 3290, 3331, 4200, 4290, 4334, 4335, 4360, 4440, 4460</p> <p>1200, 2210, 2022A, 2200, 3200, 4200, 4485 2600, 3070, 3071, 3290, 4070, 4071, 4290</p> <p>1200, 2210, 2022A, 2200, 3200, 4200, 4485 2600, 3070, 3071, 3290, 4070, 4071, 4290</p> <p>2210, 2110, 2050, 2051, 3050, 3051, 3290, 4050, 4051, 4290</p>
<p>3. Level of Application of Knowledge</p>	<p>Formulate research questions and conduct research of print, electronic, and visual resource texts, of both primary and secondary sources.</p> <p>Gather, review, evaluate and interpret relevant textual evidence in support of original arguments.</p> <p>Develop critically-informed and/or historically-grounded performance creation projects</p> <p>Apply practical skills in performance creation specific to their chosen area of study (i.e. creating, producing, marketing, disseminating, project management, and manifestation).</p>	<p>The following courses apply to the first three outcomes:</p> <p>1200, 2200, 2210, 3200, 3235, 3260, 3290, 3331, 4200, 4290, 4330, 4334, 4335, 4360, 4440, 4460</p>

	<p>Enhance vocabulary and use this vocabulary for offering peers critical feedback on performance-based work (and design).</p>	<p><i>1200, 2200, 2210, 2050, 2051, 3050, 3051, 3290, 4050, 4051, 4290, 4330, 4334</i></p> <p><i>2050, 2051, 2060, 2061, 2141, 2410, 3050, 3051, 3060,</i></p> <p><i>2210, 2050, 2051, 3050, 3051, 3250, 3290, 4050, 4051, 4290</i></p>
<p>4. Awareness of Limits of Knowledge</p>	<p>Evaluate the appropriateness of relevant theoretical and methodological approaches to theatre.</p> <p>Acknowledge how the material conditions of theatre and performance production may influence the range of choices that artists make.</p> <p>Examine the successes and limitations of performance creation projects after realization and articulate steps for future development.</p>	<p>The following courses apply to the first three outcomes:</p> <p><i>1200, 2200, 2210, 3200, 3235, 3260, 3290, 3331, 4200, 4290, 4334, 4335, 4360, 4440, 4460</i></p> <p><i>1200, 2200, 2210, 3200, 3235, 3260, 3290, 3331, 4200, 4290, 4334, 4335, 4360, 4440, 4460</i></p>
<p>5. Level of Communication Skills</p>	<p>Write critically about theatre for a range of audiences.</p> <p>Communicate effectively with peers through class and group-based projects; this includes listening, negotiating, handling conflicts, and offering constructive feedback.</p> <p>Model ways of engaging with/in the world.</p>	<p>The following courses apply to the first three outcomes:</p> <p><i>1200, 2200, 2210, 3200, 3235, 3260, 3290, 3331,</i></p>

		<p>4200, 4290, 4333, 4334, 4335, 4360, 4440, 4460</p> <p>2210, 2050, 2051, 3050, 3051, 3290, 4050, 4051, 4290</p> <p>2010, 2110, 3060, 3235, 3331, 3260, 4111, 4270B, 4333, 4334</p> <p>1200, 2050, 2051, 2200, 2210, 3050, 3051, 3200, 3290, 4111, 4290,</p>
<p>6. Autonomy and Professional Capacity</p>	<p>Identify the professional performance landscape in Toronto and Canada more broadly</p> <p>Identify the steps needed to continue artistic and/or scholarly research at the graduate level (MA, MFA, PhD)</p> <p>Translate skills to meet the needs of performing arts companies in order to transition to the professional workforce.</p> <p>Identify transferrable skills for professional work outside theatre</p>	<p>2200, 3200, 4333</p> <p>The following courses apply to the last two outcomes: The following courses apply to the last two outcomes:</p> <p>1200, 2050, 2051, 2200, 2210, 3050, 3051, 3200, 3235, 3260, 3290, 3331, 4050, 4051 4200, 4290, 4330, 4333, 4334, 4335, 4360, 4440, 4460</p>

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.

Discussions for the Specialized Honours BFA Program (Performance Creation) began in response to the Department of Theatre's 2015-16 Cyclical Program Review (CPR), which identified a need to provide students in the Specialized Honours BA Program (Theatre Studies) with greater opportunities to hone their skills as creators of theatre and performance and for their degree designation to reflect their training. The External Reviewers for the CPR noted that due to its interdisciplinarity, the Specialized Honours BA Program (Theatre Studies) was "poised to be one of the most innovative and attractive features of the department" and a "model program in the AMPD" (9) closely aligned with the University's mission and decanal goals. To realize this potential, the Reviewers recommended that the department reconsider its curriculum and resource allocation. The Performance Creation & Research area and the Department are currently in the process of reviewing and implementing necessary changes to its curriculum to further underscore its interdisciplinarity and intermodality. The first step in this direction involved changing our area name at the local department level from *Theatre Studies* to *Performance Creation and Research*. We feel confident that this new name communicates its innovation, hybridity, and blending of practical studio-related learning with theoretical and historical study. We made this change in the fall with the full approval of Theatre Department colleagues.

The next step in our process involved the creation of the Specialized Honours BFA Program (Performance Creation), which will increase the kinds of degree options available to students in the recently renamed Performance Creation and Research stream. As noted above, many students currently enrolled in the Specialized Honours BA Program (Theatre Studies) take a number of studio-based courses but are frustrated to learn that these courses cannot be counted towards a Specialized Honours BFA Program degree. These students have expressed concern that their degree does not reflect the studio work they have undertaken. Some students have left to pursue degrees elsewhere. In placing an emphasis on performance/theatre-making and not solely on the theoretical and historical study of theatre, the new name will respond to situations where, for example, Specialized Honours BA Program (Theatre Studies) students strongly identify as "Devised Theatre students" (i.e. as theatre and performance creators). The Reviewers note that many of the Specialized Honours BA Program (Theatre Studies) students are most satisfied with the Devised Theatre courses and "identify themselves as 'Devised Theatre students' despite the fact that there is no Devised Theatre degree program" (3). As such, the Specialized Honours BFA Program (Performance Creation) will help clarify the educational goals of course sequences such as Devised Theatre, which, according to the Reviewers, remain unclear to many Specialized Honours BA Program (Theatre Studies) students. Looking ahead, new course offerings in community-based research and performance ethnography involving outreach in local underserved communities could further advance the performance/theatre-making and cultural politics mission of the program.

Following the completion of the CPR process in May 2016, the Theatre Department Executive struck a working group of five faculty members from each of the Department's three areas (Acting, Production/Design, Performance Creation and Research) to prepare a Notice of Intent (NOI). An initial NOI was completed in December 2016, approved by Dean Brixey, and then forwarded to the Associate Vice Provost Academic. The NOI was updated at the request of the AVP Academic to indicate that the change would be a major modification given that we were

proposing an additional degree stream *not* a new degree. The revised paperwork was submitted to the AVP office in early March 2017.

In Winter 2017, the working group held a consultation meeting with upper-year students in the Specialized Honours BA Program (Theatre Studies), Specialized Honours BFA Program (Acting), and Specialized Honours BFA Program (Production), especially those undertaking coursework in Devised Theatre, Playwriting and Dramaturgy, Directing, and Production/Design. Our goal was to determine whether the proposed specialization option was consistent with student interests and desires. During this meeting, we learned that the students saw real merit in a Specialized Honours BFA Program (Performance Creation), though they also urged the department to retain the existing Specialized Honours BA Program (Theatre Studies) for those interested in pursuing a formal Masters or PhD in Theatre and Performance Studies.

Following this meeting, the working group decided to approach a wider pool of students and prepared a short survey asking for input on the additional degree stream. All Theatre students enrolled in the second year or higher were invited to complete the survey, which asked them to indicate whether they would choose a Specialized Honours BFA Program with a concentration in Performance Creation (similar to the current Specialized Honours BA Program [Theatre Studies] but with a stronger studio component). The survey ran for approximately two weeks in March, during which time we received 78 responses, the majority of which (72%) came from students currently enrolled in the Specialized Honours BA Program (Theatre Studies), with a further 6% from the 90-credit BA Program and another 22% from the Specialized Honours BFA Program (Acting) and Specialized Honours BFA Program (Production) combined. When asked “if you had the option of pursuing a BFA in a new concentration in Performance Creation (similar to the current BA but with a stronger studio component), would you choose this over the BA?” **79%** of those currently enrolled in either the Specialized Honours BA Program (Theatre Studies) or the 90-credit BA Program answered in the affirmative.

The working group also communicated with 42 alumni and asked for their input on the additional degree stream proposal. We received a variety of responses. Most alumni expressed enthusiasm for the idea; some suggested that they would have leapt at the chance to graduate with a BFA. Others encouraged the department to continue offering a range of courses that would allow students to hone their skills in particular areas, e.g. design, movement, voice.

In spring 2017, the committee presented a draft of the major modification to the Department for commentary. After this, Department Chair Ines Buchli consulted with the Department Chairs for Dance, Computational Arts, Cinema and Media Arts, Design, Music, and Visual Art and Art History to consider potential collaborations. The Theatre department has a proud history of working with these and other AMPD departments on Pan-Faculty productions and cross-listed courses. We hope to continue doing the same with the Specialized Honours BFA Program (Performance Creation).

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

The current admission process will remain for students entering the Department from high school. All students will enter the Department as Specialized Honours BA Program (Theatre Studies) students in their first year. At the end of the first year, students will be asked to submit a letter of intent; they will also continue to apply to take courses in Devised Theatre and

Playwriting, as is our current practice. Students may also make a program change part way through their degree - e.g. they may decide to move from the Specialized Honours BA Program (Theatre Studies) in year three to the Specialized Honours BFA (Performance Creation). In this case, they will be asked to complete a "Program Change Request" form at <http://myacademicrecord.students.yorku.ca/program-change>. The Department will liaise with the Office of Advising and Integrated Student Services (OAISS) to ensure that students can clearly map out their degree paths.

- 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.**

The additional degree stream will not require any new resources or the reallocation of the same. In fact, the additional degree stream will allow our department to make more efficient and effective use of existing resources, including studio classrooms, and will help to ensure strong enrolments in all core courses.

- 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.

- 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.**

No.

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

Students who are currently enrolled in the Specialized Honours BA Program (Theatre Studies) in second year or above will be permitted to change degree paths. Interested students will be asked to complete the Program Change Request form, as per York guidelines, to switch from the Specialized Honours BA Program (Theatre Studies) to the Specialized Honours BFA Program (Performance Creation). Information about program changes, including the form mentioned above, is available at <http://myacademicrecord.students.yorku.ca/program-change>

- 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.**

APPENDIX A

Current Specialized Honours BA Program (Theatre Studies) (as of Fall 2017)	Proposed Specialized Honours BFA Program (Performance Creation)
<p>Honours Majors</p> <p>Students must complete the requirements of the Specialized Honours BA degree or the Specialized Honours BFA degree. The following courses are required of all theatre majors:</p> <p><u>FA/THEA 1010 3.00</u>; <u>FA/THEA 1100 3.00</u>; <u>FA/THEA 1200 6.00</u>; <u>FA/THEA 2200 6.00</u>; <u>FA/THEA 3200 3.00</u>; <u>FA/THEA 3150 3.00</u> or <u>FA/THEA 4150 3.00</u>; three additional credits at the 3000 or 4000 level from the following list: <u>FA/THEA 3135 3.00</u> <u>FA/THEA 3211 3.00</u> <u>FA/THEA 3235 3.00</u> <u>FA/THEA 3240 3.00</u> <u>FA/THEA 3260E 3.00</u> <u>FA/THEA 3260H 3.00</u> <u>FA/THEA 3290 6.00</u> <u>FA/THEA 3300 3.00</u> <u>FA/THEA 3331 3.00</u> <u>FA/THEA 3450 3.00</u> <u>FA/THEA 4111 3.00</u> <u>FA/THEA 4200 3.00</u> <u>FA/THEA 4225 3.00</u> <u>FA/THEA 4270B 3.00</u> <u>FA/THEA 4270L 3.00</u> <u>FA/THEA 4290 6.00</u> <u>FA/THEA 4330 3.00</u> <u>FA/THEA 4331 3.00</u> <u>FA/THEA 4333 3.00</u> <u>FA/THEA 4334 3.00</u> <u>FA/THEA 4334 6.00</u> <u>FA/THEA 4335 3.00</u> <u>FA/THEA 4360 3.00</u> <u>FA/THEA 4440 3.00</u> <u>FA/THEA 4440 6.00</u></p> <p>Students must complete at least 48 credits in theatre, including:</p> <p>the core courses listed above; 21 further credits including <u>FA/THEA 2210 3.00</u>.</p> <p>At least 24 of the 48 credits in theatre must be at the 3000 or 4000 level, including at least 12 credits from</p>	<p>Honours Majors</p> <p>Students must complete the requirements of the Specialized Honours BA degree or the Specialized Honours BFA degree. The following courses are required of all theatre majors:</p> <p><u>FA/THEA 1010 3.00</u>; <u>FA/THEA 1100 3.00</u>; <u>FA/THEA 1200 6.00</u>; <u>FA/THEA 2200 6.00</u>; <u>FA/THEA 3200 3.00</u>; <u>FA/THEA 3150 3.00</u> or <u>FA/THEA 4150 3.00</u>; three additional credits at the 3000 or 4000 level from the following list:</p> <p>[Note: the majority of these courses are offered each year; others are offered on a rotating basis every 2-3 years]</p> <p><u>FA/THEA 3135 3.00</u> <u>FA/THEA 3211 3.00</u> <u>FA/THEA 3235 3.00</u> <u>FA/THEA 3240 3.00</u> <u>FA/THEA 3260E 3.00</u> <u>FA/THEA 3260H 3.00</u> <u>FA/THEA 3290 6.00</u> <u>FA/THEA 3300 3.00</u> <u>FA/THEA 3331 3.00</u> <u>FA/THEA 3450 3.00</u> <u>FA/THEA 4111 3.00</u> <u>FA/THEA 4200 3.00</u> <u>FA/THEA 4225 3.00</u> <u>FA/THEA 4270B 3.00</u> <u>FA/THEA 4270L 3.00</u> <u>FA/THEA 4290 6.00</u> <u>FA/THEA 4330 3.00</u> <u>FA/THEA 4331 3.00</u> <u>FA/THEA 4333 3.00</u> <u>FA/THEA 4334 3.00</u> <u>FA/THEA 4334 6.00</u> <u>FA/THEA 4335 3.00</u> <u>FA/THEA 4360 3.00</u> <u>FA/THEA 4440 3.00</u> <u>FA/THEA 4440 6.00</u></p> <p>Students must complete at least 60 credits in theatre, including:</p> <p>the core courses listed above; 33 further credits including <u>FA/THEA 2110 6.00</u>; <u>FA/THEA 2210 3.00</u>, and 24 credits drawn from the following list: <u>FA/THEA 2022A 3.00</u></p>

<p>non-studio offerings.</p> <p>Students must also complete:</p> <p>12 elective credits chosen from the other departments in AMPD</p> <p>6 credits from the FA/1900 3.00 series of courses, outside the Theatre major</p> <p>18 credits of General Education courses: 6 credits from each of Humanities, Social Science and Natural Science (or approved substitutes)</p> <p>18 credits non-AMPD electives</p> <p>24 free elective credits</p>	<p>FA/THEA 2060 3.00</p> <p>FA/THEA 2100 3.00</p> <p>FA/THEA 2110 3.00</p> <p>FA/THEA 2120 3.00</p> <p>FA/THEA 2600 6.00</p> <p>FA/THEA 2050 3.00</p> <p>FA/THEA 2051 3.00</p> <p>FA/THEA 2141 3.00</p> <p>FA/THEA 3000 3.00</p> <p>FA/THEA 3050 3.00</p> <p>FA/THEA 3051 3.00</p> <p>FA/THEA 3060 3.00</p> <p>FA/THEA 3070 3.00</p> <p>FA/THEA 3071 3.00</p> <p>FA/THEA 3100 3.00</p> <p>FA/THEA 3101 6.00</p> <p>FA/THEA 3110 3.00</p> <p>FA/THEA 3120 3.00</p> <p>FA/THEA 3130 3.00</p> <p>FA/THEA 3131 3.00</p> <p>FA/PANF 3140 3.00</p> <p>FA/THEA 3142 3.00</p> <p>FA/THEA 3143 3.00</p> <p>FA/THEA 3144 3.00</p> <p>FA/THEA 3145 3.00</p> <p>FA/THEA 3180 3.00</p> <p>FA/THEA 4000 3.00</p> <p>FA/THEA 4050 3.00</p> <p>FA/THEA 4051 3.00</p> <p>FA/THEA 4070 3.00</p> <p>FA/THEA 4071 3.00</p> <p>FA/THEA 4100 3.00</p> <p>FA/THEA 4101 6.00</p> <p>FA/THEA 4110 3.00</p> <p>FA/THEA 4111 3.00</p> <p>FA/THEA 4130 3.00</p> <p>FA/PANF 4140 3.00</p> <p>FA/THEA 4143 6.00</p> <p>FA/THEA 4450A 6.00</p> <p>FA/THEA 4460 3.00</p> <p>FA/THEA 4485 3.00</p> <p>At least 24 of the 60 credits in theatre must be at the 3000 or 4000 level.</p> <p>Students must also complete:</p> <p>12 elective credits chosen from the other departments in AMPD</p> <p>18 credits of General Education courses: 6 credits from each of Humanities, Social Science and Natural Science (or approved substitutes)</p> <p>6 credits non-AMPD electives</p> <p>24 free elective credits</p> <p><i>*Note: six credits from the AMPD 1900 3.00 series of courses, outside the major, are required of all School of the Arts, Media, Performance & Design degrees. These</i></p>
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	<p><i>courses may be used toward satisfying the humanities general education requirement, the in/out requirements or an AMPD elective.</i></p>
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APPENDIX B

<p>Suggested Pathways for BFA in Performance Creation students with a primary interest in the <u>creation</u> aspects of theatre</p>	<p>Suggested Pathways for BFA in Performance Creation students with a primary interest in the <u>performance</u> aspects of theatre</p>
<p>Students can select three additional credits at the 3000 or 4000 level from the following list:</p> <p>THEA 3135- Technology in Arts Management THEA 3211- Writing About the Theatre THEA 3235 -Screen Performance THEA 3240 -First Nations Theatre THEA 3260E -Highbrow/Lowbrow: Cultural Hierarchies and Popular Performance THEA 3290- Playwriting and New Play Dramaturgy I THEA 3300 – Shakespeare in Performance THEA 3331 -The Theatricality of Power THEA 3450- Theatre for Young Audiences THEA 4111 -Sustainable Staging Techniques THEA 4200 - Contemporary Theatre & Performance THEA 4225 - Museum Theatre THEA 4270B Performing Gender THEA 4290 -Playwriting & New Play Dramaturgy II THEA 4330 - Contemporary Canadian Theatre THEA 4331 - Performance, Politics, and Human Rights THEA 4333 - African Theatre THEA 4334- Theatre of the Holocaust THEA 4335- Performance, Violence, and Terrorism THEA 4360- The Musical Theatre THEA 4440- Drama and Education</p> <p>33 further credits including <u>FA/THEA 2110 6.00</u>; <u>FA/THEA 2210 3.00</u>, and 24 credits drawn from the following list:</p> <p>THEA 2100 3.0 Production Practicum I THEA 2110 3.0 2nd Year Stagecraft THEA 2120 3.0 An Introduction to Costuming THEA 2050 3.0 Introduction to Devised Theatre I THEA 2051 3.0 Introduction to Devised Theatre II THEA 2141 3.0 Introduction to Design for Theatre THEA 2210 3.0 Theatre and Social Justice THEA 2410 6.0 History of Visual Sources THEA 3000 3.0 Independent Production Practicum THEA 3050 3.0 Devised Theatre in Practice I THEA 3051 3.0 Devised Theatre in Practice II THEA 3100 3.0 Production Practicum THEA 3101 6.0 Production Practicum THEA 3110 3.0 3rd year Stagecraft THEA 3120 3.0 Basic Costuming II THEA 3130 3.0 Lighting Design I THEA 3131 3.0 Lighting Design II THEA 3142 3.0 Drawing for the Theatre I THEA 3143 3.0 Set and Costume Design I THEA 3144 3.0 Set and Costume Design II THEA 3145 3.0 Technical Drawing for the Theatre</p>	<p>Students can select three additional credits at the 3000 or 4000 level from the following list:</p> <p>THEA 3135- Technology in Arts Management THEA 3211- Writing About the Theatre THEA 3235 -Screen Performance THEA 3240 -First Nations Theatre THEA 3260E -Highbrow/Lowbrow: Cultural Hierarchies and Popular Performance THEA 3290- Playwriting and New Play Dramaturgy I THEA 3300 – Shakespeare in Performance THEA 3331 -The Theatricality of Power THEA 3450- Theatre for Young Audiences THEA 4111 -Sustainable Staging Techniques THEA 4200 - Contemporary Theatre & Performance THEA 4225 - Museum Theatre THEA 4270B Performing Gender THEA 4290 -Playwriting & New Play Dramaturgy II THEA 4330 - Contemporary Canadian Theatre THEA 4331 - Performance, Politics, and Human Rights THEA 4333 - African Theatre THEA 4334- Theatre of the Holocaust THEA 4335- Performance, Violence, and Terrorism THEA 4360- The Musical Theatre THEA 4440- Drama and Education</p> <p>33 further credits including <u>FA/THEA 2110 6.00</u>; <u>FA/THEA 2210 3.00</u>, and 24 credits drawn from the following list:</p> <p>THEA 2110 3.0 2nd Year Stagecraft THEA 2022A 3.0 Scene Study for Theatre Studies THEA 2060 3.0 Voice and Speech I THEA 2061 3.0 Voice and Speech II THEA 2064 3.0 Acting Shakespeare THEA 2600 6.0 Putting on the Play THEA 2050 3.0 Introduction to Devised Theatre I THEA 2051 3.0 Introduction to Devised Theatre II THEA 2210 3.0 Theatre and Social Justice THEA 3050 3.0 Devised Theatre in Practice I THEA 3051 3.0 Devised Theatre in Practice II THEA 3060 3.0 Public Speaking: Prep, Practice, Present THEA 3070 3.0 Performance Practicum I THEA 3071 3.0 Performance Practicum II THEA 4000 3.0 Independent Production Practicum</p>

<p>THEA 3180 3.0 Stage Management THEA 4000 3.0 Independent Production Practicum THEA 4050 3.0 Devised Theatre Perspectives THEA 4051 3.0 Devised Theatre Workshop THEA 4080 Production Practicum III THEA 4100 3.0 Production Practicum II THEA 4101 6.0 Production Practicum II THEA 4110 3.0 4th Year Stagecraft THEA 4111 3.0 Sustainable Staging Techniques THEA 4130 3.0 Lighting and Media Design THEA 4143 6.0 Set and Costume Design III THEA 4460 3.0 Improvisation and Playmaking FA/ PANF</p> <p>At least 24 of the 60 credits in theatre must be at the 3000 or 4000 level.</p> <p>Students must also complete:</p> <p>12 elective credits chosen from the other departments in AMPD 18 credits of General Education courses: 6 credits from each of Humanities, Social Science and Natural Science (or approved substitutes) 6 credits non-AMPD electives 24 free elective credits</p> <p><i>*Note: six credits from the AMPD 1900 3.00 series of courses, outside the major, are required of all School of the Arts, Media, Performance & Design degrees. These courses may be used toward satisfying the humanities general education requirement, the in/out requirements or an AMPD elective.</i></p>	<p>THEA 4050 3.0 Devised Theatre Perspectives THEA 4051 3.0 Devised Theatre Workshop THEA 4080 3.0 Performance Practicum III THEA 4450A 6.0 Practicum: Performance in Schools THEA 4485 3.0 Aspects of Directing THEA 4460 3.0 Improvisation and Playmaking FA/ PANF</p> <p>At least 24 of the 60 credits in theatre must be at the 3000 or 4000 level.</p> <p>Students must also complete:</p> <p>12 elective credits chosen from the other departments in AMPD 18 credits of General Education courses: 6 credits from each of Humanities, Social Science and Natural Science (or approved substitutes) 6 credits non-AMPD electives 24 free elective credits</p> <p><i>*Note: six credits from the AMPD 1900 3.00 series of courses, outside the major, are required of all School of the Arts, Media, Performance & Design degrees. These courses may be used toward satisfying the humanities general education requirement, the in/out requirements or an AMPD elective.</i></p>
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**SCHOOL OF THE
ARTS, MEDIA,
PERFORMANCE &
DESIGN**

October 2, 2017

Office of the Dean

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5136
ampd.yorku.ca
www.yorku.ca

Dear Members of the Review Committee,

I am pleased to write in full support of the Department of Theatre's proposal for a Major Modification to their current Specialized Honours BA Program (Theatre Studies). The proposed Specialized Honours BFA Program (Performance Creation) is designed for students looking to develop their skills as creators of theatre and performance outside the bounds of the Department of Theatre's current Specialized Honours BFA Program (Acting) and Specialized Honours BFA Program (Production). The major modification applies to the current BA (Theatre Studies) program, but it provides students with a third specialization option within the Honours BFA Program.

Discussions for this new Specialized Honours BFA (Performance Creation) were initiated in response to the Department's 2015-16 Cyclical Program Review (CPR), when the reviewers identified a need to provide students in the Specialized Honours BA Program (Theatre Studies) with greater opportunities to hone their skills as creators of theatre and performance. Across the School of the Arts, Media, Performance and Design (AMPD), we have found that many students place a high value on the BFA degree. In addition to responding to the CPR recommendation, this major modification reflects Theatre's conscientious response to student requests for new and increased studio-based learning opportunities. The proposed major modification is expected to have a positive impact on student retention. Historically, students in the BA (Theatre Studies) Program who experienced frustration with their more limited access to performance and creation opportunities often elected to leave the program before graduation. The BA (Theatre Studies) Program will continue to exist, but the Specialized Honours BFA Program (Performance Creation) will expand the options available to current and prospective students in the renamed Performance Creation and Research stream.

The proposed major modification was collegially developed within the Department of Theatre, builds on the strengths of the unit and responds to UAP priorities by addressing York's longstanding pedagogic goal of nurturing creative and critical skills for a range of students. The very thorough developmental process culminated in the proposal being presented to the full department before being taken to the Academic/Administrative Policy and Planning Committee (AAPPC) of AMPD. AAPPC includes a representative from each of the seven departments, providing another opportunity for input. Additionally, the department Chair consulted with the other AMPD Department to consider and discuss potential collaborations going forward.



This third specialization to the Specialized Honours BFA Program, Performance Creation, will provide exciting educational and creative opportunities for students, and will reinforce York's interdisciplinary mission.

I fully support the major modification. Please contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink, reading "N. S. Fisher-Stitt". The signature is written in a cursive style with a large initial "N" and a long horizontal flourish at the end.

Norma Sue Fisher-Stitt
Interim Dean, AMPD

Major Modifications Proposal

1. **Program:** Graduate Program in Electrical Engineering & Computer Science
2. **Degree Designation:** Master of Science in Computer Science
3. **Type of Modification:** Addition of a specialization. The specialization has different degree requirements.
4. **Effective Date:** Fall 2018
5. **Provide a general description of the proposed changes to the program.**
We propose an addition of an Artificial Intelligence (AI) specialization to the Master of Science in Computer Science degree program. Students complete several graduate courses in AI and some other graduate courses. In addition, students conduct a research project that applies AI to a practical problem under the supervision of faculty members and in collaboration with partners in the private or public sector.
6. **Provide the rationale for the proposed changes.**
In the last two years, the Department of Computer Science and Electrical Engineering has hired eight faculty members. Six have research interests that overlap with AI. The department has 18 other faculty members who do AI related research.

In the last few years, the interest of applicants to our graduate program in AI has increased significantly. Last year, the program received more than 600 applications. Of the complete applications for 2017-18, a staggering 50% of the applicants expresses an interest in AI. Despite the fact that we can only advertise the specialization in February 2018 at the earliest, we expect to admit 5-10 students in the specialization for 2018-19. We anticipate that the number of students in the specialization will grow in the coming years.

Given an emerging critical mass of faculty members in the area of AI and the recent growth of interest in AI by applicants to our graduate program, the introduction of a specialization in AI is timely.

The Ontario government is partnering with the Vector Institute to accelerate growth in Master's graduates in AI. Its goal is to graduate 1,000 applied Master's students in AI-related fields per year, within five years. Vice-President Academic & Provost Lisa Philipps recently expressed that York University is eager to contribute towards this goal. This proposal is one step on the way towards training more Master's students specializing in AI.

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

This proposal aligns with the priority “enhanced quality in teaching and student learning” of the University Academic Plan by providing an experiential component in the form of a research project in collaboration with partners in the private and public sector. This collaboration aligns with the priority “enhanced community engagement.” By expanding the graduate program, this proposal also aligns with the priority “advancing exploration, innovation and achievement in scholarship, research and related creative activities.”

The Lassonde School of Engineering has five research priorities. One of them is “intelligent and interactive systems.” This proposal contributes to an intensification of research in that area.

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).**

A specialization in AI is added to the Master of Science in Computer Science. The degree requirements of this specialization are the following. Students in the specialization have to complete three courses from the following list:

- Introduction to Artificial Intelligence (EECS 5326)
- Introduction to Machine Learning and Pattern Recognition (EECS 5327)
- Machine Learning Theory (EECS 6127)
- Probabilistic Models & Machine Learning (EECS 6327)
- Data Mining (EECS 6412)

Students in the specialization have to complete two other courses from the following list:

- Computer Vision (EECS 5323)
- An Introduction to Robotics (EECS 5324)
- Introduction to Artificial Intelligence (EECS 5326)
- Introduction to Machine Learning and Pattern Recognition (EECS 5327)
- Machine Learning Theory (EECS 6127)
- Neural Networks and Deep Learning (EECS 6322)
- Advanced Topics in Computer Vision (EECS 6323)
- Mobile Robot Motion Planning (EECS 6325)
- Probabilistic Models & Machine Learning (EECS 6327)
- Speech and Language Processing (EECS 6328)
- Statistical Visual Motion Analysis (EECS 6332)
- Multiple View Image Understanding (EECS 6333)
- Embodied Intelligence (EECS 6340)
- Knowledge Representation (EECS 6390A)
- Computational Models of Visual Perception (EECS 6390D)
- Data Mining (EECS 6412)
- Data Analytics and Visualization (EECS 6414)

Students have to complete one other graduate three-credit course. Students must also conduct a research project that applies AI to a practical problem under the supervision of faculty members and in collaboration with partners in the private or public sector.

Students must take at least one course from each of the following three areas:

- Theory of Computing & Scientific Computing (second digit is a 1 or 2)
- Artificial Intelligence & Interactive System (second digit is 3)
- Systems: Hardware & Software (second digit is 4 or 5)

Students may take at most two integrated courses (first digit is 5).

The courses EECS 6323 and EECS 6333 have the course EECS 5323 as a prerequisite. The course EECS 6322 has either the course EECS 5327 or the course EECS 6327 as a prerequisite. All other courses mentioned above do not have any specific prerequisites.

The program already has a project option. These projects usually do not have any involvement with partners in the private or public sector. Although such involvement has its merits, a project with a partner usually includes additional work such as getting familiar with the partner and their technical infrastructure (contributing to item 4 of the program learning outcomes) and interacting on a regular basis not only with the supervisor but also with the partner (contributing to item 5 of the program learning outcomes). To balance the extra work, a student in the AI specialization has to complete six three-credit courses whereas a student in the project option has to complete seven three-credit courses.

The program learning outcomes are provided in the appendix.

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.**

A draft of this proposal was extensively discussed by the members of the Graduate Program in Electrical Engineering & Computer Science during a meeting on December 15, 2017. Informal feedback was obtained from the chair of FGS's APPC and the secretary of Senate's ASCP. All students currently enrolled in the program were provided with the opportunity to provide feedback on a draft of this proposal. Further feedback from the members of the program was incorporated into the final version of this proposal. The final version was approved in an evote by the full and associate members of the Graduate Program in Electrical Engineering & Computer Science.

The proposed changes do not impact other programs and other options within this program.

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 admission requirements are proposed.

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.**

Some additional resources would be required to ensure that the courses EECS 5326, EECS 5327, EECS 6127, EECS 6327 and EECS 6412 are offered every year and that a sufficient breadth of the optional courses are routinely offered. It is anticipated that three additional courses within the area of AI need to be offered on a yearly basis. Further, some additional resources in the form of appropriate laboratory hardware may be required for the two new courses (EECS 6127, EECS 6322). In particular, modern AI makes heavy use of specialized computer processing hardware known as GPUs. Current lab facilities may need to be updated to accommodate this requirement. If the specialization grows in size beyond 10 students, some additional administrative staff to manage the contacts with the project partners might be needed as well.

Faculty members have existing ongoing collaborations and interactions with a number of partners in the private and public sector including Bell Canada, Borealis AI, Canadian Space Agency, Clearpath Robotics, Crosswing Robotics, Dapasoft Inc., Defence Research and Development Canada, iNAGO Inc., Independent Robotics, MDA, National Research Council Canada, Independent Robotics, Royal Canadian Mounted Police, Shaftesbury, The Globe and Mail, Toronto Police Services, Trans-Plan, and TwentyBN. Further, the Vector Institute has offered to assist in building connections with new partners.

A statement from the Dean and letters of support from partners are provided in the appendix.

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.**

The research project of the AI specialization is somewhat different from the research project of the project option in that the former includes involvement of a partner from the private or public sector, whereas the latter usually does not. The additional interaction with the partner further contributes to the student's professional capacity/autonomy (item 4 of the program learning outcomes) and communication skills (item 5 of the program learning outcomes).

- 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.**

There are no changes to the assessment of teaching and learning.

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

The proposed changes do not impact students currently enrolled in the program.

- 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.**

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Electrical Engineering & Computer Science</p> <p>The Graduate Program in Electrical Engineering & Computer Science offers the degrees of Master of Science (MSc), Master of Applied Science (MASc) and Doctor of Philosophy (PhD). The MSc program covers Computer Science. The MASc program concentrates on Computer Engineering and Electrical Engineering. The PhD program covers Computer Engineering, Computer Science, Electrical Engineering and Software Engineering.</p> <p>Master of Science Program</p> <p>Admission Requirements</p> <p>Graduates with an honors degree in Computer Science or equivalent, with at least a B+ average in the last two years of study, may be admitted as candidates for the Masters of Science program in computer science. In addition, those admitted must have completed the equivalent of a senior-level course in the area of theoretical computer science. The following are the minimum English language test scores (if required): TOEFL 577 (paper-based) or 90-91 (Internet-based), IELTS 7, or York English Language Test 4. The Graduate Record Examination general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.</p> <p>Degree Requirements</p> <p>Students are expected to choose between the degree by thesis or by project before the end of their second term. There is a breadth requirement on the selected graduate courses. At least one course must be from each of the following three areas:</p> <ul style="list-style-type: none"> - Theory of Computing & Scientific Computing - Artificial Intelligence & Interactive Systems 	<p>Electrical Engineering & Computer Science</p> <p>The Graduate Program in Electrical Engineering & Computer Science offers the degrees of Master of Science (MSc), Master of Applied Science (MASc) and Doctor of Philosophy (PhD). The MSc program covers Computer Science. The MASc program concentrates on Computer Engineering and Electrical Engineering. The PhD program covers Computer Engineering, Computer Science, Electrical Engineering and Software Engineering.</p> <p>Master of Science Program</p> <p>Admission Requirements</p> <p>Graduates with an honors degree in Computer Science or equivalent, with at least a B+ average in the last two years of study, may be admitted as candidates for the Masters of Science program in computer science. In addition, those admitted must have completed the equivalent of a senior-level course in the area of theoretical computer science. The following are the minimum English language test scores (if required): TOEFL 577 (paper-based) or 90-91 (Internet-based), IELTS 7, or York English Language Test 4. The Graduate Record Examination general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.</p> <p>Degree Requirements</p> <p>Students are expected to choose between the degree by thesis or by project or by Artificial Intelligence specialization before the end of their second term. There is a breadth requirement on the selected graduate courses. At least one course must be from each of the following three areas:</p> <ul style="list-style-type: none"> - Theory of Computing & Scientific Computing - Artificial Intelligence & Interactive Systems - Systems: Hardware & Software

- Systems: Hardware & Software
No more than one-third of the course requirements can be integrated with undergraduate courses.

MSc Degree by Thesis

Candidates for the MSc degree must complete five graduate three-credit courses and successfully defend a master's thesis. Candidates must conduct a piece of approved research under the general direction of a supervisor. The resulting thesis should demonstrate the Candidates' research ability in the research subject.

MSc Degree by Project

Candidates for the MSc degree must complete seven graduate three-credit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.

No more than one-third of the course requirements can be integrated with undergraduate courses.

MSc Degree by Thesis

Candidates for the MSc degree must complete five graduate three-credit courses and successfully defend a master's thesis. Candidates must conduct a piece of approved research under the general direction of a supervisor. The resulting thesis should demonstrate the Candidates' research ability in the research subject.

MSc Degree by Project

Candidates for the MSc degree must complete seven graduate three-credit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.

MSc Degree by Artificial Intelligence Specialization

Candidates for the MSc degree must complete three courses from the following list:

- EECS 5326,
- EECS 5327,
- EECS 6127,
- EECS 6327,
- EECS 6412,

and two other courses from the following list:

- EECS 5323,
- EECS 5324,
- EECS 5326,
- EECS 5327,
- EECS 5326,
- EECS 6127,
- EECS 6322,
- EECS 6323,
- EECS 6325,
- EECS 6327,
- EECS 6328,
- EECS 6332,
- EECS 6333,

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

- EECS 6340,
- EECS 6390A,
- EECS 6390D,
- EECS 6412,
- EECS 6414,

and one other graduate three-credit course.

Candidates must also conduct a research project that applies Artificial Intelligence to a practical problem under the supervision of faculty members and in collaboration with partners in the private or public sector.

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

Program Learning Outcomes

MSc degree program in Computer Science Specialization in Artificial Intelligence

The MSc degree in Computer Science is awarded to students who have demonstrated the degree level expectations described in the following table. This table contains

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

1. Depth and breadth of knowledge
<i>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</i>
<ul style="list-style-type: none"> A. Review, analyze, assimilate and interpret a body of scientific literature in Artificial Intelligence (AI) and related topics. B. Be able to apply AI techniques to research problems.
<ul style="list-style-type: none"> A. Core courses. B. Project.
2. Research and scholarship
<p><i>A conceptual understanding and methodological competence that:</i></p> <ul style="list-style-type: none"> a. <i>enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</i> b. <i>enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</i> c. <i>enables a treatment of complex issues and judgments based on established principles and techniques; and,</i> <p><i>On the basis of that competence, has shown at least one of the following:</i></p> <ul style="list-style-type: none"> d. <i>development and support of a sustained argument in written form; or</i> e. <i>originality in the application of knowledge.</i>
<ul style="list-style-type: none"> A. Evaluate whether an AI method is appropriate for a given research problem. (a) B. Apply an appropriate AI method to address a research problem. (a) C. Critique approaches taken by other researchers to address a research problem. (b) D. Analyze a research problem based on AI established techniques. (c) E. Present a research problem, its significance, approaches to tackling the problem, in written form. (d and e)

<ul style="list-style-type: none"> A. Core courses and project. B. Project. C. Courses and project. D. Project. E. Courses and project.
3. Level of application of knowledge
<i>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</i>
<ul style="list-style-type: none"> A. Conduct supervised research appreciating the limitations of one's knowledge. B. Solve a research problem using established AI methods or new variations of those methods. C. Identify limitations of AI methods and propose revised methods for future research.
<ul style="list-style-type: none"> A. Project. B. Project. C. Project.
4. Professional capacity/autonomy
<ul style="list-style-type: none"> a. <i>The qualities and transferable skills necessary for employment requiring:</i> <ul style="list-style-type: none"> i. <i>exercise of initiative and of personal responsibility and accountability; and</i> ii. <i>decision-making in complex situations;</i> b. <i>The intellectual independence required for continuing professional development;</i> c. <i>The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</i> d. <i>The ability to appreciate the broader implications of applying knowledge to particular contexts.</i>
<ul style="list-style-type: none"> A. Accept responsibility for one's research. (a) B. Evaluate individual progress towards meeting degree requirements and timelines. (b) C. Develop a solution to a research problem that takes ethical, social, environmental, and legal influences into account. (c) D. Comply with relevant laws, regulations and intellectual property guidelines. (d)
<ul style="list-style-type: none"> A. Project. B. Yearly progress report. C. Project. D. Courses and project.
5. Level of communications skills
<i>The ability to communicate ideas, issues, and conclusions clearly.</i>
<ul style="list-style-type: none"> A. Present material in a coherent and organized way, using an appropriate combination of media, to a variety of audiences. B. Construct a credible argument and design an appropriate format to convey the argument. C. Present material in the literature relevant to the research problem in one's own words.
<ul style="list-style-type: none"> A. Courses and project.

B. Project. C. Project.
6. Awareness of limits of knowledge
<i>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</i>
A. Justify the strengths and limitations of the proposed solution to the research problem. B. Propose research questions and methods to solve those questions.
A. Project. B. Project.

The core courses are

- Introduction to Artificial Intelligence (EECS 5326)
- Introduction to Machine Learning and Pattern Recognition (EECS 5327)
- Machine Learning Theory (EECS 6127)
- Probabilistic Models & Machine Learning (EECS 6327)
- Data Mining (EECS 6412)

The supervisor plays a crucial role in the selection of the courses. Students have to submit a course selection form at the start of their studies. Each term, students have to complete a progress report. Both are used to monitor that students achieve the program learning outcomes.

Dr. Franck van Breugel
Graduate Program Director
Department of Electrical Engineering and Computer Science

3 January 2018

Dear Franck

I am happy to write in support of the proposed major modification to the Master of Science in Computer Science to add a specialization in Artificial Intelligence (AI).

This proposal is both timely and important in view of the high degree of government and industry interest in AI and the demand anticipated for education in this field. The EECS Department already has significant research and teaching expertise in AI and closely related fields so the proposed Specialization both naturally extends and formalizes the graduate program's offerings.

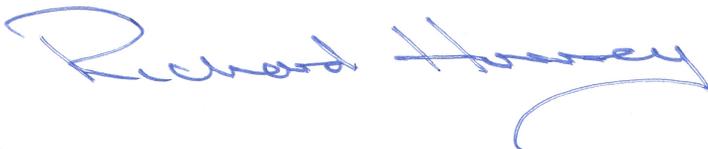
I have discussed resource requirements with the Chair of Department and I understand that the initially projected enrolment of 10 students will be accommodated with only modest impact on the Department's resources. Any such adjustment in the quantity and balance of graduate teaching will be addressed during the normal teaching and enrolment planning process between the Department and Dean's Office.

If demand for the Specialization proves to be high, it is understood that an increase in administrative support for the graduate program may be necessary. The staff workload will be reviewed on an ongoing basis and resources will be allocated as appropriate.

The Lassonde School of Engineering maintains a fund to support the acquisition and renewal of teaching equipment. Should it be necessary to update the Department's IT infrastructure in support of the AI Specialization, the Dean's Office will work with the Chair and GPD to develop a strategy for funding the required equipment, within the context of the Department's overall priorities.

Best wishes for the success of the proposed new Specialization, and thank you and your colleagues for working on this valuable new initiative.

Sincerely,



Richard Hornsey
Interim Dean and University Professor



Schulich
School of Business
York University

Memorandum

To: Professor Franck van Breugel, Lassonde School of Engineering
CC: Robert Allison, VD, Lassonde; Michael Zryd, AD Academic, FGS; Kim Michasiw, Chair, Senate ASCP
From: Markus Biehl, AD Academic
Date: January 29, 2018
Subject: New Program in Computer Science / Artificial Intelligence

OFFICE OF THE DEAN

**Associate Dean
Academic**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

Thank you for consulting with Schulich regarding the above program proposal. The University is interested in taking advantage of an opportunity provided by the Ontario government in collaboration with the Vector Institute, to achieve the graduation of 1,000 masters students per year in Artificial Intelligence (AI)-related fields. Clearly, Lassonde is well positioned to offer a masters program in this field. On behalf of the dean, I am pleased to report that Schulich is in full support of the proposal and wishes Lassonde all the best with implementing the program.

Schulich will also attempt to contribute towards the university’s aim. Planned avenues include a specialization within its Master of Business Analytics program, and a Master of Management in AI, to be focused on educating “AI translators” who possess a solid understanding of AI but will focus on strategy, leadership and other business areas that enable the organizations to build the necessary competitive capabilities to succeed in a new world.

The Faculties of Science, Engineering and Business are already in the process of discussing potential overlaps and differentiation strategies for this initiative and a data science initiative out of Lassonde. We will continue our deliberations to ensure that the University is able to take full advantage of the opportunities that have arisen.



Dec 11, 2017

Prof. Franck von Breugel
Director, Graduate Program in Electrical Engineering and Computer Science
Lassonde School of Engineering
York University
4700 Keele Street
Toronto, ON M3J 1P3

Subject: Support for proposed Master of Science Specialization in Artificial Intelligence at York University.

Dear Prof. von Breugel,

I would like to confirm the enthusiastic support of TRANS-PLAN. for the proposed Master of Science Specialization in Artificial Intelligence in the Department of Electrical Engineering and Computer Science at York University's Lassonde School of Engineering.

TRANS-PLAN is a Canadian professional traffic and Transportation Engineering Company that creates thoughtful plans for movement in urban environments.

We are founded on the principles of innovation & efficiency. We have a desire to make this industry better by creating simple digital tools and applications to design better transportation systems. Our vision is to help turn Canadian cities into smart cities and livable communities where people and infrastructures are communicating with one another. We are registered MTO, RAQS, and licensed PEO Professional Engineering firm in Ontario. We solve challenging pedestrian, bicycle, transit, and automobile transportation problems by applying our expert knowledge and utmost care in Traffic & Transportation, planning, design and collaboration with other professionals. We provide urban transportation advisory services to public and private clients across Canada. We provide responsive and innovative solutions in Transportation & Traffic planning to private sector owners, architects, contractors, investors and government clients across Canada. We have been working closely with Prof. J. Elder of your department to develop innovative AI technologies that improve the efficiency and accuracy of our technology, and have

been hosting PhD interns from your graduate program. I believe that the proposed specialization in AI will produce exactly the kind of computer scientists we will be hiring over the next ten years as we grow this technology.

I therefore enthusiastically support this initiative and look forward to working with York in the future to ensure that this innovative program has impact in the domain of urban traffic analytics.

Sincerely,



Shadi Hagag, Founder & CEO
1 (877) 668-8784 X: 101
shadihagag@trans-plan.com



BOREALIS AI
RBC Institute for Research

101 College St., Suite 350
MaRS Heritage Building
Toronto, ON
M5G 1L7

Department of Electrical Engineering & Computer Science and Engineering (EECS)
York University
LAS 1012M
4700 Keele St.
Toronto ON M3J 1P3

December 20, 2017

Re: York University's MSc program with Specialization in AI

To Whom It May Concern:

We are writing to express the strong support of the Royal Bank of Canada for the development of a new MSc program with specialization in Artificial Intelligence.

Royal Bank has different teams that do work both in the fields of Machine Learning and Data Science.

In particular, Borealis AI, a RBC Institute for Research, is a curiosity-driven research centre dedicated to achieving state-of-the-art in machine learning. Established in 2016, with Labs in Toronto, Edmonton and soon Montreal, we support open academic collaborations and partner with world-class research centres in Artificial Intelligence. With a focus on ethical AI that will help communities thrive, our machine learning scientists perform fundamental and applied research in areas, such as reinforcement learning, natural language processing, deep learning, and unsupervised learning to solve ground-breaking problems in diverse fields.

In addition, the DNA Data Science team in RBC works to analyze, design and implement data science solutions using RBC's enterprise suite of analytics tools. Data Science allows us to better understand the implications of what information means, identify trends, anticipate future behaviours, perform pattern matching, discover the golden path clients take that leads to a future decision and predict the outcomes of future events. The group specializes in taking full advantage of large data sets to explore and discover new insights that would have not been possible with traditional analytics. The group is equipped with capabilities in text



analytics/Natural Language Processing, social media analytics, Big Data advanced analytics and Machine Learning.

Artificial Intelligence and Data Science are core to what we do at RBC, as we invest in our future. Leveraging leading edge technologies and capabilities, the teams apply machine learning and statistical modelling techniques to help RBC understand the changing business environment, discover new growth opportunities, and determine where business improvements can be made. The goal of the Royal Bank is to continually be at the forefront of the data-driven transformation of our industry. To maintain our leadership we need to recruit talent in Machine Learning and with the recent popularity of Artificial Intelligence, the competition for new and skilled talent is fierce.

The proposed Master's program in AI will create a bigger pool of talent in Artificial Intelligence. It will provide students with strong scientific expertise and give them the training to quickly ramp up and become vital contributors in Artificial Intelligence in the industry. A master's program specializing in AI will allow us to hire more talent and grow quickly.

Globally we are at a critical juncture in the rapid scaling of the Artificial Intelligence Industry, given that the demand for trained people in Machine Learning and Artificial Intelligence is significantly higher than the supply. As Canada and RBC strive to build this capability, we are faced with intense competition from the global digital and innovation leaders. RBC is committed to becoming a digitally enabled relationship bank and recognizes that, in order to execute on this mission, it is imperative to establish ourselves as a viable destination for top talent. In accordance with this objective, RBC has established one of the few industrial R&D centres in Canada, which is focused on solving fundamental business problems using machine learning. The areas of focus thus far have included fraud detection and risk analysis, which stand to positively impact RBC's 12 million clients. Furthermore, we are confident that there are a myriad of additional applications that will generate additional value for our clients.

We recognize the importance of identifying highly skilled scientists in artificial intelligence and machine learning for our teams, in order to enable RBC's innovation strategy to better serve our clients and our communities. Hiring skilled graduates from such a Master's program specializing in AI would be of interest to RBC, as they will increase the likelihood of us being able to attract and develop other similar top AI and Machine Learning talent to the company and Canada more broadly.

We are excited about this opportunity to add valuable experience and high caliber talent to RBC from York's master's program in Artificial Intelligence.



BOREALIS AI

RBC Institute for Research

We would like to encourage this worthwhile program. It will yield significant expertise, socio-economic benefit, and prosperity for Canadian Industry.

Sincerely,

Foteini Agrafioti
Head, Borealis AI
Royal Bank of Canada



Twenty Billion Neurons Inc
111 Queen Street East
South Building, Suite 450
Toronto, Ontario, M5C 1S2
Canada

Toronto, December 29th, 2017

To whom it may concern,

I would like to confirm the enthusiastic support of Twenty Billion Neurons for the proposed Master of Science Specialization in Artificial Intelligence in the Department of Electrical Engineering and Computer Science at York University's Lassonde School of Engineering.

Twenty Billion Neurons (TwentyBN) teaches machines to perceive the world like humans. Using a unique crowd-acting platform on which humans demonstrate the world to machines, the company trains camera systems to become aware of what they are looking at. TwentyBN partners with enterprise customers to bring visual sensing capabilities to robots, home devices and cars.

I believe that the proposed specialization in AI will produce exactly the kind of computer scientists we will be looking to hire over the next years as we grow our company. I therefore enthusiastically support this initiative and look forward to working with York in the future.

Sincerely,

Roland Memisevic,
Chief Scientist, Twenty Billion Neurons
roland.memisevic@twentybn.com

Twenty Billion Neurons Inc
111 Queen Street East
South Building, Suite 450
Toronto, Ontario, M5C 1S2
Canada
+1 647 256 3554

Change to Program/Graduate Diploma Academic Requirements Proposal Form

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

1. Program/Graduate Diploma:

M.A. in Mathematics and Statistics

2. Effective Session of Proposed Change(s):

Fall 2017

3. Proposed Change(s) and Rationale

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

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

The course based M.A. in Mathematics and Statistics consists of:

1. a 'stream' consisting of 4-5 required courses (currently there are 5 possible streams)
2. 4 additional courses, 2 courses and a survey paper or a thesis
3. a seminar requirement (waived for students in the applied statistics stream)

Our proposal is to add a 'data science' stream to our mathematics and statistics M.A. program and adjust slightly the 'applied statistics stream' (by one course). The streams of the program specify 4-5 required courses. We plan to retool a few of our statistics courses and add one new course to emphasize "big data" as an application of statistics.

Our M.A. program currently has 5 streams and two of those are statistics based ('theoretical statistics' and 'applied statistics'). We wish to introduce a third statistics based stream to this list titled 'data science' to meet the demand of students who are interested in using statistics in their careers with a specific application.

We would also adjust the 'applied statistics' stream by one course, changing Math 6631: Applied Statistics II with the option of Math 6635: Bayesian Analysis or Math 6641: Survival Analysis and we would no longer offer 'Applied Statistics II' regularly (which had in previous years been offered annually).

Statistics is a relatively young discipline and changing applications have made it necessary to cover new topics. Popular programs at other universities are offering courses on 'big data' and 'data science' as catch phrases that refers to statistics on large data sets. In some sense these new topics are simply 'statistics,' but when the data sets are too large then the standard algorithms need to be adjusted because a single computer cannot hold the entire data set in memory and special considerations need to be made.

To adjust our program, we wish to offer a new course 'Math 6645: Data Science' (covering statistical applications on large data sets using the python programming language) and offer courses already on the books 'Math 6636: Data Mining' and 'Math 6644: Statistical Learning' more frequently. To maintain

the same number of courses, we would less frequently offer the course 'Math 6631: Applied Statistics II.' The topics of this have been less clearly defined and we are replacing it with a more specific course of 'Data Science.' Other elective offerings in the program would be adjusted accordingly.

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

The new stream in 'data science' would consist of 5 required courses.

1. Math 6620 - Mathematical Statistics (offered F term)
2. Math 6622 - Generalized Linear Models (offered W term)
3. Math 6630 - Applied Statistics (offered F term)
4. a new graduate Math course - Data Science (to be offered W term)
5. Math 6644 Statistical Learning or Math 6636 Data Mining (offered W term, in the past it has been offered once every other year, we would now offer annually)

In addition, students would be required to take 3 additional elective courses or 1 course and a survey paper and complete the seminar requirement as the other M.A. streams do.

The stream in 'applied statistics' would be adjusted to consist also of 5 required courses.

1. Math 6620 - Mathematical Statistics (offered F term)
2. Math 6622 - Generalized Linear Models (offered W term)
3. Math 6630 - Applied Statistics (offered F term)
4. Math 6635 - Introduction to Bayesian Statistics or Math 6641 - Survival Analysis or Math 6631 - Applied Statistics II or Math 6642 - Applied Longitudinal Data Analysis
5. Math 6627 - Practicum in Statistical Consulting (offered W term)

Requirement 4 is a change from the current required course Math 6631 - Applied Statistics II.

The introduction of the data science stream may be viewed as a minor adjustment to the course requirements for the applied statistics stream. It is a recognition that the field of statistics is changing as are the applications and methods. We are making a corresponding adjustment in a few required applied statistics courses and replacing them with a few others adding a second applied statistics stream called 'Data Science.' Since 'Math 6631 3.0: Applied Statistics II' was just one possible course that would give students experience in applied statistics, students will still get a good learning experience in applied statistics with a course in Bayesian, survival analysis or longitudinal data analysis. Students meeting all 5 required course for either of the stream will have demonstrated that they met a specialization in either Data Science or Applied Statistics.

Remark: The overall effect of these changes is likely to be more 'marketing' than 'substantial' since the department offers roughly 8-9 statistics courses every year and students are required to take 4-5 courses and 8 courses in total. The typical student completing the data science stream is likely to take a similar set of courses to complete their requirements as a student taking the applied statistics stream.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.

This proposal was brought to and approved at the statistics section on their meeting of October 4, 2016. It was discussed and approved by the graduate executive on October 13, 2016. Finally it was circulated to all graduate faculty for discussion and approval by email on October 14, 2016.

d) A summary of any resource implications and how they are being addressed.

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

The introduction of the new data science course will be fit into the schedule by no longer offering Applied Statistics II regularly starting Winter 2018. Instead, a new course 'Math 6649: Data Science' will be offered starting that term.

The courses 'Math 6636: Data Mining' and 'Math 6644: Statistical Learning' have been offered irregularly in the past. If this stream is approved they will be offered regularly (at least one per year) starting in 2017 and other elective offerings will be adjusted accordingly.

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

There should be no students currently enrolled in the program who will need to take Applied Statistics II in 2018. In the case that an exception needs to be made, a special accommodation will be made on a case by case basis.

1. The existing specializations are Applied Statistics and Theoretical Statistics. The new specialization will focus on modern "Data Science" type techniques such as Generalized Linear Models, Graphical Models, Data Mining, and Statistical Learning. Furthermore, practical and Big Data statistical analysis will be handled in the Data Science course itself. Foundations will be provided in the overlapping courses of Mathematical Statistics and Applied Statistics I, which are also required in the other two streams. A student completing the Theoretical Statistics stream is typically a student wishing to continue theoretical PhD work. A student completing the Applied Statistics stream is typically a student wishing to find applied statistics work in traditional fields such as biostatistics (e.g. research hospitals) or Statistics Canada, or in doing various consulting work.

Financial companies and others are increasingly looking for students with additional training in other statistical techniques such as clustering, classification, logistic regression and lasso, and this is the reasoning behind the introduction of the Data Science stream.

2. We attach a mapping of the degree requirements to the program learning outcomes for the proposed Data Science stream. The corresponding mappings for other streams in our MA program are not available at this moment, we will work to prepare them in time for the next cyclical program review.
3. We are certain that our Data Science stream in MA program in Mathematics and Statistics will not compete with the Lassonde's proposed professional program. There are two reasons for this conclusion. First of all, Lassonde's proposed program is a professional program and our MA program in Mathematics and Statistics is not. The second reason is that the pool of interested candidates will be markedly different. Our students need to satisfy requirements for admission to MA degree in Mathematics and Statistics, and if they want to specialize in Statistics they would need to have a four-year undergraduate degree in Statistics. Lassonde's program proposal states that "the expected student body consists of:
 - a. Professionals and graduates of computer science, electrical and computer engineering, software engineering programs;
 - b. Professionals and graduates of quantitative disciplines/programs including mathematics, statistics, physics, economics;
 - c. Professionals and graduates of social science programs including sociology, political science, and psychology who have assumed a technical role in the Information and Communications Technology (ICT) industry."

Thus, technically speaking, the students in our Statistics streams (in the MA in Math and Stats program) could qualify for admission into Lassonde's program, but they would not be interested in this program, since it will be a professional program with very high tuition fees. More than 90% of our MA students do not have any work experience, and, coming just out of their undergraduate degrees and often with heavy student debts, they would not be able afford to pay the high tuition fees for Lassonde's program.

4. We are not requesting any new resources for this new stream. We propose to offer the new course MATH 6649 3.0 "Data Science" instead of MATH 6631 3.0 "Applied Statistics II", which was offered annually in the past. The other two courses MATH 6636 3.0 "Data Mining" and MATH 6644 3.0 "Statistical Learning" have been offered as elective courses irregularly in the past. If this stream is approved, at least one of these two courses will be offered annually. We can achieve this without requesting new resources, simply by adjusting the offering of other elective courses in our graduate program.

PROGRAM LEARNING OUTCOMES	MATH 6620 Mathematical Statistics	MATH 6622 Generalized Linear Models	MATH 6630 Applied Statistics I	MATH 6644 Introduction to Statistical Data Science	MATH 6644 Statistical Learning OR MATH 6636 Data Mining	3 elective courses OR 1 elective course and a survey paper	MATH 6004 Seminar Requirement
DEPTH AND BREADTH OF KNOWLEDGE							
(i) Explain and justify the process of proof and/or methodological development in mathematics and statistics (stream dependent)	This course provides students with the theoretical foundation (beyond the background gained in undergraduate study). This foundation provides the background of techniques and reasoning in assessment and development of various statistical methodologies.	These courses provide a breadth of background of statistical data science methodologies. Differentiation is key to all of statistical knowledge, teaching students the range of methodologies applicable to a particular data set.				Through the additional elective courses (or survey paper focusing on a particular field of study), students gain additional breadth of knowledge in the field(s) of their choice.	
(ii) Identify, describe, and differentiate key theoretical and methodological tools in at least one area in mathematics and statistics (stream dependent)							
(iii) Describe and analyse the current range of methodologies in the field							
RESEARCH AND SCHOLARSHIP							
(i) Assess, differentiate, and recommend mathematical and statistical theories, researched from a variety of sources	This course studies notation, theory, and the reasoning behind methodologies, providing the students the required theoretical background to reach the PLOs.	All practical courses discuss correct application and research required prior to implementing a method or applying a theorem. All required and most elective courses have a computational component, as well as a project component. Students are expected to draw upon empirical academic research and statistical best practice to support their conclusions and recommendations.					
(ii) Select and use effectively appropriate computer technology in mathematics and statistics							
(iii) Interpret and apply theories and methodologies from mathematical and statistical literature							
(iv) Identify and design mathematical notation in order to translate a real-world and/or research problem into mathematical and/or statistical language							
(v) Explain, in the notation appropriate for the discipline of mathematics or statistics, how a computation or proof provides evidence for logical statements.							
(vi) Discuss the importance of mathematics and/or statistics as the language of scientific discovery							
LEVEL OF APPLICATION OF KNOWLEDGE							
(i) Given a specific application or mathematical problem, identify and justify theories and methodologies relevant to the solution and application of tools and techniques						All required and elective courses in statistical and mathematical methods discuss the required theory and range of applicability for each method or tool. In MATH 6042, student will complete a big data project, summarizing these methods.	
(ii) Develop and evaluate logical arguments in the context of mathematics and/or statistics	More emphasis on proofs and logical proof arguments occurs in this course.						

PROFESSIONAL CAPACITY/AUTONOMY	
(i) Decompose complex tasks, problems or projects into smaller discrete steps, each of which can be analyzed or solved by existing mathematical or statistical tools	<p>Students will be exposed to these PLOs to various degrees in the courses. In particular, group or individual projects or work are an integral part of the seminar requirement and MATH 6644/6636. Security/ethics and privacy will be discussed in all courses/projects involving data analysis, as applicable. The importance and relevance of statistical methodologies and research will be emphasized throughout.</p>
(ii) Work competently and independently; Identify own strengths and differentiate when help and/or additional research is needed	
(iii) Learn and adapt new mathematical or statistical techniques and explain when these are applicable to the problem at hand. This learning should be done in an independent manner or as part of a team.	
(iv) Discuss and justify how management systems and technologies reflect concern for ethical security and privacy (for streams involved in data analysis)	
(v) Explain the importance and relevance of mathematical and/or statistical research, both fundamental and applied.	
COMMUNICATION SKILLS	
(i) Summarize and describe algorithms, theorems, methods, constructions, and definitions; Convey their relevance to possible applications	<p>To various degrees, required in all courses, the seminar requirement, or survey paper (elective). However, oral communication is the key component to the seminar requirement.</p>
(ii) Present mathematics and statistics in a written and oral form using generally accepted professional practices and notation with standards of quality and clarity of presentation	
AWARENESS OF LIMITS OF KNOWLEDGE	
(i) After identifying which methodologies are applicable for a particular problem, critique and/or test the applicability of these methodologies	<p>These themes are core to all of statistics, both theoretical and applied. Thus, these ideas are covered thoroughly and extensively in all courses. Indeed, the emphasis of limitations of methods is so central that it is one of the differentiating factors of statistics and statistical data science from other disciplines.</p>
(ii) Identify the dangers involved in misusing/misapplying/misinterpreting methodology (for applied disciplines)	
(iii) Given a theoretical result, provide an example or counterexample when a hypothesis is removed.	

YORK UNIVERSITY

**MAJOR PROGRAM MODIFICATION PROPOSAL:
BA PROGRAM IN ENGLISH**

DEPARTMENT OF ENGLISH, GLENDON COLLEGE

1. Program

English

2. Degree Designation

Specialized Honours BA

Specialized Honours iBA

Honours BA

Honours iBA

Honours Double Major BA

Honours Double Major iBA

Honours Major/Minor BA

Honours Major/Minor iBA

Honours Minor BA

Bachelor of Arts

3. Type of Modification

Revision of the Foundation Set for the English Program, the revision of the number of credits required from each of the categories of the major for the Specialized Honours BA, Honours BA, Honours Minor BA and Bachelor of Arts, as well as the completion of the revision, reform, and re-levelling of existing courses into the new program matrix.

4. Effective Date

2018

5. Description of Proposed Changes and Rationale for the Changes

Context: Recommendations of the 2017 CPR

This proposal is formulated in direct response to the recommendations of the English Department's 2016-2017 Cyclical Program Review: 1) that the curriculum become "less requirement-intensive"; and 2) to focus the Department's teaching "around core national-literature, historical-period, or genre courses." Following Vice Provost Alice Pitt's remarks in response to the External Reviewers' Report, the Department ratified on 7 June 2017 the agreement with the Glendon Linguistics Program (LIN) to "re-house" all of its language and linguistics courses cross-listed with LIN (with 3 exceptions) to the Linguistics Program with 10 FCEs of its annual offerings, as part of a considered "shift" in "priorities," and the process was completed with the approval by Glendon's Faculty Council on 29 September 2017. The Department's new "strategic orientation" that shapes this proposal is decisively towards revising the "curriculum so as to make it less requirement-intensive and in order to better respond to the

realities of lower enrollments and a limited complement of permanent faculty” (Recommendation 4), and towards achieving greater collaboration with the Communications Program to the “benefit [of] both departments” (Recommendation 6). The English Program is hereby refocusing its efforts on the core courses of the English Program (i.e. literature including drama, theory, and cultural studies) while giving LIN the chance to manage its own Program’s offerings without depending on English. The courses moved to LIN remain cross-listed with EN and continue to count towards the credits for the English major.

Revised English Program Matrix

The courses in English program are designed to fit into a four-year sequence of increasing specialization in English literary studies. Courses at the 1000- and 2000-levels are part of the Foundation Set which provides introductions to the field of literary study, transhistorical and transcultural surveys of literature and types of literature, and develops the essential skills of critical thinking and writing. Literary courses on the 3000-level study in depth historical periods and movements in the development of national literatures, as well as overviews of critical theory. Literary courses on the 4000-level focus on special topics inside the historical, cultural, national, and theoretical units studied on the 3000-level, and they place an emphasis on developing research skills including data-analysis, synthesis, and presentation.

6. Program Content and Curriculum

The requirements for the English major retain their division into categories built around specific degree learning expectations (see table), and the number of categories is brought to six with the addition of the “Theory and Special Topics” category that includes previously uncategorized courses, while cross-listing other mostly upper-level courses dealing with specialized topics inside the historical and national literature categories, thereby completing the curricular reform begun in 2011. Requirements for the Specialized Honours BA and Honours BA retain their division across the categories, but the number of mandatory credits in each is decreased, thereby allowing the students greater freedom to use the remaining elective credits in the major to build subfields of expertise based on their interest. Responding to the past experience of students minoring in English, the Honours Minor BA is now provided with a set of requirements that meet common requirements of teaching programs, thereby making it useful as a “teachable” for those applying to teacher’s college. The Bachelor of Arts is also provided with a set of requirements that is intended to achieve the main degree learning expectations for a major in English, while adjusting for the decreased depth and breadth of knowledge achievable through credits beyond the introductory Foundation Set.

I. The Honours Major (BA and iBA) requires 42 completed credits in EN, while the Specialized Honours Major (BA and iBA) requires 60 credits. The requirements for both are as follows:

- a) 18 credits from the Foundation Set
- b) at least 3 credits in each of categories 1-4 (minimum 12 credits)
- c) at least 3 credits from categories 5 and 6 (minimum 3 credits)
- d) 12 credits at the 4000-level

II. The Honours Minor BA requires the completion of 30 credits in EN, as follows:

- a) 18 credits from the Foundation Set
- b) Reading Shakespeare (GL/EN3620 6.0)
- c) 6 credits at the 4000-level from any of categories 1-5

III. The Bachelor of Arts requires the completion of 36 credits in EN, as follows:

- a) 18 credits from the Foundation Set
- b) Reading Shakespeare (GL/EN3620 6.0)
- c) 12 credits from categories 2-5
- d) 6 credits at the 4000-level from any of categories 1-5

The Foundation Set

The Foundation Set is composed of 18 mandatory credits divided into two groups of courses, offered each year: the first mandatory (with specified terms of offer), and the second providing choice to the students:

I. Mandatory Courses (12 credits):

GL/EN 1900 3.0 Reconciling Literature: Understanding Texts & Contexts (F, 1st year)

GL/EN 1902 3.0 Beyond Google: Research Methods in English Studies (F, 1st year)

GL/EN 2633 6.0 The Literary Tradition of English (Y, 2nd year)

II. Elective Courses (6 credits)

GL/EN 1901 3.0 Reading with Purpose: Contemporary Critical Approaches to Literature (W)

GL/EN 2900 3.0/6.0 Sex, Swords, and Sandals: Classical Foundations of English Literature (W/Y)

GL/EN 2902 3.0 Idea, Opinion, Argument: Rhetoric for Academic Settings (W)

GL/EN 2632 6.0 Western Drama: Ancient to Modern (Y)

Rationale for the Foundation Set Re-Design

The Foundation Set is designed to develop the incoming English majors' (and minor's) essential skills of reading, thinking, and writing critically, in addition to exposing them to the foundational theoretical, cultural, and historical foundations of the discipline. The two mandatory half-courses at the first-year level begin the process of fundamental skill-development and respond to the pedagogical needs of incoming English majors, as well as other students in the Humanities, by

addressing the weaknesses noted by English instructors over the past several years in the incoming students' levels of preparation for university-level study in English. They provide students with a set of essential research and critical skills that are required throughout their academic lives and beyond. Moreover, GL/EN1900 "Reconciling Literature" serves as a response to the Calls to Action outlined in the Final Report of the Truth and Reconciliation Commission of Canada. Not only will it build student capacity for intercultural understanding, empathy, and mutual respect (as outlined in Call to Action 63), this course will prepare students for further study in Canadian, American and postcolonial literature courses.

After this pair of mandatory courses is completed, the students can choose a path into the English major based on their interests, and their chosen combination of courses will open up avenues for developing possible minor fields of study, or allow for a complete "re-think" of their priorities mid-way through the first year without "losing" a year—an issue that has been noted by Advising over the years. For example, a student intent on continuing with the EN major's emphasis on literary study might select GL/EN1901 "Reading with Purpose" and GL/EN2900 "Sex, Swords, and Sandals," whose emphases on the critical, generic, and cultural underpinnings of the discipline would prepare them for the mandatory survey course GL/EN2633 "The Literary Tradition of English." Some, with interests in drama, may select GL/EN2632 "Western Drama: Ancient to Modern" and start on a path to a double major with or a minor in Drama Studies. Others, perhaps more interested in developing their writing or with interests in Translation or Communications, might select the two courses enthusiastically endorsed by and recommended as mandatory EN courses in the School Translation, GL/EN1902 "Beyond Google: Research Methods in English Studies" and GL/EN2902 "Idea, Opinion, Argument: Rhetoric for Academic Settings," cross-listed with the Glendon Communications Program, which not only open up the path to one of those programs, but also, when taken together, complete any student's General Education credits in Modes of Reasoning and prepare them well for pursuing other disciplines in the Humanities. Whatever the students' interests, this kind of restructuring of the Foundation Set is intended to enhance their experience of studying English at Glendon in its many facets, and to respond flexibly and promptly to their evolving interests.

Categories Beyond the Foundation Set

The curricular offerings of the English Program are revised into six categories that represent the long history and global evolution of literature in English, and the relevant sub-fields of critical theory and linguistics. Previously uncategorized elective courses that did not necessarily "count" for the EN major now have a coherent place in the program, and the problem of the rigidity of upper-level requirements coupled with category-requirements has hereby been remedied. The minimal mandated credits reflect the core learning expectations of the Program, of a confident grasp of the socio-cultural and historical contexts for the global evolution of literature in English, studied in a Canadian context, while a significant remainder of "elective" credits inside the major allows each student to pursue individualized interests in any of the sub-fields of the discipline, including theory, linguistic study, and creative writing. The "flexibility" of the major and the ability of the students to complete their requirements with 12 credits is guaranteed by the offer of a combination of 6.0 and 3.0 courses in each of the categories and the applicability of most courses to more than one category. The completion of the curricular reform of courses at all levels and in all categories ensures that the program will be able to provide sufficient numbers of 3.0 courses every year.

1) Literature Pre-1660

GL/EN 2632 6.0 Western Drama: Ancient to Modern

GL/EN 2900 3.0/6.0 Sex, Swords, and Sandals: Classical Foundations of English Literature

GL/EN 3210 6.0 Chaucer and Medieval Literature

GL/EN 3220 6.0 English Renaissance Literature

GL/EN 3555 3.0/6.0 Bede, Battles, & Beowulf: Anglo-Saxon Literature in Translation

GL/EN 3620 6.0 Reading Shakespeare

GL/EN 3625 3.0/6.0 Medieval English Drama

GL/EN 3630 3.0/6.0 English Renaissance Drama

GL/EN 4625 3.0/6.0 Imagining the Past: Literary Uses of History in the Renaissance

GL/EN 4662 3.0/6.0 Early Modern Women Writers

2) Literature 1660-1900

GL/EN 2632 6.0 Western Drama: Ancient to Modern

GL/EN 3230 6.0 Restoration & 18th Century Literature

GL/EN 3331 3.0/6.0 Into the Fray: British Literature from the Romantic Period

GL/EN 3332 3.0/6.0 Down the Rabbit Hole: British Literature from the Victorian Period

GL/EN 3471 3.0/6.0 Contested Origins: American Literature to the Civil War

GL/EN 3472 3.0/6.0 Fractured Identities: American Literature from the Civil War to World War II

GL/EN 3631 3.0 Restoration & 18th Century Drama

GL/EN 3940 3.0/6.0 From Contact to Confederation: Canadian Literatures before World War I

GL/EN 4330 3.0 The Funny Men of the 18th Century: Swift, Fielding, and Sterne

GL/EN 4644 3.0 The Golden Age of Children's Literature (1863-1911)

3) Literature 1900 – the Present

GL/EN 3205 6.0 Postcolonial Literatures and Theory

GL/EN 3365 6.0 Transatlantic Modernisms

GL/EN 3472 3.0/6.0 Fractured Identities: American Literature from the Civil War to World War II

GL/EN 3473 3.0/6.0 Navigating Nationhood: American Literature Since World War II

GL/EN 3622 6.0 Postcolonial Drama in English

GL/EN 3635 3.0/6.0 Modern and Contemporary Drama

GL/EN 3941 3.0/6.0 From Dominion to Domain Name: Twentieth-Century Canadian Literatures

GL/EN 3942 3.0/6.0 Postnational Perspectives: Contemporary Canadian Literatures

GL/EN 3950 6.0 English-Speaking Theatre in Canada

GL/EN 4245 3.0 Adaptation Studies: Literature and Film

GL/EN 4620 3.0/6.0 Contemporary Women Playwrights

GL/EN 4642 3.0/6.0 Canadian Literature and the Great War

GL/EN 4645 3.0/6.0 Canadian Drama on the Margins

GL/EN 4655 3.0 A Tarnished Age: Dystopias for Children

4) Canadian Literature

GL/EN 3205 6.0 Postcolonial Literatures and Theory

GL/EN 3622 6.0 Postcolonial Drama in English

GL/EN 3940 3.0/6.0 From Contact to Confederation: Canadian Literatures before World War I

GL/EN 3941 3.0/6.0 From Dominion to Domain Name: Twentieth-Century Canadian Literatures

GL/EN 3942 3.0/6.0 Postnational Perspectives: Contemporary Canadian Literatures

GL/EN 3950 6.0 English-Speaking Theatre in Canada

GL/EN 4642 3.0/6.0 Canadian Literature and the Great War

GL/EN 4645 3.0/6.0 Canadian Drama on the Margins

5) Theory and Special Topics

GL/EN 2643 6.0 Poetry and Poetics

GL/EN 3205 6.0 Postcolonial Literatures and Theory

GL/EN 3636 6.0 Children's Literature

GL/EN 4245 3.0 Adaptation Studies: Literature and Film

GL/EN 4250 6.0 Studies in Genres

GL/EN 4330 3.0 The Funny Men of the 18th Century: Swift, Fielding, and Sterne

GL/EN 4625 3.0/6.0 Imagining the Past: Literary Uses of History in the Renaissance

GL/EN 4642 3.0/6.0 Canadian Literature and the Great War

GL/EN 4644 3.0 The Golden Age of Children's Literature (1863-1911)

GL/EN 4645 3.0/6.0 Canadian Drama on the Margins

GL/EN 4655 3.0 A Tarnished Age: Dystopias for Children

6) Language and Linguistics

GL/LIN/EN 1601 6.0 The Structure of English

GL/LIN/EN 1603 6.0 Introduction to Linguistics

GL/LIN/EN 2611 3.0 Phonetics

GL/LIN/EN 2613 3.0 Phonology

GL/LIN/EN 2634 3.0 Language and Society

GL/LIN/EN 3604 3.0/6.0 Varieties of English

GL/LIN/EN 3605 6.0 Old English

GL/EN 3606 3.0 Learning English as a Second Language

GL/LIN/EN 3607 6.0 Literary Stylistics

GL/LIN/EN 3608 6.0 Modern English

GL/LIN/EN 3609 3.0 Pragmatics

GL/LIN/EN 3610 3.0 Advanced English Syntax

GL/LIN/EN 3611 3.0 Semantics

GL/LIN/EN 3650 6.0 Sociolinguistics

GL/LIN/EN 4605 3.0 Linguistic Theory

GL/LIN/EN 4606 6.0 History of the English Language

GL/LIN/EN 4607 6.0 Functional Linguistics

GL/LIN/EN 4608 3.0 Discourse Analysis
GL/LIN/EN 4609 3.0 Advanced Phonetics and Phonology
GL/LIN/EN 4610 3.0 Studies in Canadian English
GL/LIN/EN 4613 3.0 Children’s Discourse
GL/LIN/EN 4617 3.0 Language Policy and Language Planning
GL/EN 4695 3.0 English as a World Language
GL/EN 4696 6.0 Teaching English as an International Language

7. Alignment with Faculty and University Academic Plans

The proposed revision does not change the existing alignment of the Glendon English Program with the Faculty and University Academic Plans. By completing the curricular reform that was begun in 2011—namely, the appropriate levelling of courses according to the Program matrix and the accurate mapping of learning outcomes across the curriculum—the English Program is reinforcing its commitment to the nexus of research and teaching in delivering its degree learning expectations.

8. Program Learning Outcomes – Maps

See attached tables and curriculum maps. **Note to Senate, documentation available upon request.**

9. Consultation with relevant academic units

Upon reviewing this proposed program modification in English, Professor Jerzy Kowal, the Coordinator of the Glendon Linguistics Program—with which English has always had the closest relationship of cross-listed courses and shared learning outcomes—expressed his full support for it as it presented no drawbacks to LIN, while ensuring the continued successful collaboration of EN and LIN (see attached letter).

The proposal and the new set of Foundations courses was also reviewed by the Chair of the School of Translation, Professor Lyse Hebert, and the Coordinator of the Glendon Communications Program, Professor Philippe Theophanidis, both of whom expressed their support for it. In following through on the recommendations of the last EN CPR, a new course cross-listed with Communications was added into the Foundations Set, while the School of Translation intends to amend its guidelines to recommend specific new courses from the Foundation Set to its students as part of the mandatory 6 credits in EN.

In preparing this proposal, the Glendon English Program has also initiated contact with the English Department at the Keele campus, from whom we have not only obtained their enthusiastic support for our vision of the revised program in all its components, but also a commitment to make our program and its offerings “visible” to all of their students as well. As a result of these very productive communications between the Chair and Deputy Chair of Glendon English with Professor Heather Campbell, Chair, and Professor Elizabeth Pentland, Undergraduate Program Director of the English Program at Keele, we find ourselves at the start

of an exciting and promising new era of close collaboration and synergy: the two programs will coordinate course offerings for the benefit of students studying English at York University (at Glendon as well as Keele), and the offerings of the Glendon EN Program will be advertised and recommended to Keele Campus English majors. These measures will undoubtedly result in a boost in course-enrolments.

Finally, this Proposal has also been reviewed by and has received the full support of the Principal of Glendon College, Professor Donald Ipperciel (see attached letter).

10. Admission requirements: no change.

11. Resource implications: no change.

12. Mode of delivery

The main change in the mode of delivery pertains to the revised Foundation Set where the annual availability of all courses is a crucial buttress in the scaffolding of the Program. The courses of the second term of a student's first year are designed to build on the specific learning outcomes of the mandatory two courses of the first term of a student's first year of study, while the 2000-level courses a student takes in their second year build on the learning outcomes and core skills developed over the first year of study in the Program. In addition, the Program will consistently offer half-courses at the 4000-level in each of the categories, to maintain the Program's promise of "flexibility" and to ensure that students can satisfy categories with a minimum of 3 credits, as discussed in #6 above.

13. Assessment of teaching and learning in the Program

The assessment methods employed by instructors in the Program include written and oral components. The written include exams, tests, quizzes, and research assignments and essays. The oral assessment tools include formal and informal presentations in a class setting, research seminars, as well as informal oral participation in class discussions. At the 3000-level, courses combine lectures with oral presentations by students; 4000-level seminar courses are built around student seminars. At the 3000- and 4000-levels, course assignments include research projects of increasing complexity; many 4000-level courses rely on research papers as the means of assessment and contain no exams.

14. Accommodations for students currently in the Program

Following the formal adoption of the Major Program Modification of the Glendon English Program by Senate, the Chair of the Glendon English Department will contact all Glendon EN majors and minors to inform them in detail about the change that will become effective in September 2018. Every student will have the option of continuing their studies towards their degree according to the existing requirements, if they wish to do so, without change, and the future course-offerings of the Program will not in any way disrupt their ability to complete their degrees as originally envisioned. However, they will also all be given the option to switch to the new Program because it is far less requirement-intensive. Any student's completed 18 credits of the "old" Foundation Set will be honoured and they will not be required to take any of the newly added courses to the revised Foundation Set. If a student has completed only part of the 18 credits of the "old" Foundation Set, they will be granted credits towards the Foundation Set (i.e.,

the completed EN1602 will count as the equivalent of EN1900/EN1901 while waiving the required EN1902) or towards Category 6 (if EN1601 or EN1603 were completed). Any credits previously counted towards any of the categories of the “old” Program will continue to count towards the same categories in the revised Program—as there is no substantial change in the Program’s learning outcomes reflected in the categories.

15. Comparing the Existing and the Proposed Program Requirements: Documentation available to Senators upon request .



October 26, 2017

Professor Igor Djordjevic
Chair, Department of English
Glendon Campus, York University

GLENDON COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENDON

Linguistics and
Language Studies
Program

Programme de
Linguistique et
Sciences du Langage

C222 YORK HALL
2275 BAYVIEW AVE.
TORONTO ON
CANADA M4N 3M6
T/T 416 736 2100
EXT 88318
F/T 416 487 6850
lin@glendon.yorku.ca
www.glendon.yorku.ca/lin

Dear Professor Djordjevic:

It is with a keen interest that I have read your proposal for program modifications. I have lingered on the parts of your proposal in which you discuss the place of linguistics courses within your new program, and I have given some serious thought to what kind of impact your program modification would have on our Linguistics Program.

I would like to start this letter of support with the statement that *Linguistics and Language Studies Program* is very grateful to the Department of English for the 10 FCEs offered to our program, and for the transfer of property rights for linguistics courses. Starting in 2018, the two above mentioned gifts will allow us to function as a true Linguistics Program which can offer enough courses on its own for students to graduate. But I must say that initially, I was a bit concerned about the possibility of reaching that goal for Linguistics, given the current structure of your program and, in particular, your requirements for Linguistics courses. As it stands now, students need to take either **GL/EN 1603 6.00 *Introduction to Linguistics***, or, seemingly, the more preferred course, **GL/EN 1601 6.00 *The Structure of English***. To my knowledge, up until now, you have annually run two sections of GL/LIN 1603, and three, or often four, sections of GL/EN 1601. My concern was that Linguistics would have to give up 3 or 4 of its newly acquired FCEs to satisfy degree requirements for students in English Studies. But after having read your proposal, I now feel quite relieved knowing that this will no longer be the case, and that, in the new structure of your program, students will be allowed to choose courses in Linguistics, and will not have to take them as mandatory courses. And they will have an impressive list of courses to choose from because you thoughtfully have cross-listed all our courses with you, and by doing so, you have demonstrated an unbroken commitment to continue to count Linguistics courses towards the credits for English major.

Having read your proposal and having had a look at your new requirements for courses in linguistics, I can see that you are quite aligned with similar requirements in other language departments. In Hispanic Studies, for instance, students in Specialized Honours are required to take six credits in Spanish linguistics. Students in other programs in Hispanic Studies (Honours Major, Minor, and Bachelor of Arts) may take courses in linguistics if they wish, but they are not required to do so. In French Studies, on the other hand, students in Specialized Honours and in Honours are only required to take **GL/FRAN 2600 6.00 *Introduction à la linguistique générale et française***. Though I fully recognize that departments/programs have their own rights to decide about the structure of their academic programs, based on the above, I believe that it would be beneficial for students in English Studies to have similar linguistics requirement as in other language departments. It goes without saying that Linguistics and Language Studies Program supports your idea of having students choose their courses in linguistics instead of making them mandatory, as it



would allow us to accommodate your students in a variety of our courses without putting a strain on our new program resources.

Apart from the considerations of the impact of your program modification on our Linguistics Program, I appreciate your department's determination to reconfigure, in accordance with the recommendations of the English Department's 2016-2017 Cyclical Program review (CPR), your current academic program to better serve the evolving students' academic needs in your field.

In conclusion, I would like to thank you again for having shared with me your proposal for program modification. I am sure this modified program will be an important and distinctive addition to Glendon's offerings. I am therefore pleased to support your department's proposal.

A handwritten signature in black ink, appearing to read "Jerzy Kowal". The signature is written in a cursive style with a large initial 'J' and 'K'.

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



GLENDON COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENDON

Office of the
Principal

Bureau du
Principal

2275 BAYVIEW AVE.
TORONTO ON
CANADA M4N 3M6
T/T 416 487 6727
F/T 416 487 6786
principal@glendon.yorku.ca
www.glendon.yorku.ca

October 27, 2017

Re. Major Modification Proposal BA Program in English, Glendon

I hereby support the major modification proposal for the BA program in English at Glendon.

The proposal responds to recent cyclical program review recommendations. It redesigns the Foundation Set (core courses) and better aligns program categories with degree level learning expectations. Program quality is enhanced and students obtain greater flexibility in the pursuit of their degree.

The revised program as proposed adequately reflects existing departmental resources. Indeed, the Department has seen declining enrolment in recent years and I expect the major modification to stabilize the program and lay the foundation for possible growth.

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

Sincerely,

Donald Ipperciel
Principal, Glendon College

Proposal for a Co-operative Education Option in Computer Science and Computer Security

June 8, 2017

We propose to create a co-operative education option for the Honours B.A. and Honours B.Sc. programs in computer science and computer security, within the framework that is already in place for other programs within the School of Engineering.

1. Rationale

A co-operative education option allows students to gain experience in work placements that complements their academic studies. Such an option would be an attractive addition to our programs for a number of reasons.

- Co-operative work experience helps provide a well-rounded education.
- Money earned during work placements can help our students finance their education.
- Job experience may open more employment opportunities to graduates of our programs.
- Work experience will help our students make informed decisions about their career paths.

During the 2016 cyclical program review, undergraduate students in EECS programs were surveyed about their interest in 'hands-on' learning opportunities, including internship programs or co-operative education. 73% said they were very interested and 23% said they were somewhat interested. Only 3% said they were not interested.

The School of Engineering already has a well-developed framework for supporting co-operative education in other degree programs. The resources provided include workplace skills workshops and courses, a network of connections with employers, an online portal for matching students with prospective employers, and means for monitoring students in job placements. This proposal would allow students in the honours computer science and computer security programs to take full advantage of these existing resources.

The development of co-op options for all of our students was identified as a priority in the EECS department's five-year plan last year. It also aligns with the 2015-2020 University Academic Plan's emphasis on expanding experiential education opportunities.

2. Outline of Co-operative Option

Students enrolled in the co-operative option will gain work experience in two work placements in paid jobs related to their field of study. Each work placement will last from 4 to 16 months, for a total of at least 12 months and at most 24 months. Between the two work placements, the student must return to full-time academic studies at the university. These work terms will typically be a short (4-month) placement for the summer term between the student's second and third year of studies, and a longer placement after the student's third year. After the second placement, the student will return to York for the completion of academic studies.

Prior to the *first* work placement, a student must satisfy the following requirements.

- A cumulative GPA of 5.0.
- Completion of 50 credits, including at least four of the 2000-level EECS core courses (EECS2001, EECS2011, EECS2021, EECS2030, EECS2031).
- Attendance at a co-op info session.
- Completion of a resume and cover letter writing workshop.
- Completion of an interview skills workshop.
- An intention to return to academic studies for at least three terms (i.e., there should be at least 45 credits of the student's degree to be completed after the work placement).

Students are not guaranteed a coop employment position: they must apply for positions, with the help of the co-op office, and must successfully interview for one with the employer. Students must register for COOP 2109 0.0 during each term of the first work placement.

As part of this course, students must submit a work term report. Students are also evaluated by their employer. During the first term of the first placement, students must also complete COOP 2100 2.0, an online course designed to help students with their professional development. (See Appendix A for calendar descriptions of COOP courses.)

Prior to the *second* work placement, a student must satisfy the following requirements.

- A cumulative GPA of 5.0.
- Completion of at least 9 EECS credits at the 3000 level. (For students in the computer security program, EECS 3482 must be among these 9 credits.)
- Completion of at least one academic term since the end of the previous work placement.
- Successful completion of COOP2100 2.0 (Professional Development for Co-op Students).
- An intention to return to academic studies after the completion of the second work term (i.e., there should be at least 9 credits of the student's program to be completed after the work placement).

Students must register for COOP 3109 0.0 during each term of the second work placement. This course is similar to COOP 2109 0.0. During the last term of the second work placement, students must complete the course COOP 3100 2.0, which is intended to help students reflect upon their work experience and integrate the knowledge gained during their work terms into their academic studies.

There is a transcript notation for students who successfully complete all of the co-operative option requirements.

2.1 Overview

Although the timeline for work terms is somewhat flexible, the following schedule is atypical example.

	Fall	Winter	Summer
Year 1	Academic Term 1	Academic Term 2	Free
Year 2	Academic Term 3	Academic Term 4	Work Placement (COOP2100, 2109)
Year 3	Academic Term 5	Academic Term 6	Free
Year 4	Work Placement (COOP3109)	Work Placement (COOP3100, 3109)	Free
Year 5	Academic Term 7	Academic Term 8	

The second work placement may extend into the summer term of Year 4 or Year 3 or both.

At present, the department does not offer sufficiently many courses to guarantee that students would be able to take a full load of courses towards their degree in summer terms, so there would be no guarantee that students could complete a degree with the co-op option in less than 4 years and 8 months. If a large percentage of students take the co-op option, it may lead to increased demand for the department to offer courses more frequently so that students could make progress towards their degree in all three terms of the year.

3. Resource Requirements and Student Fees

The infrastructure for the co-op option has already been developed for other programs with the School of Engineering. The Lassonde Co-op office administers the co-op information sessions and workshops, drop-in hours for students to get information about the co-op option, resources to help students find work placements, and the teaching of COOP2100 and COOP3100.

The addition of the co-op option to the Computer Science program will require deepening the network of York's relationships with employers in the computer science sector, and will likely cause a significant increase in the numbers of students enrolled in co-op options. Such an increase in workload for the co-op office would likely require hiring another staff member for that office.

The additional costs of running this program will be offset by the following student fees.

- \$200 one-time registration fee when a student first enrolls in the co-op option.

- \$500 associated course fee per enrolment in COOP2109 0.0 or COOP3109 0.0 (once per work term).
- Standard tuition for COOP2100 2.0 and COOP3100 2.0.

For the EECS department, there would be an additional workload for faculty members, who would be responsible for evaluating students' work term reports for the courses COOP2109 and COOP3109. In the short term, it may be possible to assign this extra workload to the coordinator of the project courses (EECS4080 and related courses). If the number of students participating in work terms increases, it will become necessary to include the evaluation of work term reports in a revised departmental workload document.

Once enrolments in the co-op option are sufficiently high, it may be desirable to provide added flexibility to co-op students to take courses in any term when they are not engaged in a work placement. This could require offering more sections of courses (particularly core required courses) in more terms per year, including summer terms. This would have the added benefit of allowing all students in our programs to make progress towards the completion of their degrees more quickly.

4. Relationship to the Technology Internship Program

The co-op option differs from the current Technology Internship Program (TIP), which permits students to work for a single period, typically after the third year of studies. The co-operative option has several advantages:

- Two work placements instead of one will allow students to gain more breadth of experience.
- The first work term comes earlier in the student's education, allowing for more reinforcement between work experience and academic activities.
- There is more structured preparation for the work experience in the co-operative option.

The TIP was designed with fairly restrictive requirements, including a cumulative GPA of 6.0 or higher and completion of 9 EECS 3000-level credits, including EECS3311. The requirements for the co-op option will make it possible for students to gain work experience earlier, and will open the program to more of our students.

In the short term, we will continue to offer the TIP option to students. Once the co-op option is running, we will consider whether the level of participation TIP makes it worthwhile to continue offering it.

5. International Students

The co-operative option would be open to international students. However, students must acquire a co-op work permit from Citizenship and Immigration Canada. The School of Engineering's co-op office assists students by providing letters of confirmation to include in their applications.

A Calendar Descriptions of COOP Courses

Calendar descriptions of COOP2100 and COOP2109 will have to be changed to implement this proposal. (See the accompanying course change proposals. **Note, not copied for Senate but available upon request.**) Their revised descriptions appear below, together with the existing descriptions of COOP3100 and COOP3109, which do not require alteration.

COOP 2100 2.0 Professional Development for Co-op Students

Developing an effective e-Portfolio for engineering co-op students as a tool for professional development and job finding. Learning from, and adapting to, the transition from university to the workplace. Offered online. Estimated time in required learning activities: 3 hours per week.

Prerequisites: Enrolment in the Lassonde Co-op Option, requiring a GPA of 5.0 and completion of:

- Engineering: 60 credits of core engineering courses, of which at least 30 credits must be at the 2000-level and include LE/ENG 1101 4.00, LE/ENG 1102 4.00, and LE/ENG 20013.00.
- Honours Earth Science, Atmospheric Science: Completion of 50 credits including all core 1000 and 2000 level courses required for the relevant Honours stream.
- Honours Computer Science or Computer Security: Completion of 50 credits, including at least four of the 2000-level EECS core courses (EECS2001, EECS2011, EECS 2021, EECS2030, EECS2031).

To qualify, the student must have attended all mandatory preparatory sessions required by the Engineering Co-op Stream. This course must be taken during the students first work-term. Co-requisites: LE/COOP 2109 0.0 Lassonde Co-op Work-term.

COOP 2109 0.0 Lassonde Co-op Work Term

Students enrol in this course during their work term. In addition to the work, students reflect on the relationship of their academic learning to the Co-op work experience. Employers also provide their evaluation of the student's performance. Successful completion of at least three work term courses is a requirement of the Co-op option. Prerequisites: Open only to students with good standing in the Lassonde Co-op option. This will typically include completion of appropriate required courses in the program, and/or completion of a required number of credits with a specific GPA requirement. Taken during their first period of work.

COOP 3100 2.0 Critical Reflection on Work Experience Using Professional Portfolios

Learning from the co-op experience and integrating that knowledge into academic studies. Use of the co-op e-Portfolio for targeted discussion topics focusing on professionalism, continuous learning, communications, and the workplace. Offered

online. Estimated time in required learning activities: 3 hours per week.

Prerequisites: LE/COOP 2100 2.00. This course must be taken during the student's last co-op work-term. Enrolment in the Lassonde Co-op Option, requiring a GPA of 5.0.

Co-requisites: LE/COOP 3109 0.00, or LE/COOP 4109 0.00.

COOP 3109 0.0 Lassonde Co-op Work Term

Students enrol in this course during their work term. In addition to the work, students reflect on the relationship of their academic learning to the Co-op work experience.

Employers also provide their evaluation of the student's performance. Successful completion of at least three work term courses is a requirement of the Co-op option.

Prerequisites: Open only to students with good standing in the Lassonde Co-op option.

This will typically include completion of appropriate required courses in the program, and/or completion of a required number of credits with a specific GPA requirement.

Taken during their second period of work, after 90 credits (102 credits for students in the BEng).

Date: 05/09/2017 [10: 51: 11 AM EDT]
From: Bob Eichvald <bob.eichvald@lassonde.yorku.ca>
To: Eric Ruppert <ruppert@cse.yorku.ca>
Subject: Fw: Re: CS co-op option draft

Attention

Chair and Faculty members of the Computer Science Department

I support the motion of creating a Co-operative Education option for Computer Science Students in the Lassonde School of Engineering. Over the last two years we have successfully launched the Co-op program for all Engineering programs. All the necessary administration has been established such as (co-op preparation workshops, development of on-line co-op courses, selection of faculty, policies, procedures, technology, staffing). The Lassonde Co-op program primarily follows the definition of Co-operative Education as stated by The Canadian Association for Co-operative Education (CAFCE) however we are not currently a CAFCE accredited institution.

The proposed Co-op option for Computer Science will benefit Lassonde on many ways. This will provide prospective students and their parents with the "co-op" option that they are looking for. It will level the playing field for all Lassonde students as both Engineering and Computer Science will now have the same eligibility requirements to participate in co-op and obtain work experience. More students will be able to participate in co-op and earn valuable work experience, gain industry references and networks and earn a salary to help offset the cost of their education. Lassonde will gain new employer partners and increase our reputation in industry as an academic leader.

I believe that the technology and computing industry in the GTA (and in North America) is growing and the market can handle the influx of new Lassonde co-op students. If the motion moves forward, research will be completed on the "employment market" and we will consult with our existing partners about capabilities to bring on more co-op students at an earlier stage. Also, we should determine the number of CS students who will be eligible for the Co-op option given the lower GPA requirement and earlier entry point to get an understanding of how many new students we might see enter the program and what the employment prospects are. Proper planning, resourcing and staffing is necessary for the co-op department to develop the necessary "increase" in employer relations and job opportunities to successfully deliver on the co-op promise to this new cohort of students and into the future.

Thanks

Bob Eichvald | Associate Director, Co-op Program and Business Partnerships | Lassonde School of Engineering

105 Bergeron Centre for Engineering Excellence | York University | 11 Arboretum Lane, Toronto ON M3J 1P3 Canada

Phone 416.736.2100-44072 | Cell | bob.eichvald@lassonde.yorku.ca | <http://lassonde.yorku.ca/>

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Report to Senate

At its meeting of February 15, 2018

FOR INFORMATION

1. Incomparable Metrics and 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 questions -- set against University Academic Plan objectives -- about tracking progress through indicators. We are now using the term “Incomparable Metrics” to signal an intention to develop indicators that tell the York story well, document our strengths, values and impact, and address the concerns about the limitations of conventional measures. It is hoped that York will also help shape system-wide indicators adopted for Strategic Mandate Agreement 3.

As was reported last month, APPRC has prepared a series of documents flowing out of the exercise. One synthesizes submissions organized around themes that emerged organically 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. There was insufficient time at the January 25 meeting to discuss the list of indicators developed out of Faculty Council responses, but some individuals responded to the Chair’s question of what may have been missing in the list. We would very much like to hear directly from Senators in February, and propose that a discussion at the Senate meeting focus on these two questions:

What should be added to the list?

How can we collect and present data while absolutely safeguarding against the use of information for any purpose other than profiling the totality of research activities?

We hope that there will be time at the Senate meeting to explore these questions in some detail, and ask that Senators come prepared to share their perspectives on these two questions.

Documentation is attached as Appendix A.

2. Electronic CV Management

Vice-President Haché briefed the Committee on electronic CV management software and described the benefits of several programs now in use. APPRC recorded its support for a collegial conversation about the concept of a University utility of this kind. Available software has the capacity to better capture and aggregate a wider range of scholarly and creative activities at York.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Documentation is attached as Appendix B.

3. APPRC-ASCP Forum of Ideas

APPRC and ASCP co-sponsored a Forum of Ideas on Thursday, February 8, 2018 in the Scott Library Collaboratory. The event was well attended and generated a collegial, convivial atmosphere, bringing together colleagues from around the University to share ideas and learn about approaches to curriculum innovations. Our Committees are extremely grateful to all those who attended the forum, and are especially indebted to colleagues who prepared posters for the event.

This was not a traditional planning forum and the Committees appreciate greatly the positive feedback from participants who took the opportunity to mingle and meander, take in the dozen posters on display, encounter their creators, and join in a concluding segment where panelists addressed questions from the moderator and the floor.

The Committees will prepare and share a more detailed record of the closing discussion, and compile posters in a digital repository. We thought Senators may be interested in highlights from the conversations around the room last week:

- Change has many motivations. Some flow directly out of externally-mandated accreditation processes or Cyclical Program Reviews. Others are set in motion by internal dynamics or the realities of enrolment challenges. The most successful and enduring projects take a long view but remain adaptable and open. They are done for the right reasons – quality enhancement, student and faculty satisfaction, teaching-research synergies, and incorporating experiential dimensions without diluting standards.
- Deliberate engagement with current and prospective students can be indispensable when assessing need and demand. We learned that programs have conducted surveys, assembled focus groups, taken advantage of portfolio presentations or admission interviews, or held regular retreats. Information is also available about students who chose not to come to York, and intelligence is gathered from sources such as York advisors, recruitment staff, secondary school guidance counsellors and employers.
- A number of our presenters demonstrated the possibilities of mutually beneficial collaboration within or between Faculties, enlisting existing resources to create something new, exciting and student-centric. We heard from programs that are now actively pursuing joint endeavours or teaming up (an example being Global Health's placements at the Las Nubes Eco-Campus).
- Embarking on a significant reform process can seem daunting. There are, however, many supports available to programs, including the Office of the Vice-Provost Academic, the Office of Institutional Planning and Analysis (which now houses an impressive site where colleagues can access a wide array of data), the University Secretariat, Teaching Commons, York University Libraries, Faculty Council Offices and

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

the offices of the Deans and Principal. We would like to think that the repository built around the forum's documents and discussions will also be helpful. Program planners have also looked outside to other institutions for inspiration and concrete initiatives.

- We learned of some marvelous ways to share ideas at the outset of a process. We love the idea of a wall of inspiration where colleagues can post suggestions anonymously, or work together to create momentum. We appreciated that programs in the liberal arts learn from those with a professional orientation – and vice versa.
- Some programs have already begun to think in terms of competencies rather than outcomes, an important shift from metrics to experience.

The forum was, as one participant noted, a celebration of the hard work, imagination, focus and collegiality of the programs highlighted. It was also stimulating and empowering. APPRC and ASCP will strive to maintain momentum coming out of the event.

4. Institutional Integrated Resource Plan

As reported in November, Provost Philipps has demonstrated a Prezi format means by which to closely track the implementation of recommendations flowing out of the IIRP working groups. She will update Senate at the meeting of February 15.

5. Markham Centre Planning Update

Provost Philipps provided a brief report on Markham developments at the meeting of February 1. The Committee learned and now shares the following:

- The first curriculum retreat with Deans and Associate Deans from Faculties developing proposals for Markham has been held. There was discussion of graduate attributes, the possibility of a common year (or elements of commonality), and other innovations, such as courses that could, for example, be geared toward looking at major issues from multiple perspectives.
- Consultations on the discussion paper on governance models are wrapping up. Although thinking may evolve over time, the campus will not house a new Faculty at the outset. Yet there is still a need for collegial fora to take up matters of special or exclusive interest to Markham or that make effective links with University governance.
- With the broad outline of space allocations now determined, the next phase of design will concentrate on how to assign space in the interior.
- In terms of the budget for Markham, work is continuing on fine grained estimates and projections.
- York and Seneca continue to refine their partnership with regard to programs and other connections.
- The search for a Deputy Provost is well underway.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

6. Faculty and YUL Academic Planning Submissions

The Committee has had a preliminary review of responses from the Deans, Principal and University Librarian to questions posed by APPRC about the state of planning:

Question 1:

“Innovative, Quality Programs for Academic Excellence” form Priority 1 of the University Academic Plan. At the *unit* or *program level* specifically, which initiatives are being undertaken in pursuit of Priority 1? How and why did you identify, prioritize and develop these initiatives?

Please note that Senators are interested in understanding

- how “academic excellence” is understood by programs and the collegial processes undertaken to create that understanding
- how the pursuit of academic excellence will be measured internally and externally
- the factors contributing to, hampering, or preventing success in these undertakings

Question 2:

Which of the other priorities and objectives of the UAP are commanding the greatest attention in 2017-2018, and why?

Senators are interested in understanding

- the factors that have promoted these objectives to the forefront
- what research objectives are being pursued and how in the context of promoting quality and academic excellence?

APPRC is extremely grateful to our respondents for their submissions.

The Committee has agreed to the following:

- in-person meetings will be arranged with any of our respondents who ask to do so
- preparation of an overview that extracts and categorizes initiatives
- revisiting the material with a view toward identifying particularly promising initiatives or ideas that could be pursued collaboratively

We are now re-imagining this “annual exercise” as a two-year undertaking in which it will be possible to recognize progress and change. We are also persuaded that the Deans, Principal and University Librarian should share their documents with Councils and indeed engage Councils during the preparation of responses to APPRC.

7. Strategic Research Plan Update

Vice-President Haché provided APPRC with a status report on report on the SRP renewal process on February 8. Consultations were launched in October 2017 and they are continuing. A

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

consultation draft will be issued in the near future. The Chair is a member of the SRP Advisory Committee and has reported frequently on a process that has been positive, open and productive. Senators are encouraged to share their perspectives in the final stages leading to a recommendation to Senate in the spring.

Documentation is attached as Appendix C.

8. Decanal Search Procedures

President Lenton announced changes to the decanal search procedures at the January meeting of Senate. Provost Philipps provided the Committee with copies of the document which led to a discussion.

9. Internationalization Review Panel Terms of Reference

A new panel has been set up to recommend ways in which internationalization objectives – including those expressed in the University Academic Plan¹ – can be achieved. Provost Philipps provided us with a copy of the draft terms of reference and we in turn provided her with suggestions.

10. Progress on 2017-2018 Priorities

The Committee has reviewed its priorities for the year at the mid-point. We remain on track to complete a number of items, but some will carry on. An emerging priority involves the establishment of a new Faculty approved in principle by Senate. A status report was transmitted to Senate last month.

T. Loebel
Chair of APPRC

¹ - Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges
- Finalize a new *Internationalization Plan* outlining objectives and initiatives including: strategic academic partnerships both locally and globally / increasing the proportion of international students to 15-20% by the end of the Plan / a one-stop portal for prospective and current international students

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 the 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/contexts.
 - 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

Electronic CV Management

February 8, 2018

Dr. Robert Haché, Vice-President Research & Innovation

Electronic CV Management

Benefits:

- Saves substantial time, increases efficiency and provides flexibility for faculty
- Can be tailored to needs
- Provides interface with electronic databases eg: Google Scholar
- Multiple output formats including interface with CCV



Electronic CV Management

Number of Products Available:

- UNIweb
- Researchfish
- Vertigo Ventures VV-Impact Tracker
- Etc.

Electronic CV Management

Example: UNiweb

- Current users include: UOttawa, McGill, UBC Okanagan, Dalhousie, Lethbridge, Laval, Dalhousie, Queen's (Medicine)
- Has standard CV modules built in, can create a standard York CV
- Can be customized to include unique fields (i.e. evidence of community and industry engagement; media appearances; external committee work, installations etc.)
- interface allows for development of add on capacity
- Integrates with CCV: exporting to and importing from Canadian Common CV (also databases such as google scholar)
- Built-in security

4 <https://www.uniweb.network>



Strategic Research Plan

February 8, 2018

Dr. Robert Haché, Vice-President Research & Innovation

Consultation Engagement

➤ Fall Consultations

- ✓ Launch and Open Forum (Oct.11th)
- VPRI Community Chats across campus
 - ✓ Monday October 30th, Kaneff
 - ✓ Monday November 13th, HNES
 - ✓ Wednesday November 15th, Winters College
 - ✓ Monday December 11, 2pm-3pm, 354 Lumbers
- Faculty & Other Meetings:
 - ✓ Health – Nov 1
 - ✓ Faculty of Graduate Studies -Nov 2
 - ✓ Council of ORU Research Directors -Nov 14
 - ✓ Indigenous Council – Nov 21
 - ✓ Environmental Studies- Nov 23
 - ✓ Jane Finch community consultation Nov 29
 - ✓ Education – Nov 30
 - ✓ CRCs/YRCs- Dec 6 & 8
 - ✓ Science – Dec 6
 - ✓ Osgoode – Dec 8
 - ✓ Wednesday December 13, 3:00-4:00pm, 214 Joan & Martin Goldfarb Centre for Fine Arts
 - ✓ Thursday December 14, 11am-12pm, 203 Bergeron
 - ✓ Library Forum- Dec 12
 - ✓ Associate Deans Research Council –Dec 13
 - ✓ LA&PS- January 10th
 - ✓ AMPD- January 12th
 - ✓ Psychology- January 22nd
 - ✓ Post Docs- January 31st
 - ✓ Deans- Feb.6th
 - ✓ APPRC- Feb. 8th
 - Glendon – TBC
 - Schulich- TBC

What We've Heard

Important to Reflect:

Strength in Research

- Ensure that York continues in the tradition of cross disciplinary research among Faculties
- Balance scholarly achievements with funding achievements
- Highlight more fundamental research
- Include expanding nature of productivity of research
- Reference how research informs teaching innovation
- Cite PIER within SRP as enabling research intensification
- Integrate and develop the expectation of research engagement and research excellence within the Markham campus. Consider impacts of other new campus developments. Commitments to be made instead of research specifics



What We've Heard

Important to Reflect:

Research Opportunity Areas

Indigenous:

- Include growing area of Indigenous research, in particular response to the Truth and Reconciliation Commission of Canada report.
- Work socially engaged research into Indigenous theme- reciprocity is one of the major tenants in indigenous research
- Recognize “Furturity”- not losing site of the past but focusing on the future

Artificial Intelligence:

- Include new opportunity for Artificial Intelligence with a more inclusive, multidisciplinary approach
- Focus on new forms of knowledge- imagine AI in a holistic manner, to provide a broader perspective including impacts on humanity and society
- Highlight strengths in data science and machine learning

What We've Heard

Important to Reflect:

Social Impact/ Equality:

- Highlight the breadth of our knowledge mobilization activities and socially engaged research within the Plan
- Consider global social impacts, incorporating York's engagements with multilateral agencies, smaller NGOs, developing multi-institutional networks and their impact on policy and practice of research agendas
- Replace notion of social justice- need new terminology that is more dynamic
- Represent inequity within research strengths as common thread among research- noted some sensitivity around the use of "sustainability"- focus on equitable resource distribution
- Include Innovative partnered research with a focus on socially engaged research and reciprocal partnerships. Noted more balance here.



What We've Heard

Important to Reflect:

Students:

- Utilize data to discover and support research strengths, including increase in graduate students and programs as a marker of research outputs
- Highlight the training and experiential education of our graduate and undergraduate students- HQP impact should be included within the Plan
- Plan should be reflective of York's comprehensive research excellence, and should speak to the undergraduate population along with the broader York community in attracting the best and brightest to York.
- Consider eliminating barriers to ensure more engagement of our graduate students in the research enterprise at York- and strengthen the emphasis on research and the pursuit of graduate work for our undergraduate students



What We've Heard

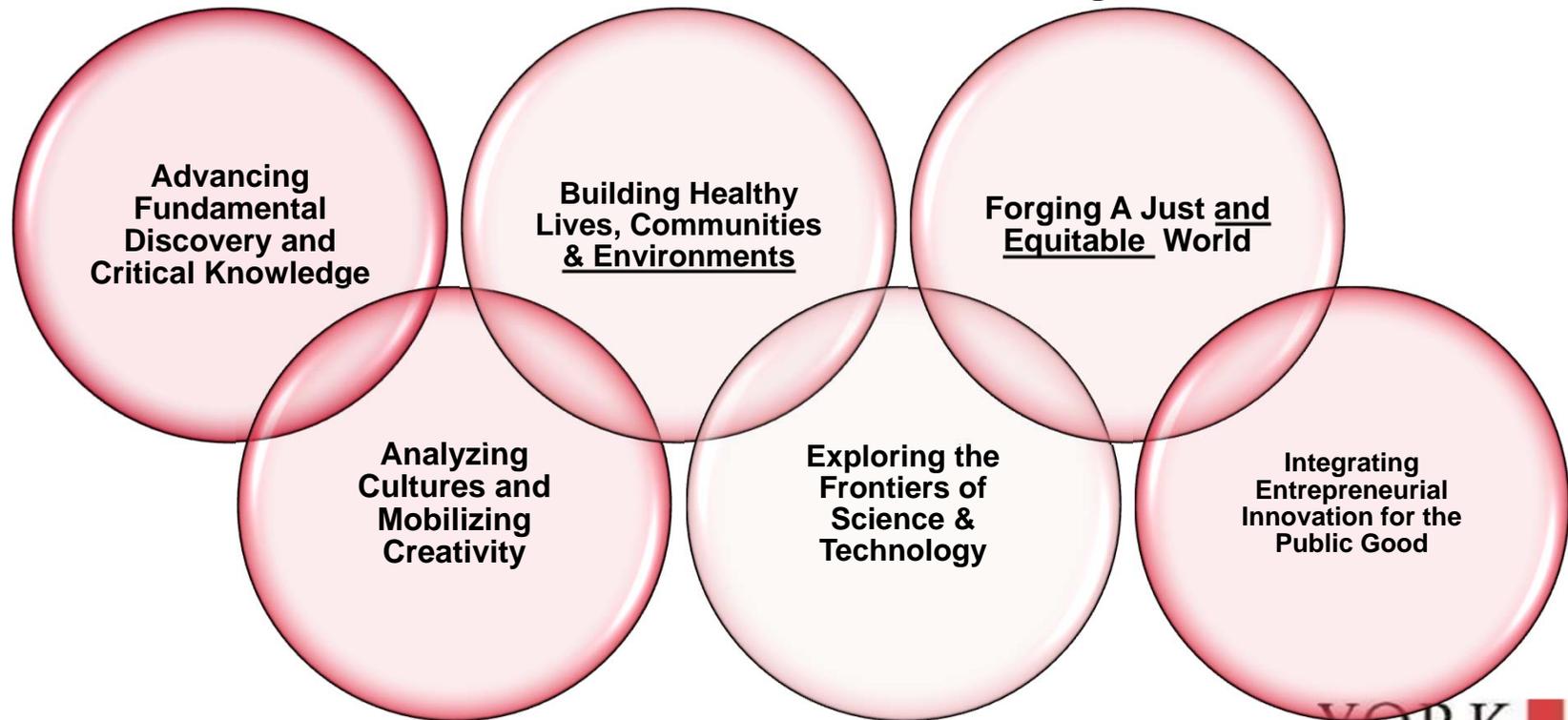
Important to Reflect:

International:

- Emphasize that we aim to be globally leading- beyond achieving research excellence
- Emphasize York's strong international co-authorship trend
- Highlight internationalization
- Increase our complement of international student

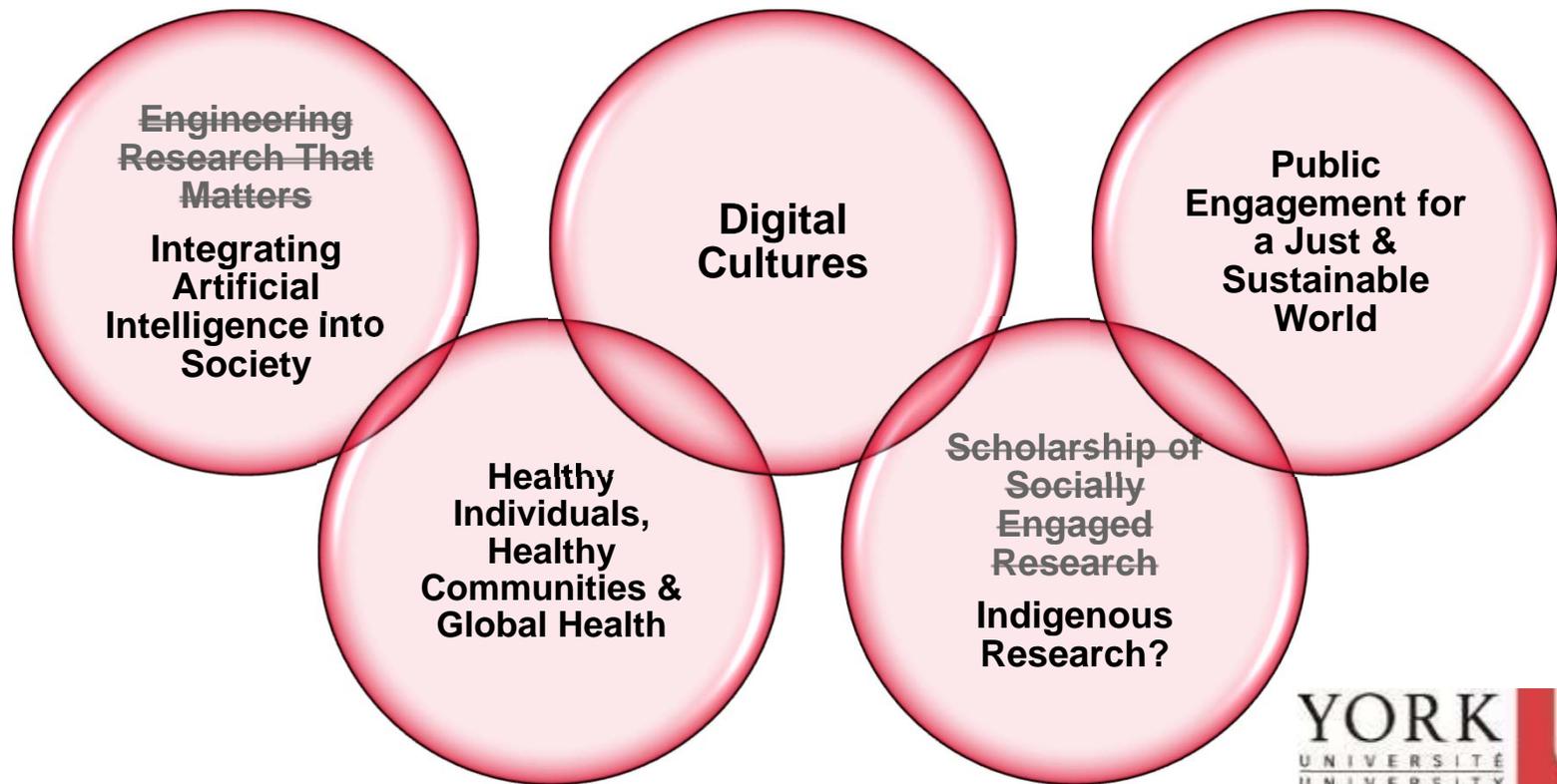
Research Strengths - Updated

What we are Planning



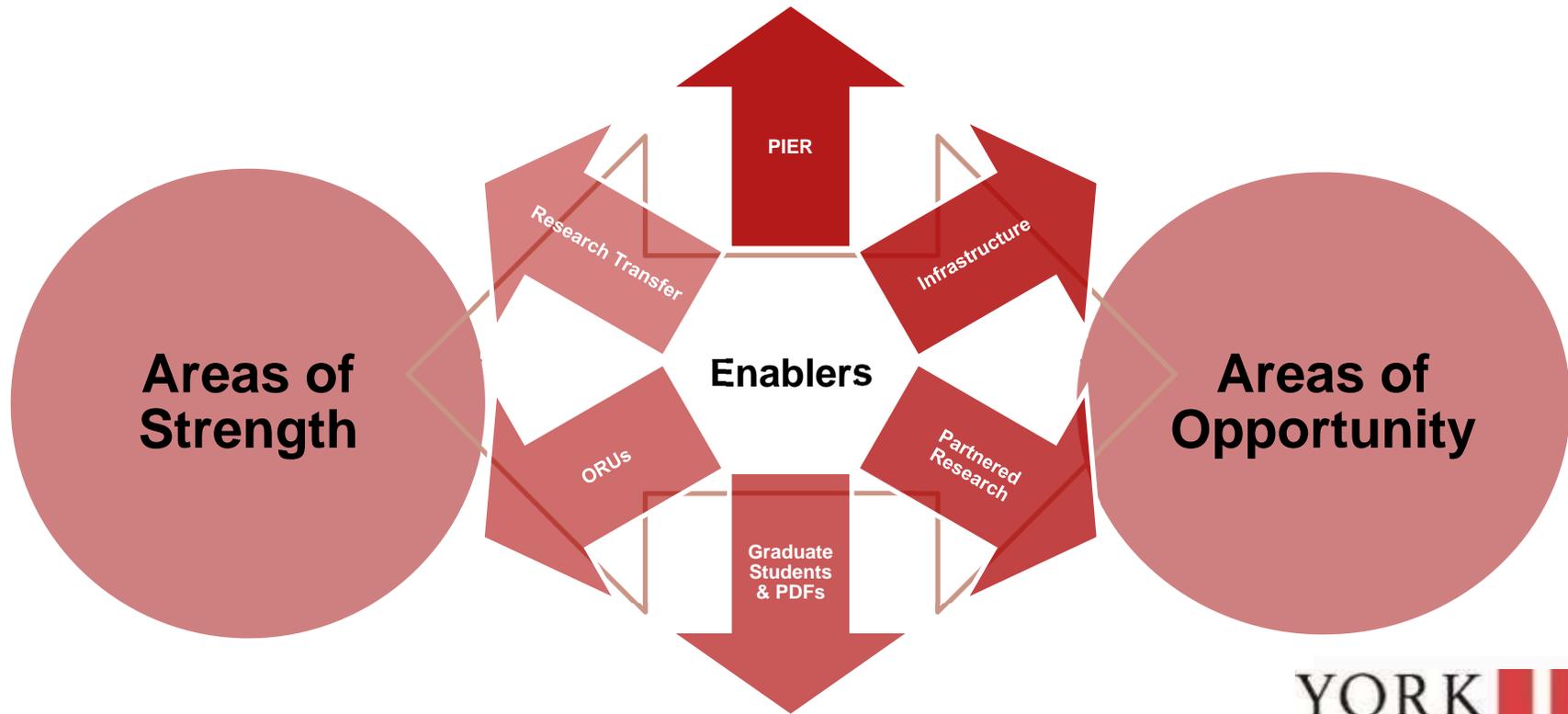
Research Opportunities- Updated

What we are Planning



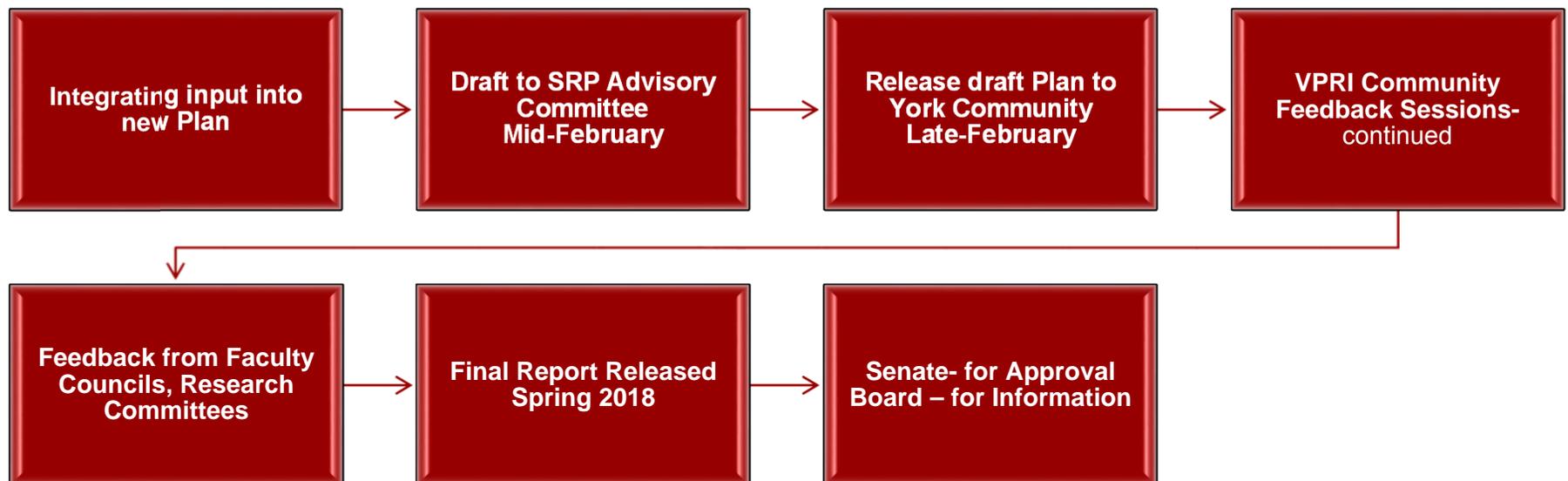
Updating the Plan

Framing the SRP



SRP Process- Phase 2

Drafting



Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy
Joint Report to Senate



At its meeting of February 15, 2018

FOR INFORMATION

1. Report of the Joint Sub-Committee on Quality Assurance

Attached as Appendix A is the first report for 2017-2018 submitted by the Joint Sub-Committee on Quality Assurance.

K. Michasiw, Chair, ASCP
T. Loebel, Chair, APPRC

The Sub-Committee met on December 4, 2017 and submits the following report to the full Committees. Members reviewed the York University Quality Assurance Procedures and the Summary of Principal Findings [Recommendations and Suggestions] of the May 2016 Audit of York University by the Quality Council.

1. Membership and Chair for 2017-2018

The Sub-Committee's membership for 2017-2018 is as follows:

Gerald Audette (Member designated by ASCP) *Chair*
David Leyton-Brown (Member designated by APPRC)
Joanne Magee (Member designated by APPRC)
Alice Pitt (Vice-Provost Academic *ex officio*)
Celia Popovic (Member designated by ASCP)
Fahim Quadir (Dean of Graduate Studies *ex officio*)

Professor Audette agreed to Chair the Sub-Committee in 2017-2018. Robert Everett (APPRC) and Cheryl Underhill (ASCP) continue to serve as the Sub-Committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic) and Hillary Barron (Office of the Dean, Faculty of Graduate Studies). We were joined at the inaugural meeting by Associate Dean Michael Zryd of the Faculty of Graduate Studies and Nina Unantenne of the Office of the Vice-Provost Academic.

2. Cyclical Program Reviews

a. Cyclical Programs Reviews / Members Recommendations

Once review documentation has been assembled, and the Vice-Provost has provided a draft Final Assessment Report along with a Decanal Implementation Plan, full dossiers are assigned to individual members (and the secretaries) who are then responsible for attesting to the completion of the review, identifying issues of specific relevance, and making recommendations as to whether or not it is necessary or appropriate to convene a meeting with representatives of a program and the relevant Dean(s) / Principal to address concerns. This delegated approach has worked well, and it is normally not necessary to arrange face-to-face encounters. From time to time an earlier 18-month follow up report will be mandated if the matters raised in a review are pressing or if there is a significant lapse of time between the release of reviewers' reports and receipt by the Sub-Committee.

At this meeting the Sub-Committee received documentation for the following:

Communication and Culture (Graduate)
Communication Studies (Undergraduate)
Cinema and Media Studies

English
Environmental Studies
Nursing
Physics and Astronomy

The Committee did not deem it necessary to arrange meetings to explore matters arising from any of the reviews. The Sub-Committee has asked that the follow-up report for Environmental Studies be submitted in twelve months rather than eighteen to align with processes underway intended to lead to the creation of a new Faculty composed of FES, Geography and potentially others. The 18-month follow up reports for Cinema and Media Studies and Physics and Astronomy must include a mapping of learning outcomes.

Documentation is attached as Appendix A.

b. Overall Impressions and General Issues

Members' readings of the completed CPRs and Decanal Implementation Plans identified matters which warrant further consideration by the Sub-Committee and the parent committees, including the following:

- The FARs in this batch do vary in form and content, but the Deans and Principal are being guided toward a more consistent approach in terms of the layout of recommendations and progress, provision of appendices and the like.
- Dossiers contain the CVs of faculty members associated with programs. Currently there is no template, and the CVs in use are those that are submitted to the Deans and Principal. Thought should be given to a standardized format along the lines of those accompanying Tri-Council funding applications. This is something that may need discussion with the parties to the YUFA collective agreement.
- The CPR process for Communication and Culture is unique by virtue of involving both York and Ryerson (which will also sign off on the FAR). It also raised the question of how best to identify, foster and support opportunities for collaboration internally between graduate programs that have overlapping curriculum (or titles that include, for example, "Culture.")
- In their self-studies and at other stages of the process, programs need to scan the environment and take account of the competitive postsecondary landscape.
- From time to time programs will make the case that quality cannot be assured unless additional appointments are made. At a time of resource constraint, it is important that programs continue to focus on quality improvements even in the absence of additional resources.
- ASCP's efforts to develop pan-University nomenclature are welcome, timely and crucial, and should help to bring greater clarity about the nature of curriculum while encouraging planners to focus on their array. The UAP stresses the need to rationalize "overly complex degree requirements." Some programs continue to have a labyrinthine structure of constituent offerings.
- Some 18-month follow-up reports did not wholly align with Decanal Implementation Plans.
- One objective of the UAP is to "ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes." We found that in some cases mapping had not been

completed. It is imperative that proponents of new proposals and programs undergoing reviews fulfill requirements.

- In some instances searches fail because the University does not have a spousal hiring policy, leaving programs under-resourced. The development of a policy should be taken up by the appropriate bodies.

3. Cyclical Program Review and Proposal Brief Documents

The template for new program briefs now contains a reference to experiential education based on UAP objectives. Experiential education is also a priority for the Ministry of Advanced Education and Skills Development. This will undoubtedly be a key element of Strategic Mandate Agreement 3. Ways to promote the objective should be taken up by ASCP and APPRC so that the collegium has a clear understanding of expectations (on the understanding that not every program will provide the same experience, but every student must have opportunities).

The YUQAP needs to be revised to better reflect current CPR protocols as does the *Senate Policy on Quality Assurance*. We expect to bring recommendations for minor amendments to the Policy during the year, and will provide APPRC and ASCP with an updated YUQAP when amendments have been completed.

4. Quality Council “Self-Audit”

The provincial Quality Assurance Framework and the Quality Council are scheduled for an eight-year review in 2017-2018. In anticipation of an external review, and as part of a self-study phase, the Quality Council has invited universities to respond to a series of questions. In a covering memorandum to ASCP and APPRC, the Vice-Provost Academic provides additional context for a discussion of responses to these questions. Discussion at meetings of the full committees will be provided to the Vice-Provost Academic.

Documentation is attached as Appendix B.

5. Lessons from Quality Council Feedback on Proposals Approved by Senate

The Vice-Provost Academic advised that the Quality Council is returning proposals – sometimes multiple times – for greater clarity about new programs approved by Senate. Often the Council requires more information about how teaching and supervision needs will be met. The allocation of resources to new programs is not a subsidiary matter. It is fundamental to program development. A list of faculty members who are interested or expert in an area is not sufficient evidence that appropriate support will be provided to new programs.

Assessment of need and demand for a program is also essential, and proponents should be made aware of the data and support available to them. As members of the parent committees know, it can prove difficult to turn back a proposal at the Senate level that has been reviewed and approved through departmental and Faculty Council processes. Careful and thorough preparation of proposals prior to submission to Quality Council is imperative.

6. 18 Month Follow Up Reports

There is a spate of 18 month follow up reports this year resulting from a lag in prior years. At the December meeting the Sub-Committee received and reviewed the follow up reports for the following programs:

- Administrative Studies, Liberal Arts and Professional Studies
- Art History (MA) and Art History and Visual Culture (PhD), Arts, Media, Performance and Design / Graduate Studies
- Business Administration, Undergraduate and Graduate, Schulich / Graduate Studies
- Chemistry, Undergraduate and Graduate, Science / Graduate Studies
- Economics, Undergraduate, Liberal Arts and Professional Studies
- French Studies, Undergraduate, Liberal Arts and Professional Studies
- History, Undergraduate and Graduate Programs, Liberal Arts and Professional Studies / Graduate Studies
- Italian Studies, Undergraduate, Liberal Arts and Professional Studies
- Kinesiology, Undergraduate and Graduate, Health / Graduate Studies
- Linguistics, Undergraduate, Liberal Arts and Professional Studies
- Mathematics and Statistics, Undergraduate, Science
- Music, Undergraduate, Arts, Media, Performance and Design
- Nursing, MScN, Health / Graduate Studies
- Social Work, Undergraduate, Liberal Arts and Professional Studies
- Sociology, Undergraduate/Graduate, Liberal Arts and Professional Studies / Graduate Studies
- Spanish, Undergraduate, Liberal Arts and Professional Studies
- Translation Studies/Traduction, Undergraduate and Graduate, Glendon / Graduate Studies
- Visual Arts, Graduate, Arts, Media, Performance and Design / Graduate Studies
- Gender, Feminist and Women's Studies (PhD, MA), Gender and Women's Studies (BA, iBA - LAPS and Glendon) Sexuality Studies (BA, iBA - LAPS), School of Gender, Sexuality, and Women's Studies

The Deans and Principal are now asked to “comment on the alignment between the initiatives above and the University Academic Plan” when submitting an 18-month follow-up report. The Sub-Committee applauds this innovation. However, it is noteworthy that many of the entries are either abstract or highly selective. Less attention is paid to Priority 1 – Quality, Innovative Programs for Academic Excellence – than would be expected.

In general, most programs are invested in change and desire to enhance the student experience. Yet some modifications we have seen are somewhat timid or lacking in clarity about the purpose of innovations or how progress will be monitored and measured. Implementation is often done in isolation rather than in full view of the external landscape or internal opportunities for synergies.

As the CPR process evolves at York, we expect to see a strengthening of the responsibilities of the Deans and Principal for facilitating, documenting and supporting enhancements. The Sub-Committee also favours greater consistency in reporting (through templates and clear guidance), breakdowns of enrolments that include international students, and much greater alignment between FARs and 18 month plans. We believe that some programs do not attend to matters of the greatest importance and do not always “close the loop” on worthy recommendations.

7. Changes to the Cyclical Program Review Schedule / De-Coupling of Graduate, Undergraduate Reviews / Suspension of Reviews

There is only one review scheduled for this year (Education). The Sub-Committee advises that undergraduate and graduate program reviews are now synchronized, as are those involving cognate programs housed at Keele and Glendon.

The Sub-Committee concurred with a recommendation of the Vice-Provost Academic to suspend the CPR for Science and Technology Studies. A site visit occurred but the review emphasized matters outside the Quality Assurance framework. The program can take the opportunity afforded by the suspension to undertake positive collegial preparatory discussions.

G. Audette, Chair of the Sub-Committee

Cinema and Media Arts, BA, BFA, MA, MFA, PhD
School of Arts, Media, Performance and Design (AMPD)

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The BFA in Film Production at York University has the distinction of being the first university-based film school in Canada. The undergraduate program in production came into being in 1969 first as a BA, and then in 1971, it became a BFA (Specialized Honours) in Production with the creation of a separate BA in Film Studies, now called Cinema and Media Studies. In 2009, Canada's first program in Screenwriting was created and offered as a BFA (Specialized Honours).

Within York University's MFA Film, there are two degree programs: Screenwriting and Production. Both were established in 1978, and both are recognized internationally as two of the most innovative and dynamic MFA Film degrees in Canada, offering a challenging blend of theory and practice taught by working filmmakers and screenwriters. Both feature a five term, two-year course of study that blend coursework, workshops and field placements, which culminate in a thesis film or screenplay, accompanied by a support paper.

In January 1999, the joint degree program MFA (Film)/MBA (Arts & Media Administration) was introduced. It allows students to earn both degrees after an intensive three-year course of study. Graduates of this highly challenging program pursue careers that jointly utilize advanced creative and business skills, and are uniquely positioned for rewarding jobs in the film, television and new media industries.

There are two core graduate degree programs (MA and PhD) in Cinema and Media Studies at York University. The Masters in Film, established in 1978 was the first graduate program in Canada. The PhD was established in 2008 and was the first stand-alone doctoral program in cinema and media studies in English Canada. The MA is currently a five term, two year course of study comprising of coursework which culminates in a Major Research Paper. The PhD offers a specialization in three fields: 1. Cinema and Cultural Theory; 2. National and Transnational Cinemas; and 3. Cinema and Technologies of the Image.



	Registration (new intake) 2015	Enrolment FTES 2015	Degrees Awarded 2015
Undergraduate BA/BFA	190	521	77 Hons; 19 90-credit; 2 minor
MA/MFA	114	158	96
PhD	31	114	12
Graduate Diploma	n/a	n/a	20

Reviewers appointed by the Vice-Provost Academic:

Marielle Nitoslawska, Professor of Film Production, Concordia University
 Jerry White, Canada Research Chair in European Studies, Dalhousie University
 David Skinner, Chair, Department of Communications, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: October 6 and 7, 2016

The Review team met with the following individuals: Barbara Crow, Vice-President and Dean of Graduate Studies, Sean Brixey (Dean, School of Arts, Media, Design and Performance), Ali Kazimi (Chair, Cinema and Media Studies), Adam Taves, Acting Associate University Librarian, Kathryn Elder (Head, Sound and Image Media Library), Howard Wiseman (Screenwriting area head), Laurence Green (acting Film Production area head), John Greyson (MFA program director), Sharon Hayashi (MA and PhD program director), Larry Gilmore (manager, Studio Operations), Kenneth Rogers (Associate Dean Research, AMPD). They also met with groups of undergraduate students in production, screenwriting, and Film Studies; graduate students in production, screenwriting, and Film Studies; faculty members in production, screenwriting, and Film Studies; and administrative and technical staff.

The reviewers also toured facilities, including, production facilities at main campus, including equipment depot and storage, editing facilities, studios, etc.; off-campus production facilities (“Cine-Space” on Kipling avenue); and the graduate student lounge and library.

In addition, they attended a York-sponsored screening of online work at a downtown Toronto venue.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal Plan addressed the review recommendations. The Joint Sub-Committee on Quality Assurance requested that curriculum mapping for all of the programs be submitted to the Office of the Vice-Provost Academic by November 30, 2018. Progress on items in the Dean’s plan will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The Reviewers made particular note of the library resource available to students, faculty and staff. “The Sound and Image Library holds one of the most outstanding collections of world cinema found in any Canadian university, and some of the films the library holds (mainly by Canadian experimental filmmakers) are very difficult to find elsewhere. The overall library situation is exemplary.

The strength of the faculty complement is impressive. The Reviewer Report stated, “Production faculty represent an impressive cross-section of varied cinematic practices, and collectively offer the breadth and diversity that has had, and continues to have, a direct impact on the diversity of the curriculum in the core undergraduate courses and in the unique profile of the MFA.” They also noted, “Cinema and Media Studies faculty represents a very wide range of specialization and the ability to deliver a diverse curriculum taught by bona fide experts in specific areas is certainly present.”

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Dean’s agenda of concerns, and the challenges and issues that were raised during the site visit.

The Review Report was detailed in its evaluation of the curriculum, the student outcomes, the faculty and staff complement and the resources challenges. The report included 10 detailed recommendations, the first five related to the curriculum and the other six related to the administration and resources required to support the program. The report’s summary of recommendations is appended and abbreviated below.

The recommendations regarding the curriculum are focused on the following:

1. York should consider eliminating the BFA in Screenwriting as a free-standing Program stream. There is clearly some excellent teaching going on there but there are long-term problems of faculty complement, low enrolments and disconnect from production that we think can be well-addressed by students who want to be screenwriters being encouraged to pursue a more general degree in production, one that would still allow them to avail of the *clearly very high-quality teaching* in screenwriting that York offers.
2. The undergraduate Production program should consider innovative curriculum solutions to improve the transition between the first two and the last two years of the program.
3. More effort should be made to integrate theory and practice within the undergraduate BFA; this effort should be paralleled by an initiative to bring some studies courses into meaningful interaction with the production realm.
4. The role of professional internships in the curricula of the Department should be reconsidered, both at the graduate and undergraduate levels.
5. The BFA course numbers & titles should be reviewed where needed. The BFA requirements do not provide a clear overview of the program, as they should.

With regards to administration and resources, there were six recommendations. The first of these recommendations was related to the volume of requests for student and faculty assistance. The second was related to the extensive service component assumed by faculty in the production program. The reviewers felt that both of these required immediate investigation.

Two additional recommendations focused on the requirement for policies to a) ensure adequate upgrading of digital technologies, and b) a sustainable equipment access policy to restore acceptable working conditions for the technical support staff of the depot area. Both are essential to maintaining the reputation, credibility and competitive advantage of the graduate and undergraduate programs.

Dean's Implementation Plan

In her Implementation Plan, the Interim Dean of AMPD notes the following: "Like many disciplines, Film has experienced radical shifts related to the rapid introduction of new technologies. Film production remains a vibrant field and I am pleased to report that the current chair and I have had positive conversations related to potential curricular trajectories in the years ahead.

The Interim Dean has provided details about the proposed follow-up for recommendations made by the external reviewers. They are incorporated into the chart below.

Recommendation	Proposed Follow-up	First Responsibility for Follow-up	Final Responsibility for Follow-up	Timeline
Consider eliminating the BFA in Screenwriting	Discussion of a common first year curriculum Examination and re-assessment of the upper level Screenwriting	CMA Executive Committee; CMA Department NOTE: In the MFA, Production and	Dean's Office and possibly AAPPC; Faculty Council	Fall 2017
Curricular solutions to improve student transition from years 1&2 to years 3&4	Curriculum and student selection process for upper year courses to be examined and re-assessed	CMA Executive Committee; CMA Department; Production Curriculum Committee	Associate Dean Academic, AMPD	FW 2017/18
Better integration of theory and practice at the undergraduate level	Honours BFA stream in Media Arts	CMA Executive Committee; CMA Department	AMPD AAPPC; Faculty Council; Senate	Completed in 2016/17; launching in September
Reconsideration of the role of professional internships at the undergraduate and graduate levels	Better use of support offered by the AMPD EE Administrator Develop a process for submission and approval of EE proposals Increase the use of opportunities available at CineSpace	CMA Executive Committee; CMA Department	EE Administrator and Associate Dean Academic Dean's Office	Fall 2017

Review of BFA course titles and numbers	All course titles and numbers to be reviewed for clarity of sequence	CMA Executive Committee; CMA Department	AAPPC and Governance Officer	FW 2017/18
Address the heavy workload experienced by staff	Potential instances of staff being asked to perform duties beyond their job description to be identified and corrected CineSieve to be staffed by a part-time summer student Cases of faculty/staff negative interactions to be addressed Explore possibility of increased banding for some positions and hiring additional personnel in Equipment Room.	CMA Studio Manager Department Chair Faculty Relations; HR; Dean Department Chair; HR	EO Dean's Office EO and Dean's Office	FW 2017/18 SU2017 SU FA 2017 FW2017
Address the heavy workload experienced by production area faculty	Current curriculum and number of student projects and screenings to be examined and re-assessed	CMA Executive Committee; CMA Department	Dean's Office Associate	Fall 2017
Ensure ongoing commitment to equipment upgrades	Explore sponsorship opportunities for new equipment	AMPD Sr Development Officer; CMA Executive	Dean; Sr Development Officer	FW 2017/18

Implement a sustainable equipment access process	Develop guidelines for student use of equipment Explore hiring additional personnel in Equipment Room.	CMA Studio Manager; CMA Executive Committee; Production Curriculum Committee	EO; Dean's Office	Fall 2017
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Curriculum mapping for all degree programs will be submitted to the Office of the Vice-Provost Academic by November 30, 2018. A report on the progress of the other initiatives will be provided in the Follow-up Report, due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

Communication Studies, Undergraduate, Faculty of Liberal Arts and Professional Studies

OFFICE OF THE
 VICE-PROVOST
 ACADEMIC

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

9th FLOOR
 KANEFF TOWER
 4700 KEELE ST
 TORONTO ON
 CANADA M3J 1P3
 T 416 650 8017
 F 416 736 5876

Program Description

The Program in Communication Studies began in 1980/81 and the Department of Communication Studies was founded in 2009 in the Faculty of Liberal Arts and Professional Studies.

	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
Communications Studies	142	649	Hons 165

Reviewers appointed by the Vice-Provost Academic:

Brenda Austin-Smith, Associate Professor and Head of English, Film and Theatre, University of Manitoba
 Darin Barney, Grierson Chair and Associate Professor, Communication Studies, McGill University
 Annie Bunting, Associate Professor, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean’s/Principal’s Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents



Cyclical Program Review Process

An Undergraduate Program Review Committee was struck in July 2015 to take responsibility for the requirements of the self-study. The committee met with the Office of Vice-Provost (Academic), the Institute for Social Research (ISR), Office of Institutional Planning and Analysis (OIPA, representatives of the Teaching Commons and alumni officers in the Faculty of Liberal Arts and Professional Studies (LA&PS), to map out data collection strategies, timelines, and expectations for the self-study and cyclical program review. Inputs from the Program's faculty members were sought through verbal and email correspondence including monthly Departmental meetings from September 2015 on, and these were incorporated into the self-study. A full-day Undergraduate Program Retreat was held on 3 May, 2016 to assess the strengths and weakness of the Program's curriculum, course delivery and overall program directions.

Site Visit: January 11- 13, 2017

The site visit for the Communications Studies program and the York/Ryerson Joint Program in Communication and Culture spanned three days and took place on both the York University campus and at Ryerson University. The undergraduate program was the focus of meetings on January 11 and the reviewers began with a meeting with Alice Pitt, Vice-Provost Academic and Barbara Crow, Dean of Graduate Studies. Meetings followed with the Chair of the Department, David Skinner, Undergraduate Program Director, Mary-Louise Craven, members of the undergraduate program committee, Associate Dean McMurtry, university librarians, undergraduate faculty and undergraduate students.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The Reviewers noted the following in their summary statement, "Communication Studies provides its students with excellent instruction in the history, theory, and application of communications. The focus of the program is solidly academic, though experiential learning is a part of every level of instruction. Faculty are highly regarded researchers with impressive dossiers of publications, funding, and student supervision."

Opportunities for Enhancement:

The Review Report indicates that the reading done before the site visit allowed them to identify the following as the most pressing issues:

- Program identity
- Student enrolment
- Student learning experience --Curriculum
- Facilities and staffing

With regards to the first item above, the Reviewers noted that based on their discussions with the program and the Dean's Office, "The program is free to decide what approaches constitute its distinctiveness. But whatever it decides must be clear in all of its public communications, including its website and program literature, which can still create the impression that the program has a strong professional, even vocational, cast."

The Reviewers were of the opinion that student enrolment and retention may continue to decline if the program determines that it will maintain its exclusive four-year degree as communications programs in other institutions increase. The reviewers provided some suggestions for open enrolments to non-majors but noted it will depend on what the faculty members determine about the program.

The reviewers noted that based on their meetings with students, that they "are indeed often unable to make connections between their program learning, and the "real world" use of their critical skills." The International BA (IBA) degree offers added complexity for students trying to complete degree requirements. The Review Report states "students do not have a strong sense of the shape of the program, and of how the three streams take shape within it," and that there is too much repetition in courses and assignments as they move from first year to upper year courses.

The reviewers noted that, "the program is suffering from the replacement of retired faculty with contract faculty."

The Reviewer Recommendations are listed below:

Recommendation #1: that Communication Studies take steps to re-articulate its identity and its strengths as a program stressing a liberal arts ethos and critical analysis of communications and media.

Recommendation #2: that the program re-visit its enrolment goals and expectations in tandem with its re-articulation of identity.

Recommendation #3: that the department continue to work on communicating the program's currency and intellectual relevance to students.

Recommendation #4: that improvements be made to the academic advising of students in the iBA program, including, if possible, offering on-line degree audits to iBA students.

Recommendation #5: that the curriculum committee actively review and approve syllabi for all courses to guard against repetition of material and assignments.

Recommendation #6: that the curriculum committee consider assigning more introductory and 2nd year courses to contract academic staff, and assigning the preponderance of upper-year courses to permanent faculty.

Recommendation #7: that the department provide more formal TA orientation.

Recommendation #8: that the Faculty provide funds to hire a computer lab technician to support teaching in Communication Studies.

Recommendation #9: that the Communication Studies program be given new tenure-track hires in order to maintain its program coherence and quality.

Dean's Implementation Plan

The Dean's Implementation Plan offers a careful consideration of the Review Report and the recommendations, as well as the Program's response. The Office of the Dean encourages the Communications program to decide about its focus and direction. This is, as has been noted, essential for students as they make decisions about which program to pursue. The Dean's Plan states, "We would first, however, encourage Communications Studies to engage internally in a discussion about future direction while reflecting on the potential long-term consequences of the direction they choose. Careful attention should be paid as well to how the Program's direction, whatever it may be, avoids duplication with other programs and departments in LA&PS in terms of curriculum and topic areas."

The plan notes that careful planning of enrolment and resourcing desires will

follow a decision about the pathway forward. Opportunities the program may wish to consider will be the option of a minor program or opening some courses to non-majors, as well as pathways from College partners such as Seneca College.

Students are not clear about the goals of the program as a whole and provided comments that highlight their confusion about the nature of the program. Students also identified repetition in courses, instructors and assignments as they progress through the program. A review of the curriculum would ensure “coherent ‘laddering’ of skills and knowledge and to avoid duplication.”

The Dean’s Implementation plan includes the chart below outlining actions and timelines to be followed.

Action	First Responsibility	Final Responsibility	Timeline
Undertake a thorough review of the strategic academic direction of Communication Studies	Communication Studies Department	Communication Studies Department submitting a report to the Dean	May 2018
Develop a clear five-year enrolment and resource plan	Communication Studies	Review of the five-year plan by the Associate Dean Programs	May 2018
Build clear in-program (and external) communication, student support, as well as relevant experiential education options for students	Communication Studies	Submission of appropriate learning outcomes and courses to the curriculum committee of LA&PS	June 2018
Hold a “curricular retreat” to inform all teaching staff of the curricular goals of Communication Studies	Communication Studies	Report to the Associate Dean Programs on the results and usefulness of this retreat	April 2018

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

English Studies, Undergraduate Program, Glendon College

Cyclical Program Review – 2008 to 2015

**Final Assessment Report and Implementation Plan Executive Summary
 Reported to Joint-Committee on Quality Assurance: December 4, 2017**

Program Description

The English Department at Glendon was founded in 1966 and is one of the founding departments. Through its offerings in Literature and Drama, Linguistics and Language Studies, ESL and Applied Linguistics, and the Certificate in D-TEIL, the English Department plays a major role in furthering Glendon’s mission of bilingual excellence and a bilingual education in the Liberal Arts.

Degree options include Specialized Honours (BA and IBA), Honours (BA and IBA), 90-credit BA and double major and major/minors.

Students may also pursue the Certificate in the Discipline of Teaching English as an International Language, of particular interest to those who wish to teach English abroad.

	Registration (new intake) 2015	Enrolment FTES 2015/16	Degrees Awarded 2016
English (BA)	38	149	33 Hons; 7 90-credit; 9 minor
Certificates			6

Reviewers appointed by the Vice-Provost Academic:

Dr. Jeremy Lopez, University of Toronto
 Dr. Maria Constanza Guzman, School of Translation and Department of Hispanic Studies, Glendon College, York University



Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

The self-study report was a joint-effort of the current and previous Acting Chairs. The document was distributed to the entire department on December 1st, 2016 inviting feedback (additional information, points of clarification, alternative points of view) until December 15, 2016. Online discussion afforded all members of the department the opportunity to participate in the preparation of the self-study report. Students provided input through a student survey.

Site Visit: March 1, 2017

During the site visit, the reviewers met with the Vice-Provost Academic, Alice Pitt, and the following individuals from Glendon: Principal Donald Ipperciel, Dany Savard, Acting Head of the Leslie Frost Library, faculty members, the administrative assistant and two groups of students, including majors and non-majors. In addition, e-mail communication from a faculty member was reviewed.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The Reviewers stated, "The English studies curriculum is rigorous and wide-ranging," and they noted the extraordinary amount of work that ensures ...students are well-versed in the English literary tradition, in linguistics, and in current critical and theoretical topics and fields of literary studies. The Reviewers noted the essential services provided by the ESL program for the bilingual mission of the College. "Small class sizes and strong faculty commitment give students the small-liberal-arts-college experience for which they have come to Glendon."

Opportunities for Enhancement:

The Reviewers noted the challenges presented by the small instructional complement which means “that almost any given course will be offered once every two or three years”.

While the Reviewers understood that linguistics has historically been central to the identity of the Department of English Studies, it was not made clear by faculty or students why linguistics courses should continue to be offered, and required, when there is a separate program at Glendon in Linguistics and Language Studies in the Glendon Department of Multidisciplinary Studies.

The Reviewers also questioned what practical goal is achieved by “insisting on drama as a discrete area of focus, especially since no drama course (or set of drama courses) alone fulfills a program requirement. In fact, Drama Studies is offered as a major through the Department of Multidisciplinary Studies at Glendon.

The Reviewers made the following comment on resources. “The Department of English Studies does not have enough permanent faculty to deliver its program, or even a much reduced version of its program, easily and efficiently to students. Current faculty resources are stretched to maximum capacity.”

The Reviewers also noted that the lack of a Chair has impacted recruitment and complement planning.

Reviewer Recommendations and Dean’s Implementation Plan

The Principal at Glendon notes that the likelihood of the recommendations being successfully implemented is predicated on re-establishing proper departmental governance. An Interim Chair is in place for FW2017-2018. He also notes in his implementation plan does not include the recommendation to hire three new faculty members. The Principal notes that, “It will be important that we conduct a Faculty-wide discussion in order to reach general consensus on hiring priority among the departments/programs.”

The chart on the following page outlines the recommendations that are being considered and provides timelines for implementation.

B	Accepted recommendations (abbreviated)	Agents	Dependencies	Start Date	End Date
1	<i>Replace ESL and D-TEIL professors when they retire</i>	Office of the Provost	Office of the Principal	n/a	n/a
2	<i>Convert existing CLA position into a permanent position after the current contract</i>	Office of the Provost	Office of the Principal	1-Sep-20	1-Sep-21
4	<i>Revise curriculum so that it is less requirement-intensive</i>	program	Senate	1-Sep-17	1-Sep-18
5	<i>Explore the possibility of establishing a Writer-on-the-Grounds position</i>	program	Office of the Principal	1-Sep-18	1-Sep-19
6	<i>Explore possibilities of collaboration with the Communications program</i>	program	School of Translation, Communications program	1-Sep-17	1-Sep-18
7	<i>Create blended/online courses and EE courses</i>	program	EE coordinator	1-Sep-17	on-going
8	<i>Develop closer liaison with the Recruitment Office</i>	program	Recruitment Office	1-Sep-17	on-going

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

**English Studies and Creative Writing, Undergraduate,
 English Graduate Programs, Faculty of Liberal Arts and Professional
 Studies**

OFFICE OF THE
 VICE-PROVOST
 ACADEMIC

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive

Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

9th FLOOR
 KANEFF TOWER
 4700 KEELE ST
 TORONTO ON
 CANADA M3J 1P3
 T 416 650 8017
 F 416 736 5876

Program Description

The English Department at was established at the founding of York University in the early 1960s. Students may pursue a full range of undergraduate BA degree options in English (specialized honours through to a minor) as well as an honours or honours/minor in Creative Writing.

Since its inception (MA approved in 1965, PhD in 1968), the Graduate Program in English has focused on the theorized and historicized, critical analysis of literatures, with special emphasis on Canada’s distinctive contribution – namely, Canadian literature as a distinct field and participant in the development of Commonwealth studies, then postcolonial studies, the intersections of which include innovative research in the writings of diasporic and indigenous peoples and communities, theories of imperialism and its resistance, and globalization.

The Graduate Program in English is the only program in Canada to offer a Type II Graduate Diploma in World Literature which admitted its first students in 2014.

	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
English (BA)	193	779	Hons 146; 90-credit 76; minor 34
Creative Writing	n/a (upper year options)	34	Hons 16; minor 12
Masters	26	27	22
PhD	11	55	5
Graduate Diploma			1



Reviewers appointed by the Vice-Provost Academic:

Martin Kreiswirth, Professor of English, McGill University
Margery Fee, Professor of English, University of British Columbia
Marlene Shore, Professor of History, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's/Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

The EN Unit (undergraduate department and graduate program) has approached "self-study" as a continual process since 2007-08, when the old Faculty of Arts English Department, the Atkinson Faculty English Department, and the Creative Writing Program in the Humanities Division began the process of merging to form a new EN Unit, housed in the new Faculty of Liberal Arts and Professional Studies.

In 2015 (graduate) and 2016 (undergraduate), in preparation for the Quality Assurance Coordinated Program Review, an extensive questionnaire was sent to all students in the Unit comprised of institutionally set questions allowing for program comparison data analysis, as well as a series of EN unit specific questions.

The methods used for the EN unit self-study comprised generation and analysis of numerical and qualitative responses to several crucial Faculty-wide benchmarks as well as additional unit-specific questions guided by the quality assurance, coordinated program review (CPR) template, including responses to the unit's previous undergraduate program review, and others generated by the unit's, the Faculty's, and the University's recent history. Two "town hall" meetings were held for undergraduate English and Creative Writing, and graduate English students respectively.

Site Visit: November 8, 2017

During the site visit the reviewers met with the Vice-Provost Academic, Alice Pitt, J.J. McMurtry, Associate Dean Programs, Sandra Whitworth, Associate Dean, Graduate Studies and Research, the Chair of the Department, the Coordinator of the creative Writing Program and representatives from the University libraries, Adam Taves and Lisa Sloniowski. The reviewers held a meeting with all levels of undergraduate students, faculty members from both of the undergraduate programs and the graduate program, the administrative assistant and two groups of students, including majors and non-majors.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths

The following statement, taken from the Undergraduate self-study document, describes the options for students, “To promote breadth and depth of knowledge appropriate to each major program in the discipline, the Department is able to provide a great variety of courses necessary for robust English literary study, including courses in historical periods from medieval to contemporary, in the literature of several nations (Canadian and post-colonial as well as English and American); in the various literary genres such as poetry, fiction, drama, non-fictional prose; and in criticism and in literary theory.”

The Graduate program self-study provides the following insight, “What enables any responsible engagement of literary study in an era of globalization is deep scholarship in national, generic, stylistic, and thematic traditions. Fields offered by the Graduate Program, therefore, are supported by specialized professorial training, research and publication, courses offered, directed readings supervised, and doctoral major field comprehensive examinations in”.... fields grouped into three types: nation, genre and focus.

Reviewer Recommendations and Dean's Implementation Plan

For both the undergraduate and graduate programs, the Reviewers Recommendations fall generally into two categories: curriculum and the program renewal. The Dean's Implementation Plan states, "I would like to compliment the reviewers and program for a thorough and considered report. While there are some issues of difference and emphasis, the program has presented itself in a clear and reflective manner."

Noting the recommendations from the reviewers regarding resources and curriculum, the Dean's Implementation Plan offers the following observation, "It seems that ...there is a need for the Department of English to focus on its curriculum as a means of providing the Department with new intellectual life and direction. With this direction, issues of resourcing, complexity of degree, and student satisfaction could be addressed." In other words, once the program review and any potential revision to the program are completed, a hiring plan can be formulated.

Similarly, there are recommendations related to the graduate program that relate to resource renewal and curriculum. The Dean's Implementation Plan suggests that the program, "look at their fields of expertise at the graduate level to see what might be done to position the program for the future and perhaps look to areas of expertise that may appeal to both students and faculty going forward."

Action	First Responsibility	Final Responsibility	Timeline
Undertake a thorough review of the undergraduate curriculum focused on (1) majors, (2) "service" courses, and (3) online and EE	English Department	English Department with Associate Dean Programs and the Curriculum Manager of LA&PS	April 2018
Review class size at various year levels	English Department	English Department with Associate Dean Faculty Affairs through a workload document submission	April 2018
Review relationship with the Professional Writing Program to identify opportunities and clarify relationship	English and Professional Writing Department	Meeting with Associate Dean Programs to discuss actionable items	April 2018
Develop a recruitment strategy for Graduate English or review program structure	Graduate Program in English	Meeting with Associate Dean Graduate and Research to discuss opportunities	June 2018
Review areas of expertise in Graduate teaching and research	Graduate Program in English	Graduate Program in English in consultation with Associate Dean Graduate and Research	June 2018

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

Bachelor of Science in Nursing (BScN Honours), Faculty of Health

York-Seneca-Georgian Collaborative BScN

2nd Entry BScN Program

Post-RN Internationally Educated Nurses (IEN) Program

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The York-Seneca-Georgian Collaborative BScN program is offered collaboratively with Georgian College and Seneca College, is a geographically articulated model, the first 2 years of the 4-year curriculum are completed at on of the college sites. The final 2 years are completed at York University. The 2nd Entry BScN Program is a 2-year accelerated program begun in 2005 and is intended for learners with no previous nursing experience. The Post-RN Internationally Educated Nurses programs supports IENs residing in Ontario to acquire the knowledge and skills needed to successfully transition to practicing nursing in Ontario.

	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
2 nd Entry BScN	102	406	134
IEN BScN	50	91	49
Collaborative BScN	n/a	821	422

Reviewers appointed by the Vice-Provost Academic:

Dr. Olive Wahoush, Associate Director, Newcomer Health, Community and International Outreach, McMaster University

Dr. Robert Cribbie, Psychology, York University



Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's/Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

From the Self-Study Report: *"In preparation for this self-study, School of Nursing leadership/administrative faculty and staff attended an orientation by the Associate Vic-President's office. The Institute for Social Research (ISR) assisted the School in surveying students and alumni and submitted a report. The faculty met with collaborative partners at usual and annual retreats that focused on program review for both accreditation and preparing this self-study. In addition, both reviews were an item on monthly School of Nursing Council meetings for the 2015-16 academic year. Lastly, the School's leadership team held separate meetings to consolidate input."*

Site Visit: Wednesday, November 3, 2016

The site visit for the Nursing BScN programs took place on the York University campus and began with a meeting with the Vice-Provost Academic Alice Pitt. The Itinerary offered the reviewers the opportunity to meet Dean of the Faculty of Health, Paul McDonald and with the following administrators of the Nursing programs:

- Janet Jeffrey, Interim Director, Nursing, York University
- Mina Singh & Nancy Sangiuliano, Associate Directors, York University
- Grace Ross & Monica Gola, Undergraduate Program Directors
- Pat Bradley, Undergraduate Program Coordinator
- Maria May & Nadia Torresan-Doodnaught (Seneca College)
- Deb Witmer, Nina Koniuch & Kathy Weatherall (Georgian College)
- York University Librarians

There were meetings with each group of students (Collaborative, 2nd Entry and IEN) as well as tours of the INSC Lab and Facilities where they met the director Laura Nicholson. The day ended with a meeting of the Nursing Faculty members.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will launch in the Fall of 2023.

Strengths:

The Reviewers noted that the curriculum reflects the current state of nursing and that the courses offered seem appropriate. They noted, *“There are opportunities with the reading courses and clinical practice options in year four to help students begin to understand their potential future roles in case management, capacity building, policy development and emerging specialist roles”*. The Review Report affirms that curricular content is aligned with program goals, Nursing standards and the undergraduate degree level expectations. In addition, there was recognition for the innovation described here: *“The clinical preparedness permit is a novel structure ensuring that students are prepared to enter the practice areas and likely represents York University favourably”*. Evaluation and assessment of students is varied and effective, and relates directly to the type of course being taken.

Opportunities for Enhancement:

The Reviewers noted, *“There were multiple reports from students regarding substantial overlap from one course to the next. Although overlap from course to course can help solidify knowledge, too much overlap can stunt development. Issues were also raised that course titles did not reflect the material being taught in those courses (which may relate to the overlap issue)”*.

A number of issues were raised by students about the transition from the College site to the University site:

- a) Students from Georgian and Seneca Colleges expressed frustration that they were 'cut off' from library and other services at their College site when they transitioned to York. Students mentioned that access to their respective College site facilities might be helpful when they were completing clinical practice placements in Toronto and commuting time home close to their college site on a daily basis.
- b) Students in all programs did report that it was very difficult to obtain assistance from 'Learning Disabilities Services' and the 'Writing Centre' at York.

One concern among students was the amount of time available in the Nursing Simulation Centre, both for course work and for drop-in. Although there appeared to be a disconnect between the students' perceptions of the amount of drop-in time at the simulation centre and the posted hours, it is imperative that sufficient time is allotted for drop-in so that students can hone their skills with different equipment, and in different situations. Drop in times also need to accommodate students who commute to outlying towns (which might already be the case, but could be reviewed to ensure that students are aware and to evaluate uptake).

The reviewers also made an observation about clinical placements and simulations suggestion that a rotation between the two might be an option.

Regarding the RN licensing examination results, the report notes that the Collaborative Nursing levels are improving. The 2nd entry program enjoys substantive success on par with most other programs in Ontario. The Reviewers noted that the IEN program is exceptional in terms of success in writing the NCLEX RN examinations.

Reviewer Recommendations and Dean’s Implementation Plan

The Dean’s plan thanks the reviewers for their investment of time and energy in the process as well as, “faculty, staff and students in the School of Nursing and our collaborative partners at Seneca and Georgian Colleges for their ongoing efforts to create an excellent set of programs”, and for their continuous improvement of our programs. He notes, “An important indication of our good standing is notice from the Canadian Association of Schools of Nursing that all of our programs have been granted accreditation for at least five more years.”

The list of specific recommendations for the Nursing programs is appended to this final assessment report. The Dean’s implementation plan addresses these 14 recommendations and the underlying concerns that gave rise to them by clustering them into four overarching themes. The Dean’s Plan describes them as these:

1. *Enhanced enrolment and recruitment of students (recommendations 1, 4)*
2. *Improved oversight and coordination in planning, implementing and monitoring the curriculum and student evaluation (recommendations 2,3,5,7,12)*
3. *Potential alterations in the curricular design and delivery (recommendations 8,10, 13)*
4. *Enhancing program resources including faculty complement, staff, clinical placements, and student transitions. (recommendations 4,6,8,9,11,14).*

The Dean’s Implementation Plan is also appended, however, this report provides the following summary of actions to be taken.

Recommendation theme	Action and Responsible Party	Timeline
Enhanced enrolment and recruitment of students	Undergraduate domestic enrolment must remain at current levels to maintain quality and remain within enrolment caps	Ongoing focus is on improving quality.
	PhD program will launch in 2018	First cohort begins September 2018

	Increase international student enrolments	Ad hoc Committee to present report to Faculty Council in Spring of 2018
Improved oversight and coordination of curriculum and student evaluation	MOU of the Collaborative Nursing Partners	Signed at the end of August 2017
	Terms of reference established committee and sub-committee including membership, who chairs, the scope of work, more frequent meeting times, and a requirement to provide regular progress reports	Incorporated into the MOU, August 2017
	Sub committees have been specifically designed to address curricular design and implementation, alignment and implementation of policy, as well as enrolment and other administrative issues	Incorporated into the MOU, August 2017 Subcommittees are meeting and a full report due in May 2018.
	Engage faculty in the collective design of the overall curriculum and inviting instructors to regularly identify where they believe potential unnecessary redundancy exists and to reduce curricular "drift".	Ongoing
	The partners in the collaborative program to meet more regularly, including two day retreats which build relationships and provide suitable time to discuss and work through both simple and more complex challenges.	Ongoing
	Routinely do high quality follow up surveys with all graduates, including but not limited to nursing.	Discussions have begun in the School of Nursing
Alterations in the curricular design and delivery	Ad hoc committee to examine alternative delivery models for the collaborative programs, including but not limited to delivery of all four years of curriculum at each site	Comprehensive review to be submitted to the Steering Committee in May 2018.
	Nursing to identify at least two priority issues and to develop and implement one or more actions to address and improve faculty and staff culture and environmental support	Items and action plan to be finalized.

Enhancing Program resources	School of Nursing Director's position	On track to be filled by January 2018
	Two professorial appointments – one filled; one declined.	One appointment filled as of July 1, 2017
	Three CLA positions filled	July 1, 2017
	Seven additional tenure track positions approved	To be filled for July 2018
	New opportunities for placement with CAMH, Humber River, University Health Network	Ongoing discussions and MOU renewal

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

**Undergraduate Nursing, York University, Cyclical Program Review
External Reviewer Recommendations, November 2016**

- 1) Find creative ways to attract students into the PhD program including identifying high performing students in the BScN program with potential and, when appropriate, encourage them to proceed to graduate school and to seek out faculty positions.
- 2) Review the course curriculum with an emphasis on removing overlap and ensuring that the material taught in each course reflects the title and objectives of the course.
- 3) Put in place mechanisms to monitor faculty compliance with course outlines and approved evaluations of student performance. This will likely require an agreement on the boundaries of academic freedom. Students must be confident that they are being evaluated fairly and equitably.
- 4) Increasing the number of faculty members in order to be able to increase enrolment in the 2nd Entry and IEN programs. There is demand and a healthy pool of applicants so York should be benefitting from this situation. Obviously this will be a challenge given the small pool of qualified applicants, however it is worth putting in the effort (e.g., marketing) in order to develop the program.
- 5) More communication is necessary between the College and University administrators. This could come through College representation on the School of Nursing Council, more frequent meetings, etc. For example, consider meeting each semester rather than the current annual meetings.
- 6) Continually explore new opportunities and models for student placements. Although the simulation centre is valuable, it is imperative that students receive substantial time in human contact situations.
- 7) Explore ways of evaluating practicum instructors. Students reported that they received varying levels of instruction from one instructor to the next and felt that some were simply not competent for the position. Incorporating some sort of student evaluation system (if one is not already in place) could be very beneficial for ensuring that students are receiving valuable training.
- 8) Community Health needs to be more evident in curricular content and in experiential courses. This may also be part of new opportunities for student placements.
- 9) Explore options for new transition approaches from College sites to York. The PEP rally was an important welcome for those students who experienced it.
- 10) Consider online learning partnered with clinical placements at distance to reduce the commuting burden on students allowing them more opportunities to complete more of the program close to home.
- 11) Also continued access to libraries and other resources at the College sites after the students transition to York would provide enhanced opportunities for students who live close to the College sites.
- 12) An exit survey of graduated or graduating students would be a valuable addition to the current in-program survey. Students surveyed at the end of their program may provide more balanced information and information about employment.
- 13) Survey faculty and staff for information about quality of work life and for ideas for ongoing improvements based on their working experiences in the nursing programs.
- 14) Include a periodic review of administrative and other supports for the Nursing Programs at York. Ideally this will include administrative supports for faculty and supports for student health and advising. These are all important factors in the quality of experiences for Faculty and students.



Environmental Studies, Bachelor of Environmental Studies (BES), Master of Environmental Studies (MES) and PhD

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

OFFICE OF THE
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9th FLOOR
KANEFF TOWER
4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 650 8017
F 416 736 5876

Program Description:

Founded in 1968, the Faculty of Environmental Studies (FES) at York University was the first of its kind in Canada. As an innovative experiment in graduate interdisciplinary pedagogy, with individualized Plans of Study, field experiences, and a qualitative grading system, FES began with the Masters in Environmental Studies program in 1969, including a focus on urban and regional planning. Over two decades later, in 1992, the Faculty expanded and developed an undergraduate (BES) and a doctoral program (PhD).

Environmental Studies	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
Bachelor of Environmental Studies (BES)	115	474	96 Hons; 32 90-credit; 4 minor
Undergraduate Certificates	n/a	n/a	56
Master of Environmental Studies (MES)	114	224	90
PhD	14	68	6

Reviewers appointed by the Vice-Provost Academic:

Paul Robbins, Professor and Director, Nelson Institute for Environmental Studies, University of Wisconsin-Madison
 Dan Walters, Associate Professor, Department of Geography, Nipissing University
 Steven Tufts, Associate Professor, Department of Geography, York University



Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Faculty Overview Statement
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: Monday, November 21, 2016

The review team began their visit with Alice Pitt, Vice-Provost Academic and Barbara Crow, Dean Faculty of Graduate Studies, the Dean, Noël Sturgeon, the Associate Dean Research, Ravi De Costa and University librarians. Following a tour of the campus and Environmental Studies building, the reviewers met with faculty and staff from the graduate program (Liette Gilbert, Graduate Program Director, Ouma Jaipaul-Gill, Graduate Program Assistant Rod MacRae, MES Program Coordinator, Anna Zalik, PhD Coordinator). The following coordinators also met with reviewers: Jennifer Foster, Planning Program Coordinator/Urban Ecologies Certificate, Leesa Fawcett, Associate Dean (Students), Traci Warkentin, Environmental & Sustainability Coordinator Mark Winfield, MES/JD Program, Peter Timmerman, Business & Environment Diploma Coordinator. The reviewers met with 18 staff members and had meetings with undergraduate students and two graduate student groups.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Dean's Implementation Plan adequately addressed the recommendations arising from the review process. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will launch in the Fall of 2023.

Strengths:

The external review report noted that, "the major area of innovation in the curriculum and delivery of the program, one upon which the identity of the graduate program is centered, is its high level of integration and curricular flexibility." The reviewers noted that graduate... "Program requirements and learning outcomes are clear, moreover, and completely appropriate and in alignment with the relevant degree expectations at the Masters and PhD levels."

The Reviewers wrote, "It must be noted that the research activity demonstrated in the appendices is significant and impressive in terms of faculty grants and output. FES researchers and instructors have an international reputation and publish in over 100 peer reviewed journals."

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Dean's agenda of concerns, and the challenges and issues that were raised during the site visit.

The reviewers made a number of observations and recommendations for the Programs at the undergraduate and graduate levels.

Graduate Programs:

The reviewers noted, "The intensive individual plan of study approach, especially in the MES program, taxes faculty time and labor heavily. The experience of students seeking high-touch supervision absorbs faculty attention, potentially at the expense of undergraduate contact, PhD supervision, and other key activities." They also observed that approximately 40% of students are pursuing the planning option, which is more course focused and meets the OPPI accreditation standards.

With regards to Faculty complement, "The Review Committee did, however, find that there was a mismatch in the allocation of faculty resources. Specifically, the amount of time dedicated to advising and supervising MES students dominates the workloads of several faculty members." They expressed concern about the uneven distribution of advising and supervision amongst faculty.

The External Review Report and the Dean's Agenda of Concerns noted that the time to completion, on average, in both MES and the PhD programs is longer than desirable (more than 6 terms in the MES and more than 17 terms in the PhD). The reviewers indicated the likelihood "that the unusual program structure and the mixed levels of commitment to PhD students, in particular, are contributing to the time to graduation."

The Review Report offers an analysis of the Plan of Study approach for the MES. This has been an innovative part of the curriculum; however, there are concerns. The Report briefly explored the possibility "for creating three paths within the MES program: thesis: course based; and individualized study." They also commented on the high credit load for the programs (72 credits) and on concerns about the complex admissions procedures and potential advising inconsistency for students. The reviewers noted concerns about additional staff resources required to use the in-house "dossier" system and wondered whether there was value for students in these processes.

The reviewers offered the following speculation for consideration: "A more course-focused, separate degree program in planning might be established to meet student demand and ease the overall burden of supervisory labor." They stress that this idea need not result in changes to what makes the existing programs special.

Undergraduate Program

The Reviewers and the Dean noted the recent decline in enrolments in the undergraduate programs. The review report reflected on the student concerns about program flexibility, particularly in light of the prescribed first year courses, and access to the experiential learning opportunities due to time and financial constraints.

Students noted that sometimes upper year courses were not offered when they were ready to take those courses.

The external reviewers were supportive of a potential merger with Geography and Urban Studies and stated that, “A merger of these units would result in a Faculty structure consistent with other institutions.” They noted, however, that many groups expressed concern of the demands on faculty and staff resources to facilitate the transition and wondered about central support to undertake this.

Review Report Recommendations

The Reviewers concluded their report with a list of specific recommendations (appended) organized around five areas, focusing on the issues raised in the sections above.

1. Merger with Other Units
2. Undergraduate Program
3. MES program
4. PhD program
5. Faculty Complement

Dean’s Implementation Plan

Interim Dean De Costa has provided a Dean’s Implementation Plan document that responds to the Reviewer Report and the recommendations made in that report.

Early in his document he makes the following observation, “The review report emphasizes characteristics of FES programs (interdisciplinarity, individualized learning, critical inquiry and experiential education) that comprise our identity and strength, and which manifest themselves in our pedagogy and internal organization.

However, some of the challenges currently facing the programs (recruitment/enrolment and time to completion) must also be attributed to these commitments. Our task then is to reimagine these commitments in ways that enable us to become more effective and sustainable.”

He notes, “However, both the reviewers and the program response acknowledge an overarching need to provide more resources to our undergraduate program. Subsequently he makes this statement, “As the previous Dean noted in her Agenda of Concerns, the issues to do with program effectiveness and quality have significant budget implications, most seriously the challenges facing our undergraduate enrolment. While it is the responsibility of the Dean to manage the budget situation, the program responses to the reviewers’ report offers few new ideas to deal with this, in the short term at least.”

And again, when talking about the core characteristics of the Faculty he suggests, “Where our own approach, when understood in relation to other related academic endeavours, might be improved is in our urban and planning offerings. Reviewers suggest a dedicated structure internal to the Faculty be developed in this area, allowing greater visibility and coherence.

The Interim Dean makes notes of the advancement towards a merger with the Department of Geography and the possibility of including the Urban Studies program, although there is work to be done to achieve consensus with both groups.

The Implementation Plan includes a comprehensive chart incorporating the Review Report recommendations, the program response and the Dean’s Plan for implementation; this chart is appended to this report.

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

Recommendation	Faculty response/action (pages refer to “Responses to Reviewers” report)	Decanal Comment	Responsibility	Progress/ timeline
<i>Undergraduate</i>				
Increase BES recruitment and retention	Increase school visits where possible; maintain strong conversion support; review retention issues.	Growing applicant pool is essential and the Dean will support those efforts. We need to consider international applicants and how to support them.	Dean’s Office, SEM group	2017-
Merge ENVS 1000 and ENVS 1200	Undergraduate program attempted this change in Spring 2017 but did not receive collegial support	1200 in its current configuration is not sustainable. The Dean urges the UCC to reconsider the proposal as part of the merger, addressing concerns raised.	UCC	2017-2019
Consider the “benefits and challenges of over prescribing the structure of the major”	FES adopted a more strongly prescriptive degree structure in 2014; review will need to be done as part of merger process.	Continue close monitoring of effects of earlier changes to program. Merger could see multiple undergrad programs, allowing for greater choice and flexibility for students.	UWG; UCC; FES Faculty Council.	2017-19: working timeline is to have curricular proposals ready April 2018; a complete package of governance and program changes to Senate in Fall 2018.
Appeal to non-BES majors	Consider ways to appeal to undeclared majors.	Identification of courses offered for breadth will be identified as program offerings are developed with the merger; advance inter-faculty collaboration eg Las Nubes, Markham.	UPD; Dean’s office	2017/18
Expand access to experiential education	FES has considerable strength in experiential education but would be	Communicate EE offerings effectively; hire experiential education coordinator; create	Associate Vice President Teaching &	2017/18

	pleased to develop this strength further.	additional EE supports in Faculty eg a Faculty-based T&L Innovation Fund to support EE initiatives; promote further take-up of AIF.	Learning; Dean's Office	
Other BES innovation: capstones, first year seminars...	Merger discussions have encompassed a variety of innovations already	Dean's office is strongly supportive of initiatives which make our undergraduate program(s) more appealing.	UWG; UCC	Through 2017/18, with proposals ready in Winter 2018.
Graduate				
Create distinct graduate planning program, including course-based program	Present challenges are desire to keep POS pedagogy and budget constraints; possible to be taken up in merger discussions.	Urban /planning colleagues seem disinclined to pursue this, though the merger (especially if it includes URST) may make that position unsustainable	Planning Sub-committee; GWG; MES PCC	Through 2017/18, with proposals ready in Winter 2018.
Streamline program requirements including POS	GPD/MES curriculum has presented a package of proposals to make MES administration clearer and less burdensome.	Proposed changes have been passed through Committee of Instruction and have much potential to improve program. However, we have not yet accepted collectively that the "one-size-fits-all" model is not working. We cannot continue to have a large, undifferentiated and very resource intensive program.	GPD; MES PCC	Fall 2017

Strengthen relationships between FES faculty and MES applicants	GPD did assign advisors upon admission to A students but impact appears minimal without follow-up by supervisors	Likely to be driven by changes to graduate funding formula. Dean to encourage faculty members to engage in recruiting graduate students to their research programs/grants.	MES PCC; Individual Faculty members	
Maintain MES enrolment targets	Maintain/grow (p10)	In the short-medium term this is unrealistic and contradicts most of the rest of the report: we have not met existing targets for some years and applicant pool is not deep. Moreover, SHARP means rebalancing undergrad vs grad commitments significantly so grad enrolment needs to be reduced in the short term. P/T option now in small pilot with 2 students.	Dean; SEM group	2018 targets

<p>Develop transition plan to post-GA environment</p>	<p>Responses document suggests it is too late for this (p11).</p>	<p>Graduate Fellowships have considerable benefits, which will become clearer over time.</p> <p>However, faculty researchers will need to seek external funding, leveraging the Fellowships that comprise graduate funding packages where possible.</p> <p>ADR to mentor junior scholars; FES internal research support to create incentives for external grant applications.</p>	<p>Dean; ADR</p>	<p>Ongoing</p>
<p>Address uneven supervisory workloads</p>	<p>The review advocated shifting resources to BES program from graduate programs and this will help. However, unevenness is both qualitative and quantitative. There remains a mismatch between graduate applicants and faculty research.</p>	<p>Dean to take this into account more effectively in making teaching and advising/supervising assignments. Changes to create an “interim supervisor” designation as a way towards better articulation of workload were recently rejected by collegium.</p>	<p>Dean; Committee of Instruction</p>	<p>2017/18</p>

**Physics and Astronomy, Undergraduate and Graduate Programs,
 Faculty of Science**

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

**Reported to Joint-Committee on Quality Assurance:
 December 4, 2017**

9th FLOOR
 KANEFF TOWER
 4700 KEELE ST
 TORONTO ON
 CANADA M3J 1P3
 T 416 650 8017
 F 416 736 5876

Program Description

A Department of Physics was established at York University in 1964, initially at Glendon College and subsequently at the Keele campus in 1965, as one of the three major participants with Biology and Chemistry in the Interdisciplinary Science (IS) Program. Students were first admitted to master's and doctoral degree Programs in Physics at York in 1968. In the late 1980s, the Department decided to expand its presence in astronomy and astrophysics. The resulting growth in astronomical research activity led in 1991 to the introduction of official Streams of study in astronomy in both the undergraduate and graduate Programs. In 2007 the Department introduced its Undergraduate Program in Biophysics.

The Streams available to BSc students in Physics and Astronomy programs are the following: Physics, Astronomy and Astrophysics, Applied Physics, Space Science. Students at the graduate level pursue an MSc or PhD in Physics or Astronomy.

The Graduate Program offers six fields of research activity:

- Astronomy and Astrophysics (AA)
- Atomic Molecular and Optical Physics (AMO)
- Biological Physics (BP)
- Chemical and Condensed Matter Physics (CCM)
- High Energy and Particle Physics (HEP)
- Earth, Atmospheric, Space and Engineering (EASE)

	Registration (new intake) 2015	Enrolment FTES 2015	Degrees Awarded 2014
Biophysics (BSc)	4	23	7
Physics and Astronomy (BSc)	47	132	11 Hons; 5 90-credit
MSc	15	22	10
PhD	4	27	5



Reviewers appointed by the Vice-Provost Academic:

Dr. Barbara Frisken, Professor, Department of Physics, Simon Fraser University

Dr. Stephen Godfrey, Professor, Department of Physics, Carleton University

Dr. Neal Madras, Professor, Department of Mathematics and Statistics, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review - Departmental Process (based on information in the Self Study Brief)

The process of self-evaluation began in the Fall of 2015 with the construction of two surveys, one for undergraduate students and one for graduate students. While the surveys were in the field, the Department Executive developed a plan for a department retreat to ensure dialogue would lead to an actionable set of proposals. Eight themes for discussion were developed and working groups of faculty, staff and students, worked on a theme to identify principal concerns and recommendations. A short summary of the recommendations was circulated before the Departmental Retreat, held at the McMichael Gallery on April 22, 2016. Attendees included the majority of faculty members, graduate students, staff, and one postdoctoral fellow. The retreat included small group discussions about the themes, and the Chair of the Department ended each session by summarizing what he thought represented consensus. The proceedings were recorded for future reference. The Chair of the Department subsequently prepared a draft "agenda of concerns" highlighting areas of the Programs needing improvement or enhancement and putting forward proposals for action. Because the various Programs have overlapping concerns, the agenda of concerns was presented in its entirety after the three Program self-studies rather than being broken up among them. Input from reviewers will assist with the finalization of actions the Programs should take in moving forward.

Site Visit: November 9-10, 2016

The Reviewers first met with Vice-Provost Alice Pitt and Dean of Graduate Studies, Barbara Crow. During the two days the reviewers also met with the Dean of Science, Ray Jayawardhana, Faculty of Science Associate Dean

Research, Sylvie Morin, Associate Dean Faculty - Buks van Rensberg, the Chair of the Department, Marshall McCall, the Undergraduate Program Director, Patrick Hall, PHAS GPD - Tom Kirchner, Previous GPD, Wendy Taylor, Science Librarians, John Dupuis, Genny Jon and Acting Associate University Librarian, Adam Taves. The reviewers held meetings with the undergraduate faculty and the graduate faculty, as well as meetings with undergraduate majoring in Biophysics and Physics and Astronomy, and also with graduate students. Professor Paul Delaney provided a tour of the York University Observatory and the reviewers toured the various laboratory facilities. In addition there was a meeting with York University Experience Hub (Technology Internship Program), Kathleen Winningham.

Outcome:

The Joint-Committee on Quality Assurance commended the Department for its well-designed process for developing the self-study. The Dean's Implementation plan, which included the programs' response to recommendations, was very thorough and clear. The committee concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The reviewers made note of the following about the undergraduate programs: "A large proportion of the courses are taught by full-time faculty – 97% in 2015/2016. This demonstrates a strong commitment on behalf of the faculty to support of undergraduate education and a good alignment between the program needs and faculty resources. Students were highly complementary of the quality of teaching by their physics professors, and of how readily professors made themselves available to students outside of classroom hours."

The Reviewers made note of the following for the research based MSc: "The methods and criteria for assessing student achievement are appropriate and effective relative to the expectations of the discipline and the program learning outcomes. In particular, the annual research evaluation stands out as an especially rigorous approach to assess student progress and achievement."

The Reviewers lauded the Department annual workshop built around the Careers Toolbox developed by the American Physical Society and to an annual careers event with alumni for graduate students and noted that this would also be beneficial for prospective and registered undergraduate students. The Reviewers stated that the proposed workplace practice certificate which would include career-oriented skills is also an excellent initiative.

Reviewer Recommendations and Dean's Implementation Plan

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Dean's agenda of concerns, and the challenges and issues that were raised during the site visit.

The reviewers provide a comprehensive set of recommendations for the Programs that is in strong dialogue with the self-study. Each recommendation is preceded by a discussion of the strengths of the program and opportunities for improvement.

In his response, the Dean provides an extensive response document, roughly grouped thematically, which incorporates the Department's response and his own comments, and suggesting actions that might be taken where appropriate and identifying recommendations that are either out of scope for the CPR process or can only be determined once results of initial actions are known.

A significant focus is on recommendations related to curriculum mapping and curriculum review for both undergraduate and graduate programs. The consideration of many suggestions, for example new programs, would be determined after a full consideration of the curriculum mapping exercise.

The Dean's implementation Plan ensures that recommendations related to research be explored immediately. Suggestions related to recruitment are either ongoing or will be undertaken. Space for the program and students, which will foster collegiality and collaboration, among other things, is an ongoing project.

A number of suggestions, acknowledged in the Dean's Implementation Plan, are related to academic hiring, but not all of these lie within the purview of the department or even the Faculty of Science.

The final recommendation of the reviewers is, "That the Department should initiate a Long Range Planning process to set faculty hiring priorities over the next 5 to 10 years." The Department Response, recorded in the Plan includes this statement, "There is a real opportunity for the Department to re-vitalize or even re-define itself, and it is logical to develop a long-range plan on how best to do so. The Dean closes his detailed Implementation plan with this acknowledgement of the importance of this activity with this statement, "The Dean welcomes a Long-Range Planning exercise within PHAS. Along with curriculum mapping, this is key to departmental sustainability and the maintenance of vital programs at both the undergrad and graduate levels."

The full Dean's Implementation Plan is appended to this report for review by the Quality Council.

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

Cyclical Program Review – Physics and Astronomy programs

Response of Dean Ray Jayawardhana, Faculty of Science and Proposed Implementation Plan

April 21, 2017

Programs Reviewed

1. Physics and Astronomy BSc, BSc Honours, Honours Major and Honours Minor programs
2. Physics and Astronomy BSc program
3. Biophysics BSc with Specialized Honours
4. MSc Physics and Astronomy programs with Coursework, Project and Thesis and Oral Exam
5. PhD Physics and Astronomy

The reviewers report contains the following comments (roughly grouped thematically) suggesting actions that might be taken, not all of which have subsequent recommendations or suggestions:

Recommendations and Suggestions

3.1, 3.2 and 8.2	3.1 The Department should analyze course learning objectives and map them onto program level goals, in order to prepare students for a variety of outcomes and facilitate timely completion of their programs. 3.2 Use the development of course learning objectives to review different themes in the undergraduate curriculum and to compare math requirements with learning objectives of the prerequisite math courses. 8.2 This applies to both undergraduate and graduate programs such as the course-based and project-based M.Sc. programs.
Dept. Response:	These recommendations align with Concern 7.1.1 in the Department's Self-Study. Agreement that course learning objectives must be established and be mapped carefully onto program-level expectations. Program-level expectations already in place for undergraduate programs, would be timely to review them. Program-level expectations, course learning objectives, have never been laid down for graduate paths of study. The Department also supports recommendation 3.1. It makes sense to track continuity and achievements in specific curricular themes as part of the mapping exercise. A comprehensive analysis of course learning objectives needs re-evaluation of the mathematics pre-requisites required in PHAS. This was undertaken just prior to the last CPR, and the curriculum drastically modified as a result. The unit will work with the Mathematics Department to determine the best way to implement a new stream in Theoretical Physics. This is anticipated to have more mathematics requirements than any of the existing streams.
Dean's office Response:	The Dean's office strongly supports this initiative, especially because other undertakings are also contingent on mapping (e.g. altering fields of representation, Recommendation 7.1, and Biophysics courses, Recommendation 7.2), and because math content in particular has to be intimately linked and timed with the delivery of the Physics and Astronomy

	<p>curriculum. In addition, mapping may reveal areas that should be targeted for hires. This may be the program's highest priority. But it may not require the use of a course mapping software, especially for the graduate programs. We encourage PHAS to liaise with CoTL, Teaching Commons and units in Science that have already undertaken this exercise.</p> <p>Departmental commentary on this recommendation includes the acknowledgment that students who work at a job--to a great extent--and disabilities--to a lesser extent--increase the time taken, on average, to graduate. While these matters are not addressed by curriculum mapping, it is true that mapping will reduce any additional drivers of graduation delay.</p>
Implementation:	
Who	Chair, GPD, UPD,
Resources	Training and assistance from the Registrar's office or Teaching Commons with course mapping software.
When	Training by Fall 2017 with curriculum map by Spring 2018
5.1	That an additional half-time support person be assigned to the Department to help administer research programs.
Dept. Response:	<p>The Department strongly endorses this recommendation. Research purchasing and accounting is a significant burden for all faculty members, and a detriment to research productivity. Improved web presence is urgently required. Website development and maintenance, which are crucial to recruitment and public outreach at both undergraduate and graduate levels, distract faculty from research and suffers badly due to insufficient human resources or skills. The same is true for our digital signage, for which there has been no addition of content in 10 years. The Department will aggressively seek from the Faculty of Science permission to hire another staff member to support research purchasing, research accounting, and website and digital signage needs.</p>
Dean's Response:	<p>While the Dean's Office recognises that all units could use additional administrative support, the current budgetary reality does not allow for an increase in administrative support in the Faculty of Science. Under the new budget model, Faculty and Units revenues are directly tied to student enrolment in programs. In PHAS there is much room for growth in graduate and undergraduate programs. A significant increase in enrolment could justify growth in the unit's allocated budget. It should be noted that research-based revenue in FSc cannot cover this kind of administrative support. Although there are no departments in FSc with administrative support for research programs, the Faculty does employ two Faculty Research Administrators who are responsible for post-award research administration on behalf of the entire FSc.</p>
Implementation:	
Who	Dean's Office
Resources	Commensurate to program growth
When	Review of possibility further administrative support as Department enrollments grow.
5.2 and 5.3	5.2: That undergraduate students should have a common room only for undergraduates in the physics and astronomy programs and the biophysics program.

	5.3: Whenever possible, faculty and graduate student offices be relocated to the main Physics building.
Dept. Response:	<p>5.2 An agreement was reached with the Department of Earth, Space Science, and Engineering (ESSE) to share a lounge on the first floor of the Petrie Science and Engineering Building. The reviewers were aware of this arrangement, and concluded that it was not good enough for PHAS majors. The unit is not entirely in agreement with this perspective, because the two departments that share the room have much in common.</p> <p>The unit proposes to survey undergraduate majors to determine the level of satisfaction with the shared common space. If there is a clear indication that an alternative is needed, we will consult with the Dean to determine if more space can be freed up in PSE. If no space can be found, we will endeavour to seek additional space for our students in Bethune College.</p> <p>5.3 Department is aware of the importance of having faculty and graduate students in close proximity, and wishes to have offices for all departmental faculty in the PSE Building. Presently there is no room for expansion. PSE is shared with two other departments: Chemistry, and Earth, Space Science, & Engineering (ESSE).</p> <p>The Department of PHAS has been forced to place its own graduate students in the Chemistry Building, occupying five offices there. Another office is used for sessional instructors. Department will enter into discussions with the Dean opening up space in PSE for most or all graduate students.</p>
Dean's Response:	<p>The Dean's office recognises the limited space available for students and Faculty members to meet. The space currently available for Science Units is insufficient and many Units are requesting more social and meeting space. While a dedicated room cannot be assigned to undergraduates in the physics and astronomy programs and the biophysics program, the Faculty will be investing in a pilot project to furnish some of the social space in Petrie Science and Engineering building. A few years ago resources were invested in renovating Petrie 317 and 317A into a seminar room and a small lounge area with a pantry.</p> <p>The Faculty of Science does make an effort to locate Faculty members close to their laboratory or research space. PHAS has to recognize that two Faculties occupy the building and that in Science this building is shared among four Units.</p>
Who	Dean's Office
Resources	To be determined
When	Fall 2017 for completion of the social space pilot in PSE
6.1	The Department should continue to offer opportunities for professional development for both undergraduate and graduate students.
Dept. Response:	<p>Department concurs, as emphasized in Concern 7.1.7 of the Self-Study and it will work with the three student clubs to involve alumni in a careers event annually. A faculty member will be assigned each year to take responsibility for organizing a workshop based upon the Careers Toolbox of the American Physical Society. In collaboration with the Faculty of Science, the Chair will reach out to non-science faculties at York to devise an approach for conveying skills in workplace practice to undergraduates and graduates in science. Of value to some undergraduates (but by no means the majority) may be the</p>

	<p>Certificate in Technology Entrepreneurship recently proposed by the Lassonde School of Engineering. Although intended initially for engineering majors, there is intent to expand this to science majors in the future. Described in the Graduate Self-Study Report, FGS supports the professional development of graduate students in various ways. We will reach out to the workshop organizers to see that more science-specific elements are added.</p>
Dean's Response:	<p>The Dean's Office supports initiatives that will improve the professional development of students. While a Certificate in Workplace Practice from outside the Faculty is a possibility in future, it is more likely that there will be a similar and more immediate credential offered through enhancements of the Faculty's experiential education offerings, including a preparatory course for the workplace. A current Faculty review of experiential offerings will include the Physics internship course, which could have significant impact if numbers could be increased. The Department should encourage students to take advantage of PD opportunities offered by the Faculty (e.g., Science & Business workshops, media workshops) and the University (e.g., LaunchYU, FGS workshops).</p>
Implementation:	
Who	Chair, UPD, GPD, Teaching Commons, Dean's office
Resources	To be determined.
When	Ongoing
7.1 and 7.2	<p>7.1 The Physics Graduate Program should focus on its four research areas where there is direct involvement from Physics faculty members.</p> <p>7.2 The Department should continue to work to provide a broader range of core graduate courses on a regular basis.</p>
Dept. Response:	<p>7.1 The reviewers singled out the field "Earth, Atmospheric, Space, and Engineering" (EASE) as an historical commitment rather than an active one, and "Chemical and Condensed Matter Physics" as not having direct involvement of faculty members in the Department of PHAS. In the case of the former, one faculty member in the Department is a space engineer and some astronomers engage in space missions. Regardless, what did not seem to be fully appreciated by the reviewers is the York model for graduate programs, which promotes interdisciplinarity by allowing for the appointment of qualified faculty members from outside of a guiding department. The reviewers' perspective is particularly problematic for the field "Earth, Atmospheric, Space, and Engineering". Besides representatives from the Department of PHAS, there are many faculty in the Lassonde School of Engineering in this field who are members of the Graduate Program in Physics and Astronomy by virtue of their common need for physics talent. The commitment is real, not historical. As a result, 25% of graduate students in the Program are working in EASE.</p> <p>The Graduate Program has investigated what is required to alter fields of representation. At this time, the Graduate Program is not inclined to eliminate the field "Earth, Atmospheric, Space, and Engineering", but rather to simplify its name to "Planetary Physics". The Program reserves judgment on what to do about "Chemical and Condensed Matter Physics", pending completion of the mapping exercise and consultation with the faculty in the Graduate Program</p>

	<p>who are working in this field. Contrary to what the reviewers believed, "Biological Physics" is a field that the Graduate Program has gained approval to advertise.</p> <p>The Department concurs with the recommendation that the Department (as against the Graduate Program) restrict its research focus to at most four fields. Long-range planning will begin, as per Recommendation 9.4, to determine how to move forward.</p> <p>7.2 Graduate Program in Physics and Astronomy is collaborating with the University of Windsor and Trent University to develop on-line graduate courses for sharing among the institutions. A proposal to eCampus Ontario led by the University of Windsor was recently funded, and discussions are now underway on how to proceed.</p> <p>Subject to the outcome of our course mapping exercise and long-range planning exercise (Recommendation 9.4), we will also give some thought to developing a stream in Biological Physics that has core requirements that are aligned with the needs of graduate students working in this field.</p> <p>Further expansion of course offerings is inadvisable before completion of the mapping exercise. The mapping exercise is likely to point to a need for discipline-specific courses that we either do not offer or that we are presently unable to mount routinely due to lack of faculty resources. The only way to rectify this is through additional hires in our core research areas as guided by our long-range planning process (Recommendation 9.4).</p>
<p>Dean's office Response:</p>	<p>The Dean's Office concurs with the Department's response that the Faculty community that delivers the graduate program does indeed include individuals from other departments, and, by allowing for a broader range of expertise, this enhances the overall program. Provided the graduate program can deliver current and vital graduate education in six fields, the Dean's Office is in favour of continuing those fields, even if they rely to some extent on expertise outside the department. The Dean's Office endorses the Departmental plan to continue to concentrate in four fields of research. The Dean's Office has agreed with the name simplification from "Earth, Atmospheric, Space and Engineering" to "Planetary Physics".</p> <p>With respect to broadening the variety of course offerings to graduate students, the Faculty's investment in Biophysics and commitment to it as a field of growth does mean that graduate courses in this area are advisable in the near future; again, program mapping is necessary to determine what will be suitable, and when, and we have to fulfil our obligations to students joining York in Biophysics. In addition, successful recruitment of graduate students is a condition precedent to obtaining resource support for increasing course offerings. Sharing e-courses with other small programs like Windsor and Trent is worthy of further consideration, and working with the Windsor initiative is supported, especially if it is cost effective.</p>
<p>Implementation:</p>	
<p>Who</p>	<p>Chair, GPD,</p>
<p>Resources</p>	<p>To be determined</p>
<p>When</p>	<p>Support for the four main research areas in the Department is ongoing. With respect to Biophysics grad courses, two things should proceed immediately. One is continued arrangements with Trent and Windsor if that is deemed by</p>

	the Department to be cost effective and pedagogically sound. The other is the mapping process (training by Fall 2017 with a map by Spring 2018).
7.3, 7.4 and 8.3	<p>7.3 The Department should engage local high school physics teachers and promote the strengths of the undergraduate program in order to increase enrolment.</p> <p>7.4 The Department should evaluate proposals to improve recruitment of domestic graduate students.</p> <p>8.3 Enhance recruitment of undergraduate students by establishing a few key recruitment events.</p>
Dept. Response:	<p>7.3 The Department has hosted annually an evening for high school teachers dedicated to a research theme in physics or astronomy in which departmental faculty are active, despite having to go into debt to do so. In our self-study, we felt that an important but neglected audience was high-school counselors. The reviewers feel that our attention should continue to be directed toward high school teachers.</p> <p>Moving forward, we will be engaging both teachers and students through the Southern Ontario Large-Scale Time Coincidence Array (SOLTA), which is a project led by Professor Scott Menary to establish cosmic ray detectors at high schools across the province. Working with alumnus Michael Franchino (who teaches in Newmarket), approval has been gained for a new course for the Ontario high school curriculum in which students have the opportunity to build and operate a cosmic ray detector. It is our intention to host an annual "conference" at York with all participants to discuss both the process and results.</p> <p>To better inform teachers about our strengths, we propose at minimum to create a brief fact sheet for distribution at teachers' evenings and on-line. Additionally, we will give serious consideration to devoting a teacher's evening to education and will consider appointing a faculty member annually to liaise with teachers at the top schools in our catchment area.</p> <p>The Department's most urgent priority is to finish construction of its new website, which will give research a much higher profile than at present. The Graduate Program's most urgent priorities are to add more video content from its researchers and students and to establish websites for all members that lack one. The obstacle to all of these priorities is the lack of technical resources to assist. UIT can be utilized to implement the but presently there are no identifiable resources to develop and implement the look and feel or to maintain websites routinely. Recommendation 5.1 offers a path forward, namely the hiring of an additional staff member to take on the burdens of research administration.</p> <p>7.4 The most important graduate recruitment opportunity available to us is the Canadian Undergraduate Physics Conference (CUPC), which is organized annually by the Canadian Association of Physicists (CAP). Associated with the conference is a Graduate Fair at which Graduate Programs can be advertised. We propose to invest resources in improving our display and re-evaluating how we present ourselves at it. Also, we propose to seek funding to make it</p>

	<p>possible to send more of our own students to the conference, who are in many ways ambassadors for York and who could assist with the staffing of our booth. As soon as the subway is completed, the Department will engage with undergraduate students to develop a proposal to host the CUPC, which will enhance our profile immensely.</p> <p>Another event with recruitment potential is the Canadian Conference for Undergraduate Women in Physics (CCUWiP). We would like to establish funds in our budget to routinely send students to the conference and to engage in related recruitment events.</p> <p>The Department is committed annually to nominating a lecturer for the Canadian Association of Physicists Lecture Tour. The Department will also endeavour to engage with physics clubs across Southern Ontario.</p> <p>8.3 Recruitment is an area in which the Department works extremely hard, as described in Section 4.4 of each of the undergraduate program self-studies. Although it is relatively easy for individuals to go out into the community, limitations in finances pose a major stumbling block to hosting events for high school students at York. For example, in 2014 and 2015, the Department held exclusive showings of first-run science fiction movies at a Cineplex theatre followed by question and answer sessions about the science. These attracted hundreds of high school students and their teachers. However, the Department went into debt doing this. The prizes and awards party of the High School Biophysics Contest had to be financed by the Chair himself. The Department does not even have a budget line for the High School Teacher's Evening it holds annually. There are already two campus recruitment events, one in the Fall and one in the Spring, in which the Department is able to engage at no cost other than faculty time. The latter, in particular, targets applicants to the Department's programs, and we encourage students to attend through our phoning campaign. The Department is not against doing more, but it would have to identify a twist to attract good attendance and then seek funding from the Faculty of Science to support it.</p> <p>Under Concern 7.3.1 of the Self-Study, the Department puts forward some low-cost ideas to enhance recruitment that don't require bringing students to York. There is more to recruitment than increasing enrolments. Many faculty members are concerned about the quality of incoming students, and it has been suggested that we raise entrance standards. However, because of the importance of numbers to funding, caution is advisable. To create an élite program without the credentials to justify it would be folly. To be able to afford the inevitable decline in registrations that would follow an increase in the entrance requirement, we really need to focus first on attracting more top students than we are now. Our proposed new stream in Theoretical Physics may help. Growth in biophysics enrolments would help, too. Once the quality of applicants improves, we will be in a better position to sacrifice enrolments in favour of higher standards, if indeed there is justification to believe that nuances in performance in high school have a bearing on performance in university.</p>
<p>Dean's Office Response:</p>	<p>An improved web presence achieved through a more sophisticated Departmental website is seen by the Department as a necessity for improved engagement and outreach. The request to include more dynamic material like</p>

	<p>video is a worthy goal. In fact, the Faculty of Science has produced a number of videos featuring faculty and students, and those featuring PHAS members should be added to the Dept web site as well with help from the FSc Communications Manager and IT Director.</p> <p>The Dean’s Office recognizes the hard work and creativity that goes into the SOLTA project (as well as the High School Physics Teachers’ Night, and other outreach events that are undertaken), and has helped secure \$30K in funding for SOLTA from the Bickell Foundation.</p> <p>These initiatives are worthy as outreach, but as recruitment tools there does not seem to be any analysis that connects attendance and participation in these with recruitment. Additional or continued financial support of these initiatives at the Faculty level and the Department level should be assessed against their recruitment value. Could an assessment be made from attendance to determine if these undertakings yield applications to York Physics?</p> <p>The plan to host the CUPC is a good idea; if it is contingent upon the completion of the subway, then the time has arrived to move forward with a plan, since the subway opening is December 2017 and planning such an event with the commitment of the organization will take considerably longer than that.</p> <p>Indeed, there are a “number of good ways” identified to improve recruitment; probably, there should be an internal recruitment plan for both the undergraduate and graduate level that links the numerous ideas and initiatives that exist, that assesses their respective values for outreach and recruitment, and prioritizes them for execution. We agree that standards are to be protected, and that seeding our Physics programs with top students is a good approach for improving standards without losing enrolments.</p> <p>The Dean is concerned about the low number of domestic graduate applications, and encourages the PHAS GPD and faculty members to be proactive in reaching out to colleagues at other institutions to nudge their students to consider graduate studies at York. Personal connections and guidance can have a direct (and relatively rapid) positive impact on graduate recruitment.</p> <p>It should be noted that the Faculty worked closely with the Department on, and in one case even secured external support for, major Physics & Astronomy outreach events in the past couple of years.</p>
Implementation:	
Who	Chair, UPD, GPD, Associate Dean Students, Associate Dean Graduate Education
Resources	Promotional material production, upgrading website
When	On-going
7.5	The Department should evaluate other Biophysics programs offered in Southern Ontario and promote the unique aspects of the York program, and work to recruit York students in order to increase enrolment in the Undergraduate Program in Biophysics.

Dept. Response:	<p>The first challenge to attracting students is to inform them what biophysics is all about. We have made progress on that front through our biophysics website. We have also implemented an Ontario-wide High School Biophysics Contest. Lack of administrative support severely impairs maintenance of the website and the administration of the Contest. Continuation of the Contest will require the identification of sponsors.</p> <p>Our uniqueness is in the breadth of training that our Biophysics Program offers. Unfortunately, most students with interests in the life sciences want to go into medicine, and consequently are attracted to medical physics programs. Somehow we have to confront that reality without compromising our goal of giving students the tools needed to apply physics to confront biological problems no matter where they arise. This may be as simple as renaming the Program "Biophysics and Medical Physics", given that issues relevant to medicine, such as MRI, are already integrated into courses.</p> <p>We agree that a study of other biophysics programs in the province is warranted at this stage. As an outcome, we could envision developing a comparator that highlights the attributes of our Program relative to others.</p> <p>With new hires, we also will have the opportunity to introduce a course devoted to medical physics into the undergraduate curriculum.</p> <p>We completely agree that an experiment or two with a biophysical emphasis should be introduced into the first-year laboratory sequence.</p>
Dean's office Response:	<p>Biophysics is a recent endeavour and it does take time to have the presence of new programs become known and to reach a level of maturity in terms of enrolments. It has been supported by being targeted in the "This Is..." campaign. The Dean's Office support of <i>Integrated Science</i> is involved in improving the stature of Biophysics, since that program has purposefully increased awareness of this as an undergraduate program choice.</p> <p>The proposed name change to include "medical" would align our program's name with some other such programs at other institutions. It might be premature to do that, although in the short term promotional material could draw attention to the application of Biophysics to medical matters.</p> <p>We know that the Department is seeking to be not extravagant in recommending the hiring of a half-time person for various tasks (Recommendation 5.1): research support, web enhancement, and now Biophysics outreach. We have already indicated that under the new budget model, such expenditures are linked to enrolments, but in any event, it does seem that a half-time position with assigned tasks of supporting such disparate things as research administration, improvement of the Department's web presence, and also to assist in the administration of a Biophysics outreach event seems to be too many diverse tasks spread too thin. While each of these may deserve support, we are not convinced that a new half-time person is the best way to achieve the goals associated with each of them.</p>
Implementation:	
Who	Review by departmental and Faculty Curriculum Committees
Resources	
When	The review of Biophysics promotional material to ensure that readers know that medical applications are relevant should occur immediately to have

	appropriate promotional materials as soon as possible.
7.6	Ensure that discipline specific expectations including typical program GPA's are taken into account when allocating Tri-Council M.Sc. scholarships within the University.
Dept. Response:	Proportionately, the Graduate Program should receive just as many NSERC scholarships as other programs in the Faculty of Science, at the very least. Based upon our experience with adjudications in the Faculty of Graduate Studies, we believe that GPAs are not the problem. Rather, our students have difficulty describing the context of their research to the adjudicators, the majority of whom do not work in physics, overwhelming them with technical details at the expense of the big picture. The Program has mounted sessions to guide students on how to write proposals, but interest from the graduate community has been muted. We will continue to strive to provide students with guidance with their applications in an effort to improve the success rate. At the same time, it is true that discipline-specific expectations are not properly taken into account in the current adjudication model used by the Faculty of Graduate Studies. For NSERC scholarships, a group of adjudicators from various programs are engaged to rank applications across all NSERC disciplines without having expertise in metrics such as typical publication rates outside their own research field. We will continue to lobby for a model that ensures that the adjudicators have greater familiarity with the standards used in the disciplines of the applicants.
Dean's office Response:	The AD Research and Graduate Education will be discussing with FGS to first understand how the awards are adjudicated and to establish practice that do not disadvantage some disciplines over others in STEM.
Implementation:	
Who	GPD, Associate Dean Research and Graduate Education
Resources	None
When	This should be explored immediately
8.1	Work to make the Department culture more friendly and inclusive by organizing regular social events, increasing attendance at colloquium and increasing the number of friendly gathering spaces within the Department.
Dept. Response:	Department concurs, having flagged these problems in Concerns 7.1.3 and 7.1.4 of the Self-Study. Department has already managed to improve attendance at colloquia drastically simply by creating more attractive posters advertising them. Adding variety to the snacks on offer is a good idea. We have identified some funding to establish a study space on a trial basis in one of the alcoves of Petrie. If this proves to be successful, then we will aim to equip most alcoves on the second and third floors of the building in a similar manner, benefiting from what has been learned from the trial. In 2015, the Department made an arrangement with the Department of Earth, Space Science, and Engineering to share a common room established by them across the hall from their administrative offices. It has become quite a popular destination for our majors. The three clubs of the Department as well as the Physics and Astronomy Graduate Executive are the primary vehicles for promoting socialization. The Department Executive will work with them to identify additional avenues for enhancing the community.

	Perhaps the most serious deficiency right now is the lack of a lounge for faculty and graduate students. The Department will work with the Dean's office to correct this problem. If a choice had to be made, the Department would favour the establishment of a common space for faculty and graduate students in Petrie over additional common space for undergraduates in Petrie.
Dean's office Response:	The Dean's Office supports the initiative listed above. For the past few years there have been several social and networking events organized by the Dean's Office (e.g., <i>Science Unplugged</i>). Better PHAS participation to these events may provide neutral ground to bring people together to hear a PHAS colleague or student present short talks or to acknowledge PHAS awardees. These activities would be cost neutral to PHAS and could be supplemented by PHAS specific events.
Implementation:	
Who	Chair, UPD, GPD, Dean's Office
Resources	To be determined
When	Immediately
8.4	Support the Faculty's efforts to promote York as a place where people do science.
Dept. Response:	Department is already heavily engaged in Faculty promotion efforts, and will continue to be so. Members routinely visit schools a part of the Science Speaker's Bureau, and participate in numerous events organized annually by the Faculty, especially at GTA libraries, such as the York Science Forum with famed theoretical physicist Lisa Randall (Dark Matter and the Dinosaurs: The Astounding Interconnectedness of the Universe). We also send delegates to the University Fair annually.
Dean's office Response:	The Department does indeed work with the Faculty in initiatives related to our public image as a place for science research, and we agree that will continue.
Implementation:	
Who	Dean's Office and department
Resources	
When	Ongoing
8.5	Develop a new undergraduate program in Theoretical Physics.
Dept. Response:	This recommendation echoes proposals associated with Concern 7.4.1 of the Self-Study. It should be clarified, though, that the Department envisions introducing a new Stream, not a new Program. Department has already drafted a tentative curriculum, and is currently seeking input from its faculty and the Department of Mathematics and Statistics as to what would be appropriate mathematical requirements. Unfortunately, there is a significant obstacle to ambitions to creating a Stream that is more than a simple re-packaging of existing courses. There are only 5.5 theoreticians in the Department, two of whom are nearing retirement age. As a result of administrative relief, effectively there are only 4.5 from the standpoint of teaching. Because of the Department's increased service teaching burdens (e.g., Integrated Science), the Department is short-staffed, and theoreticians must be fully utilized to teach undergraduate majors and graduate students. Additional staffing will be crucial to the long-term success

	of the proposed Stream to enable us to enrich the curriculum with additional courses and to give more opportunities for undergraduates to undertake theoretical research in PHYS 4310.
Dean's office Response:	<p>This proposal involves at least three new courses, and the Department recognizes that there are only 5.5 Theoreticians in the Department, two of whom are near retirement age, and only 4.5 of whom are currently available for teaching.</p> <p>It is not correct to consider Physics teaching in <i>Integrated Science</i> as service teaching, although it is true that currently the instructor: student ratio is low in that program. This will change somewhat next year and presumably thereafter. In this year's small cohort of 23 students, one student had initially expressed an interest in continuing in Physics yet two have chosen physics (in one case, Biophysics) and a third is considering a Physics minor.</p> <p>The learning outcomes mapping exercise for programs and courses should consider the proposed Theoretical Physics program at the same time to assist in the assessment of whether it should be launched. If resource dilution is likely, then it is probably not a worthwhile initiative at this time.</p>
Implementation:	
Who	Chair, UPD, Curriculum Committee
Resources	TBD
When	
8.6 and 8.7	<p>8.6 Review workload of the undergraduate programs.</p> <p>8.7 Explore ways to spread out upper level physics exams with the Registrar's Office.</p>
Dept. Response:	<p>As far as we can tell from the Student Survey, lab courses are the biggest source of concern about workload. We have already re-evaluated demands in the second-year lab, and the workload has been reduced somewhat. The course mapping exercise that we will be undertaking will provide an opportunity to review workloads further, conceivably even motivating us to significantly modify the curricula. For example, it has been suggested that we reduce the number of required courses, but increase credit-weightings of those with tutorials, thereby encouraging a more focused approach to learning. PHYS 4061 may be unique in Canada in its emphasis on laser physics, and is one of our calling cards. We are reluctant to curtail it much. However, we will work with the instructor to ensure that the workload is kept under control.</p> <p>Undergraduate Program Director has designed requests to the Registrar's Office for reasonable exam spacing for both the fall and winter term courses for upper year majors. They were submitted for the first time in calendar year 2016, and it is anticipated that they will be submitted routinely in all future semesters.</p>
Dean's office Response:	<p>Mapping will also assist with workload assessments. Each exam period, the Physics Undergraduate Program Director communicates with the Associate Dean of Students to identify potential problems with exam scheduling, and the Associate Dean argues for these changes on behalf of the department, usually with 100% success.</p>
Implementation:	
Who	Dean's Office and the Registrar's Office for exam planning Department for mapping, enlisting the assistance of the Registrar's Office or

	the Teaching Commons
Resources	
When	The mapping exercise should proceed during the second half of 2017. Improving the exam schedule is an ongoing endeavour between the Dean's Office and the Registrar's Office.
8.8 and 8.9	8.8 Review the laboratory theme and the computational theme to see if practical physics can be strengthened. 8.9 Monitor and refine changes to the computational physics theme in undergraduate and graduate programs.
Dept. Response:	8.8 We agree that pedagogical improvements to laboratory education are warranted. Indeed, the Department is undertaking a major upgrade of the second-year laboratory course in physics by modernizing the experiments, by innovating to maximize the pedagogical impact of the experiments, and by tailoring exercises to suit modern needs of majors. Funding for equipment in the amount of \$46,000 was acquired through the AEF in 2016. The remainder of the funding needed for equipment (\$235,000) has just been committed by the Faculty of Science (via AEF and its own budget, spread over two years). Also, the Senior Advisor for Institutional and Space Planning has recently committed to funding lab renovations. Further adjustments to the lab program are likely following completion of the course mapping exercise. In setting future curricular directions, it is particularly important for us to establish distinctions between non-academic and academic needs and the balance of computational versus laboratory themes in practical physics. 8.9 The Department agrees that there is room for improvement in the computational arena right now, as emphasized in Concern 7.1.2 of the Self-Study. To alleviate deficiencies in training, the Department is committed to creating an integrated undergraduate/graduate course in computational physics.
Dean's office Response:	The Dean supports this academic exercise. However, PHAS should be mindful that adding a theme or stream would further dilute resources. A careful analysis of such addition to student enrolment and retention would be needed to justify added courses (i.e., resources).
Implementation:	
Who	Chair, UPD
Resources	To be Determined
When	Spring 2018
8.11	Schedule regular meetings between the TIP (Technology Internship Coordinator in LAPS) coordinator and the PHAS undergraduate curriculum committee.
Dept. Response:	This appears to be a response to Concern 7.3.7 in the Self-Study. The Department's perspective was to pull out of TIP altogether and to have the Faculty of Science develop its own internship program. Right now, the Faculty of Science is seeking AIF funding to advance experiential education, which will include re-development and re-vitalization of internship and co-op programs. Until FSc decides how to move forward, it makes sense for the Department to

	work more closely with TIP, at least at the level of establishing routine communications. We will ask our Internship Coordinator to set this up.
Dean's office Response:	This is a good idea for the benefit of both Faculties.
Implementation:	
Who	Internship Coordinator and Department
Resources	
When	Ongoing
8.12 and 9.1	<p>8.12 Review TA training and identify improvements needed to provide an enriching experience for both students and TAs.</p> <p>9.1 All TAs should participate in training to foster mutual respect in all of the forms laid out by the Department's Diversity Committee.</p>
Dept. Response:	This recommendation relates to Concern 7.2.7 in the Self-Study. The Department will seek additional funding to employ senior TAs annually to take charge of at least one first or second year tutorial session, subject to facility with English. It will assess also the viability of establishing a help desk for more senior undergraduates, courses for which do not presently have formal tutorials associated with them. Also, we will ask the TA supervisor to provide a training session annually to provide advice on how best to conduct TA duties and to emphasize the expectations of the jobs.
Dean's office Response:	The Dean's office recognises the need to offer additional TA training. This issue is not limited to PHAS and the Dean's Office would support the development of Faculty wide TA training module with some discipline-specific modules. Discussion will be undertaken with all Units to limit duplication.
Implementation:	
Who	Chair, GPD, UPD, Dean's Office
Resources	To be determined
When	August - September 2017
9.2 and 9.3	<p>9.2 Develop a university procedure for spousal hiring.</p> <p>9.3 That the Department work to increase the number of female faculty by aggressively seeking out qualified female candidates in future searches and by implementing best practices for recruiting and retaining women in physics by, for example, including a woman on all search committees and defining new positions in broad terms of expertise.</p>
Dept. Response:	In recent years, the Department has had to confront this issue twice. In neither case could anything be done for the spouse. Once, the top candidate went to another institution, which was able to find a position for the spouse on short notice. York's current policy is that all searches be open, so even if a position could be created for a spouse, the spouse would have to compete for it: http://acadjobs.info.yorku.ca/spousal-hiring-at-york-university . The Department strongly supports the development of a policy on spousal hiring, and will lobby the Dean of the Faculty of Science to work with the administration to come to an arrangement that everyone understands. We will impress upon administrators that hiring of appropriately qualified spouses may be a useful strategy for addressing severe gender imbalances that exist in a

	variety of disciplines across campus.
Dean's office Response:	Although there is not a formal spousal hiring procedure at York University, the University and Faculty have been very proactive in assisting couples to find work on campus. While hiring of two academics is quite challenging, the Faculty is committed to support attracting and retaining the best candidates in academic searches.
Implementation:	
Who	Chair, Dean's office
Resources	As needed
When	As needed
9.4	That the Department should initiate a Long Range Planning process to set faculty hiring priorities over the next 5 to 10 years.
Dept. Response:	Department has been reluctant to develop a long-range hiring plan because so many previous plans have gone nowhere. Lately, we have instead discussed regularly what the next priority for hiring should be, informed by recent hires and strategic opportunities. This has worked well. However, circumstances have changed. On a four-year horizon, 8 faculty members will reach or exceed retirement age, 4 of which are in astronomy and astrophysics. Two of them have already declared retirement dates. There is a real opportunity for the Department to re-vitalize or even re-define itself, and it is logical to develop a long-range plan on how best to do so. We will begin the planning process imminently.
Dean's office Response:	The Dean welcomes a Long-Range Planning exercise within PHAS. Along with curriculum mapping, this is key to departmental sustainability and the maintenance of vital programs at both the undergrad and graduate levels.
Implementation:	
Who	Chair
Resources	None
When	To be determined

The Senate of York University – Minutes

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

L. Beagrie (Chair)	M. Guzman	J. O'Hagan
F. Van Breugel (Vice-Chair)	M. Hamadeh	A. Perry
M. Armstrong (Secretary)	L. Hammill	L. Philipps
T. Abdullah	D. Hastie	B. Pilkington
H. Ali-Hassan	M. Herbert	C. Popovic
R. Allison	R. Hornsey	D. Priel
C. Altilia	R. Innacito-Provenzano	F. Quadir
J. Amanatides	M. Jacobs	A. Rakhra
K. Amoui	R. Jayawardhana	I. Roberge
M. Annisette	R. Kenedy	K. Rogers
G. Audette	A. Kimakova	T. Sailsbury
A. Belcastro	J. Kirchner	L. Sanders
M. Biehl	T. Knight	V. Saridakis
K. Birch	R. Koleszar-Green	L. Sergio
K. Bird	R. Lenton	M. Sers
H. Campbell	D. Leyton-Brown	J. Sharma
D. Clancy	S. Liaskos	V. Shea
J. Clark	T. Loebel	D. Sinclair
N. Coulter	A. Lopo	D. Skinner
A. Czekanski	W. Maas	S. Slinn
R. De Costa	J. Magee	A. Solis
W. Denton	C. McAulay	L. Sossin
Y. Dina	M. McCall	P. Szeptycki
H. Edgell	M. Mekouar	T. Tanweer
L. Farley	J. Michaud	L. Taylor
N. Fisher-Stitt	P. Millett	C. Till
L. Fromowiz	T. Moore	G. Turlakis
B. Gainer	J. Moores	G. Vanstone
C. Germaine	M. Morrow	R. Wellen
A. Glasbeek	A. Mukherjee-Reed	L. Wood
J. Goldberg	P. Nguyen	J. Yeomans
R. Grinspun	A. Norwood	M. Yimesghen
		A. Zalik

1. Chair's Remarks

The Chair of Senate, Professor Lesley Beagrie of the Faculty of Health, praised the organizers of Inclusion Day and expressed gratitude for the stimulating discussions involving participants at the event. She reminded Senators that January 31 is Let's Talk Day and encouraged them to help ensure the well-being of all members of the community.

2. Business Arising from the Minutes

There was no business arising from the minutes.

The Senate of York University – Minutes

3. Inquiries and Communications

There were no inquiries and communications.

4. President's Items

The President of York University, Rhonda Lenton, devoted her remarks to a wide range of subjects including the following:

- the sad passing of valued member of the Board of Governors Honey Sherman and her husband Barry, true friends of York who funded the research centre bearing their family name
- the auspicious opening of York's two subway stations, with its attendant opportunities to further expand connections to the Greater Toronto Area, and progress on infrastructure projects
- the success of a pilot program housed in the Faculty of Liberal Arts & Professional Studies' School of Sociology providing a bridge to university study for youth who have precarious immigration status (for which long-term funding is being sought)
- the development and submission of a Canada Research Chair Equity, Diversity and Inclusivity action plan
- the value of collegial participation in consultations leading to approval of the next iteration of York's Strategic Research Plan
- contributions of \$175,000 to the United Way – placing York in the top flight of GTA workplaces -- thanks to a campaign led by Provost Philipps, Dean Sossin and Vice-President Advancement Jeff O'Hagan and made possible by the generosity of many faculty and staff who made donations
- piloting of a series of changes to the University Procedures for Decanal Searches responding to collegial input including the possibility of an open (but still confidential) phase in which Faculty Councils will have an opportunity to meet short-listed candidates if they agree to such a forum

With regard to Decanal search procedures, changes have been introduced in response to collegial input. The changes also provide for more inclusive representation including individuals with administrative experience, contract faculty members, alumni and staff. Some Senators expressed the view that search committees or Councils themselves should determine whether or not candidates would be asked to meet wider segments of the community.

The President responded to concerns about media advertising, and the appearance of bargaining with CUPE 3903 outside mandated processes, by pointing to the need for transparency, fullness and accuracy in communications. An open letter to members of CUPE 3903 was intended to draw attention to the University's goal of reaching a settlement that maintains York's leadership on collective agreements for all units. A

The Senate of York University – Minutes

statement from the Cross-Campus Alliance was read during the discussion, and others commented on the subject. It was affirmed that Senate policy will apply in the event of a disruption.

In reply to a November inquiry about York's relationship with the Chamber of Commerce through the Council of Ontario Universities, President Lenton confirmed that she had taken up the matter with COU colleagues and was reminded that the Chamber represents small businesses owned by women. York does not necessarily agree with all of the positions taken by the Chamber.

Committee Reports

5. Executive Committee

a. Election of Members of Non-Designated Senate Committees

The Vice-Chair presented a candidate for election to the Appeals Committee and confirmed that no other nominations had been received. It was moved, seconded and *carried* **“that nominations be closed.”** As a result, Professor Patricia Wait was acclaimed as a member of SAC.

b. Information Items

The Executive Committee's information items included the following:

- a final call for expressions of interest in membership on Senate committees and other positions elected by Senate
- approval of members of Senate committees nominated by Faculty Councils
- approval of minor amendment to Senate Rules and Procedures to change the title of “College Master” to “College Head” in keeping with the new designation announced in the autumn
- faculty complement planning and future engagement with Senate
- the Committee's response to a request from three Senators for a discussion of searches for senior academic appointees.
- an upcoming informal meeting with members of the Board Executive Committee

Asked to elaborate on Senate Executive's position on the request for a discussion of appointments, the Chair confirmed that the Committee had agreed that it would be important and valuable to review the Principles to Govern Presidential Search Committees and had facilitated discussion of changes to the decanal search guidelines given Senate's interest in them out of its relationship to Faculty Councils. Because the Principles involves both Senate and the Board of Governors, prior consultation with the Board was critical to a properly framed discussion.

The Senate of York University – Minutes

6. Academic Standards, Curriculum and Pedagogy

- a. 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

It was moved, seconded and *carried* “**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.**”

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

It was moved, seconded and *carried* “**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.**”

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

It was moved, seconded and *carried* “**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.**”

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

It was moved, seconded and *carried* “**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.**”

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

It was moved, seconded and *carried* “**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.**”

The Senate of York University – Minutes

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

It was moved, seconded and *carried* “**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.**”

- g. Information Items

In November Senate approved, in principle, changes to the University grading scheme. ASCP furnished details on the status of the initiative along with the steps necessary prior to its recommending full approval of a new framework. ASCP also reported that it had approved minor changes to degree requirements for the following programs:

School of the 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)

Faculty of Graduate Studies

MSc program in Biology

Faculty of 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

Rubric of “CCY” for the Re-Named Children, Childhood & Youth Program

Faculty of Science

BA and BSc Programs in Applied Mathematics

BSc Programs in Mathematical Biology

BA and BSc Programs in 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

The Senate of York University – Minutes

7. Academic Policy, Planning and Research

a. Budget Context for Academic Planning

It was moved, seconded and *carried by the necessary two-thirds majority* “**that the meeting be extended to 5:15 p.m.**”

Provost Philipps and Vice-President Finance and Administration McAulay presented a detailed report on the budget context for academic planning. A notable aspect was the institution of a new, enlarged University Budget Advisory Committee (UBAC) tasked with aligning resources and Faculty, unit and institutional priorities through consultations in the 2018-2019 budget. In response to questions, it was reported that other budget development models had been assessed, but it was felt that broad, diverse consultations offered the best means to maximize input from the community. Refined timelines and milestones for a SHARP budget model were also announced.

The following points emerged in the course of discussion:

- a number of matters will be dealt with through the budget consultation process, including the perceived imbalance between Faculty deficits and the overall surplus in the Provost’s Division, the differences between the operating budget and financial statements (together with the nature of restricted assets), and the extent to which revenue is controlled by Faculties
- any surpluses will be invested in academic priorities, with building the complement of paramount importance
- concerns about imposed metrics are widely shared, which underlines the need for the development of a more inclusive set for York Setting modest goals so as to ensure ability to reach
- institution-specific goals for Strategic Mandate Agreement 3 will be modest so as to ensure their realization and protect money in the differentiation envelop; even so York must improve across a full range of indicators or risk losing funding
- the SHARP model review will be thorough and open

Provost Philipps and Vice-President McAulay welcomed additional questions and comments directed to them personally or through APPRC.

b. Other Information Items

APPRC advised that Strategic Mandate Agreement 2 had been posted online and that discussions are already underway about the framework for SMA3. The Committee also reported on the following items:

- the APPRC and ASCP Forum of Ideas to be held on Thursday, February 8, 2018 in the Scott Library Collaboratory from 2:00 to 4:00.

The Senate of York University – Minutes

- a substantial November update on Markham Centre planning facilitated by the Provost and Vice-Provost Academic
- the status of the “Tracking Progress Through Indicators” project launched in January 2017 which has reached a stage where, it is hoped, colleagues will assist in an effort to develop “incomparable” metrics and participate in the gathering of information that will depict the full range of research and creative activity
- timelines for the final phases of the Strategic Research Plan renewal led by the Vice-President Research and Innovation
- a preliminary progress report on collegial efforts to plan for the creation of a new Faculty approved in principle by Senate in June

8. Other Business

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

Consent Agenda Items

9. Minutes of the Meeting of November 23, 2017

Senate approved by consent the minutes of the meeting of November 23, 2017.

10. BA Programs in Children’s Studies, Humanities, Liberal Arts & Professional Studies: Change in Name and Degree Requirements

Changes to the name and degree requirements of Children’s Studies, Humanities, LA&PS were *approved by consent*.

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

Senate approved by consent changes to the degree requirements and name of the MA Program in Applied Linguistics, Graduate Program in Linguistics and Applied Linguistics, LA&PS / Faculty of Graduate Studies.

12. Report of Senators on the Board of Governors re: November 28, 2017 Meeting of the Board

A synopsis of the Board meeting of November 28, 2017 as conveyed by Senator Mutimer and Senator Sergio was *noted*.

L. Beagrie, Chair _____

M. Armstrong, Secretary _____