

## **Appendices**

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# PROPOSAL FOR MAJOR MODIFICATION OF THE UNDERGRADUATE BScN PROGRAMS

School of Nursing  
Faculty of Health  
York University

2021

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## Major Modifications Proposal

Faculty: Faculty of Health

Department: School of Nursing

Program: Bachelor of Science in Nursing (4-year Direct Entry; 2<sup>nd</sup> Entry; Post-RN Internationally Educated Nurses)

Degree Designation: Specialized Honours

Type of Modification: Change of program location (4-year Direct Entry); change to program requirements to three undergraduate programs (4-year Direct Entry, 2<sup>nd</sup> Entry, and Post-RN IEN BScN)

Location: Keele Campus

Effective Date: Fall 2022

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### 1. General Description of the Proposed Changes to the Programs.

- Change in location of 4-year BScN program delivery: The Agreement for the Collaborative BScN program offered with Seneca and Georgian Colleges has been dissolved. The current 4-year Collaborative BScN program will no longer be offered on three sites (Georgian College, Seneca College, York University campus); instead, a revised 4-year Direct Entry program will be offered solely at York campus.
- Revision of course offerings in the 4-year Direct Entry BScN program.
- Revision of course offerings in the 2nd Entry BScN program.
- Revision of course offerings in the Post-RN International Educated Nurses (IEN) BScN program.

### 2. Rationale for the Proposed Changes.

There are several major factors that are driving the proposed changes to the undergraduate programs at the School of Nursing (SON). These are:

- curriculum changes stemming from the 4-year program's location change and face-to-face delivery of the first and second years of the 4-year program, from Georgian and Seneca Colleges to the York campus;
- a need to revise all programs to:
  - respond to external requirements from the College of Nurses of Ontario (CNO) for changes in current registered nurse (RN) practice and new national entry-level competencies that came into effect in September 2020

- improve program graduates' performance in the national registration exam (i.e., NCLEX-RN first-time pass rates)
  - align with the SON's revised philosophy, and harmonization of undergraduate programming
  - reflect stakeholder feedback regarding professional currency and relevancy of the undergraduate programs, and
- a need to attract quality applicants to the BScN programs in a competitive market.

These rationale for the undergraduate programs' changes will be expanded upon in the following sections.

**a) Location change for 4-Year Direct Entry BScN:** The SON acknowledges the Traditional Territories of York's Keele campus.

For over 20 years, York University SON and Georgian and Seneca Colleges have offered a collaborative BScN degree, where all first- and second-year courses have been offered at each of the Colleges, and all third- and fourth-year courses have been offered at York's Keele campus. Provincial legislative changes as of Dec. 11, 2020 now enable colleges to offer stand-alone nursing degree programs. The dissolution of the agreement to co-offer the 4-year BScN between York and the Colleges means that the current collaborative program *can no longer be delivered*. This necessitates a major modification of the program for York SON. It is planned that all four years of a revised 4-year Direct Entry BScN program will be offered at the York campus, with provincial Ministry, CNO and Ontario Universities Council on Quality Assurance approval for support of this single-site BScN program.

The significant change in the location of the 4-year Direct Entry BScN program and the proposal for offering all four years at York's Keele campus presents an opportunity to refresh the courses, revitalize the curriculum for this program and to differentiate York from the Colleges' degree experiences. It also presents an opportunity for modifying the SON's 2<sup>nd</sup> Entry and IEN BScN programs.

All York-approved Year 1 and 2 Collaborative (4-year) BScN courses that were previously offered by the Colleges are revised. The upper year courses were subsequently updated to align with these revisions. Additionally, new courses are proposed that fill identified gaps in nursing baccalaureate content and position the SON as a unique nursing institution in the Greater Toronto Area (GTA). As a result, changes to the other two compressed BScN programs (2<sup>nd</sup> Entry and IEN), which share courses with the 4-year program, are also proposed.

**b) Need for revision for all BScN programs:** The undergraduate program curricula have not been updated in many years:

- Collaborative: last updated in 2008-2009
- 2<sup>nd</sup> Entry: last updated (revised and harmonized with Collaborative courses) in 2010-2011
- IEN: no significant revisions to the course offerings since its introduction in 2005.

Over the last decade, partial updates and revisions have been made to several of these programs' undergraduate courses to address specific curricular issues based on a continuous cycle of national accreditations, cyclical reviews and a new provincial program approval process. Therefore, proposed changes outlined for this major modification are significant and *while not representing a new program*, do represent necessary revisions to better fit with current nursing practice, updated Ontario nursing practice standards, and new entry-to-practice requirements for baccalaureate nursing education programs in Canada. The changes are forward-thinking and provide flexibility for future adaptations that may be needed.

The changes are also aligned with of the School's recently revised philosophy (last updated over 15 years ago) which brings renewed clarity on its core values of *Excellence, Respect and Relational Practice, Transformation and Leadership, Engagement and Collaboration*, and *Diversity, Equity, Inclusion and Social Justice*. The SON proposes course revisions and several new courses in a program design that fits with this renewed vision.

Increased student access to courses has been a focus of the SON's programs since 2009, when courses were 'harmonized' between the Collaborative and 2<sup>nd</sup> Entry programs. The principle of harmonization has continued to influence the current proposed changes which enable improved access to required courses across all programs for off-track students, and for today's student who works part-time and is looking to find a good fit between educational and personal goals.

An increased richness in the learning environment (in both classroom and on- and off-campus practicum placements) will result from shared courses taken by the students from both the Collaborative, 2<sup>nd</sup> Entry and IEN BScN programs. Each student group's unique perspectives and lived experiences could offer ways to contribute to positive group dynamics, textured group discussions and therefore, lead to improved opportunities to learn nursing content. The IEN program, which was not previously reviewed for harmonization, has the appearance of significant changes to its curriculum and course offerings. Less program-specific course planning and more cross-utilization and coordination of teaching and learning will ensure effective utilization of resources.

Recent changes in registered nurse (RN) practice and new entry-level requirements, that are established through national consultation and approved through provincial legislation and the regulatory body of the CNO, mean program revisions are needed now. The CNO is requiring all schools in Ontario to demonstrate new entry-to-practice competencies as of September, 2020<sup>1</sup> and so undergraduate program updates that facilitate meeting these new requirements are necessary. Although the SON has integrated the competencies into its current course offerings, this change alone constituted a clear need to fully review, revise and strengthen curricular content. The new content includes Indigenous health, and new legislation and standards affecting

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<sup>1</sup> College of Nurses of Ontario. (2019). Entry-to-practice competencies for registered nurses. <http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

nursing practice, such as Medical Assistance in Dying (MAiD), dispensing medication and psychotherapy.

Changes to the undergraduate programs are also driven by accreditation results and program reviews.

Recent reports received by the SON from the Canadian Association of Schools of Nursing (CASN) accreditation process, University cyclical program reviews<sup>2</sup>, the CNO program approval process and through the School's ongoing program evaluation data have all suggested that specific issues should be addressed with a comprehensive curriculum review and revision. Issues identified through the CASN and cyclical reviews include: a need for stronger interprofessional and intersectoral collaboration and education (a challenge at a University that does not offer medicine, pharmacy, dentistry, or occupational or physical therapy, which are regulated professions with whom nursing regularly collaborates within healthcare environments); overlap of content between courses (i.e., leadership); course titles that do not reflect course content<sup>2</sup>; access to writing support; and integration of laboratory experiences with course content. All of these issues are addressed by the proposed major modifications.

The 2020 CNO program approval process for all three undergraduate programs was completed and approval was received from the CNO on March 5, 2021, with results posted on the CNO website on March 8, 2021. The next comprehensive review is scheduled for 2027. The specific feedback indicated areas for improvement. If program changes are not initiated now, any required initiatives for addressing program deficits identified through this process will not be implemented in time to show any potential impact or improvement by the next full review.

Other internal and external stakeholder feedback and requirements related to recommendations in the Truth and Reconciliation Commission of Canada's Call to Action (2015) have been specific. The modifications meet the national/institutional requirements and recommendations set by CASN<sup>3</sup>, the CNO<sup>1</sup>, York University<sup>4</sup>, and the Faculty of Health (FoH) in response to this Call to Action, through selected course revisions and new nursing course offerings. Revisions also address current gaps in the curriculum. A review of the proposed courses by an Indigenous faculty consultant from Laurentian University<sup>5</sup> on continued course revision and development supports authentic provision of diverse knowledge. Priorities for the SON include hiring Indigenous tenure-stream faculty.

Recent conversations with the SON's clinical partners (*University Health Network,*

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<sup>2</sup> Wahoush, O., & Cribbie, R. (2017, December 4). *Cyclical program review 2008-2015: Final assessment report and implementation plan executive summary reported to Joint Committee on Quality Assurance.*

<sup>3</sup> Canadian Association of Schools of Nursing. (2020). *Framework for strategies for nursing education to respond to the Calls to Action of Canada's Truth and Reconciliation Commission.* <https://www.casn.ca/wp-content/uploads/2020/11/EN-TRC-RESPONSE-STRATEGIES-FOR-NURSING-EDUCATIONTRC-Discussion-Paper-Revised-date-Final.pdf>

<sup>4</sup> York University. (2017). *The Indigenous framework for York University: A call to action.* <https://indigenous.yorku.ca/files/2017/08/Indigenous-Framework-for-York-University-A-Guide-to-Action.pdf?x29983>

<sup>5</sup> Webkamigad, S. (2021, February). Indigenous knowledge and health in nursing: Review of 2021 proposal for major modification of the undergraduate BScN programs.



Mackenzie Health, Centre for Addition and Mental Health, etc.) have reinforced the direction that the SON is proposing with its curriculum revisions. As healthcare employers in the GTA, these partners have recommended that nursing education emphasize depth of learning, adaptability to chaos, social determinants of health, teamwork, interprofessional collaboration, resilience, leadership, time management and other graduate knowledge and attributes. These concepts, and opportunities to apply them, as well as critical thinking and advanced clinical skills, have been considered in this major modification. See # 5 in this proposal for a description of consultations with clinical partners.

Finally, improvement of the programs' outcomes in terms of nursing graduate first-time pass rates on the provincial registration exams (NCLEX-RN) is of paramount importance. In the last several years, York's SON programs – in particular, its 4-year Collaborative and IEN programs – have had among the lowest (if not the lowest) first-time pass rates in the province. *This is a key outcome on which nursing education programs are evaluated by both the regulatory body and the public.* With first-time pass rates for the Collaborative BScN program, for example, that have fluctuated between 73.1% (2016), 63.9% (2017), 68.1% (2018) and most recently 69.7%<sup>6</sup>, various strategies have been employed to increase the results, without significant effect. These strategies have included the integration of structured exam questions in upper-year courses that simulate NCLEX-RN test questions, faculty development, exposure of students to added practice question materials, focused preparation on the NCLEX-RN exam topics, guided studying activities, and the use of external testing tools (graded) in the last term of the program. Now, the proposed revision of all programs and most especially the single-site delivery of the 4-year program at York's Keele campus, is aimed at fully addressing this outcome. The goal is to attain first-time pass rates on the NCLEX-RN of over 80%.

**c) Attracting quality applicants:** Despite overall increases in applications to nursing programs across Ontario, York's SON is experiencing a decline in both the quantity and quality of its nursing applications. When considering the competition between BScN programs in the province, it is important to appreciate that this will now include colleges that have been approved to offer a stand-alone nursing degree program (current approvals include St. Lawrence College and Humber College). Re-building of the SON's reputation and position in Ontario as a lead school is crucial. In this regard, an initial step is the modification to all the undergraduate programs.

In preparation for the revision of its undergraduate programs, consultants for the SON conducted an environmental scan of Ontario schools of nursing<sup>7</sup> in order to understand current program offerings and foci. This review served to ensure that the SON proposed revisions were both in line and competitive in terms of provincial nursing education programs.

The revised, stand-alone 4-year Direct Entry BScN program that is proposed for York

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<sup>6</sup> College of Nurses of Ontario. (2020). *Nursing registration exams report 2019*. <https://www.cno.org/globalassets/2-howweprotectthepublic/statistical-reports/nursing-registration-exams-report-2019.pdf>

<sup>7</sup> Delaviz, Y. (2019, November 15). *Environmental scan of BScN programs*. Faculty of Health.

University will continue to meet the growing demand for nursing graduates and will respond to the impending health human resource shortage in the healthcare systems in Ontario, particularly in the GTA. The RN group is expected to face labour shortage conditions over the period of 2019-2028 at the national level<sup>8</sup>.

Since 2014, Ontario has produced a lower share of Canadian RN graduates than its population share (33.1% vs. 38.5%). Although in 2018 and 2019 the number of new nursing graduates in Ontario in 2018 and 2019 grew by 0.9% and 1.8% respectively<sup>9</sup>, this number is short of targets for addressing the expected critical shortage of nurses provincially, nationally and internationally. This is particularly true in areas of high need such as long-term care. Combined with the shortfall of RN positions, and significant retirements beginning within the next five years, and the effect of COVID-19 on healthcare staffing, there is an even greater importance for RN education and recruitment<sup>10</sup>.

The delivery of all four years of the 4-year nursing program at the York campus means that York will manage the admissions process using the Ontario University Application Centre, rather than collaborating with the Colleges and receiving additional applications through the Ontario College Application System. Although admission requirements are not changing, this process, which will now be based at York, increases the potential for selection of strong applicants to the 4-year Direct Entry program, with a focus on final secondary school averages in the required courses and on overall averages.

Mechanisms for attracting applicants and increasing application rates to York's SON include specific innovations in the proposed curriculum revisions. These innovations include a capstone experience opportunity and a foundation for future undergraduate streams that will be embedded in the curriculum (see #4). Unique in Ontario, this forward-thinking curriculum design will, with appropriate marketing, attract the interest of applicants within and beyond the GTA. Furthermore, the values of diversity and social responsiveness that are intentionally embedded in many of the required courses aim to attract applicants with a vision and commitment to health that aligns with the SON's mission. These values will provide a foundation for graduates to practice in and serve, a broad range of high-risk communities anywhere in the country.

In past years, there has also been increased pressure in York's immediate catchment area (e.g., Jane-Finch) to deliver a complete BScN program at York. There is great interest in the School to finally provide a full single-site 4-year program and to be able to be responsive to the community in which York University is situated. Allowing students to have an option of completing a full 4-year program at the Keele campus would meet the demand for secondary school graduates who currently reside in the GTA and particularly in the Jane-Finch community. Such an offering would provide potential applicants with access to our nursing program without requiring costly travel -

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<sup>8</sup> Government of Canada. (2019). *Canadian Occupational Projection System*. <http://occupations.esdc.gc.ca/sppc-cops/occupationsummarydetail.jsp?&tid=103>

<sup>9</sup> Canadian Institute for Health Information. (2019). *Nursing in Canada*. <https://www.cihi.ca/en/nursing-in-canada-2019>

<sup>10</sup> Registered Nurses Association of Ontario. (2019). *RN/NP workforce backgrounder*. [https://rnao.ca/sites/rnao-ca/files/RNAO\\_RN\\_NP\\_HR\\_Backgrounder.pdf](https://rnao.ca/sites/rnao-ca/files/RNAO_RN_NP_HR_Backgrounder.pdf)

especially those from low-income households or communities.

The SON currently supports placements for students in Dufferin, Wellington, Huron and Bruce counties, and beyond, to gain experience in community healthcare agencies. The SON will continue to place nursing students in such out-of-bounds areas for end-of-program practicum experiences so that they can support community health outside of the GTA. The programs' proposed changes will not lessen the SON's ability to meet these demands.

There is no documented demand or capacity to offer the current York BScN programs in French, and so any revisions to the undergraduate programs will not focus on attempting to meet the needs of Ontario Francophones who seek to become nurses. The SON will continue to monitor demand and evaluate capacity.

### **3. Alignment: Program Changes to Faculty/University Academic Plans**

The proposed revisions of the undergraduate BScN programs relate to the SON's mission for social responsiveness and its renewed philosophy, to the FoH Academic Plan 2015-2020<sup>11</sup>, and to the 2020-2025 University Academic Plan<sup>12</sup> (UAP).

The SON's mission is to foster the development of reflective and socially responsive future leaders in the profession of nursing, with the vision to ensure health for all through nursing excellence. In addition to meeting the requirements of a nursing baccalaureate program, the proposed SON curriculum is therefore centred on social responsiveness (towards health for all), which will provide a unique focus in an undergraduate nursing program in Ontario.

In keeping with the FoH's Health@2020 academic plan<sup>11</sup> and strategic direction for *Promoting a High-Quality Learning Experience* (p. 5), as well as its recently released Integrated Resource Plan 2020-2021<sup>13</sup>, the SON seeks to enhance students' knowledge of resiliency, mental health and wellness, develop global citizens in a changing world and enhance career development. The proposed revisions to the undergraduate programs have incorporated the core concept of resiliency within its professional courses, developed a stand-alone practicum course on mental health nursing, and focused on developing graduates with knowledge that can contribute to healthcare organizational functioning through a capstone course experience.

York's new *21<sup>st</sup> Century Learning* priority and the UAP<sup>12</sup> direction to "pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews" (p. 6) has also influenced the program revisions. The revisions focus on 21<sup>st</sup> Century Learning through pedagogical approaches (e.g., transformative teaching-

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<sup>11</sup> Faculty of Health York University. (2015, December 2). *Health @2020: Five-year academic plan 2015-2020*. <https://health.yorku.ca/files/2015/12/Health-@-2020-Five-Year-Academic-Plan-2015-2020.pdf?x38245>

<sup>12</sup> York University. (2020). *York University academic plan 2020-2025: Building a better future*. <https://www.yorku.ca/uap2020-25/>

<sup>13</sup> Faculty of Health York University. (2020, November 25). Integrated resource plan. [https://www.yorku.ca/health/wp-content/uploads/sites/30/2021/01/2020\\_21-Integrated-Resource-Plan-FacultyofHealth.pdf](https://www.yorku.ca/health/wp-content/uploads/sites/30/2021/01/2020_21-Integrated-Resource-Plan-FacultyofHealth.pdf)

learning strategies) and the infusion of interprofessional thinking and collaboration through the nursing capstone course, for example. The revisions also focus on the creation of a global mindset among nursing students, inclusivity and recognition of Indigenous knowledge in healthcare delivery and collaborations (courses related to global and environmental health and social justice, for instance). The proposed changes will guide students to develop an attitude of life-long learning and inquiry, and skills that will enable agility, adaptability and resiliency. The proposed curriculum facilitates students' self-awareness and reflection on the perspectives of others; this is communicated not only through the re-titling of courses but also through specific changes to course learning outcomes.

#### **An innovative focus for a BScN program in Ontario**

In addition, the proposed programs' changes, and its innovations and strengths, align with the UAP<sup>12</sup> priority for *21<sup>st</sup> Century Learning: Diversifying Whom, What and How We Teach* and the specific goal to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking" (p. 6). A new capstone course experience in the 4-year and 2nd Entry BScN programs allows students to synthesize knowledge, collaborate with agencies and to address current practice issues in health care settings (see #4). This capstone experience is not included in the IEN program at this time, in order to maintain competitiveness by keeping the length of this IEN program shorter. Details of the capstone course and other innovative revisions follow in the next section.

#### **4. Detailed Outline of Program Changes and the Associated Learning Outcomes (including how the proposed requirements will support the achievement of program learning outcomes). Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).**

**a) Location change:** With regards to the proposed location change for the 4-year Direct Entry program, all four years will be delivered at York campus, with the first intake of students in Fall 2022. This change will be implemented concurrently with the 3-year phase-out of the current 4-year Collaborative BScN program. Enrolment/intake for the Fall 2022 Year 1 and subsequent years has been planned to maintain graduation rate for all three undergraduate programs (see #7 and 10).

**b) Revised undergraduate program outcomes:** The end-of-program outcomes and levelled goals remain the same, with an update to language and terms and to ensure that they continue to reflect the 2020 professional requirements for entry-to-practice for Registered Nurses, approved by the College of Nurses of Ontario<sup>1</sup>. In addition, the outcomes for all BScN programs were aligned. Previously, all programs' outcomes were similar with the exception of an additional outcome related to communication for the compressed 2nd Entry and IEN programs. In fact, professional communication has *always* been a required competency and outcome for all programs and so this was

updated accordingly. Please review the comparison chart in [Appendix A](#) for confirmation of how program outcomes are maintained in this major modification.

While all three BScN programs have the same **nine** program outcomes and learning that leads to registration as an RN in Ontario, each had different pathways that are reflected in different courses. The different course offerings, particularly in the first two terms of the compressed 2<sup>nd</sup> Entry and IEN programs, recognize previous experience with university/degree courses, and with healthcare education respectively. These are important distinctions to recognize and reflect the ethos of the SON and institutional philosophies for diversity and responsiveness. The proposed changes to each of the programs continue to acknowledge and respect differences in the cohorts, and also attempt to streamline and harmonize learning, particularly towards the end of the programs.

The programs' nine outcome statements have been mapped to the broader Undergraduate Degree Level Expectations<sup>14</sup> (UDLEs) for Ontario honours degrees, and to required courses. See [Appendix B](#). It can be noted that the depth and breadth of knowledge necessary to meet undergraduate degree level expectations and programming are apparent in the revisions, as was in the original approved curriculum. Breadth of knowledge is gained through general education degree requirements and the core courses taken by students in the program which have multidisciplinary components (e.g., references to sciences such as anatomy, physiology, psychology), as well as the required nursing elements. For the SON compressed programs, the admission prerequisite science and general education courses are transferred and incorporated in these programs' degree credits in order to meet the expectations of general breadth and depth for an honours baccalaureate.

As described in #2b, the undergraduate programs at York have not been updated for some time, and despite periodic changes, are well overdue for a comprehensive revision. The changes to the programs, described in detail below, while fulsome, *do not constitute such a change that would indicate new programs are being created*. Program outcomes have remained the same. It should be noted that updated content reflects new CNO provincial competencies<sup>1</sup> and continues to meet other national competency guidelines<sup>3,15,16,17,18,19</sup>.

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<sup>14</sup> Ontario Universities Council on Quality Assurance. (2015). *Quality assurance framework*. <https://www.oucqa.ca/wp-content/uploads/2014/01/Quality-Assurance-Framework-and-Guide-Updated-January-2014.pdf>

<sup>15</sup> Canadian Association of Schools of Nursing. (2012). *Nursing informatics: Entry-to-practice competencies for registered nurses*. <https://www.casn.ca/wp-content/uploads/2014/12/Infoway-ETP-comp-FINAL-APPROVED-fixed-SB-copyright-year-added.pdf>

<sup>16</sup> Canadian Association of Schools of Nursing. (2017). *Entry-to-practice gerontological care competencies for baccalaureate programs in nursing*. [https://www.casn.ca/wp-content/uploads/2016/09/FINAL\\_CASN-GERONTOLOGY-COMPETENCIES-FINAL.pdf](https://www.casn.ca/wp-content/uploads/2016/09/FINAL_CASN-GERONTOLOGY-COMPETENCIES-FINAL.pdf)

<sup>17</sup> Canadian Association of Schools of Nursing. (2015). *Entry-to-practice mental health and addiction competencies for undergraduate nursing in Canada*. [https://www.casn.ca/wp-content/uploads/2015/11/Mental-health-Competencies\\_EN\\_FINAL-Jan-18-2017.pdf](https://www.casn.ca/wp-content/uploads/2015/11/Mental-health-Competencies_EN_FINAL-Jan-18-2017.pdf)

<sup>18</sup> Canadian Association of Schools of Nursing. (2017). *Entry-to-practice competencies for nursing care of the childbearing family for baccalaureate programs in nursing*. <https://www.casn.ca/wp-content/uploads/2016/09/FINAL-CHILDBEARING-FAMILY-COMPETENCIES-revised.pdf>

<sup>19</sup> Canadian Association of Schools of Nursing. (2014). *Entry-to-practice public health nursing competencies for undergraduate nursing education*. <https://casn.ca/wp-content/uploads/2014/12/FINALpublichealthcompeENforweb.pdf>



#### c) Program content and curriculum: 4-year Direct Entry

The 4-year Direct Entry program continues to provide the same approaches for meeting Specialized Honours requirements and provides the foundation on which the SON's two compressed/accelerated programs are based.

The program design has been reorganized to involve three series of courses. The nursing courses have been regrouped in the *Nurse in Context of Transformation to Professional* series which is designed to create transformative learning experiences which link professional knowledge to intentional and reflective activities aimed at professional development within each term and across years of the program. This reflects the UAP and FoH academic plans. The *Nurse in Context of Health Care Collaborators and Environments* series of regrouped courses further support integrated learning and include science and interprofessional knowledge. A new capstone course structure provides a forum for students' skill development and increasing independence and is supportive of the mission of the School in facilitating students' achievements as leaders of the future. The *Nurse in Context of Client and Population Health* series of regrouped courses are aligned with these transformative courses to support integrated learning opportunities; these courses include diverse practicum opportunities. These three series reflect the SON's undergraduate core concepts of *Health and Well-being, Health Equity and Social Justice, Health Systems and Partnerships, Resilience and Advocacy, Reflection and Professional Nursing Identity, and Nursing Knowledge Development and Integration*.

This 4-year specialized honours program comprised of 120 credits continues to offer students specific courses in introductory nursing theory and skill acquisition, foundational sciences (i.e., human anatomy and physiology, pathophysiology, pharmacology, microbiology), ethics, leadership, research, statistics, global nursing, and clinical courses on family/pediatric, mental health, community, common and acute/complex healthcare. In the revisions, mental health nursing and family/pediatric nursing care each now have dedicated courses, which provides the opportunity to focus on new competencies relating to trauma-informed care, to offer increased clarity for students and to facilitate delivery by faculty.

Required nursing core credits: **78 core credits are required in the major.** The content reflected in the 78 credits includes depth required in the major (through NURS courses) and the professional requirements of a nursing baccalaureate degree in Ontario.

To highlight the nature of the modifications within these 78 core credits, the types of revisions to the current program courses are as follows: 45 credits are existing courses that have been retained and that reflect updates; 21 credits are existing courses that have either been divided or combined to address issues in delivery and in response to stakeholder feedback; and 12 credits reflect new courses and content to fill identified gaps in the curriculum (refer to Table 1).

Additional required major credits: **18 additional credits are required in the major** and include a new 3-credit nursing capstone course, nursing elective courses (6

credits), and the final integrated practicum experience (9 credits). Intentionally flexible, the capstone course enables students to self-direct in the selection of a practice-focused topic and to align the topic with their final practicum experience in Term 8 of the 4-year program. The depth of knowledge offered by both the capstone and the practicum course experience, that represents the final integration of knowledge acquired during the program, will occur through students' collaborations with preceptors and clinical agency staff and their contributions to client health needs. This engagement will also strengthen students' networking and employment skills. Depending on the site and the number of students assigned to an agency, team-based projects by pairs/small groups of students could be supported. Student learning will be facilitated by existing faculty with clinical and nursing knowledge, and through clinical agency partnerships with the SON, with sensitivity to workload in the learning environment. Letters of support from major clinical partners are included in this proposal.

The two required 3-credit nursing elective courses are selected by the students and can complement the capstone as per the student's focus. Elective courses already offered by the SON are appropriate and will continue to be available. Additional elective course will be developed in the future to augment the proposed curriculum.

The new capstone course and the electives are important to provide a foundation for building in a future undergraduate stream option. The addition of stream(s) for the 4-year Direct Entry (and 2<sup>nd</sup> Entry) program will be part of a future major modification proposal (planned for after this proposal is accepted and when the streams have been defined and created). A stream (undergraduate) is defined as a "structured set of courses with a particular focus within an Honours undergraduate degree program, to provide additional depth within the Major", and where "normally a stream will require a minimum of 12 credits in addition to the core credits in order to advance the depth of the major within the degree program requirements"<sup>20</sup>. The future option of a *specialized 6-credit capstone course* with particular foci, focused 6-credit practicum experience and designated electives aligned with the foci (totaling 6 credits) will eventually constitute an optional BScN undergraduate stream of 18 credits. Therefore, the additional major requirements for the capstone, practicum experience and topically aligned elective courses that are outside the major core credits will position the SON for offering a very unique option in GTA nursing education, for preparation and learning in particular areas of nursing practice. Early feedback from clinical agencies has been very supportive of future undergraduate streams. Again, this is a clear fit with the University plans and goals for programs that address emerging issues and labour market needs. This would be a very unique curricular innovation for a BScN program in Ontario and would attract potential applicants who are interested in community involvement, health promotion and in furthering the health agenda in the province. Again, this undergraduate stream option will be proposed in a future submission of a major modification; it is essential, however that the foundations for this innovation are included in the program revision (i.e., a need for the capstone as a new major course, and electives, designated as outside the major core credits).

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<sup>20</sup> York University. (2018). *Academic nomenclature*. <https://secretariat.info.yorku.ca/files/Academic-Nomenclature.2018-Final.pdf?x35834>

Outside nursing major and General Education requirements: **24 credits outside the major** are required in addition to the major courses, science courses and general education courses will continue as previous program components.

For the 4-year program, anatomy and physiology courses (total of 6 credits) that were previously taught as NURS courses in the Colleges for the Collaborative BScN program are now proposed to be delivered by faculty experts outside of nursing but within the FoH (through the School of Kinesiology and Health Sciences). Microbiology (3 credits) will continue to be taught through experts outside of nursing in this science (BIOL in Department of Biology). Statistics (3 credits) will continue to be offered within the FoH through the Department of Psychology. There is support from these departments (see description of consultations in #5).

In addition, the SON's 4-year program will continue to list the same 12 credit general education requirements as in its current program offering, with no changes.

Summary: The proposed revisions continue to meet the requirements for a 120 credit Specialized Honours BScN program, comprising **96 credits required in the major** (78 core credits and an additional 18 credits required in the major ), and **24 credits in science and general education**. The proposed courses within the revised/modified curriculum are presented in Table 1, in comparison with the current Collaborative program offerings. Additionally, the full mapping of UDLEs to program outcomes to proposed required courses in this 4-year Direct Entry program has been completed and can be found in [Appendix B](#).

Finally, it is important to note that the SON is preparing to complete requirements that meet the CNO's program approval policy for what the CNO defines as a new program (change in location). A March 30, 2021 deadline has been met for the SON to submit an additional 'mapping' exercise, that shows how the revised 4-year Direct Entry BScN program at York (i.e., without a collaboration with Georgian and Seneca Colleges), includes each of the 101 entry-to-practice competencies in the curriculum (including evidence as to where these competencies are taught, applied and evaluated across all four years of the program).

*Table 1. Alignment of Current Collaborative BScN Program Content with Proposed 4-year Direct Entry Program Content (as potential Course Credit Equivalents)*

Current Collaborative Program Courses	Proposed Revision (4-Year Direct Entry course[s] that integrate equivalent nursing content)
<i>Courses that have been revised, or split/combined from existing NURS courses</i>	
NURS 1511 3.00 Professionhood and Knowledge of Nursing I	NURS 1511 3.00 Nursing Theory and Knowledge Development
NURS 1521 Client Centred Care for Individuals in Gerontological and Maternal-Infant (delivered at Georgian & Seneca Colleges)	Integrated into multiple NURS courses including NURS 1542 3.00 Health and Well-Being, NURS 2546 6.00 Health of Families and Social Groups, NURS 4526 6.00 Acute and Complex Health Challenges



<b>Current Collaborative Program Courses</b>	<b>Proposed Revision (4-Year Direct Entry course[s] that integrate equivalent nursing content)</b>
NURS 1541 Wellness Across the Lifespan/NURS 1542 Introductory Nursing Skills (delivered at Georgian & Seneca Colleges)	NURS 1542 3.00 Health and Well-Being (with lab)
NURS 1543 3.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 2512 3.00 Professionhood and Knowledge of Nursing II	Integrated into NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2522 Client Centred Care for Individuals with Common Health Challenges	NURS 3511 6.00 Episodic and Common Health Challenges
NURS 2523 Client Centred Care for Individuals with Complex Health Challenges	Integrated into NURS 4526 6.00 Acute and Complex Health Challenges
NURS 2533 3.00 Processes of Human Diseases I	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2534 3.00 Processes of Human Diseases II	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2544 3.00 Complex Nursing Skills and Health Assessment	Integrated into each of the clinically focused NURS 6.00 courses
CHEM 2550 Pharmacology for Health Sciences	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	Split into NURS 2547 6.00 Mental Health Across the Lifespan and NURS 2546 6.00 Health of Families and Social Groups
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510* 6.00 Partnering with Communities
NURS 4526 6.00 Client Centred Care of Individuals and Families in Homes and Acute Settings	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512* 3.00 Nursing in the Context of Global and Environmental Health
NURS electives	NURS electives
<i>Entirely new NURS courses</i>	
	NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing
	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice

Current Collaborative Program Courses	Proposed Revision (4-Year Direct Entry course[s] that integrate equivalent nursing content)
	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice
	NURS 4524 3.00 Trends in Healthcare Delivery
	NURS 4530 3.00 Professional Scholarship: Capstone Project
<i>Courses offered outside the major/sciences</i>	
PSYC 1010 6.00 Introduction to Psychology (as a General Education credit in the BScN only)	PSYC 1010 6.00 Introduction to Psychology
General Education credits (total 6.00)	General Education credits (total 6.00)
NURS 1531 3.00 Anatomy & Physiology I/NURS 1532 3.00 Anatomy & Physiology II	KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II (in approval process)
PSYC 2021 3.00 Statistical Methods I	PSYC 2021 3.00 Statistical Methods I
BIOL 2900 3.00 Clinical Microbiology for Nurses	BIOL 2900 3.00 Clinical Microbiology for Nurses

\*Although these courses have been revised from existing courses, the updates to these courses have been documented using the FOH New Course Proposal form. This will enable the SON to offer both current and revised courses during the phasing out of the current curricula, and the phasing in of the revised programs, and to facilitate degree audit management.

#### d) Program content and curriculum: 2nd Entry

The 2<sup>nd</sup> Entry BScN program will continue to be offered as a compressed degree and will maintain the current program credit structure that requires a minimum of 60 credits upon admission, and the completion of 90 credits within six (6) consecutive terms. This program's courses will continue to align with the 4-year program's courses; therefore, changes to the 2<sup>nd</sup> Entry program reflect those 4-year Direct Entry program updates.

In order to recognize unique perspectives and lived experiences of nursing students in the various cohorts, in this case, students who have a full or partial university degree, three unique courses are proposed. A cohort-specific course introducing professional issues and practice which acknowledges prior university learning and non-nursing work experiences is included. A course in the Canadian healthcare system offers a focused exposure to this topic to accommodate for the earlier clinical course experience scheduled in this program when compared to the 4-year program. Finally, introductory nursing skills content is situated within a course on lifespan and a focus on families and integrates laboratory and simulation learning experiences. These courses constitute particular transition support for students' introduction to nursing specific content in this compressed program. This transitional approach has been used in the current 2<sup>nd</sup> Entry program with success.

Key nursing content continues to be offered. As with the 4-year Direct Entry program, courses are proposed through a series (*Transformation to Professional, Health Care Collaborators and Environments*, and *Client and Population Health*). Non-nursing content is recognized as having been obtained through previous full or partial

degree(s), as documented in the admission criteria. The focus of the BScN in the compressed programs is on the acquisition of disciplinary knowledge and practice. Therefore, as in the current 2<sup>nd</sup> Entry BScN program, students carry 60 credits into the program, earn a total of 90 credits within the program and so acquire 150 credits in total.

Required nursing core credits: **72 core credits are required in the major.** Similar to the 4-year Direct Entry program, the content reflected in these core credits includes depth (through NURS courses) required in the major and the professional requirements of a nursing baccalaureate degree in Ontario.

Additional required major credits: Also similar to the 4-year degree, **18 additional credits are required in the major** that include a new 3-credit capstone course, the 9-credit integrated practicum experience, and nursing elective courses (6 credits). This structure carries the same advantages to students' preparation for practice in the changing Ontario healthcare landscape as described earlier. In the next year, it is anticipated that the 2<sup>nd</sup> Entry program will also undergo the same major modification as the 4-year program to include an undergraduate stream option.

As in the current 2<sup>nd</sup> Entry program, no general education credits or additional science credits are required in this compressed degree, having been recognized as completed upon program admission.

Summary: The proposed revisions continue to meet the minimum requirements for a Specialized Honours BScN program, comprising **90 credits required in the major** (72 core credits with an additional 18 credits taken outside the core credits), and 60 credits upon admission. The proposed courses within the revised/modified curriculum are presented in Table 2, in comparison with the current 2<sup>nd</sup> Entry program offerings. The full mapping of UDLEs to program outcomes to proposed required courses in this 2<sup>nd</sup> Entry program has been completed and can be found in [Appendix B](#).

*Table 2. Alignment of Current 2nd Entry BScN Program Content with Proposed 2nd Entry Program Content (as potential Course Credit Equivalents)*

Current 2 <sup>nd</sup> Entry Program Courses	Proposed Revision (2 <sup>nd</sup> Entry course[s] that integrate equivalent nursing content)
<i>Courses that have been revised or split/combined from existing NURS courses</i>	
NURS 1900 6.00 Nursing in the Context of Wellness	Integrated into NURS 2543 3.00 Health of Families and Social Groups
NURS 1950 3.00 Thinking, Communicating and Relating	Integrated into NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing, and NURS 2547 6.00 Mental Health Across the Lifespan
NURS 1511 3.00 Professionhood and Knowledge of Nursing I	Integrated into NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing
NURS 1543 3.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 2512 3.00 Professionhood and Knowledge of Nursing II	Integrated into NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing, and NURS 3001* 3.00 The Canadian Health Care System

Current 2 <sup>nd</sup> Entry Program Courses	Proposed Revision (2 <sup>nd</sup> Entry course[s] that integrate equivalent nursing content)
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2522 6.00 Client Centred Care for Individuals with Common Health Challenges	NURS 3511 6.00 Episodic and Common Health Challenges
NURS 2523 6.00 Client Centred Care for Individuals with Complex Health Challenges	Integrated into NURS 4526 6.00 Acute and Complex Health Challenges
NURS 2533 3.00 Processes of Human Diseases I	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2534 3.00 Processes of Human Diseases II	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2544 3.00 Complex Nursing Skills and Health Assessment	Integrated into each of the clinically focused NURS 6.00 courses
CHEM 2550 3.00 Pharmacology for Health Sciences	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	Split into 2547 6.00 Mental Health Across the Lifespan, and NURS 2543 3.00 Health of Families and Social Groups
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510* 6.00 Partnering with Communities
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512* 3.00 Nursing in the Context of Global and Environmental Health
NURS Electives	NURS Electives
<i>Entirely new NURS courses</i>	
	NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing
	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice
	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice
	NURS 4524 3.00 Trends in Healthcare Delivery
	NURS 4530 3.00 Professional Scholarship: Capstone Project

\*Although these courses have been revised from existing courses, the updates to these courses have been documented using the FOH New Course Proposal form. This will enable the SON to offer both current and revised courses during the phasing out of the current curricula, and the phasing in of the revised programs, and to facilitate degree audit management.

#### e) Program content and curriculum: IEN

The IEN BScN program has not undergone a significant revision of its courses since 2005. Generally, the proposed changes to this curriculum seek to increase the harmonization of courses with the other two programs and further meet the needs of this unique group of students. With harmonization, IEN students who are off-track will have increased access to courses that they need, and by reorganizing program content, the healthcare education and experiences of these students with nursing backgrounds will be augmented and can be shared with other programs' students in the classroom.

The specific changes feature unique nursing courses, using a similar approach describe for the 2<sup>nd</sup> Entry program, that support transition in and out of the program. As in the current program, the aim is to build on the IEN students' prior diverse nursing practice and education. A new, unique introductory course on developing nursing knowledge and reflective skills recognizes this. A focused course on pharmacology incorporates lab experiences and emphasizes Ontario practice standards while building on the students' international healthcare experiences. A third unique course facilitates the students' transitions near the end of the program to more independent practice and addresses challenges such as culture and intra- and inter-professional interactions in the Ontario workplace.

All other nursing content align with the 4-year Direct Entry and/or the 2<sup>nd</sup> Entry programs. Some courses have been revised to online delivery which would assist students with commuting expenses and scheduling (this responds to the CASN accreditation report<sup>21</sup> finding in 2015, p. 54). To further facilitate course scheduling, it is also proposed that this program's students begin courses in the Fall term. Rather than the current process of admitting students for a Winter intake, a Fall start date would facilitate interactions and orientation activities with other nursing students. Graduation would occur in June. (Overall, the timing of SON graduates would still be staggered, as 2<sup>nd</sup> Entry students would graduate in October.)

Key nursing content continues to be offered. As with the other BScN programs, courses are included from the proposed series (*Transformation to Professional, Health Care Collaborators and Environments*, and *Client and Population Health*).

The length of the program and required credits for degree completion are unchanged. Non-nursing content is recognized as having been obtained through previous nursing education programs, as documented in the admission criteria (the CNO letter of direction). The focus of the BScN in the compressed programs is on the acquisition of disciplinary knowledge and practice. Therefore, as in the current IEN program, students carry 60 credits into the program from previous education, earn a total of 60 credits within the program and so acquire 120 credits.

Required nursing core credits: **60 core credits are required in the major.** Similar to the other programs, the content reflected in these credits includes depth (through

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<sup>21</sup> Canadian Association of Schools of Nursing. (2015, November). *2015 CASN accreditation program report for the York University School of Nursing Educational Unit Path B*.

NURS courses) required in the major and the professional requirements of a nursing baccalaureate degree in Ontario.

Students are required to complete a 3-credit statistics course. This will continue to be offered by nursing. *Pending further discussion, should the Department of Psychology be able to offer statistics to this group based on an assessment of the students' prerequisites, nursing will discontinue to offer its current course and the IEN students will enrol with the 4-year Direct Entry students in HH/PSYC 2021 3.00 to acquire this knowledge.*

As in the current IEN program, no general education credits or other additional science credits are required for the compressed degree, having been recognized upon program admission.

Summary: The proposed revisions continue to meet the minimum requirements for a Specialized Honours BScN program, comprising **60 core credits required in the major** and 60 credits transferred upon admission, for 120 credits. The proposed courses within the revised/modified curriculum are presented in Table 3, in comparison with the current IEN program offerings. The full mapping of UDLEs to program outcomes to proposed required courses in the IEN program has been completed and can be found in [Appendix B](#).

*Table 3. Alignment of Current IEN BScN Program Content with Proposed IEN Program Content (as potential Course Credit Equivalents)*

Current IEN Program Courses	Proposed Revision (course[s] that integrate equivalent nursing content) – Draft Course Titles
WRIT 3900 3.00 Professional Writing for Nurses	Integrated in NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice
NURS 3901 3.00 Pharmacotherapeutics for Nursing in Ontario	NURS 3901 3.00 Pharmacological and Non-Pharmacological Practices
NURS 3902 Providing Culturally Competent Care	Integrated in NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice, NURS 3512* 3.00 Nursing in the Context of Global and Environmental Health, and NURS 4517 Evolving as a Profession Nurse, etc.
NURS 2731 6.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 3010 3.00 Nature of Nursing Knowledge	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2300 3.00 Understanding and Interpreting Quantitative Data Analysis in Nursing Research	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)
NURS 3130 3.00 Promoting Health and Healing with Individuals and Families	NURS 2543 3.00 Health of Families and Social Groups
NURS 4131 6.00 Client Centred Care in the Canadian Context	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 4710 3.00 The Canadian Health Care System	NURS 3001* 3.00 The Canadian Health Care System

Current IEN Program Courses	Proposed Revision (course[s] that integrate equivalent nursing content) – Draft Course Titles
NURS 4525 6.00 Community as Partner	NURS 3510* 6.00 Partnering with Communities
NURS 3770 3.00 Leadership Development Part I	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3750 3.00 Health and Aging	NURS 2547 6.00 Mental Health Across the Lifespan NURS 2543 3.00 Health of Families and Social Groups
NURS 4910 3.00 Child and Mental Health Nursing Care in Canada	NURS 2547 6.00 Mental Health Across the Lifespan NURS 2543 3.00 Health of Families and Social Groups
NURS 4150 6.00 Advanced Nursing Science Practicum	NURS 4529 6.00 Integrated Practicum NURS 4528 3.00 Nursing Knowledge and Transition
<i>Entirely New NURS course</i>	
	NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing

\*Although these courses have been revised from existing courses, the updates to these courses have been documented using the FOH New Course Proposal form. This will enable the SON to offer both current and revised courses during the phasing out of the current curricula, and the phasing in of the revised programs, and to facilitate degree audit management.

For all programs, the main program outcomes have been retained, the language in those outcome statements has been simplified to increase clarity for faculty, students, and other stakeholders. Program outcome alignment with CNO entry-to-practice competencies and UDLEs have been confirmed. Mapping of the program outcomes to required courses has been done. All programs continue to meet the minimum requirements for a Specialized Honours BScN and are similar in credit structures and content to the current program offerings.

For a summary of the programs' course sequencing, please refer to [Appendix C](#). For a summary of all proposed brief course descriptions, see [Appendix D](#). For new course proposals, refer to [Appendix E](#). Documentation of the proposed changes to existing courses may be found in [Appendix F](#), and a side-by-side comparison of the changes to existing courses in [Appendix G](#). Library support documentation is included as a requirement for each of the new course proposals.

**5. 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.**

Other units will be affected by the proposed changes to all three of the undergraduate programs. Within the FoH, these affected units are the Department of Psychology, and the School of Kinesiology and Health Sciences. External to the FoH, the units are the Department of Chemistry, the Department of Biology and the Writing Department. Please refer to [Appendix H](#) for letters of support from each of the following departments.

Psychology: It is proposed that this department continue to offer a course on statistics (*HH/PSYC 2021 3.00 Statistical Methods I*) to approximately 234 (max) students in the



Winter term (4-year Direct Entry, Term 4). Currently this is offered to over 300 Collaborative BScN students in Year 3. *Note, IEN students may be scheduled to take the equivalent nursing statistics course, pending an assessment by Psychology.*

Additionally, an introductory psychology course (*HH/PSYC 1010 6.00 Introduction to Psychology*) is also proposed to meet the needs of approximately 234 4-year Direct Entry Year 1 students in the Y term.

Kinesiology: It is proposed that *HH/KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I* be offered to approximately 234 students in Fall term (4-year Direct Entry, Year 1), followed by *HH/KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II* for the same group of students in Winter term. Communications are ongoing with the School of Kinesiology and Health Sciences, who has committed to supporting these courses. The courses have been developed and are undergoing the required approval process (scheduled for June 4, 2021 for School approval; Sept. 8, 2021 for FoH approval). Draft proposals for these courses are included in this package and follow the letter of support from School of Kinesiology and Health Sciences in [Appendix H](#).

Biology: It is proposed that this department continue to offer *SC/BIOL 2900 3.00 Clinical Microbiology for Nurses* to approximately 234 students in the Fall term (4-year Direct Entry, Year 2). Currently, this is offered to over 300 Collaborative BScN students in Year 3.

Chemistry: The courses *SC/CHEM 1550 3.00 Introductory Biochemistry for Nurses*, and *SC/CHEM 2550 3.00 Pharmacology for Health Sciences* are discontinued in the proposed revision to the 2<sup>nd</sup> Entry program. Biochemistry as a science has been phased out by many nursing programs, and pharmacology has been integrated into a nursing-taught course on pathophysiology which will now include some application opportunities in the lab setting.

Writing: The IEN BScN course *AP/WRIT 3900 3.00 Professional Writing for Nurses* will be discontinued. This course content will be incorporated into two other courses in the revised Term 1 for this program.

An opportunity has also been created in these revisions for other FoH program students to enroll in a revised nursing course, entitled *NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice*. This healthcare ethics course will be geared at interprofessional collaboration and provide opportunities for learning about other discipline's perspectives as well as nursing ethical standards. Seats to the students in non-nursing programs would be available. While much of the interprofessional collaborations occur for nursing students in actual healthcare settings, this revision is proposed in an attempt to expand the interprofessional experiences of both nursing students and other FoH students and will serve to enrich the learning environment.

In addition to academic units at the University, the SON must also consult with major healthcare institutions that partner in providing practicum placement opportunities for



our students. Ongoing communications have occurred, and input has been sought from key agencies on issues and future collaborations. Support for the proposed curriculum changes to the undergraduate programs is documented in [Appendix I](#).

Other consultations occurred with the Centre for Human Rights, Equity and Inclusion, and with an external reviewer from the nursing school at Laurentian University. Feedback on course content and teaching and learning strategies was received on Feb. 22, 2021 and will be incorporated during the programs' implementation phase.

It should also be noted that the CNO (the program approval and regulatory body for registered nurses' education and provincial registration) has been notified and consulted. The CASN, a national accreditation body, is also aware of the modification of the programs.

**6. Describe Changes to any Admission Requirements and the appropriateness of the revised requirements for the achievement of the program learning outcomes.**

At this time, no changes to the admission requirements for any of the undergraduate BScN programs are proposed.

Although program outcomes have been slightly updated, these outcomes are not new, and so the current admission criteria for each program are still relevant for each program. The 4-year Direct Entry and the 2<sup>nd</sup> Entry admission criteria are in line with other programs in Ontario, and so remain competitive from this perspective. The IEN program is unique; its criteria, which is based on the applicant receiving a letter of direction from the CNO, also remains unchanged and competitive. (A letter of direction from the CNO specifies the areas of content and clinical practice that need to be addressed so that an individual can be eligible to write the registration exam.)

Currently, and for over 20 years, the Collaborative BScN (4-year) program has received and admitted students mostly via the partner colleges (Seneca and Georgian), using the Ontario College Application System. With these modifications, the 4-year Direct Entry program applicants will be assessed and issued letters of offers issued entirely by York University (via the Ontario University Application Center). Student recruitment and retention practices that align with the CASN 2020<sup>3</sup> framework recommendations for responding to the Calls of Action of Canada's Truth and Reconciliation Commission will be included in future activities.

**7. Resource Implications (e.g., addressed 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.**

Resource implications for revising the proposed curriculum relate to the implementation of the revisions for all 3 programs and simultaneous phase-out of the current programs, particularly the Collaborative BScN program (refer to #10). The overlap in enrolled students from the introduction of the revised 4-year Direct Entry

and the current 4-year Collaborative program – one of the largest in the province – will be significant.

Negotiations for the total number of FTEs in the 4-year Direct Entry BScN at York campus occurred during the agreement on the dissolution plan between York University and Georgian and Seneca Colleges. Refer to Table 4 below. (Currently, the Collaborative program has an intake to Year 3 at York of approximately 350 students who progress to graduate.) In this proposal, because of the requirement for full-time status in the programs and the prescribed structure of course sequencing, from this point forward and to be consistent, FTEs are used as enrolment numbers. Students in the 4-year Direct Entry and 2<sup>nd</sup> Entry BScN programs take full course equivalents of 30 credits.

*Table 4. Anticipated FFTE per Year with 4-Year Direct Entry Program Implementation*

4-Year Direct Entry*						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
<b>Year 1</b>	108	160	234	234	234	234
<b>Year 2</b>	0	99	147	216	216	216
<b>Year 3</b>	350	350	95	141	208	208
<b>Year 4</b>	350	350	350	93	134	203
<b>Total</b>	808	959	826	684	792	861

\*Attrition: Year 1 = 10%; Year 2 = 5%; Years 3 and 4 = <5%

The two compressed programs will maintain current intakes.

The 2<sup>nd</sup> Entry BScN currently has a cap of 150 per year, and with the revisions, will continue with this intake. Recently, this program has struggled with reduced admission numbers due to a decrease in qualified application rates; a renewed curriculum and the associated marketing of innovative changes aim, in part, to address this. Refer to Table 5 below.

*Table 5. Anticipated FFTE per Year with Revised 2nd Entry Program Implementation*

2nd Entry*						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
<b>Year 1</b>	150	150	150	150	150	150
<b>Year 2</b>	143	143	143	143	143	143
<b>Total</b>	293	293	293	293	293	293

\*Attrition: Year 1 = 5%

Similarly, the IEN BScN program, with its cap of 50 per year, will maintain its current intake. This program has continued to meet its targets, despite also experiencing a slight drop in application rates. Refer to Table 6 below.

Table 6. Anticipated FFTE per Year with Revised IEN Program Implementation

	IEN*					
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Year 1	50	50	50	50	50	50
Year 2	48	48	48	48	48	48
Total	98	98	98	98	98	98

\*Attrition: Year 1 = 5%

Overall, the FFTEs at the SON will steady once the changes to the BScN programs have been fully implemented and after the last of the Collaborative program students graduate in 2025. Graduation rates will change as a result; refer to Table 7 below, calculated from the data in Table 4, Table 5, and Table 6.

Table 7. Anticipated Number of Graduating Students – All Programs Combined

Graduating # based on Tables 4, 5, 6					
2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
541	541	541	284	325	394

Planning documents and a schedule for the transition have been drafted and are summarized in the description in #10. This reflects enrolment numbers that relate to SON and FoH resources.

Recent hiring activities are supportive of the SON's capacity to teach students in the revised curriculum proposal.

## 8. **Mode(s) of Delivery** for the achievement of the program learning outcomes.

All programs will continue to be offered as full-time programs, with no part-time options. The primary mode of delivery for all three undergraduate programs will be face-to-face. This remains unchanged from current programming and will continue to meet the program and course learning outcomes. Flexibility is offered through some course experiences that have online or blended delivery, flipped classroom structures, and to supplement practicum experiences using screen-based simulation resources, as in the current programs. Faculty have the experience to adapt to various modes of delivery in these instances.

## 9. **Changes to Assessment of Teaching and Learning** within the program. If changing, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

The assessment of teaching and learning within all three programs *will remain the same*. These will continue to align with the BScN program outcomes, which are essentially unchanged, as described. Nursing programs require not only assessment of content knowledge but of practicum knowledge and professional behaviour.

Therefore, assessment in the classroom, and through observation in the laboratory and practicum environments will continue, through ongoing collaboration with the Teaching Commons and using universal designs for learning.

To confirm, required competence in the discipline, and learning that supports a depth and breadth of nursing practice knowledge and health and healthcare for all, is assessed through specific courses that link to levelled and end-of-program outcomes. Exemplars of assessment activities of proposed coursework, most of which are currently used, are included in Table 8, in relation to the program outcomes.

*Table 8. Alignment of Course Assessments Exemplars with Program Outcomes*

<i>Program Outcomes</i>	<i>Related Assessment Methodologies</i>
Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	<ul style="list-style-type: none"> <li>• Practicum evaluation of demonstrated nursing care delivery in the healthcare setting (<i>all practicum courses</i>)</li> <li>• Case study analysis of ethical scenario with reference to code of ethics (<i>ethics</i>)</li> </ul>
Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	<ul style="list-style-type: none"> <li>• Demonstration of content knowledge in science disciplines via exams (<i>microbiology, anatomy, pharmacology, pathophysiology</i>)</li> <li>• Evaluation of demonstrated nursing practice beginning knowledge in pediatric and mat-child simulations (<i>families and social groups</i>)</li> </ul>
Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	<ul style="list-style-type: none"> <li>• In-lab testing of demonstrated physical assessment techniques (<i>health assessment</i>)</li> <li>• Grading of critical reflection and analysis of decision-making using clinical judgement model or nursing process (<i>critical reflection and clinical reasoning</i>)</li> </ul>
Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	<ul style="list-style-type: none"> <li>• Evaluation of documentation of nursing care and medication administration in lab and healthcare settings (<i>health assessment, clinical courses</i>)</li> <li>• Evaluate outcomes of clear communication during capstone project (<i>capstone</i>)</li> </ul>
Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	<ul style="list-style-type: none"> <li>• Evaluation of group presentation on ethical issue, and interpretation of interprofessional perspectives (<i>ethics</i>)</li> <li>• Practicum evaluation of interprofessional relationship building in the healthcare setting (<i>all practicum courses</i>)</li> </ul>
Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	<ul style="list-style-type: none"> <li>• Student-led change initiative and presentation to peers (<i>leadership</i>)</li> <li>• Evaluation of capstone project by course director with input from peers and healthcare agency staff (<i>capstone</i>)</li> </ul>
Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	<ul style="list-style-type: none"> <li>• Short paper or case study of nursing advocacy in a mental health dilemma (<i>mental health</i>)</li> <li>• Nursing advocacy interview assignment, where students conduct a Q&amp;A with a nurse advocate (<i>introduction to social justice</i>)</li> </ul>

<i>Program Outcomes</i>	<i>Related Assessment Methodologies</i>
Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	<ul style="list-style-type: none"> <li>• Self-reflective analysis of professional development throughout 'transformation' series of courses (<i>theory, ethics, professional development, activism</i>)</li> <li>• Discussion and paper on application of research/study to client care and nursing practice (<i>research</i>)</li> <li>• Narrative praxis notes (<i>community</i>)</li> <li>• Analysis and self-assessment of readiness for national registration exam (<i>transition</i>)</li> </ul>
Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	<ul style="list-style-type: none"> <li>• Community assessment and health initiative project: written report by students (<i>community</i>)</li> <li>• Building of (e)portfolio for evaluation by clinical instructor and self, that reflects plans for learning (<i>transformation series of courses</i>)</li> <li>• Resume and cover letter assignment, specific to an actual job posting (<i>development as professional</i>)</li> <li>• Evaluate interpretations of digital storytelling and simulations relating to social justice and health (<i>introduction to social justice</i>)</li> </ul>

\*Clients are defined as individuals, families, communities and populations

## 10. Accommodation of Current Students During Program Changes

It is anticipated that the proposed changes to the three undergraduate programs will be implemented in Fall 2022. This start date would coincide with the introduction of other stand-alone nursing degree programs offered at Ontario competitor colleges, which, as of 2020, are now also able to offer degrees in nursing. It is imperative that York SON continues to offer an innovative nursing education program without a lapse in intake and enrolment. Once approved, there is good capacity to plan and deliver a smooth transition to the revised programs. Refer to [Appendix J](#) that summarize this information and how the general implementation and phase-out will occur.

Communications with the Office of the Registrar have occurred. In cooperation with the SON, support of students' individual needs will be upheld.

An outline of the schedule for accommodating current program students while the revised curriculum is introduced is described below for each BScN program (where each have varying courses requirements, length of program/completion requirements, and graduation points).

**a) Collaborative BScN program:** The last Collaborative program intake at Georgian and Seneca Colleges will occur in Fall 2021. The revised program will be implemented concurrently with the phase-out of the current Collaborative BScN program. For the period of the 2023-2024 academic session, Year 3 and Year 4 Collaborative courses will continue to be offered (course in the current Terms 5-8). For the period of the 2024-2025 academic session, Year 4 Collaborative courses will continue for students in the last Collaborative cohort (courses in Terms 7-8). Most Collaborative BScN students admitted in Fall 2021 will graduate in June 2025. As of Fall 2025, only the revised curriculum will be offered.

Students who are designated as 'off-track', who enter this program in the 2021-2022 academic year and who have a maximum of 6 years to complete the program<sup>22</sup> (i.e., must graduate by August 2027) will continue with the Collaborative BScN program requirements. Normally, the number of students who continue beyond 5 years in the program are minimal. Therefore, in order to accommodate these students with the requirements of the program that they were admitted to, some revised courses have been designated as equivalent in content to original/current courses and may be taken by 'off-track' students, with permission and on advice of the Undergraduate Program Director, as of Fall 2024. As was broadly illustrated in Table 1, comparable content will continue to be offered in the revised program. Refer to Table 9 for possible comparable courses.

*Table 9. Possible Course Equivalents, or Alternatives to Current Collaborative BScN Courses (as of 2024-2025)*

Current Collaborative BScN Courses (Year 3 and 4)	Potential Equivalent Course Options
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	NURS 2547 6.00 Mental Health Across the Lifespan or NURS 2546 6.00 Health of Families and Social Groups) or NURS 3800 6.00 Directed Reading
SC/BIOL 2900 3.00 Clinical Microbiology for Nurses	SC/BIOL 2900 3.00 Clinical Microbiology for Nurses
HH/PSYC 2021 3.00 Statistical Methods I	HH/PSYC 2021 3.00 Statistical Methods I
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510 6.00 Partnering with Communities
NURS 4526 6.00 Client Centred Care of Individuals and Families in Homes and Acute Settings	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health
NURS Electives	NURS Electives

Students entering the Collaborative BScN program through the Colleges in Fall 2021 (the last intake in this program) would be advised via College coordinators of their continuation in the program at York. The SON would also ensure communications are

<sup>22</sup> School of Nursing. (2014). *Policy on the length of completion of York-Seneca-Georgian BScN program.*  
<https://nursing.info.yorku.ca/student-policies/length-of-completion-of-york-seneca-georgian-bscn-program/>

sent to these same students prior to their entry to Year 3 in Fall 2023. The current Year 4 students would be notified by York SON of the proposed changes, if these are approved, and of the SON policy for length of completion of this program.

Any student who is unable to complete the program after the maximum program length (by August 2027) will be withdrawn from the Collaborative BScN nursing program on the basis of exceeding the time limitations for program completion. Such students may pursue admission or transfer to another degree program at the University or another healthcare program outside of York, as is the normal advice in such instances, and as per the current policy approach<sup>20</sup>. Students for whom approved leaves of absences have delayed their program will be advised accordingly and assisted on a one-to-one basis so that they can complete the requirements of the degree.

**b) Current 2<sup>nd</sup> Entry BScN program:** The last intake of students under the current 2<sup>nd</sup> Entry program is anticipated in Fall 2021. As of August 2023, most 2<sup>nd</sup> Entry students will complete this two year/6 consecutive term program. As of Fall 2023, only the revised 2<sup>nd</sup> Entry curriculum will be offered.

A similar approach to managing the current 2<sup>nd</sup> Entry students' progression and phase-out, as described for the Collaborative BScN program, is possible. The revised program will be implemented concurrently with the phase-out of the current 2<sup>nd</sup> Entry program. For the period of the 2022-2023 academic session, the current Year 2 courses will continue to be offered (course in the current Terms 4-6).

Students who are designated as 'off-track', who entered the program in Fall 2020 and who have a maximum of 4 years to complete the program according to the SON length of completion policy<sup>23</sup> (i.e., must graduate by August 2025) will need to continue with the original 2<sup>nd</sup> Entry BScN program requirements. Normally, the number of students who continue beyond 3 years in this program are minimal. Therefore, in order to accommodate such students with the requirements of the program that they were admitted to, the revised courses have been designated as equivalent in content to original/current courses and may be taken by 'off-track' students, with permission and on advice of the Undergraduate Program Director, as of Fall 2023. As was broadly illustrated in Table 2, comparable content will continue to be offered in the revised program. Refer to Table 10 below for possible comparable courses.

*Table 10. Possible Course Equivalents, or Alternatives to Current 2nd Entry BScN Courses (as of 2023)*

Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
NURS 1900 6.00 Nursing in the Context of Wellness	NURS 2543 3.00 Health of Families and Social Groups Elective option

<sup>23</sup> School of Nursing. (2015). Policy on the length of completion of 2<sup>nd</sup> Entry and Internationally Educated Nurses BScN programs. <https://nursing.info.yorku.ca/policy-on-the-length-of-completion-of-2nd-entry-and-post-rn-internationally-educated-nurses-bscn-programs/>



Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
NURS 1950 3.00 Thinking, Communicating and Relating	Equivalent elective
NURS 1511 3.00 Professionhood and Knowledge of Nursing I	NURS 1511 3.00 Nursing Theory and Knowledge Development
NURS 1543 3.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 2512 3.00 Professionhood and Knowledge of Nursing II	NURS 1512 Reflection and Theory-based Practice in Professional Nursing
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2522 6.00 Client Centred Care for Individuals with Common Health Challenges	NURS 3511 6.00 Episodic and Common Health Challenges
NURS 2523 6.00 Client Centred Care for Individuals with Complex Health Challenges	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 2533 3.00 Processes of Human Diseases I	NURS 2535 3.00 Pathophysiology and Pharmacological Practices I
NURS 2534 3.00 Processes of Human Diseases II	NURS 2536 3.00 Pathophysiology and Pharmacological Practices II
NURS 2544 3.00 Complex Nursing Skills and Health Assessment	NURS 3517 3.00 Critical Reflection and Clinical Reasoning
CHEM 2550 3.00 Pharmacology for Health Sciences	NURS 3800 3.00 Directed Reading ( <i>or</i> NURS 3537 3.00)
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	NURS 2547 6.00 Mental Health Across the Lifespan or NURS 2546 6.00 Health of Families and Social Groups) or NURS 3800 6.00 Directed Reading
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510 6.00 Partnering with Communities
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health
NURS Electives	NURS Electives

All incoming and continuing 2<sup>nd</sup> Entry students at the SON will be advised in Fall 2021 of the revisions and reminded of the length of completion policy.

Any 2<sup>nd</sup> Entry student who is unable to complete the program after the maximum program length (by August 2025) will be withdrawn from the nursing program on the basis of exceeding the time limitations for program completion. Such students may



pursue admission or transfer to another degree program at the University, as is the normal advice and as per the policy<sup>21</sup> or may choose to pursue other options outside of York. Students for whom approved leaves of absences have delayed their program will be advised accordingly and assisted on a one-to-one basis so that they can complete the requirements of the degree.

**c) Current IEN BScN program:** The last intake of students under the current IEN program is anticipated for Winter 2022. The current program has a January intake and start date. Therefore, as of August 2023, most IEN students will have completed this five-term program. As of Fall 2023 (considering the proposed change of moving the program intake to Fall from Winter), only the revised IEN curriculum will be offered.

A similar approach to managing the current IEN students' progression and phase-out, as described for the other programs, is possible. The revised program will be implemented concurrently with the phase-out of the current IEN program. The phase-out is simplified in this program because of its length.

Students who are designated as 'off-track', who enter the program in Winter 2022 and who have a maximum of 4 calendar years to complete the program according to the SON length of completion policy<sup>21</sup> (i.e., must graduate by December 2025) will continue with the original IEN BScN program requirements. Normally, the number of students who continue beyond the usual length in this program are minimal. Therefore, in order to accommodate such students with the requirements of the program that they were admitted to, the revised courses have been designated as equivalent in content to original/current courses and may be taken by 'off-track' students, with permission and on advice of the Undergraduate Program Coordinator or designate, as of Fall 2023. As was broadly illustrated in Table 3, comparable content will continue to be offered in the revised program. Refer to Table 11 below for possible comparable courses.

*Table 11. Possible Course Equivalents, or Alternatives to Current IEN BScN Courses (as of 2023)*

Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
WRIT 3900 3.00 Professional Writing for Nurses	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice NURS 3800 3.00 Directed Reading (consultation with Writing Department)
NURS 3901 3.00 Pharmacotherapeutics for Nursing in Ontario	NURS 3901 3.00 Pharmacological and Non-Pharmacological Practices
NURS 3902 Providing Culturally Competent Care	NURS 3512 Nursing in the Context of Global and Environmental Health
NURS 2731 6.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 3010 3.00 Nature of Nursing Knowledge	NURS 3513 3.00 Development as a Nurse through Reflection and Theory-based Practice
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice

Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
NURS 2300 3.00 Understanding and Interpreting Quantitative Data Analysis in Nursing Research	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)
NURS 3130 3.00 Promoting Health and Healing with Individuals and Families	NURS 2543 3.00 Health of Families and Social Groups
NURS 4131 6.00 Client Centred Care in the Canadian Context	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 4710 3.00 The Canadian Health Care System	NURS 3001 3.00 The Canadian Health Care System
NURS 4525 6.00 Community as Partner	NURS 3510 6.00 Partnering with Communities
NURS 3770 3.00 Leadership Development Part I	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3750 3.00 Health and Aging	NURS 2543 3.00 Health of Families and Social Groups
NURS 4910 3.00 Child and Mental Health Nursing Care in Canada	Equivalent elective or NURS 2543 3.00 Health of Families and Social Groups
NURS 4150 6.00 Advanced Nursing Science Practicum	NURS 4529 6.00 Integrated Practicum

All incoming and continuing IEN BScN students at the SON will be advised in Winter 2022 of the revisions and reminded of the length of completion policy.

Any IEN student who is unable to complete the program after the maximum program length (by December 2025) will be withdrawn from the nursing program on the basis of exceeding the time limitations for program completion. Such students may pursue admission or transfer to another degree program at the University, or to healthcare programs outside of York, as is the normal advice and as per the policy<sup>21</sup> direction. Students for whom approved leaves of absences have delayed their program will be advised accordingly and assisted on a one-to-one basis so that they can complete the requirements of the degree.

## 11. Appendices Summaries

The following appendices, cited in the proposal, are listed below and are found in the rest of the proposal:

- Appendix A: Comparison of Current and Proposed Program Outcomes and Summary of Proposed Program Outcomes and Levelled Goals

### ***Program Learning Outcomes (eight to twelve)***

*The program outcomes were slightly revised and simplified; they had not been updated in over 10 years and required a 'refresh' and alignment with the new*

*CNO 2020 entry-to-practice competencies<sup>1</sup> for RNs. Refer to Appendix A for a summary of the revised and current outcomes. The outcomes have been positioned side-by-side and major terms have been bolded, to facilitate comparison.*

- Appendix B: Undergraduate Degree Level Expectations (UDLEs) Mapped Against Program Outcomes and Courses in the Undergraduate SON Programs
- Appendix C: Summary of Program Course Sequencing
- Appendix D: Summary of Proposed Brief Course Descriptions
- Appendix E: New Course Proposals
- Appendix F: Changes to Existing Courses
- Appendix G: Comparison of Changes to Existing Courses vs Proposed Courses
- Appendix H: Letters of Support from FOH and Other York Departments
- Appendix I: Letters of Support from External Healthcare Partners
- Appendix J: Summary of Phase-in of Revised Programs and Phase-out of Current Programs
- Appendix K: Side-by-side Calendar Copy for Undergraduate BScN Programs

***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 H: Letters of Support from FOH and York Departments

### Decanal Letter of Support



#### FACULTY OF HEALTH

##### Office of the Dean

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March 11, 2021

Dr. Shahirose Premji  
Director, School of Nursing

Dear colleagues:

I am delighted to provide this letter supporting the major modifications being proposed by the School of Nursing with respect to our three undergraduate nursing programs.

Multiple people with the School worked diligently for more than a year to substantially renew and reinvigorate our three undergraduate programs (direct entry, second entry, Internationally Educated Nurses). Their efforts included reviews of relevant literature, consultations with other leading nursing programs, consultations with the College of Nurses of Ontario, and major employers of our nursing graduates in the GTA. The School contracted the services of a senior nursing academic with extensive experience in the development of nursing curriculums. The team made significant efforts to obtain input and feedback from their colleagues within the School. They consulted extensively with the Associate Dean for Learning and Teaching, the Curriculum Consultant in the Faculty of Health, and the Teaching Commons. Helpful feedback and guidance was also provided by the Provost's office and the Senate Secretariat.

The proposed modifications will contribute to several priorities within the York University UAP including enhancing 21<sup>st</sup> century learning, student success, global engagement, and community partnerships. The changes will also enhance students' ability to impact various UN Sustainable Development Goals, especially good health and wellbeing. The broad perspective taken by the program related to multiple determinants of health will also enable students to better understand and contribute to other SDG goals such as reduced inequalities, reducing hunger and poverty, peace and justice.

The proposed modifications will improve our ability to meet the current and future needs of employers and the profession of nursing in several ways. It will contribute to the growing need for more Registered Nurses in the GTA, across Canada and the more than one million additional nurses required around the world over the next twenty years. The renewed programs have been specifically designed to improve access and support for a more diverse group of students. They will fill the need for a more culturally diverse workforce. The proposed changes will significantly enhance cultural safety and competence among our graduates. The renewed programs will continue to enhance students' ability to find, interpret and use research. It continues to ensure students have the opportunity to learn from instructors who have backgrounds in both research and healthcare practice. The renewed programs will enhance our ability to provide experiential learning opportunities within world class healthcare agencies. Like all nursing programs in Ontario, and in accordance with professional requirements specified by the Ontario College of Nurses, the renewed programs are primarily designed to train nursing generalists. However, the proposed modifications will also enable students to cluster courses and micro-credentials for more specific advanced areas of practice or undertake graduate level training.

An important change in our direct entry program is that students will no longer take their first two years of their BScN at either Seneca or Georgian College and their final two years at York's Keele campus. The proposed changes will enable all students to complete all four years of their program at York University, resulting in greater continuity program progression and travel.



May 10, 2021

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The proposed modifications will create greater synergy and shared courses between the direct entry, second entry and Internationally Educated nursing programs. This will not only facilitate student interaction across programs but enhance our ability to ensure more equitable experiences and learning outcomes for students. Improved alignment of course offerings and requirements across programs will produce greater cost efficiencies allowing us to make reinvestments in areas such as student support, learning tools and equipment. These efficiencies will help provide the temporary resources we require to temporarily offer both the existing collaborative direct entry program while it winds down and ramp up the new four years direct entry program at York. During this transition period I expect it may be necessary to draw upon the Faculty of Health's accumulated surplus to temporarily invest a few additional resources into the School of Nursing. However, once the existing curriculum comes to an end, the renewed programs can be effectively implemented without the need for resources beyond our current level. Finally, I am pleased to note that academic units outside of the School of Nursing have kindly agreed to accommodate nursing students in existing courses in areas such as introductory psychology, and human physiology and anatomy. We are grateful to our colleagues in Science for willing to continue to provide a basic biology course to our nursing students.

In closing, I'd like to reiterate my strong support for the proposed modifications. I'd like to once again thank our nursing colleagues, as well as those who provided support and expertise from across the Faculty of Health and the University for all their hard work, perseverance and creativity to further advance and renew our undergraduate nursing programs. Such a step is a significant part of enabling the School of Nursing to attain a new level of excellence, impact, student accessibility, and distinctiveness.

Sincerely,



Paul McDonald, PhD., FCAHS, FRSPH  
Professor and Dean

Cc: Susan Murtha, Associate Dean Learning & Teaching  
Karin Page-Cutrara, School of Nursing  
Laura Nicholson, School of Nursing



## Department of Chemistry

RE: School of Nursing - modification to curriculum and impact

← ↶ →



Shahirose Premji <premjis@yorku.ca>

Wednesday, January 13, 2021 at 8:03 AM

To: Rene Andre Fournier; Cc: Pierre G Potvin; chemups; Lillie L. Q. Lum

Dear Dr. Fournier,

Thank you for your wishes. You are most kind.  
None of our students will require CHEM 1550 and 2550.  
Again, thank you for supporting the School of Nursing.  
I hope that we will have opportunities in the future to collaborate.

Shahirose (she/her/hers)

**Dr. Shahirose Sadrudin Premji, RN, BSc, BScN, MScN, PhD, FAAN | Director and Professor  
School of Nursing | Faculty of Health | York University**



York University is on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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**From:** Rene Andre Fournier

**Sent:** January 12, 2021 5:13 PM

**To:** Shahirose Premji <premjis@yorku.ca>

**Cc:** Pierre G Potvin <pgpotvin@yorku.ca>; chemups <chemups@yorku.ca>; Lillie L. Q. Lum <lum@yorku.ca>

**Subject:** Re: School of Nursing - modification to curriculum and impact

Dear Dr. Premji,

Best wishes to you as well for a healthy and safe 2021!

Thank you for your email informing us of the changes to your programs.

Will your direct entry 4-year program students still require CHEM 1550 and 2550?  
If so, do you have an estimate of the impact on enrolments in CHEM 1550 and 2550  
of no longer requiring these courses in your 2nd entry program? Or will **none** of your students require CHEM 1550 and 2550?

Thank you,

Rene Fournier  
Professor & Chair  
Department of Chemistry  
Faculty of Science  
York University

## Writing Department

---

**From:** LAPS Writing Chair  
**Sent:** January 29, 2021 9:33 AM  
**To:** Shahirose Premji <[premjis@yorku.ca](mailto:premjis@yorku.ca)>  
**Cc:** Lillie L. Q. Lum <[lum@yorku.ca](mailto:lum@yorku.ca)>; LAPS Writing UPD <[writupd@yorku.ca](mailto:writupd@yorku.ca)>; Barbara K A Smyth <[barb@yorku.ca](mailto:barb@yorku.ca)>  
**Subject:** Re: School of Nursing: Major Modification impact on AP/WRIT 3.00

Dear Professor Premji,

Thank you for informing us of the planned major modifications to the School of Nursing's curricula, and of the likely effect of those modifications on the Writing Department.

AP/WRIT 3900 3.0 has never been very closely aligned with our department's other offerings—the course's regular instructor does no other work for us. It is, however, useful to learn that we will not need to mount the course after the W22 academic session.

I do, however, have a curiosity question.

AP/WRIT 3900 was a required course only for students in the Post-RN Internationally Educated Nurses program. Does the vanishing of 3900 mean that that program is being discontinued; or that in the eyes of the School students enrolled in the program are no longer in need of a writing course; or that the School will be undertaking to achieve 3900's learning outcomes by other means? (I ask because we are doing some hard thinking in WRIT about how our course programming and our Writing Centre might more effectively serve the writing needs of students on the Health and STEM sides of the university. Learning what the School of Nursing is thinking about its students and their writing needs would be a help.)

If you will be requiring a more formal note from WRIT attesting to consultation before the proposals make their way through the various approval processes, please let me know and I will provide.

All best wishes, kim

Kim Michasiw  
(he/him/his)  
Associate Professor, Writing & English  
Chair, Writing  
[writchr@yorku.ca](mailto:writchr@yorku.ca)  
416-736-2100 x33997

## Department of Biology

**From:** Biology Chair  
**Sent:** January 8, 2021 8:09 PM  
**To:** Shahirose Premji <[premji@yorku.ca](mailto:premji@yorku.ca)>  
**Cc:** updbiol <[updbiol@yorku.ca](mailto:updbiol@yorku.ca)>; Lillie L. Q. Lum <[lum@yorku.ca](mailto:lum@yorku.ca)>  
**Subject:** Re: School of Nursing - modification to curriculum

Hello Shahirose,

Happy new year. Thank you for informing me of the proposed curriculum changes to the School of Nursing program.

This is to confirm with you and your colleagues the Department of Biology will continue to offer SC/Biol2900 (Clinical Microbiology for Nurses) to support your program. We have no issues with offering only the one section starting in Fall 2023. I do not feel I need to meet with you, Lillie, Karin, and Laura as the information you provided to me is very clear.

Best regards,  
Robert Tsushima

---

**Robert G. Tsushima, PhD | Chair and Associate Professor**  
Department of Biology | York University  
4700 Keele Street | 351C Farquharson Building | Toronto ON | M3J 1P3  
✉ [biochair@yorku.ca](mailto:biochair@yorku.ca) | ☎ 416.736.2100 ext. 20996  
Web: <https://biology.yorku.ca/>

---

**From:** Shahirose Premji <[premji@yorku.ca](mailto:premji@yorku.ca)>  
**Date:** Friday, January 8, 2021 at 7:05 PM  
**To:** Biology Chair <[biochair@yorku.ca](mailto:biochair@yorku.ca)>  
**Cc:** UPD Biology <[updbiol@yorku.ca](mailto:updbiol@yorku.ca)>, "Lillie L. Q. Lum" <[lum@yorku.ca](mailto:lum@yorku.ca)>, Shahirose Premji <[premji@yorku.ca](mailto:premji@yorku.ca)>  
**Subject:** School of Nursing - modification to curriculum

Dear Dr. Tsushima,

Happy New Year!! Wishing you and your loved ones all the best in 2021.

I am the Director of the School of Nursing in the Faculty of Health. The School of Nursing is currently engaging in major modifications to its three undergraduate BScN programs. As of Fall 2022, the 4-year Collaborative BScN program that is offered in collaboration with Georgian and Seneca Colleges (Year 1 and 2 at Colleges and Year 3 and 4 at York) will no longer continue. The final cohort will enter the program in 2021. Instead, the School will be offering a 4-year direct entry program with all 4 years based on the York campus; therefore, the School of Nursing will begin offering Years 1 and 2 of the BScN program, in addition to Years 3 and 4. The two compressed BScN programs (2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurses) are also undergoing substantial revisions.

In our revisions we are proposing that the Department of Biology:

- Continue to offer SC/Biol 2900 3.00 Clinical Microbiology for Nurses (200+ students in the Fall term for Year 2 students in the 4-year direct entry program).

With the proposed changes in our program, this will mean a decrease in the number of students that will be enrolled in your course; thus we anticipate there will be only one section for this course. If you can please confirm. Thanks!

The 4-year direct entry program with all four years at York will be introduced in 2022 and this course will continue to be offered in Year 2, Term 3 (Fall). The first new cohort (with decreased number of students) will take the course in Fall 2023.

We (Director, the Associate Director of Undergraduate Programs (Dr. Lillie Lum), and/or the co-Chairs of the School's Ad Hoc Curriculum Revision Committee (Karin Page-Cuttrara and Laura Nicholson) are available to meet with you, if you would like further information on the proposed modifications. We hope that the Department of Biology will continue to support the School of Nursing (even with the reduced number of students). We look forward to hearing from you.

Shahirose (she/her/hers)

**Dr. Shahirose Sadrudin Premji, RN, BSc, BScN, MScN, PhD, FAAN | Director and Professor**  
School of Nursing | Faculty of Health | York University  
Office 313 HNES Building, 4700 Keele Street, Toronto, Ontario, M3J 1P3  
☎ (416) 736 2100 Ext. 66616 | ✉ [premji@yorku.ca](mailto:premji@yorku.ca) | Twitter: @PremjiShahirose





## Department of Psychology

RE: Support School of Nursing - major modification BScN programs

← ↶ →



Jennifer A Connolly <connolly@yorku.ca>

Yesterday at 6:25 PM

To: Shahirose Premji; Cc: Karin Page-Cuttrara; Laura L. Nicholson; Karen D Fergus; Jennifer Malisani

Dear Shahirose

Thank you for letting me know about the modifications you are making to all of your BScN programs. Psychology has been very happy to support students in the School of Nursing by providing them with Psych 2021 and Psych 1010. I can confirm that Psychology will continue to provide these courses within your revised programs.

Warm regards

Jennifer

---

From: Shahirose Premji <premji@yorku.ca>

Sent: January 13, 2021 8:56 AM

To: Jennifer A Connolly <connolly@yorku.ca>

Cc: Karin Page-Cuttrara <kcutrara@yorku.ca>; Laura L. Nicholson <nicholsl@yorku.ca>; Karen D Fergus <kfergus@yorku.ca>; Jennifer Malisani <jmalisan@yorku.ca>

Subject: Support School of Nursing - major modification BScN programs

Dear Jennifer,

Happy New Year!! I hope you had a wonderful holiday seasons.

As you are aware, we are making modification to all our BScN programs (Collaborative BScN, 2<sup>nd</sup> Entry, and Post-RN Internationally Educated Nurses); prompted in part by the dissolution of the partnership with Georgian and Seneca Colleges. In the Fall of 2021, we will admit the final cohort of the 4-year Collaborative BScN program that is offered in collaboration with Georgian and Seneca Colleges (Year 1 and 2 at Colleges and Year 3 and 4 at York). In the Fall of 2022 (following approve), we hope to introduce our 4-year direct entry program with all 4 years based on the York campus. The two compressed BScN programs (2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurses (IEN)) are also undergoing substantial revisions.

In our revisions we are proposing that the Department of Psychology:

- Continue to offer HH/PSYC 2021 3.00 Statistical Methods I to approximately 250 students in the Winter term (200 4-year direct entry students and 50 IEN students). This will mean a decrease in enrolment as the course is currently offered to over 300 collaborative BScN students in Year 3.
- Offer HH/PSYC 1010 6 Introduction to Psychology to our 200+ students from the 4-year direct entry program (in Year 1)

Please note that initially, the intake of students in the 4-year direct entry program will be lower than described, and would increase once our current 'legacy' program (i.e., Collaborative BScN program) students complete the courses and those are phased out.

I am reaching out to seek your support of the above revisions. I look forward to hearing from you.

Shahirose (she/her/hers)

**Dr. Shahirose Sadrudin Premji, RN, BSc, BScN, MScN, PhD, FAAN | Director and Professor**

**School of Nursing | Faculty of Health | York University**

Office 313 HNES Building, 4700 Keele Street, Toronto, Ontario, M3J 1P3

☎ (416) 736 2100 Ext. 66616 | ✉ [premji@yorku.ca](mailto:premji@yorku.ca) | Twitter: @PremjiShahirose



York University is on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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## School of Kinesiology and Health Science



January 20<sup>th</sup>, 2021

FACULTY OF HEALTH

School of Kinesiology and  
Health Science

Dr. Shahirose Sadrudin Premji, Director and Professor  
School of Nursing | Faculty of Health  
York University

333 NORMAN BETHUNE  
COLLEGE  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5403

Dear Dr. Premji:

Thank you for the information regarding the modification to the BScN programs (Collaborative BScN, 2<sup>nd</sup> Entry, and Post-RN Internationally Educated Nurses). It is exciting to hear of the curricular developments to be introduced by the School of Nursing in the Fall of 2022 (following approval) for the new BScN 4-year direct entry program with the courses based on the York University campus.

As you continue planning for the revised curriculum, the School of Kinesiology and Health Science would be pleased to assist the School of Nursing by offering six credits of Human Anatomy and Physiology for Health at the Year 1 level, as described below:

- XXXX 3.00 Human Anatomy and Physiology for Health I (to be offered to approximately 200+ students in Fall term (4-year direct entry program students in Year 1)),
- XXXX 3.00 Human Anatomy and Physiology for Health II (for the same group of students in Winter term).

Looking forward to supporting the School of Nursing's BScN program development. Should you require assistance in preparing documentation for the proposed revisions regarding Human Anatomy and Physiology, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'A Belcastro'.

Angelo Belcastro, PhD, F-CSEP  
Professor and Chair



May 10, 2021

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**School of Kinesiology  
and Health Science**

**FACULTY OF HEALTH**

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3  
Tel) 416-736-2100  
x20080  
Fax) 416-736-5774

March 26, 2021

To: Curriculum on Undergraduate Studies, School of Kinesiology and Health Science

Re: Proposals for two new courses

On behalf of the School of Kinesiology and Health Science, I am writing to offer my support for the proposal of two new courses, Applied Human Anatomy and Physiology for Health Practitioners I and II.

These courses will fulfill core requirements for the revised four-year BScN degree program, which is currently undergoing a major modification. The courses will also be open to Faculty of Health students, as well as students from outside the Faculty of Health seeking to fulfill science requirements. The proposed courses will provide a unique opportunity for nursing and other students to learn anatomy and physiology through a clinical lens, which is not currently available in any other offering at York University. As students in the KINE and Global Health programs have alternative anatomy and physiology courses as part of their core, which are more relevant to their particular study areas, those students will not be able to take these proposed courses.

The School of Kinesiology and Health Science was pleased to accept the offer to develop these courses due to the expertise of our faculty members. It should be noted that although the School has a number of faculty members with the expertise to teach the proposed courses, these faculty are already at a maximum in their teaching workload due to the large number of related courses in KINE, as well as anatomy and physiology courses in other Schools/Faculties. It is the intent of the School to apply for a new teaching stream faculty position to teach the proposed courses, as well as other courses in KINE so that the current faculty members do not have to teach in overload.

The four-year BScN program is an exciting new venture in the Faculty of Health, and the School of Kinesiology and Health Science is pleased to support it through the development of the proposed courses, which will offer an exceptional learning experience complete with numerous experiential opportunities and the Pedagogy to Aid Transition (PAT) framework, which supports first-year students in their transition to university in the Faculty of Health.

Sincerely,

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

Angelo Belcastro, PhD, F-CSEP  
Chair, School of Kinesiology & Health Science

**Note: The New Course Proposals that follow for HH/KINE 1101 3.00 and HH/KINE 1102 3.00 are in draft only at this time, and are scheduled for approval by the School of Kinesiology and Health Studies.**

May 10, 2021

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## Office of the Registrar



DIVISION OF STUDENTS

February 10, 2021

Office of the University  
Registrar

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez  
University Registrar

RE: Proposal for Major Modifications to the Bachelor of Science in Nursing Degree Programs

Bennett Centre for Student  
Services  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 2100  
darran@yorku.ca

The proposal for the major modifications to the Bachelor of Science in Nursing Degree Programs has been reviewed by the Office of the University Registrar.

We support the proposed changes to the Bachelor of Science in Nursing programs and look forward to working collaboratively with the Faculty of Health on the implementation details in support of their requirements.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Fernandez'.

Darran A. Fernandez, M.Ed.  
University Registrar  
York University



May 10, 2021

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## Appendix I: Letters of Support from External Healthcare Partners

### Centre for Addiction & Mental Health

camh.ca

December 16, 2020

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health, York University  
4700 Keele St.  
Toronto, ON M3J 1P3

**Re: Letter of support for a new 4-year direct entry program and major modification of BScN Curriculum**

Dear Shahirose,

We are writing to convey our strong support for the proposed major revision to the undergraduate curriculum for the Bachelor of Science in Nursing program at York University. The revised curriculum will result in a new 4-year Direct Entry BScN program as well as revisions to the Second-degree Entry and Post-RN Internally Educated Nurses BScN programs. We are delighted with the proposed changes and look forward to continuing to partner with the School of Nursing in the preparation of new RNs.

The proposed revisions respond to the current pressures in our sector in the following ways:

- More opportunities for service learning projects and non-traditional placements congruent with emerging changes in healthcare delivery
- Opportunities for specialty electives and experience within a generalist curriculum to address nursing staff shortages (i.e., streams such as mental health)
- Final term consolidation experience that can support smoother transition to practice
- Preparation of graduates for RN practice in an evolving and increasingly diverse community
- Greater opportunities for effective partnerships between education and practice.

The proposed changes to the York BScN curriculum respond to concerns commonly discussed at the area practice leadership meetings and we are excited to be part of the planning for nursing education in the Greater Toronto Area. We understand that the university and provincial review processes are a key part of the change and we are pleased to communicate our strong support for this necessary and positive change to the undergraduate nursing curriculum.

Sincerely,



Gillian Strudwick RN, PhD, FAMIA  
CNE (Interim) and Independent Scientist



Rola Moghabghab RN(EC) PhD GNC(C)  
Director, Interprofessional Practice

Queen St. Site  
1001 Queen St. W  
Toronto, ON  
M6J 1H4

Russell St. Site  
33 Russell St.  
Toronto, ON  
M5S 2S1

College St. Site  
250 College St.  
Toronto, ON  
M5T 1R8

camh





December 12, 2020

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health  
York University  
4700 Keele Street  
Toronto, ON M3J 1P3

Dear Dr. Premji,

**Re:** Letter of support for a new 4-year Direct Entry BScN Program and modified (major) Second-Degree Entry and Post-RN Internationally Educated Nurses (IEN) BScN Programs

The University Health Network and York University School of Nursing have previously collaborated in a York-UHN Nursing Academy and have always supported York University School of Nursing learners from the undergraduate and graduate programs.

The proposed program modifications intend to balance generalist training with opportunities for students to become more independent practitioners (e.g., nursing capstone and future streams of specialization). We are excited to provide advice on these opportunities through our membership on the School's Program Advisory Committee.

We also are happy to explore possibilities of future collaborations with York University School of Nursing. The Collaborative Academic Practice portfolio which brings together professions including nursing to advance the strategic priorities of UHN may provide opportunities for York learners (undergraduate and graduate) to participate in interdisciplinary projects. These projects can advance nursing students knowledge of clinical operations, enable them to make stronger connections between evidence and practice, and learn strategies to build network of relationships to transform practice.

In the interim, UHN will continue to support clinical placement of learners from York University School of Nursing. We offer our strong support for the new 4-year Direct Entry BScN Program and the major modification of BScN curriculum of the Second-Degree Entry BScN Program and IEN BScN Program.

Sincerely,

Joy Richards, PhD, RN, FAAN  
Vice President Patient Experience & Chief of Health Professions  
University Health Network

May 10, 2021

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10 Trench Street  
Richmond Hill, ON  
Canada L4C 4Z3

T: (905) 883-1212  
F: (905) 883-2455  
www.mackenziehealth.ca

December 16, 2020

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health  
York University  
4700 Keele St.  
Toronto, ON M3J 1P3

Via email

Dear Dr. Premji,

**Re: Letter of support for a new 4-year Direct Entry BScN Program and major modification of Second-Degree Entry and Post-RN Internationally Educated Nurses (IEN) BScN Programs**

As you are aware, Mackenzie Health and York University School of Nursing have a long history of working together. Mackenzie is committed to giving York University priority for its students requiring clinical placements. We have recently drafted a Memorandum of Understanding to deepen our relationship related to clinical placements and supervision of nursing students, the sharing of educational resources and opportunities, academic appointments of Mackenzie health staff to the School of Nursing and Faculty of Health, as well as joint research projects to improve nursing practice and care. Mackenzie Health, York University, the City of Vaughan and VentureLab are currently exploring the feasibility of creating a healthcare precinct immediately adjacent to the new Cortellucci Vaughan Hospital which could include state of the art facilities for nursing education and research.

To ensure that graduates of the new direct entry BScN program meet the future demands and needs of healthcare providers, Mackenzie Health has agreed to provide advice on the design of the new program's curriculum and serve as a member on the School's Program Advisory Committee. Graduates from all York University graduate and undergraduate nursing programs will continue to be an importance source of nursing capacity for the hospital for the foreseeable future. The enormous diversity of the School of Nursing's graduates will play an important role in ensuring hospitals in the GTA, like Mackenzie Health, fulfill our need for a diverse, equitable and inclusive workforce. Because of their close proximity, the School provides a source of professional nurses who come from and are embedded within the same catchment area as the people who use the services of Mackenzie Health.

I am very pleased to offer this letter of support for the new 4-year Direct Entry BScN Program and the major modification of BScN curriculum of the Second-Degree Entry BScN Program and IEN BScN Program.

Sincerely,

Mary-Agnes Wilson  
Executive Vice President, Chief Operating Officer, Chief Nursing Executive

Copy: Linda Gravel, Director Professional Practice, Education & Risk

May 10, 2021

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Ari Zaretsky, MD, FRCP(C)  
CHIEF, DEPARTMENT OF PSYCHIATRY  
VICE PRESIDENT, EDUCATION  
SUNNYBROOK HEALTH SCIENCES CENTRE  
PROFESSOR, DEPARTMENT OF PSYCHIATRY  
UNIVERSITY OF TORONTO

C118 2075 Bayview Avenue  
Toronto, ON Canada M4N 3M5  
t: 416.480. 5655  
f: 416.480.4950  
ari.zaretsky@sunnybrook.ca

January 22, 2021

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health, York University  
4700 Keele St.  
Toronto, ON M3J 1P3

Dear Dr. Premji,

**Re: Letter of support for York University Undergraduate Programs (new 4-year Direct Entry BScN Program and major modification Second-Degree Entry and Post-RN Internationally Educated Nurses (IEN) BScN Programs)**

Sunnybrook Health Sciences Centre (or Sunnybrook) is an academic health science centre with international reputes and a fully affiliated teaching hospital. Sunnybrook is a Level 1 trauma centre (largest in Canada and one of two trauma centres in Toronto), and includes specialties such as cancer, heart and vascular, high risk maternal and newborn, image guided brain therapies. Thus, we provide York University School of Nursing students unique learning opportunities.

Our 2,300 nurses who provide specialty care in our areas of focus teach nursing theory and practice to students and health-care professionals and contribute to knowledge transfer. Our nurses currently support York nursing students during their integrated practicum, and support group learning of students placed in our clinical environments with York clinical instructors. We will continue to provide York University School of Nursing students unique learning opportunities as it implements the new and modified BScN programs.

We offer our strong support for the new 4-year Direct Entry BScN Program and the major modification of BScN curriculum of the Second-Degree Entry BScN Program and IEN BScN Program.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ari Zaretsky".

Ari Zaretsky MD FRCP(C)  
Chief, Department of Psychiatry  
Vice President, Education, Sunnybrook Health Sciences Centre  
Professor, Department of Psychiatry  
University of Toronto

May 10, 2021

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DEPARTMENT OF HUMANITIES  
FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES

PROGRAM MERGER AND RELATED CURRICULAR CHANGES

May 2020

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**Note:** Appendices 1 - 4 have not been included. The documentation is available upon request.

## Major Modifications Proposal

1. Program: Humanities, Liberal Arts & Professional Studies
  2. Degree Designation: BA (General, Honours, Specialized Honours, iBA)
  3. Type of Modification: Merger of two programs
  4. Effective Date: September 1, 2021
- 

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

The primary change is the merger of the existing Humanities and Culture & Expression programs in the Department of Humanities. This change requires a number of additional changes listed below:

- Closure of the Culture & Expression Program
- Introduction of four new streams to better articulate for students the department's curricular strengths across the existing Humanities and Culture & Expression programs:
  - Power, Diaspora, and Race
  - Arts, Material and Popular Cultures
  - Digital, Technological, and Natural Worlds
  - Texts, Contexts, Canons
- Introduction of four new core courses: one core course each at the 1000 and 2000 level, and capstone courses at the 3000 and 4000 levels.
- New requirement of 18 shared core credits for all majors: a core course at the first- and second-year, and a capstone course in the third or fourth year.
- New requirement of at least 12 credits (BA General degree) or 18 credits (BA honours / Specialized honours degree) in the selected stream at the 3000 and 4000 levels.

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

#### The Merger of the Humanities and Culture & Expression Programs

All department-based courses offered for degree requirements in Humanities interdisciplinary programs, including Classics, Classical Studies, Culture & Expression, East Asian Studies, Hellenic Studies, Jewish Studies, and Religious Studies now count toward the Humanities Major. This overlap in course offerings alongside a shrinking curriculum has made it increasingly difficult to offer a clearly articulated set of course offerings at each year level for Humanities majors and was flagged as a concern in the department's 2016 cyclical program review. By merging the Humanities and Culture & Expression programs into a separate program offering—distinct from the department's other

programs—the department can offer a more clearly articulated Humanities degree, while building a greater sense of community among majors to increase retention and improve student experience.

### **Closure of the Culture & Expression Program**

#### *Rationale for the closure of the program*

The closure of the Culture & Expression Program is necessitated by the plan summarized above to merge the program with the existing Humanities Major. The consolidation of the Humanities Major and the Culture & Expression program will provide students with an expanded and energized degree option that will allow the department to more readily respond to shifting student interests and needs, as well as growing pressure on the humanities to articulate their value in a changing world. By combining the two programs, the department will be able to maximize the strengths of both programs to offer students a suite of courses in thematic streams, from the historical to the contemporary and across different media and genres, that better reflect the breadth and depth of knowledges covered in the department.

#### *Alignment between the closure and Faculty and/or University academic plans*

See Section 7, pages 7-8.

#### *Impact of the closure on other programs / units*

There is no impact on other programs or units.

#### *Status of courses established to support program learning outcomes after closure of program*

Two core courses currently support the program learning outcomes in Culture & Expression: AP/CLTR 2100 6.0 Questioning Culture (same as AP/HUMA 2002 6.0) and AP/CLTR 3100 6.0 Culture, Meaning & Form (same as AP/HUMA 3201 6.0).

AP/CLTR 2100 6.0 provides the framework for the new proposed second-year core course in the combined Humanities Major, AP/HUMA 2001 6.0 Understanding Culture: Text, Image, Music. Under the proposed changes, AP/HUMA 2001 6.0 will replace both AP/CLTR 2100 / AP/HUMA 2002 and AP/HUMA 2600 (the second-year core course in the Humanities Major).

AP/CLTR 3100 6.0 is currently cross-listed to Humanities and will remain among the course offerings of the combined Major in stream two, Arts, Material and Popular Cultures, described on page five below. All other C & E courses are already cross-listed with HUMA and will remain in the program offerings. New Program Learning Outcomes reflect the merger of the two programs.

#### *Impact of closure on students currently enrolled in the program and provisions for completion*

See Section 14, pages 11-12.



### *Impact on faculty members affiliated with the program*

There is no impact on faculty members affiliated with the program.

### *General implications for the diversity and availability of academic programming*

The merger of the two programs increases the diversity and availability of academic programming by introducing four newly articulated streams, and by combining the department's historical strengths with a wider range of course offerings.

### **The Four Streams**

The four streams make more obvious for students the department's curricular strengths in the existing Humanities Major and Culture & Expression Program, and provides clearer guidelines in helping students select courses and map their degree trajectories. Currently, the Department of Humanities has a course repository of over 300 courses. These courses include the required and elective courses for seven of the department's programs (Classics, Classical Studies, Culture & Expression, East Asian Studies, Hellenic Studies, Jewish Studies, and Religious Studies) that traditionally have also counted toward the Humanities Major. While this breadth of choices offers students great flexibility, student-led focus groups revealed that students have difficulty discerning the relationship between the various courses and mapping how their learning unfolds over the period of their degree. The four streams respond to students' concerns by helping them make more informed choices about course selection, better streamline their learning, and more clearly understand the value of their humanities degree. Students who wish to do so can still maintain flexibility by completing the Humanities Major without selecting a specific stream.

#### *Stream One: Power, Diaspora, and Race*

This stream reflects, among other areas, the department's growing strengths in Black Canadian Studies and Indigenous Studies bolstered by recent hires in Black Studies, the creation of the Black Canadian Studies Certificate in September 2018, and the move of the Indigenous Studies program from the Department of Equity Studies to Humanities in September 2020. The stream attends specifically to cultures affected by conquest, colonization and other forms of systemic oppression and the effects of the legacy of that domination on the history, philosophy, literature and artistic expression of those cultures, exploring both their unique traditions, and their dialogues of resistance.

#### *Stream Two: Arts, Material and Popular Cultures*

The second stream represents the traditional strengths of the Culture & Expression program that is being amalgamated into the Humanities Major. This stream explores the dynamic relationship between the creative human imagination and the diverse cultural settings that ignite it. The area focuses on historical and contemporary themes, questioning how they are expressed and reflected through a range of cultural forms that are found in cinema, music, literary studies, youth cultures, theatre, visual arts, electronic and other media. Theoretical courses in this stream prepare students to delve into the core of "meaning" in culture, by interrogating a wide variety of sites, analyzing the artistic, social, economic and political contexts in which cultures manifest themselves.

### *Stream Three: Digital, Technological, and Natural Worlds*

The third stream represents the research and teaching strengths of Humanities colleagues previously affiliated with the undergraduate program in Science and Technology previously housed in the Department of Humanities. This stream considers our increasingly mediated world, and the ways in which new technologies, scientific concepts, and digital media have changed our perceptions and understandings of natural and human worlds. The area includes approaches such as Digital Humanities, Environmental Humanities, Science and Technology Studies, Medical Humanities, and Sound Studies. These approaches share a critical examination of the entanglements of knowledge of nature with technological tools and media across a diversity of cultural and historical settings.

### *Stream Four: Texts, Contexts, Interpretations*

The fourth stream represents the historical strength of the Department of Humanities. This stream develops an appreciation and critique of the “Great Books,” major texts, oral and written, produced in diverse historical and cultural contexts. It familiarizes students with the multiple ways these texts have been received, reproduced and interpreted. The stream enables students both to appreciate the importance, and to interrogate and challenge the idea of authority and canon, and to understand the interpretative contexts that grant certain texts a central role in the formation of cultural identities, histories, and politics.

The streams are captured in the word cloud of department courses in figure 1 below.

**Figure 1: Thematic Focus of Existing Humanities Courses**



## **The New Core Courses and Credit Requirements**

While the Humanities Major attracts a small group of incoming first-year students (63 in 2019-2020), the department has a large General Education footprint (30 courses serving over 5,000 students in FW2020). As a result, our incoming majors are distributed across a large number of first-year courses, never develop into a cohort, and are not introduced upfront to the specific program learning objectives, leading to significant problems in retention. Again, student-led focus groups revealed that as majors proceed through their degrees they often struggle to see how their learning maps across the different year levels and cannot always articulate with confidence the critical thinking, writing, research and team-building skills they develop or how these skills can be translated or used beyond specific course requirements. Although the department has traditionally sought to provide students with flexibility in their degree options, recent research and student consultations have shown that they increasingly value structure.

By requiring Humanities majors to complete 18 shared core credits— taking the first- and second-year core courses (HUMA 1781 6.0 and HUMA 2001 6.0) and one of the capstone courses (HUMA 3207/4207 6.0 or HUMA 3208/4208 6.0)—students will develop a greater sense of community across the four streams and be able to track their learning as they progress through each year level.

## **Streamlining Course Offerings**

Courses that count toward the specific course requirements in Classics, Classical Studies, East Asian Studies, Hellenic Studies, Jewish Studies, and Religious Studies will now have their own rubrics and will no longer be automatically cross-listed to the Humanities Major. Program coordinators are initiating this process separately from the modifications included here. Program courses that will remain cross-listed to the Humanities Major are included on the curricular map in Appendix 3.

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

These program changes align with University academic plans by enhancing program and academic excellence and improving the student experience. Specifically, the proposal addresses the 2015-2020 UAP's priority of "innovative, quality programs for academic excellence" (11). Proposed changes address this priority by clarifying the program's focus on innovative interdisciplinary knowledge in the four streams and by more clearly articulating learning outcomes. In addition, the proposal reflects the Department's care in ensuring "programs are coherently structured by investing, revising [and] consolidating" programs (12).

The proposal also responds to the UAP's call for "enhanced quality in teaching and student learning" (15) and "a student-centred approach" (16). By incorporating HUMA 3207 6.0, an existing blended-learning course, as one of two capstone courses, the proposal addresses the goal of incorporating "an experiential component in every program" (15). In addition, the proposal seeks to improve "access and equity" (SMA2, 15) through a humanities curriculum that speaks to the historical, as well as contemporary lived experiences of diverse students (new Canadians, racialized, first-generation,

mature and Indigenous students), in the process “advancing the public good” and demonstrating the role that “creativity, imagination, and critical thought” play in doing so (SMA2, 15). Students were involved as members of the department working group and through student-led focus groups, and these proposals respond to their desire for greater curricular clarity and enhanced student experience. At the centre of this proposal is a desire to ensure “our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century” (UAP 16).

In seeking to “anticipate the needs of future learners, both locally and globally, as well as the evolving needs of society” (2), these program changes also align well with the six priorities identified in the May 2020 draft of the new University Academic Plan 2020-2025: living well together, 21<sup>st</sup> century learning, knowledge for the future, from access to success, advancing global citizenship, and working in partnership (5).

**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)**

See Appendix 1 for side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate Calendar.

See Appendix 2 for program learning outcomes, updated to reflect the merger of the Humanities and Culture & Expression programs.

See Appendix 3 for the mapping of requirements to program learning objectives across program courses in the four streams.

See Appendix 4 for new course proposals.

## **Introduction of Streams**

The new Humanities program—a merger of the Humanities Major and Culture & Expression programs—is organized around four streams that make explicit the teaching and research strengths in the two existing programs:

- Power, Diaspora, and Race
- Arts, Material and Popular Cultures
- Digital, Technological, and Natural Worlds
- Texts, Contexts, Canons

Students will have the option of selecting one of these streams as their primary focus, but they may also complete the Humanities degree without choosing to specialize in a stream. The introduction of the new streams will support the achievement of program learning outcomes by enabling students to “utilize various approaches to the concepts of culture as a multidisciplinary meaningful and ‘meaning producing’ set of discourses to identify and appreciate the historical currents that underscore the contemporary moment”; and to “compare multiple perspectives to achieve the depth of knowledge—and an understanding of its limits—in regard to both historical and contemporary issues.”

Students specializing in a stream must complete at least 12 credits (BA: 90 Credits) or 18 credits (BA honours / Specialized honours degree) in the selected stream at the 3000 and 4000 levels. The pool of courses from which those credits need to be taken (identified in the course calendar below) is specific to the streams' particular foci and thus provides additional depth to the Major. There are no mandatory or capstone courses in any of the streams. All mandatory and capstone courses are shared across the streams to provide cohesiveness to the degree.

## **Other Changes to Major Requirements**

### *1000 Level*

All Humanities majors will be required to take AP/HUMA 1781 6.0 Exploring Culture: Narrative, Media, Film. This is not a General Education course and is in addition to any General Education requirements mandated by the Faculty.

The first-year core course will allow students, through the investigation of a cross section of creative work from diverse cultures, genres and media formats, to gain a solid introduction to the methods and theories used throughout the Humanities Major and across the four streams. Course learning objectives support program learning outcomes by allowing students to “recognize and analyze the various approaches to conceiving the human as found in the study of history, literature, philosophy, religion, cultural studies, languages, the expressive arts, etc.”; “compose documents in a range of formats and use techniques of argumentation appropriate to different styles and audiences.” See detailed course proposal in Appendix 4.

### *2000 Level*

All Humanities majors will be required to take AP/HUMA 2001 6.0 Understanding Culture: Text, Image, Music. AP/HUMA 2001 6.0 replaces AP/HUMA 2600 6.0 Humanities for a Global Age, which is the single core requirement currently in the Humanities Major, and AP/CLTR 2100 6.0 (same as HUMA 2002 6.0) Questioning Culture, the second-year core course in Culture & Expression.

The new second-year core course introduces students to the theoretical study of culture, helping them gain an understanding of contemporary culture from different disciplinary and theoretical perspectives and identify the ways in which cultural material is informed by a variety of political viewpoints and ideological currents. Course learning objectives support a variety of program learning outcomes including enabling students to “create for themselves a strong conception of their own individual authority by formulating interconnections among diverse discourses, disciplines, cultures, and thinkers, without privileging the authority of one over the others.” See detailed course proposal in Appendix 4.

### *3000 and 4000 levels*

Students will be required to take one of two capstone courses in either their third or fourth year depending on their career trajectories:

- AP/HUMA 3207 6.0 / AP/HUMA 4207 6.0 Doing Culture: Narratives of Cultural Production allows students to work in small groups with partner organizations to engage in a choice of research or community-focused experiential learning activities. This is a revised version of the existing course AP/CLTR 3150 6.0 (same as HUMA 3207 6.0).
- AP/HUMA 3208 6.0 / AP/HUMA 4208 6.0 Thinking Culture: Critical Issues, Skills and Approaches for Humanities Majors focusses on skills and approaches related to the four streams and emphasizes strategies for reading, writing, research and analysis in preparation for graduate research and other forms of critical engagement beyond the undergraduate degree.

These courses will be offered jointly at the 3000 and 4000 levels. Students at both levels will cover the same material, but students taking the courses for 4000-level credit will complete expanded and more substantive assignments. Students may also choose to complete both capstone courses and count one toward the elective requirements of their degree. The capstone courses support a variety of program learning objectives, and in particular the achievement of outcomes in helping students:

- Critically evaluate cultural experiences and mechanisms of social power, developing new ways of engaging in cultural production and with cultural institutions.
- Learn the parameters of ethical research through the process of original research and in engagements with subjects and materials.
- Demonstrate the capacity to translate skills developed to graduate studies, professional degrees, and/or careers that realize their unique aspirations and personal motivations.

See detailed course proposals in Appendix 4.

**9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

The Notice of Intent (NOI) and Proposal for Major Modifications were shared with the Department Chairs of LA&PS programs traditionally closely aligned with Humanities, including the Departments of History, English, Communication Studies, and Social Science. The NOI was also shared with the African Studies Program in the Department of Social Science that is also undergoing a program revisioning exercise. The Office of the Vice-Provost Academic will initiate consultation with AMPD. Since these are existing programs that are being merged, there should be no duplication with other programs.

Statements of support from the relevant programs confirming consultation and support are attached as Appendix 5.

**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.**

There are no changes to the program's admission requirements.



**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.**

There are no resource implications.

**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.**

There is no change to the mode of delivery of the program.

**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 is no change to the assessment of teaching and learning within the program.

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

#### *Humanities Major*

Students enrolled in the Humanities Major before the modifications to the degree are introduced will be allowed to complete their degree under the existing guidelines. These guidelines require the completion of only one required course in the BA in Humanities: AP/HUMA 2600 6.0 Humanities for a Global Age. If students have not yet completed this core course, they will take the new second-year core course as a substitute: AP/HUMA 2001 6.0 Understanding Culture: Text, Image, Music.

Current requirements in the number of Major credits and upper-level credits will be the same for new students choosing to complete the Humanities Major without declaring a stream, and these requirements will remain unchanged for continuing students as well.

#### *Culture & Expression*

Students enrolled in the Culture & Expression Program before the program closure will be grand-parented and allowed to complete their degree under the existing guidelines. These guidelines require the completion of two required courses: AP/CLTR 2100 6.0 Questioning Culture and AP/CLTR 3100 6.0 Culture, Meaning & Form. If students have not yet completed AP/CLTR 2100, they will be allowed to take the new second-year core course as a substitute: AP/HUMA 2001 6.0 Understanding Culture: Text, Image, Music. AP/CLTR 3100 6.0 is already cross-listed to the Humanities Major and will remain in the program offerings and available to students.

In addition to the core courses, students in C & E are required to complete at least 6.0 credits from each of four groups: Culture & Expression; Literature/Humanities; Communication Studies/ Equity Studies/Philosophy/Social Science; and Science/Geography/Anthropology/Administrative Studies. Since Culture & Expression courses are already cross-listed with the Humanities Major and will remain on the course offerings, Humanities courses will continue to comprise the majority of the course

options in groups one and two and will remain available to students. In addition, the proposed changes do not affect course offerings in other programs / departments and these courses will remain available to students.

Students currently enrolled in the Humanities Major or Culture & Expression program may also elect to transfer their credits to the new combined Humanities degree.

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

See Appendix 1.

### **Other Resources**

If other resources will be required for course delivery, please explain.

## Memo

To: Members of the Curriculum Committee  
From: Scott McLaren  
Date: 22 May 2020  
Subject: HUMA 3208/4208 6.0: Thinking Culture

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I have reviewed the above proposal and I am pleased to note that most items listed in the course bibliography are present in our print and online collections. Those we do not have are now on order. I am confident students taking this course will find our collections adequate to meet their research needs and I am pleased to support this proposal.

Sincerely,

Scott McLaren, MLS, PhD  
Graduate Faculty, Humanities and History  
Associate Librarian, Humanities and Religion



## **APPENDIX 5**

### **Statements of Consultation**

May 18, 2021

**FACULTY OF SCIENCE**

**Dept of Science &  
Technology Studies**

**Professor Vera Pavri**  
Chair, STS

217 Bethune  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 716 4342  
pavri@yorku.ca

Dear Elicia and Kathryn

Our Department has reviewed the major modification proposal from Humanities. We are pleased to report that these changes do not overlap with current STS undergraduate content.

In addition, since we are also in the process of program reform, we do not feel that there will be any overlap with the modifications to curriculum content that are currently being done by our group.

Best wishes



Dr. Vera Pavri  
Chair, Science and Technology Studies Department  
Associate Professor, Teaching Stream, Natural Science  
218 Bethune College  
York University







**SCHOOL OF THE  
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PERFORMANCE &  
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ASCP

11 May 2021

Dear colleagues:

I have been asked to provide a letter of support for the proposed major modification to the Humanities B.A. program. Within the proposed reorganization of existing programs, there are a few points of intersection with programs in AMPD, including areas of curricular focus proposed in two of the four new courses: “Exploring Culture: Narrative, Media, Film” and “Understanding Culture: Text, Image, Music.” As presented here, these appear to correspond to courses currently taught in areas of AMPD, including Art History, Cinema and Media Studies, Music, among others. We also note that AMPD is listed as offering approved elective courses in the prior program (p. 75 of the submitted proposal).

We received the request for a letter of support on Friday, May 7 with a deadline of Wednesday, May 12. To my knowledge, no consultations with colleagues in AMPD and related programs have occurred and none were possible to conduct during the time allowed. In brief exchanges with department chairs in related areas of AMPD – specifically, Cinema and Media Arts, Music, Theatre, and Visual Art and Art History – concerns were raised regarding the need for clarity and distinction among this revised program and existing programs in AMPD. I’m sure that had consultations been possible, we would have been able to address these concerns collegially.

Given the current circumstances, we will look forward to conversations with our colleagues in Humanities regarding possible collaborations in the areas outlined in the major modification, and would welcome a process to articulate distinctions among programs as well as opportunities to support the connected study of creative and performing arts across the University.

Sincerely,

A handwritten signature in blue ink that reads 'S. Bay-Cheng'.

Sarah Bay-Cheng  
Dean



**FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL STUDIES**

**Office of the Dean**

S900 ROSS BLDG.  
4700 KEELE ST.  
TORONTO ON  
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March 25, 2021

Andrea Davis  
Department of Humanities, York University  
262 Vanier College

Email: [aadavis@yorku.ca](mailto:aadavis@yorku.ca)

Dear Professor Davis:

**Re: Decanal Support for the Humanities Major Modification and Proposed  
Closure of Culture and Expression**

On behalf of the dean of the Faculty of Liberal Arts & Professional Studies, I am pleased to provide you with a letter of support for the Humanities Major Modification Proposal.

The proposed changes align to the principles outlined in the University Academic Plan, 2020-25. The introduction of program streams (Power, Diaspora and Race; Arts, Material and Popular Cultures; Digital, Technological, and Natural Worlds; and, Texts, Contexts, Canons) and the change of degree requirements speak to the commitment to “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking” and to “build essential 21<sup>st</sup> century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions...”

The closure of Culture and Expression and the merger of existing program courses into a common curriculum is timely and will increase program sustainability for the Department. The creation of four new courses is needed to support the modification and does not constitute extensive new resources for LA&PS.

In short, this is an important proposal and I am in full support.

Sincerely,



Sean Kheraj  
Associate Dean, Programs

cc: Elicia Clements  
Susan Warwick



**DIVISION OF STUDENTS**

April 13, 2021

**Office of the University  
Registrar**

To: Academic Standards, Curriculum and Pedagogy Committee

**Darran A. Fernandez**  
University Registrar

RE: Proposal for Major Modification to Humanities Major

Bennett Centre for Student  
Services  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 2100  
darran@yorku.ca

The proposal for the Major Modification to the Humanities Major has been reviewed by the Office of the University Registrar.

We support the creation of these new streams and look forward to working collaboratively with the Department of Humanities and the Faculty of Liberal Arts & Professional Studies on the implementation details in support of their requirements.

Sincerely,



Darran A. Fernandez, M.Ed.  
University Registrar  
York University



## Closure of an Undergraduate or Graduate Program

### I. Program Information

Name and Type of Program	Culture & Expression
Home Academic Unit	Department of Humanities
Year Program Established	Summer 2006

### II. Enrolment Data

Insert in the table below the enrolments in the program the past three academic years.

[2020-21]	[37]
[2019-20]	[30]
[2018-19]	[26]

### III. Reasons and Impact

1. Provide the rationale for the closure of the program.

The closure of the Culture & Expression Program comes in response to diminishing numbers of Majors and a realization that the program might be more effectively delivered through a merger with a newly devised Major in Humanities. This would allow it to expand through a suite of thematic streams to offer students enhanced access to a broadened range of multidisciplinary courses in the new Major.

2. Comment on the alignment between the closure and Faculty and/or University academic plans.

The closure aligns with concerns flagged in the department's 2016 cyclical program review. Merging with the proposed new Major allows the department to offer a more clearly articulated Humanities degree. It also responds to principles embedded in LA&PS' and York's current UAP "to offer positive change for students and our local and global communities through programs that deliver 21<sup>st</sup> century skills and provide our students with experiential learning activities".

3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them.

The closure of Culture & Expression will not affect any other programs or units.

4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program.

The core courses AP/CLTR 2100 6.0 Questioning Culture and AP/CLTR 3100 6.0 Culture, Meaning and Form were established specifically to support the learning outcomes of the program. Both courses are captured and enhanced in the structure (requirement of 18 shared core credits for all majors) and core courses (one core each at the 1000 and 2000 level and a capstone course in the third or fourth year) are proposed for the new Major.

5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs.

Students currently enrolled in the Culture & Expression Program will be grand-parented and allowed to complete their degree under existing guidelines. These require the completion of core courses AP/CLTR 2100 6.0 Questioning Culture and AP/CLTR 3100 6.0 Culture, Meaning and Form. If students have not yet completed AP/CLTR 2100 they will be allowed to take the new second-year core course AP/HUMA 2100 6.0 Understanding Culture: Text, Image, Music as a substitute. AP/CLTR 3100 6.0 is already cross-listed to the Humanities major and will remain in the program offerings and available to students.

In addition to the core courses, students in C&E are required to complete at least 6.0 credits from each of four groups: Culture & Expression and approved courses in AMPD; Literature/Humanities; Communication Studies/Equity Studies/Philosophy/Social Science; and Science/Anthropology/Administrative Studies. The closure of C&E does not affect course offerings in other programs/departments/Faculties and these courses will remain available to students.

Students currently enrolled in Culture & Expression may elect to transfer their credits to the new combined Humanities degree or to complete degree requirements in their current program or to proceed to graduation within the Culture & Expression Program.

6. What is the impact on faculty members affiliated with the program?

There is no impact on faculty members affiliated with the program.

7. What are the general implications for the diversity and availability of academic programming?

The closure of the Culture & Expression Program will allow students access to a more clearly articulated Humanities degree, while building a greater sense of community among majors to increase retention and improve student experience.

FOR DISCUSSION AND APPROVAL

To review the Undergraduate Faculty Rules in the Faculty of Liberal Arts and Professional Studies (LAPS) and in the Faculty of Environmental Studies (ES), with the intention of developing the rules to the Faculty of Environmental and Urban Change's (EUC) undergraduate programs.

# EUC UNDERGRADUATE FACULTY RULES

For implementation F2021

Sharrieffa Sattaur

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# EUC FACULTY RULES

## UNDERGRADUATE FOR IMPLEMENTATION FW 2021-2022 (Grey are LAP&S rules adopted; bolded indicate significant changes)

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
Academic Standards	<p>Academic standing depends on several factors, including the number of courses a student has passed (including transfer credits), the grade point average achieved during a particular session (sessional grade point average) and the overall grade point average (cumulative grade point average).</p> <p><b>Change of program.</b> Students may request to change their program of study after completion of their first academic session in the Faculty, provided they meet the minimum academic standards and entry requirements for the program requested. Students must follow requirements of the program in place at the point of entry. A Program Change Request, available on the Program Change web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>, must be submitted. Some programs may require school/department approval. For details of individual programs, refer to the Programs of Study section. Also consult the section on Academic Standing.</p> <p>Bachelor of Arts (Honours BA, Honours iBA) Degrees (120 Credits)</p> <p><b>Entry.</b> Students may enter/re-enter prior to the completion of 90 credits. Some programs may have limited entry and/or further entry requirements. Some programs have mathematics entry requirements. Students should refer to the program of study section for further information on these and other requirements. Students who are ineligible to continue in Honours may re-enter Honours if they raise their cumulative grade point average to 5.00 (C+) or above by the time they have successfully completed their 90th credit.</p> <p>Students qualify for faculty transfer to a Faculty of Liberal Arts and Professional Studies Honours program provided they have met the minimum Honours progression requirement. Students from</p>	<p>Academic standing depends on several factors, including the number of courses a student has passed, the grade point average achieved during a particular session (sessional grade point average) and the overall grade point average (cumulative grade point average).</p> <p><b>Change of program.</b> Students may request to change their program of study after completion of their first academic session in the Faculty, provided they meet the minimum academic standards and entry requirements for the program requested. Students must follow requirements of the program in place at the point of entry. A Program Change Request, available on the Program Change web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>, must be submitted. Some programs may require school/department approval. For details of individual programs, refer to the Programs of Study section. Also consult the section on Academic Standing.</p>	<p>Academic standing depends on several factors, including the number of courses a student has passed, the grade point average achieved during a particular session (sessional grade point average) and the overall grade point average (cumulative grade point average).</p>

<sup>1</sup> Grey font indicates text is from LAPS.

<sup>2</sup> This column is the legacy FES rules, and currently our default rules, as such EUC is used in this column.



	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules																														
	<p>other Faculties may submit a Program Change Request, available on the Program Change web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>, to enter the Honours BA or Honours iBA program.</p> <p><b>Note:</b> all students who enter/re-enter the program must follow the requirements of the program in place at the time of entry/re-entry.</p> <p><b>Continuing in Honours:</b> To continue in an Honours program, students must maintain a cumulative grade point average of at least 5.00. Students whose cumulative grade point average falls below 5.00 during the course of their studies may proceed in an Honours program, on warning, provided they meet the year level progression requirements described below.</p> <p>Honours standing grade point average requirement. Students who have completed less than 84 earned credits whose cumulative grade point average is below 5.00 may continue in Honours provided they meet the minimum year level progression requirements as follows:</p> <table><tr><th>Year Level</th><th>Earned Credits</th><th>Minimum cumulative grade point average</th></tr><tr><td>1</td><td>0-23</td><td>4.00</td></tr><tr><td>2</td><td>24-53</td><td>4.25</td></tr><tr><td>3</td><td>54-83</td><td>4.80</td></tr><tr><td>4</td><td>84 and above</td><td>5.00</td></tr></table> <p>Note: year level is based on the number of earned credits including transfer credit.</p>	Year Level	Earned Credits	Minimum cumulative grade point average	1	0-23	4.00	2	24-53	4.25	3	54-83	4.80	4	84 and above	5.00	<p><b>Honours BES/BA/BSc Degree (120 credits)</b></p> <p><b>Qualifying for Honours: Students with no Previous Postsecondary Education:</b> Students who are admitted to the Faculty of Environmental and Urban Change with no prior experience at a postsecondary educational institution (such as a university or college) are automatically enrolled in an Honours program.</p> <p><b>Transfer Students:</b> Students who are admitted to the Faculty of Environmental and Urban Change with prior experience at a postsecondary educational institution are required to enrol in the Honours program if their prior cumulative grade point average (including failed courses) is at least the equivalent of 5.00 (C+) on the York scale<sup>3</sup>.</p> <p><b>Note:</b> courses taken at other postsecondary institutions are not calculated as part of the student’s grade point average at York, nor do they appear on the York University transcript.</p> <p><b>Honours Progression Requirements: Honours Standing</b></p> <p>To continue in an Honours program, students must maintain a minimum cumulative grade point average (CGPA) of at least 5.00 (C+). Students whose cumulative grade point averages fall below 5.00 (C+) during the course of their studies may proceed in an Honours program, on warning, provided that they meet the year level progression requirements as set out below.</p> <table><tr><th>YEAR LEVEL</th><th>CREDIT RANGE</th><th>CGPA</th></tr><tr><td>1</td><td>0 to 23</td><td>4.00</td></tr><tr><td>2</td><td>24 to 53</td><td>4.25</td></tr><tr><td>3</td><td>54 to 83</td><td>4.80</td></tr><tr><td>4</td><td>84 to 120</td><td>5.00</td></tr></table>	YEAR LEVEL	CREDIT RANGE	CGPA	1	0 to 23	4.00	2	24 to 53	4.25	3	54 to 83	4.80	4	84 to 120	5.00	<p><b>Honours BES Degree</b></p> <p><b>Qualifying for Honours: Students with no Previous Postsecondary Education</b></p> <p>Students who are admitted to the Faculty of Environmental and Urban Change with no prior experience at a postsecondary educational institution (such as a university or college) are automatically enrolled in an Honours program.</p> <p><b>Transfer Students</b></p> <p>Students who are admitted to the Faculty of Environmental and Urban Change with prior experience at a postsecondary educational institution are required to enrol in the Honours program if their prior cumulative grade point average (including failed courses) is at least the equivalent of 5.00 (C+) on the York scale.</p> <p><b>Note:</b> courses taken at other postsecondary institutions are not calculated as part of the student’s grade point average at York, nor do they appear on the York University transcript.</p>
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<sup>3</sup> Throughout this document, the new GPA standards will be updated when they are implemented.

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	<p><b>Courses taken beyond the normal maximum.</b> Students in an Honours program who successfully complete (pass) more than 120 credits and whose cumulative grade point average is at least 5.00 will have all credits counted towards their Honours and their cumulative grade point average.</p> <p><b>Graduating with an Honours BA or Honours iBA degree.</b> To graduate in an Honours program, students must successfully complete (pass) at least 120 credits which meet Faculty of Liberal Arts and Professional Studies degree and program requirements. The cumulative grade point average must be at least 5.00.</p> <p><b>Failure to maintain minimum Honours standing (BA, iBA).</b> Students who do not meet the conditions outlined above may continue their studies only in a BA degree program. Students who are ineligible to continue in Honours may re-enter Honours if they raise their cumulative grade point average to 5.00 or above by the time they have successfully completed (passed) their 90th credit. No extra courses may be taken in a subsequent session in an effort to raise the grade point average to qualify for Honours. Please refer to the Academic Warnings and Penalties section.</p>	<p>Students must successfully complete (pass) at least 120 credits, meet Faculty and program requirements, and achieve a CGPA of 5.00 (C+) for all courses taken to satisfy their program in order to graduate with an Honours degree. Students who are permitted to continue in an Honours program on warning will be required to attend an advising appointment with their adviser prior to enrolling.</p> <p><b>Courses Taken Beyond the Normal Maximum</b>  Students in an Honours BES/BA/BSC program who successfully complete more than 120 credits and whose cumulative grade point average is at least 5.00 (C+) will have all credits counted towards their Honours BES/BA/BSC and their cumulative grade point average.</p> <p><b>Graduating in Honours BES/BA/BSC</b> To graduate from an Honours program, students must successfully complete (pass) at least 120 credits which meet the Faculty of Environmental and Urban Change' program requirements. The cumulative grade point average for all courses taken must be at least 5.00 (C+).</p> <p><b>Ineligibility to Continue in Honours BES/BA/BSC</b> Students who do not meet the conditions outlined above may continue their studies only in the Bachelor's 90 credit degree program. Students will be automatically transferred to the Bachelor's program. <b>Re-entering Honours:</b> Students may re-enter Honours BES/BA/BSC if they raise their cumulative grade point average to 5.00 or above by the time they have successfully completed (passed) their 90th credit. No extra courses may be taken in a subsequent session in an effort to raise the grade point average to qualify for Honours. Please refer to the Academic Warnings and Penalties section.</p>	<p><b>Continuing and Revisions to Progression Requirements: Honours Standing</b>  To continue in an Honours program, students must maintain a minimum cumulative grade point average (CGPA) of at least a minimum of 5.00 (C+). Students whose cumulative grade point averages fall below 5.00 (C+) during the course of their studies may proceed in an Honours program, on warning, provided that they meet the year level progression requirements as set out below.</p> <table><tr><th colspan="2">Year Level Credit Range</th><th>CGP A</th></tr><tr><th>Year Level</th><th>Credit Range</th><th>CGPA</th></tr><tr><td>1</td><td>0 to 23</td><td>4.00</td></tr><tr><td>2</td><td>24 to 53</td><td>4.25</td></tr><tr><td>3</td><td>54 to 83</td><td>4.80</td></tr><tr><td>4</td><td>84 to 120</td><td>5.00</td></tr></table> <p>Students must successfully complete (pass) at least a minimum of 120 credits, meet Faculty and program requirements, and achieve a minimum CGPA of 5.00 (C+) for all courses taken to satisfy their program in order to graduate with an Honours degree. Students who are permitted to continue in an Honours program on warning will be required to attend an advising appointment with their adviser.</p> <p><b>Ineligibility to Continue in Honours</b>  Students who do not meet the conditions outlined above may continue their studies only in the Bachelor's 90 credit degree program. Students will be automatically transferred to the Bachelor's program.</p> <p><b>Graduating in Honours</b></p>	Year Level Credit Range		CGP A	Year Level	Credit Range	CGPA	1	0 to 23	4.00	2	24 to 53	4.25	3	54 to 83	4.80	4	84 to 120	5.00
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	<p><b>Opting to graduate with a BA degree (90 credits).</b> Students who are eligible for Honours may opt to graduate in a BA program in the session in which they have completed their final course(s).</p> <p><b>Bachelor of Arts (BA) Degree (90 Credits)</b></p> <p><b>Entry.</b> Students may enter/re-enter prior to completion of 90 credits. Some programs may have limited entry and/or further entry requirements. Some programs have mathematics entry requirements. Students should refer to the program of study section for further information on these and other requirements.</p> <p>Students may transfer to Faculty of Liberal Arts and Professional Studies BA degree provided they meet the minimum cumulative grade point average of 4.00. Students from other Faculties may submit a Program Change Request, available on the Program Change web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>, to enter the BA program.</p> <p><b>Note:</b> all students who enter/re-enter the BA program must follow the requirements of the program in place at the time of entry/re-entry. Some programs may have limited entry and/or further entry requirements.</p> <p><b>Continuing.</b> Students who maintain a cumulative grade point average of at least 4.00 may proceed in good standing in the BA degree. Students who at the end of an academic session meet the minimum Honours progression requirement will automatically be placed in the Honours program (if applicable). Students at the point of enrolment in a new academic session can declare via the enrolment system if they wish to proceed in the BA or Honours BA degree.</p>	<p><b>Opting to Graduate in the BES/BA/BSC Program – 90 credit</b></p> <p>Students who are enrolled in the 120-credit Honours program may opt to graduate with a 90-credit degree program if they fulfill those program requirements. Students who wish to take advantage of this option should complete the relevant online application form on the York Convocation website (<a href="http://convocation.students.yorku.ca/preparing/apply/">convocation.students.yorku.ca/preparing/apply/</a>)</p> <p><b>Bachelor - BES/BA/BSC Degree (90 credits)</b></p> <p>Students must successfully complete (pass) at least 90 credits which meet the <b>BES/BA/BSC</b> program requirements. The cumulative grade point average for all courses taken must be at least 4.00 (C).</p> <p><b>Transferring to Honours</b></p> <p>Students in the BES/BA/BSC 90-credit program who become eligible for the Honours program due to their higher grade point average, will automatically be transferred to an Honours BES/BA/BSC degree program. For this to occur, <i>students at the point of enrolment in a new academic session can declare via the enrolment system if they wish to proceed in the BA or Honours BA degree.</i></p> <p>Students who have graduated from the Faculty of Environmental and Urban Change with a 90-credit BES/BA/BSC degree and whose record makes them eligible for an Honours BES/BA/BSC may apply to the Faculty to pursue the Honours degree.</p>	<p>To graduate from an Honours program, students must successfully complete (pass) at least a minimum of 120 credits which meet the Faculty of Environmental and Urban Change' program requirements. The cumulative grade point average for all courses taken must be a minimum of at least 5.00 (C+).</p> <p><b>Courses Taken Beyond the Normal Maximum</b></p> <p>Students in an Honours BES program who successfully complete more than 120 credits and whose cumulative grade point average is at least a minimum of 5.00 (C+) will have all credits counted towards their Honours BES and their cumulative grade point average.</p> <p><b>Opting to Graduate in the BES Program – 90 credit</b></p> <p>Students registered in the 120-credit Honours program may opt to graduate with a 90-credit degree if they fulfill those program requirements. Students who wish to take advantage of this option should complete the relevant online application form on the York Convocation website (<a href="http://convocation.students.yorku.ca/preparing/apply/">convocation.students.yorku.ca/preparing/apply/</a>) by early December for graduation the following spring or by mid-August for graduation the following fall (refer to the 90-credit program requirements).</p> <p>Students registered in an Honours BES program whose cumulative grade point average after completion of 90 credits falls below 5.00 (C+), but remains 4.00 (C) or above, may request to graduate with a 90-credit BES degree if they fulfill the degree requirements or may continue in the program until the requirements for the 90-credit degree are fulfilled. They may not continue in an Honours program and they may not take extra courses in a subsequent session in an effort to raise their cumulative grade point average to re-enter the Honours program.</p>

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	<p><b>Courses taken beyond the normal maximum.</b> Students in a bachelor program who successfully complete (pass) more than 90 credits and whose cumulative grade point average is at least 4.00 will have all credits counted towards their cumulative grade point average.</p> <p><b>Graduating with a BA degree.</b> 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.</p> <p><b>Failure to maintain minimum BA standing (advising recommended).</b> Students who have successfully completed (passed) less than 90 credits whose cumulative grade point average is below 4.00 will be placed on academic warning and may continue in the BA program only. Please refer to the Academic Warnings and Penalties section.</p> <p><b>Additional credits to raise grade point average to qualify for graduation.</b> Students in a BA degree who have successfully completed (passed) 90 credits in accordance with Faculty and program requirements, but whose cumulative grade point average is below 4.00, will be allowed a maximum of 12 attempted credits beyond the 90 passed credits in an effort to raise their cumulative grade point average to at least 4.00 to qualify for graduation. New courses, repeated courses, passed courses and failed courses will count towards the total maximum number of attempted credits. These courses must be taken at York University.</p> <p>Students who have 90 passed credits and have attempted 12 credits beyond the 90, who fail to attain the minimum required cumulative grade point</p>	<p><b>Courses Taken Beyond the Normal Maximum</b></p> <p>Students in the BES/BA/BSC program who successfully complete more than 90 credits and whose cumulative grade point average is at least 4.00 (C) and less than 5.00 (C+) will have all credits counted towards their BES/BA/BSC degree and their cumulative grade point average.</p> <p><b>Additional credits to Raise Cumulative Grade Point Average to meet the requirements for graduation.</b> Students in the BES/BA/BSC program who have passed 90 credits in accordance with the Faculty of Environmental and Urban Change program requirements, but whose cumulative grade point average is below 4.00 (C), will be allowed a maximum of 12 additional credits beyond the 90 credits to a maximum of 102 credits, in an effort to increase their cumulative grade point average to qualify to graduate. These courses must be above the 1000 level and a minimum of six credits must be taken in EUC; regulations on equivalent and excluded courses apply. New courses, repeated courses, passed courses and failed courses will count towards the total maximum number of attempted credits. These courses must be taken at York University.</p>	<p><b>Re-entering Honours</b></p> <p>Students who are ineligible to continue in the Honours program because their cumulative grade point average has fallen below the minimum requirement as outlined above may re-enter the Honours BES program only if they raise their cumulative grade point average to 5.00 (C+) or above by the time they have successfully completed their 90th credit.</p> <p><b>BES Degree</b></p> <p>Students must successfully complete (pass) courses for at least a minimum of 90 credits which meet the bachelor of environmental studies program requirements. The cumulative grade point average for all courses taken must be at least a minimum of 4.00 (C).</p> <p><b>Courses Taken Beyond the Normal Maximum - in Order to Raise Cumulative Grade Point Average</b></p> <p>Students in the BES program who have passed 90 credits in accordance with the Faculty of Environmental and Urban Change program requirements, but whose cumulative grade point average is below 4.00 (C), may attempt to raise their average to 4.00 (C) by taking up to 12 additional credits, to a maximum of 102 credits. These courses must be above the 1000 level and a minimum of six credits must be taken in FEUC; regulations on equivalent and excluded courses apply.</p> <p><b>Courses Taken Beyond the Normal Maximum</b></p>

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	average of 4.00 will be ineligible to continue or graduate.	<p><b>Academic Standing Requirements for Visiting Students</b></p> <p>Individuals who wish to enrol in undergraduate credit courses, but who do not intend to complete a degree or a certificate may be admitted to York as a visiting student (see the Admissions section for more information).  <a href="https://futurestudents.yorku.ca/requirements/visiting">https://futurestudents.yorku.ca/requirements/visiting</a></p>	<p>Students in the BES program who successfully complete more than 90 credits and whose cumulative grade point average is at least a minimum of 4.00 (C) and less than 5.00 (C+) will have all credits counted towards their BES degree and their cumulative grade point average.</p> <p><b>Transferring to Honours</b></p> <p>Students in the BES 90-credit program who become eligible for the Honours program due to a higher grade point average, will automatically be transferred to the Honours BES degree program. Students who have graduated from the Faculty of Environmental and Urban Change with a 90-credit BES degree and whose record makes them eligible for an Honours BES may apply to the Faculty to pursue the Honours degree.</p> <p><b>Academic Standing Requirements for Visiting Students</b></p> <p>Individuals who wish to enrol in undergraduate credit courses, but who do not intend to complete a degree or a certificate may be admitted to York as a visiting student (see the Admissions section for more information). There are three categories of visiting students:</p> <ul style="list-style-type: none"> <li>A. those who hold an undergraduate degree (three-year bachelor's degree minimum) from an accredited university/university-level institution;</li> <li>B. those who do not hold an undergraduate degree but wish to enrol in York courses to fulfill the academic, upgrading or professional development requirements of a professional designation;</li> <li>C. those who are currently attending another recognized university and wish to take York</li> </ul>

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			<p>courses on a letter of permission issued by their home institution.</p> <p><b>Grade Point Average (GPA) Requirement</b></p> <p>Students in categories <b>A</b> and <b>B</b> whose overall cumulative grade point average (OCGPA) falls below 4.00 (C) based on a minimum of 24 credits will not be allowed to enrol in any subsequent session as visiting students. Students who are not permitted to re-enrol must apply for re-admission through the Admissions Office.</p> <p><b>Note:</b> repeated course legislation does not apply to visiting students but only to academic degrees and certificates. Therefore, all courses attempted or taken will count in the OCGPA.</p> <p><b>Credit Limits</b></p> <p>Students in category <b>B</b> who have maintained an OCGPA of 4.00 (C) or higher throughout their studies and who have completed 30 credits will not be allowed to enrol in subsequent sessions and must either reactivate to proceed as visiting students or may choose to apply for admission to a degree or certificate program. This pause allows students in category <b>B</b> an opportunity to reconsider options to apply to degree studies given the transfer credit implications.</p>
Academic Warning for BA-and-Penalties	<p><b>Academic warning</b></p> <p>BA students whose, prior to completion of 90 passed credits, cumulative grade point average falls below 4.00 at the end of any session, or who enter the Faculty with a grade point average equivalent to less</p>	<p><b>ACADEMIC WARNINGS AND PENALTIES</b></p> <p>Students whose academic record does not meet Faculty standards are subject to the academic penalties of academic warning, required withdrawal, debarment warning, debarment and academic probation.</p>	<p><b>ACADEMIC WARNINGS AND PENALTIES</b></p> <p>Students whose academic record does not meet Faculty standards are subject to the academic penalties of</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>than 4.00 on the York scale, receive an academic warning.</p> <p><b>BA academic warning conditions</b></p> <p>BA students on academic warning must achieve a cumulative grade point average of at least 4.00 within the next 24 credits taken, or earn a sessional grade point average of at least 5.00 in the session in which that 24th credit is taken and in each subsequent session until the cumulative grade point average reaches 4.00, or be required to withdraw. Students whose cumulative grade point average on at least 24 York credits is below 2.50 will be required to withdraw for 12 months.</p> <p><b>Failure to meet academic warning conditions</b></p> <p>Students on academic warning who fail to meet the academic warning conditions must withdraw for 12 months.</p> <p><b>Required Withdrawal</b></p> <p>Students whose academic record shows marked weakness may be required to withdraw from their studies for twelve months, during which they are encouraged to identify and remedy any problems which may have contributed materially to their failure to perform up to their potential, and to reflect on their reasons for pursuing a university education. The following regulations apply to required withdrawals:</p> <ul style="list-style-type: none"> <li>• <b>Grade point average below 2.50:</b> students whose cumulative grade point average on at least 24 York credits is below 2.50 must withdraw for 12 months.</li> <li>• <b>BA students whose grade point average is below 4.00 and equal to or greater than 2.50:</b> students who have received an</li> </ul>	<p><b>Academic Warning</b></p> <p>Students whose overall cumulative grade point average falls below 4.00 (C) at the end of any session or who enter the Faculty with a grade point average equivalent to less than 4.00 (C) on the York University undergraduate grading scheme, receive an academic warning. Students who receive an academic warning must achieve an overall cumulative grade point average of at least 4.00 (C) within the next 24 credits taken or must earn a sessional grade point average of at least 5.00 (C+) in the session in which the 24th credit is completed and in each subsequent session until the cumulative average reaches 4.00 (C) or be required to withdraw for 2 academic sessions (SU and FW or FW and SU).</p> <p><b>Required Withdrawal BES/BA/BSC</b></p> <p>Students whose academic record show marked weaknesses may be required to withdraw from their studies for one year, during which time they are encouraged to identify and remedy any problems which may have contributed to their failure to perform up to their potential, and to reflect on their reasons for pursuing a university education. The following regulations apply to required withdrawals for 2 academic sessions (SU and FW or FW and SU).</p> <p>•</p> <p><b>Grade Point Average Below 3.00 (D+)</b></p> <p>Students whose cumulative grade point average on at least 24 credits is below 3.00 must withdraw for 12 months.</p>	<p>academic warning, required withdrawal, debarment warning, debarment and academic probation.</p> <p><b>Academic Warning</b></p> <p>Students whose overall cumulative grade point average falls below 4.00 (C) at the end of any session or who enter the Faculty with a grade point average equivalent to less than 4.00 (C) on the York University undergraduate grading scheme, receive an academic warning. Students who receive an academic warning must achieve an overall cumulative grade point average of at least a minimum of 4.00 (C) within the next 24 credits taken or must earn a sessional grade point average of at least a minimum of 5.00 (C+) in the session in which the 24th credit is completed and in each subsequent session until the cumulative average reaches at least a minimum of 4.00 (C) or be required to withdraw.</p> <p><b>Required Withdrawal</b></p> <p>Students whose academic record show marked weaknesses may be required to withdraw from their studies for one year, during which time they are encouraged to identify and remedy any problems which may have contributed to their failure to perform up to their potential, and to reflect on their reasons for pursuing a university education. The following regulations apply to required withdrawals:</p> <p><b>Grade Point Average Below 3.00 (D+)</b></p>



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	<p>academic warning for a cumulative grade point average below 4.00 must satisfy the academic warning conditions as specified above or be required to withdraw for 12 months.</p> <p><b>Petition to continue without interruption</b></p> <p>Students who have been required to withdraw may submit a petition requesting permission to continue their studies without interruption. Students granted such a petition would be allowed to continue their studies on debarment warning.</p> <p><b>Reactivation after required withdrawal</b></p> <p>Students who have been required to withdraw may apply for reactivation after the requisite period of absence by submitting a request online at the Reactivation Web page (<a href="http://registrar.yorku.ca/enrol/reactivate">registrar.yorku.ca/enrol/reactivate</a>). Students who return to their studies after such a required withdrawal (as well as those who have been allowed to continue their studies by virtue of a petition to the Committee on Petitions) receive a debarment warning.</p> <p><b>Debarment Warning</b></p> <p>Students who have been required to withdraw from the Faculty of Liberal Arts and Professional Studies or from another Faculty at York or elsewhere, receive a debarment warning upon continuing their studies in the Faculty.</p> <p><b>Debarment warning conditions</b></p> <p>Students on debarment warning must achieve a cumulative grade point average of at least 4.00 within the next 24 credits taken or earn a sessional grade</p>	<p><b>Grade Point Average Below 4.00 (C) and Greater than or equal to 3.00 (D+)</b></p> <p>Students who have received an academic warning for a cumulative grade point average below 4.00 (C) must achieve a cumulative grade point average of at least 4.00 (C) within their next 24 credits taken or earn a sessional grade point average of at least 5.00 (C+) in the session in which the 24th credit is completed and in each subsequent session until the cumulative average reaches 4.00 (C); otherwise, they must withdraw for 12 months. Should the student's cumulative grade point average fall below 3.00 (D+) at any time after completion of 24 credits, they will be required to withdraw.</p> <p><b>Petition to Continue Without Interruption</b></p> <p>Students who have been required to withdraw may submit a petition to the Faculty of Environmental and Urban Change requesting permission to continue their studies without interruption. Students granted such a petition would be allowed to continue their studies on debarment warning. For further information, contact the Office of Student and Academic Services, 137 HNES.</p> <p><b>Reactivation after Required Withdrawal</b></p> <p>Students who have been required to withdraw may apply for reactivation (to continue their studies) after the requisite period of absence by submitting a request online at the Reactivation Web page (<a href="http://registrar.yorku.ca/enrol/reactivate">registrar.yorku.ca/enrol/reactivate</a>). Students who return to their studies after such a required withdrawal (as well as those who have been allowed to continue their studies by virtue of a petition to the EUC Petitions Committee) will receive a debarment warning.</p> <p><b>Debarment Warning</b></p>	<p>Students whose cumulative grade point average on at least a minimum of 24 credits is below 3.00 must withdraw for 12 months.</p> <p><b>Grade Point Average Below 4.00 (C) and Greater than 3.00 (D+)</b></p> <p>Students who have received an academic warning for a cumulative grade point average below 4.00 (C) must achieve a cumulative grade point average of at least a minimum of 4.00 (C) within their next 24 credits taken or earn a sessional grade point average of at least a minimum of 5.00 (C+) in the session in which the 24th credit is completed and in each subsequent session until the cumulative average reaches a minimum of 4.00 (C); otherwise, they must withdraw for 12 months. Should the student's cumulative grade point average fall below 3.00 (D+) at any time after completion of 24 credits, they will be required to withdraw.</p> <p><b>Petition to Continue Without Interruption</b></p> <p>Students who have been required to withdraw may submit a petition to the Faculty of Environmental and Urban Change Undergraduate Academic Review and Admission Sub-Committee requesting permission to continue their studies without interruption. For further information, contact the Office of Student and Academic Services, 137 HNES.</p> <p><b>Reactivation after Required Withdrawal</b></p> <p>Students who have been required to withdraw may apply for reactivation (to continue their studies) after the requisite period of absence by submitting a request online at the Reactivation Web page (<a href="http://registrar.yorku.ca/enrol/reactivate">registrar.yorku.ca/enrol/reactivate</a>). Students who return to their studies after such a required withdrawal (as well as those who have been allowed to continue their studies by virtue of a petition to the FEUC</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>point average of at least 5.00 in the session in which the 24th credit is taken and in each subsequent session until the cumulative average reaches 4.00, and must then maintain this average. Students who do not fulfill these conditions will be debarred from the University.</p> <p>Students on debarment warning are allowed to complete their subsequent 24 credits without restriction.</p> <p><b>Debarment</b></p> <p>Students who fail to meet the debarment warning conditions outlined above will be debarred from the University. Debarment, the minimum period for which is normally two years, means that the student is no longer a student at York University.</p> <p><b>Petition to continue without interruption</b></p> <p>Students who have been debarred may submit a petition requesting permission to continue their studies without interruption. Students granted such a petition would be allowed to continue their studies on academic probation.</p> <p><b>Reapplying after debarment</b></p> <p>Students who have been debarred and who wish to resume their studies must apply for re-admission through the Admissions Office <a href="http://futurestudents.yorku.ca">futurestudents.yorku.ca</a> and must provide persuasive evidence that they are ready and able to complete a degree program. Students who are re-admitted (as well as those who have been allowed to continue their studies by virtue of a petition) receive an academic probation.</p>	<p>Students who have been required to withdraw from the Faculty of Environmental and Urban Change or from another Faculty at York or elsewhere receive will a debarment warning upon returning or continuing their studies in the Faculty of Environmental and Urban Change. Students on a debarment warning must achieve a cumulative grade point average of at least 4.00 (C) within the next 24 credits taken or earn a sessional grade point average of at least 5.00 (C+) in the session in which the 24th credit is completed and in each subsequent session until their cumulative average reaches 4.00 (C), and must then maintain this average. Students who do not fulfill these conditions will be debarred from the University. Students whose cumulative grade point average falls below 3.00 (D+) at any time while on a debarment warning will be debarred.</p> <p><b>Debarment</b></p> <p>Students who have already been required to withdraw because of their unsatisfactory academic record and whose record does not show improvement will be debarred from the University. Debarment, the minimum period for which is normally two years, means that a student is no longer a student at York University.</p> <p><b>Petition to Continue Without Interruption</b></p> <p>Students who have been debarred may submit a petition to the Faculty of Environmental and Urban Change Petitions Committee requesting permission to continue their studies without interruption. For further information, contact the Office of Student and Academic Services, 137 HNES.</p> <p><b>Reapplying After Debarment</b></p> <p>Students who have been debarred and who wish to resume their studies must apply for re-admission through the Admissions Office <a href="http://futurestudents.yorku.ca">futurestudents.yorku.ca</a></p>	<p>Petitions Committee) will receive a debarment warning.</p> <p><b>Debarment Warning</b></p> <p>Students who have been required to withdraw from the Faculty of Environmental and Urban Change or from another Faculty at York or elsewhere receive will a debarment warning upon returning or continuing their studies in the Faculty of Environmental and Urban Change. Students on a debarment warning must achieve a cumulative grade point average of at least a minimum of 4.00 (C) within the next 24 credits taken or earn a sessional grade point average of at least a minimum of 5.00 (C+) in the session in which the 24th credit is completed and in each subsequent session until their cumulative average reaches 4.00 (C), and must then maintain this average. Students who do not fulfill these conditions will be debarred from the University. Students whose cumulative grade point average falls below 3.00 (D+) at any time while on a debarment warning will be debarred.</p> <p><b>Debarment</b></p> <p>Students who have already been required to withdraw because of their unsatisfactory academic record and whose record does not show improvement will be debarred from the University. Debarment, the minimum period for which is normally two years, means that a student is no longer a student at York University.</p> <p><b>Petition to Continue Without Interruption</b></p> <p>Students who have been debarred may submit a petition to the Faculty of Environmental and Urban Change Petitions Committee requesting permission to continue their studies without interruption. For further</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p><b>Academic Probation</b></p> <p>Students who have been debarred and who subsequently resume their studies in the Faculty whether by petitioning to continue without interruption or by applying for readmission, receive an academic probation. Students on academic probation must meet the debarment warning conditions outlined above; otherwise, they will be debarred.</p>	<p>and must provide persuasive evidence that they are ready and able to complete a degree program. Students who are re-admitted (as well as those who have been allowed to continue their studies by virtue of a petition) receive an academic probation</p> <p><b>Academic Probation</b></p> <p>Students who have been debarred and who subsequently resume their studies in the Faculty of Environmental and Urban Change by petitioning to continue without interruption or by reapplying for admission - receive an academic probation. The conditions for continuing on an academic probation are the same as those for a debarment warning.</p> <p><b>Debarment warning conditions</b></p> <p>Students who have been debarred may submit a petition to the Faculty of Environmental and Urban Change Undergraduate Pedagogy, Academic Standards, and Awards Committee (UG PASA) requesting permission to continue their studies without interruption. Students granted such a petition would be allowed to continue their studies on academic probation warning. For further information, contact the Office of Student and Academic Services, 137 HNES.</p> <p><b>Academic Probation</b></p> <p>Students who have been debarred and who subsequently resume their studies in the Faculty of Environmental and Urban Change – by petitioning to continue without interruption or by reapplying for admission - receive an academic probation. Students on academic probation must meet the debarment warning conditions outlined above; otherwise, they will be debarred.</p>	<p>information, contact the Office of Student and Academic Services, 137 HNES.</p> <p><b>Reapplying After Debarment</b></p> <p>Students who have been debarred and who wish to resume their studies must apply for admission through the Admissions Office and must provide persuasive evidence that they are ready and able to complete a degree program.</p> <p><b>Academic Probation</b></p> <p>Students who have been debarred and who subsequently resume their studies in the Faculty of Environmental and Urban Change – by petitioning to continue without interruption or by reapplying for admission - receive an academic probation. The conditions for continuing on an academic probation are the same as those for a debarment warning.</p>

	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules
<b>Deferred Standings, Academic Petitions and Appeals</b>	<p>Please refer to the Policies and Regulations section of the Undergraduate Calendar for further information about deferred standing, academic petitions and appeal guidelines.</p> <p><b>Deferred Standing</b></p> <p><b>What is deferred standing?</b> Deferred standing may be granted to undergraduate students who are unable to write their final examination at the scheduled time or to submit their course work by the published deadline for the submission of term work. In order to apply for deferred standing, students must complete a Final Exam/Assignment Deferred Standing Agreement Form (available at <a href="http://myacademicrecord.students.yorku.ca/deferred-standing">myacademicrecord.students.yorku.ca/deferred-standing</a>) and reach an agreement directly with the course director for an alternate final examination date or for an extension to the deadline. The Final Exam/Assignment Deferred Standing Agreement Form facilitates the setting of an alternate date for writing a final examination or submitting outstanding course work before the Faculty deadlines (<a href="http://myacademicrecord.students.yorku.ca/deferred-standing">myacademicrecord.students.yorku.ca/deferred-standing</a>). There is no provision for rewriting a final examination to improve a final grade.</p> <p><b>Note:</b> When students do not or cannot write a mid-term examination (not held during the formal examination period), alternate arrangements to write the mid-term examination should be made within the duration of the course by the course director and individual student at the discretion of the course director. The Deferred Standing Agreement does not apply.</p>	<p><b>Deferred Standing</b></p> <p>Please refer to the “Policies and Regulations” section of the Undergraduate Calendar for further information about deferred standing, academic petitions and appeal guidelines. <a href="https://calendars.students.yorku.ca">https://calendars.students.yorku.ca</a></p> <p>In some cases, students may be eligible for deferred standing (an extension) allowing additional time to write a test or final examination or to complete an assignment after the University's deadline for submission of term work. Senate policy states that students must request deferred standing through the department responsible for the course within one week following a missed examination or the last day to submit course work.</p> <p>Students are responsible for ensuring that full documentation (medical or other) is provided in support of a petition for deferred standing. Application forms are available online at the Deferred Standing Web page (<a href="http://myacademicrecord.students.yorku.ca/deferred-standing">myacademicrecord.students.yorku.ca/deferred-standing</a>).</p> <p>Note: When students do not or cannot write a mid-term examination (not held during the formal examination period), alternate arrangements to write the mid-term examination should be made within the duration of the course with the course director and individual student, at the discretion of the course director. The Deferred Standing Agreement does not apply.</p>	<p><b>Deferred Standing</b></p> <p>In some cases, students may be eligible for deferred standing (an extension) allowing additional time to write a test or final examination or to complete an assignment after the University's deadline for submission of term work. Senate policy states that students must request deferred standing through the department responsible for the course within one week following a missed examination or the last day to submit course work.</p> <p>Students are responsible for ensuring that full documentation (medical or other) is provided in support of a petition for deferred standing. Application forms are available online at the Deferred Standing Web page (<a href="http://myacademicrecord.students.yorku.ca/deferred-standing">myacademicrecord.students.yorku.ca/deferred-standing</a>).</p>

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	<p><b>What about religious accommodation for a final exam?</b></p> <p>Because of religious commitment, students who cannot write a formally scheduled final examination on the date scheduled should refer to the appropriate guidelines regarding the Religious Observance Policy and Accommodation Guidelines at <a href="http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/reqobs">w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/reqobs</a>.</p> <p><b>How are deferred standings arranged?</b> Students must make a formal request for deferred standing. This is done by approaching their course director with the printed Final Exam/Assignment Deferred Standing Agreement form to discuss the possibility of setting an alternate date for writing a final examination or for submitting outstanding course work. Students must also supply all relevant supporting documentation (as outlined on the form). Photocopies of supporting documentation are acceptable as long as the course director is able to view the original documents. <b>It is Senate policy that "normally, requests for deferred standing must be communicated within one week following a missed examination or the last day to submit course work."</b></p> <p>If an instructor does not approve a request for deferred standing, students have the option of filing an academic petition. See <a href="http://council.laps.yorku.ca/academic-petitions/">council.laps.yorku.ca/academic-petitions/</a>.</p> <p>Deferred standing petitions must be submitted <b>no later than two weeks</b> after the formal exam period has ended (final exam) or two weeks from the published deadline for the submission of term work (as concerns term tests, essays and other written term work due at the end of the term of study).</p>	<p><b>Religious Accommodation for a final exam:</b></p> <p>York University is a secular institution, committed to sustaining an inclusive, equitable community in which all members are treated with respect and dignity.</p> <p>Because of religious commitment, students who cannot write a formally scheduled final examination on the date scheduled should refer to the appropriate guidelines regarding the Religious Observance Policy and Accommodation Guidelines at <a href="https://calendars.students.yorku.ca">https://calendars.students.yorku.ca</a></p>	<p><b>Aegrotat Standing:</b> In cases where a student cannot be expected to complete the work for a course, the phrase "aegrotat standing" (from the Latin for "she/he is ill") is</p>

	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules
	<p><b>Aegrotat Standing:</b> In cases where a student cannot be expected to complete the work for a course, the phrase "aegrotat standing" (from the Latin for "she/he is ill") is substituted for a grade on the transcript. Aegrotat standing is seldom granted, and only in exceptional circumstances where deferred standing or late withdrawal from the course is inappropriate.</p> <p><b>Academic Petitions:</b> The purpose of academic regulations is to allow students to develop their interests and talents to the fullest in ways consistent with the philosophy and standards of the Faculty. In establishing academic regulations, the Faculty also recognizes that instances will arise where it makes sense, in the context of a student's academic career, to waive regulations which would otherwise apply. The purpose of a student academic petition is to request an exemption from a Faculty regulation or deadline. Being unfamiliar of regulations or deadlines does not constitute a valid reason for an academic petition.</p> <p>Students are expected to familiarize themselves with the University guidelines and principles regarding academic petitions before taking any steps which may have repercussions or affect their academic progress.</p> <p><b>Students' Responsibilities in the Academic Petition/Appeals Process:</b> The University has established regulations, procedures and deadlines through its legislative bodies to which students must adhere. Students are expected to monitor their progress in courses, taking into account their personal and academic circumstances, and to make the necessary adjustments to their workload to meet the requirements and deadlines. The University recognizes, however, that specific circumstances may justify waiving the regulations/requirements/deadlines on an individual basis. Request for a waiver of a</p>	<p><b>Aegrotat Standing:</b> In cases where a student cannot be expected to complete the work for a course, the phrase "aegrotat standing" (from the Latin for "she/he is ill") is substituted for a grade on the transcript. Aegrotat standing is seldom granted, and only in exceptional circumstances where deferred standing is inappropriate. For more information, please contact your course director.</p> <p><b>ACADEMIC PETITIONS AND APPEALS</b>  <b>Academic Petitions:</b> The purpose of academic regulations is to allow students to develop their interests and talents to the fullest in ways consistent with the philosophy and standards of the Faculty. In establishing academic regulations, the Faculty also recognizes that instances will arise where it makes sense, in the context of a student's academic career, to waive regulations which would otherwise apply. The purpose of a student academic petition is to request an exemption from a Faculty regulation or deadline. Being unfamiliar with regulations or deadlines does not constitute a valid reason for an academic petition.</p> <p>Students are expected to familiarize themselves with the University guidelines and principles regarding academic petitions before taking any steps which may have repercussions or affect their academic progress.  <a href="https://calendars.students.yorku.ca">https://calendars.students.yorku.ca</a></p> <p><b>Students' Responsibilities in the Academic Petition/Appeals Process</b></p> <p>The University has established regulations, procedures and deadlines through its legislative bodies to which students must adhere. Students are expected to monitor their progress in courses, taking into account their personal and academic circumstances, and to make the necessary adjustments to their workload to meet the requirements and deadlines. The University recognizes, however, that specific circumstances may justify waiving the regulations/requirements/deadlines</p>	<p>substituted for a grade on the transcript. Aegrotat standing is seldom granted, and only in exceptional circumstances where deferred standing is inappropriate. For more information, please contact your course director.</p>

	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules
	<p>regulation/requirement/deadline are initiated by an academic petition.</p> <p>Students opting to initiate an academic petition should be assured that confidentiality is a hallmark of this process.</p> <p>While it is the University's responsibility to provide students with proper information, guidance and advice, it is incumbent upon students to:</p> <ul style="list-style-type: none"> <li>• be aware of and adhere to all Faculty and program regulations, requirements and published deadlines;</li> <li>• familiarize themselves with their Faculty's written academic petition/appeal procedures and make requests in a timely fashion;</li> <li>• provide all documentation to support their academic petition/appeal and to do so in a timely fashion;</li> <li>• indicate and document all their relevant circumstances upon submitting their academic petition in the first instance.</li> </ul> <p>Please refer to the Faculty of Liberal Arts and Professional Studies website under Students for further petition/appeal information and forms at <a href="https://council.laps.yorku.ca/academic-petitions/">council.laps.yorku.ca/academic-petitions/</a>.</p> <p><b>Petition Appeal:</b> An appeal is a written request for the alteration of the decision taken on a petition generally made to the same level but to another person, panel or committee. Appeals against decisions of the Faculty of Liberal Arts and Professional Studies Committee on Student Academic Petitions will be permitted only on the grounds of:</p> <p>a) new evidence, or</p>	<p>on an individual basis. Request for a waiver of a regulation/requirement/deadline are initiated by an academic petition.</p> <p>Students opting to initiate an academic petition should be assured that confidentiality is a hallmark of this process.</p> <p>While it is the University's responsibility to provide students with proper information, guidance and advice, it is incumbent upon students to:</p> <ul style="list-style-type: none"> <li>• be aware of and adhere to all Faculty and program regulations, requirements and published deadlines;</li> <li>• familiarize themselves with their Faculty's written academic petition/appeal procedures and make requests in a timely fashion;</li> <li>• provide all documentation to support their academic petition/appeal and to do so in a timely fashion;</li> <li>• indicate and document all their relevant circumstances upon submitting their academic petition in the first instance.</li> </ul> <p>For further petition/appeal information, please refer to <a href="https://myacademicrecord.students.yorku.ca/academic-petitions">https://myacademicrecord.students.yorku.ca/academic-petitions</a>.</p> <p><b>Petition Appeal:</b> An appeal is a written request for the alteration of the decision taken on a petition. The decision of the Undergraduate Pedagogy, Academic Standards, and Awards Committee (UG PASA) shall be final and may be appealed to the UG PASA Appeals Sub-Committee and will be permitted only on the grounds of:</p> <p>i) new evidence not available at the time of original submission of the petition, or</p>	



	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	b) evidence of procedural irregularity in the committee's consideration of the case.	ii) evidence of procedural irregularity in the committee's consideration of the case.	
<b>Recognition of Academic Excellence</b>	<p><b>Academic Achievement List</b></p> <p>The Faculty of Liberal Arts and Professional Studies Sessional Academic Achievement List recognizes the outstanding achievement of the following students:</p> <ol style="list-style-type: none"> <li>Students taking 12 to 17 credits in a given session who have attained a sessional grade point average of 8.00 or higher.</li> <li>Students taking 18 or more credits in a given session who have attained a sessional grade point average of 7.50 or higher.</li> </ol> <p><b>Graduating with Honours or Bachelor Academic Standing</b></p> <p>Students with high grade point averages are eligible for the following recognition upon graduation from the Faculty of Liberal Arts and Professional Studies.</p> <p><i>Summa cum laude</i>: 8.00 or above cumulative grade point average.</p>	<p><b>Academic Achievement or Distinction List</b></p> <p>The Faculty of Environmental and Urban Change recognizes the academic excellence of its students by means of the following honours which are recorded on a student's transcript.</p> <p><b>Scholarships and Merit Awards</b></p> <p><b>Sessional Dean's Honour Roll</b></p> <p>The Dean's Sessional Honour Roll recognizes a student's academic achievements in each session based on the following criteria:</p> <ul style="list-style-type: none"> <li>students taking 12 to 17 credits in each session and who have attained a sessional grade point average of 8.00.</li> <li>students taking 18 or more credits in a given session and who have attained a sessional grade point average of 7.50.</li> </ul> <p><b>Graduating Honours</b></p> <p>Students with high grade point averages are eligible for the following honours upon graduation from the Faculty:</p> <p><b>Honours BES/BA/BSC Degree - 120 Credits</b></p> <ul style="list-style-type: none"> <li><i>Summa cum laude</i>: cumulative grade point average 8.00+</li> <li><i>Magna cum laude</i>: cumulative grade point average 7.80 to 7.99</li> </ul>	<p><b>Academic Excellence</b></p> <p>Unlike completing requirements for an Honours degree program which refers to degree requirements (credits/courses) receiving an academic honour refers to academic excellence. The Faculty recognizes the academic excellence of its students by means of the following honours which are recorded on a student's transcript.</p> <p><b>Scholarships and Merit Awards</b></p> <p>These include FEUC Awards and Scholarships, Merit Awards, Entrance Scholarships, Renewable Scholarships and In-Course Scholarships.</p> <p><b>Sessional Dean's Honour Roll</b></p> <p>The Dean's Honour Roll recognizes a student's academic achievements in a given session based on the following criteria:</p> <ol style="list-style-type: none"> <li>students taking 12 to 17 credits in a given session and who have attained a sessional grade point average of 8.00.</li> <li>students taking 18 or more credits in a given session and who have attained a sessional grade point average of 7.50.</li> </ol> <p><b>Graduating Honours</b></p> <p>Students with high grade point averages are eligible for the following honours upon graduation from the Faculty:</p> <p>Specialized Honours BES Degree - 120 Credits</p> <p><i>Summa cum laude</i>: cumulative grade point average 8.00+</p> <p><i>Magna cum laude</i>: cumulative grade point average 7.80 to 7.99</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>												
	<p><i>Magna cum laude</i>: 7.80 to 7.99 cumulative grade point average.</p> <p><i>Cum laude</i>: 7.50 to 7.79 cumulative grade point average.</p> <p>Dean's Honour Roll: 7.00 cumulative grade point average.</p>	<ul style="list-style-type: none"> <li><i>Cum laude</i>: cumulative grade point average 7.50 to 7.79</li> <li>Member of the Dean's Graduating Honour Roll: cumulative grade point average 7.00+</li> </ul> <p><b>BES/BA/BSC Degree - 90 Credits</b></p> <ul style="list-style-type: none"> <li>With Distinction: cumulative grade point average 8.00+</li> <li>With Merit: cumulative grade point average 7.50 to 7.99</li> </ul>	<p><i>Cum laude</i>: cumulative grade point average 7.50 to 7.79</p> <p><i>Member of the Dean's Graduating Honour Roll</i>: cumulative grade point average 7.00+</p> <p><i>Dean's Sessional Honour Roll</i>: 8.00 sessional cumulative grade point average on 12 to 17 credits or 7.50 sessional cumulative grade point average on 18 or more credits.</p> <p><b>BES Degree - 90 Credits</b></p> <p><i>With Distinction</i>: cumulative grade point average 8.00+</p> <p><i>With Merit</i>: cumulative grade point average 7.50 to 7.99</p>												
<b>Grading in Courses</b>	<p><b>Grading</b></p> <ol style="list-style-type: none"> <li>All course grades, including those assigned after a deferred examination(s) are derived from an evaluation of examination and term work, unless otherwise decided.</li> <li>With the exception of courses explicitly required for certification by a professional body, or other exceptions agreed to by Senate, students pass or fail a course on the basis of final course average, without the additional requirement of having to obtain a passing grade on a final examination. (This does not preclude the possibility of a final examination representing more than 50 per cent of the final grade in a particular course or the requirement that a student pass a specific course lab component.)</li> <li>Unless Senate agrees to explicit exemptions, eligibility to proceed in or graduate from an undergraduate degree program will not be based on a minimum grade requirement for each major course. It should be noted that this does not preclude setting requirements for a minimum cumulative grade point average in a major subject area. Nor does this preclude setting</li> </ol>	<p><b>Grading:</b></p> <p>The Faculty of Environmental and Urban Change follows the York University undergraduate grading scheme which awards letters ranging from A+ to F and assigns a point value from 0 to 9 to each letter grade. Where percentages are used as a means of reporting grades on individual pieces of work, the conversion table below is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.</p> <ol style="list-style-type: none"> <li>All course grades, including those assigned after a deferred examination(s) are derived from an evaluation of examination and term work, unless otherwise decided.</li> <li>With the exception of courses explicitly required for certification by a professional body, or other exceptions agreed to by Senate, students pass or fail a course on the basis of final course average, without the additional requirement of having to obtain a passing grade on a final examination. (This does not preclude the possibility of a final examination representing more than 50 per cent of the final grade in a particular course or the</li> </ol>	<p><b>Grading in Courses, Deferred Standing</b></p> <p>The Faculty of Environmental and Urban Change follows the York University undergraduate grading scheme which awards letters ranging from A+ to F and assigns a point value from 0 to 9 to each letter grade. Where percentages are used as a means of reporting grades on individual pieces of work, the following conversion table is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.</p> <table> <tr> <th>Grade</th><th>Grade Point Value</th><th>Percent</th><th>Definition</th></tr> <tr> <td>A+</td><td>9</td><td>90-100%</td><td><b>Exceptional:</b> Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in their use</td></tr> <tr> <td>A</td><td>8</td><td>80-89%</td><td><b>Excellent:</b> Thorough knowledge of concepts and/or techniques and a high degree of skill and/or</td></tr> </table>	Grade	Grade Point Value	Percent	Definition	A+	9	90-100%	<b>Exceptional:</b> Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in their use	A	8	80-89%	<b>Excellent:</b> Thorough knowledge of concepts and/or techniques and a high degree of skill and/or
Grade	Grade Point Value	Percent	Definition												
A+	9	90-100%	<b>Exceptional:</b> Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in their use												
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	LAPS Rules			EUC Rules (PROPOSED) <sup>1</sup>				FES <sup>2</sup> Rules			
	individual course grade requirements when a course is a prerequisite for upper-level courses or as part of a core requirement. Course grades are not official until released by the University.			requirement that a student pass a specific course lab component.)				some elements of originality			
4.	The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University. In courses where percentages are used as a means of reporting grades on individual pieces of work, the following conversion table is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.			3. Unless Senate agrees to explicit exemptions, eligibility to proceed in or graduate from an undergraduate degree program will not be based on a minimum grade requirement for each major course. It should be noted that this does not preclude setting requirements for a minimum cumulative grade point average in a major subject area. Nor does this preclude setting individual course grade requirements when a course is a prerequisite for upper-level courses or as part of a core requirement. Course grades are not official until released by the University.				B+	7	75-79%	Very Good: Thorough knowledge of concepts and/or techniques and a fairly high degree of skill in their use
				4. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University. In courses where percentages are used as a means of reporting grades on individual pieces of work, the following conversion table is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.				B	6	70-74%	Good: Good level of knowledge of concepts and/or techniques and considerable skill in their use
								C+	5	65-69%	Competent: Acceptable level of knowledge of concepts and/or techniques and reasonable skill in their use
								C	4	60-64%	Fairly Competent: Acceptable level of knowledge of concepts and/or techniques and some ability in their use
								D+	3	55-59%	Passing: Slightly better than minimal knowledge of concepts and/or techniques and some ability in their use
								D	2	50-54%	Barely Passing: Minimum knowledge of concepts and/or techniques needed to satisfy course requirements
								E	1	40-49%	Marginally failing
								F	0	0-39%	Failing

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		<p><b>Very Good:</b> Thorough knowledge of concepts and/or techniques and a fairly high degree of skill in their use</p> <p>B+ 7 75-79%</p> <p><b>Good:</b> Good level of knowledge of concepts and/or techniques and considerable skill in their use</p> <p>B 6 70-74%</p> <p><b>Competent:</b> Acceptable level of knowledge of concepts and/or techniques and reasonable skill in their use</p> <p>C+ 5 65-69%</p> <p><b>Fairly Competent:</b> Acceptable level of knowledge of concepts and/or techniques and some ability in their use</p> <p>C 4 60-64%</p> <p><b>Passing:</b> Slightly better than minimal knowledge of concepts and/or techniques and some ability in their use</p> <p>D+ 3 55-59%</p> <p><b>Barely Passing:</b> Minimum knowledge of concepts and/or techniques needed to satisfy course requirements</p> <p>D 2 50-54%</p> <p><b>Marginally failing</b></p> <p>E 1 40-49%</p> <p><b>Failing</b></p> <p>F 0 0-39%</p>	
	<p><b>Repeating passed or failed courses for academic credit:</b></p> <p>Students may repeat a passed or failed course twice for academic degree or certificate credit, for a</p>	<p><b>Repeated Passed or Failed Courses</b></p>	<p><b>Repeated Passed or Failed Courses</b></p> <p>Students may repeat a passed or failed course twice for academic degree or certificate credit, for a maximum of three (3) attempts at a course. Students should note that</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>maximum of three (3) attempts at a course. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.</p> <p>Credit towards your degree will only be counted once for repeated courses taken at York or elsewhere. All repeated passed or failed attempts are subject to the University's <a href="#">Policy on Repeating Passed or Failed Courses For Academic Credit</a>.</p> <p><b>Pass/Fail grading option:</b></p> <p>The Faculty wants capable upper-year students to feel free to enrol in free-choice courses without fear of jeopardizing their grade point average. For this reason, students may take a limited number of such courses for full degree credit on an ungraded basis. Courses taken on this basis are listed on the transcript as either P (pass) or F (fail). Neither of these two grades is calculated into the student's grade point averages. Pass credits are added into the total number of credits earned and credits taken. Fail credits are added into the total number of credits failed and credits taken. The following regulations apply to courses taken as a pass/fail alternative grading option.</p> <p>Students in good standing who have completed a minimum of 24 credits towards an undergraduate degree program may elect to take up to six credits on an ungraded basis toward a bachelors degree (90 credits) or 12 credits toward an Honours bachelors degree (120 credits). The pass/fail grading option cannot be chosen by a student for the following:</p> <ul style="list-style-type: none"> <li>• major or minor courses (including for-credit practica);</li> <li>• outside the major required courses;</li> <li>• courses taken to satisfy general education or certificate requirements;</li> </ul>	<p>Students may repeat a passed or failed course twice for academic degree or certificate credit, for a maximum of three (3) attempts at a course. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.</p> <p>Credit towards your degree will only be counted once for repeated courses taken at York or elsewhere. All repeated passed or failed attempts are subject to the University "Policy on Repeating Passed or Failed Courses For Academic Credit"</p> <p><b>Alternate Grading Method</b></p> <p><b>Pass/Fail</b></p> <p>Students in the Faculty of Environmental and Urban Change can request a pass/fail option. Courses taken under the pass/fail option will be annotated on their transcript as P (pass) or F (fail). Neither of these grades will be calculated into their grade point average. Detailed information on pass/fail option is available at <a href="https://myacademicrecord.students.yorku.ca/">https://myacademicrecord.students.yorku.ca/</a></p>	<p>course availability and space considerations may preclude the possibility of repeating a course in the session they choose.</p> <p>Credit towards your degree will only be counted once for repeated courses taken at York or elsewhere. All repeated passed or failed attempts are subject to the University "Policy on Repeating Passed or Failed Courses For Academic Credit".</p> <p><b>Alternate Grading Method</b></p> <p><b>Pass/Fail</b></p> <p>Students in the Faculty of Environmental and Urban Change can request a pass/fail option. Courses taken under the pass/fail option will be annotated on their transcript as P (pass) or F (fail). Neither of these grades will be calculated into their grade point average. Detailed information on pass/fail option is available at <a href="https://myacademicrecord.students.yorku.ca/">https://myacademicrecord.students.yorku.ca/</a></p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<ul style="list-style-type: none"> <li>required 1000-level science courses for students in the Faculties of Health, Science and Engineering.</li> </ul> <p>Students must confirm their eligibility to complete a course on an ungraded basis. Completed Pass/Fail Application forms must be submitted to the relevant office within the first two weeks of class. The completed form should then be returned to Registrarial Services.</p> <p>Students who elect to complete a course on an ungraded basis may not revert to taking the course on a graded basis after the last date to drop a course without academic penalty.</p> <p>The form to request the pass/fail grading option is available on the Pass/Fail Option Web page at <a href="http://myacademicrecord.students.yorku.ca/pass-fail-option">myacademicrecord.students.yorku.ca/pass-fail-option</a>.</p> <p><b>Exceptions</b></p> <p>The pass/fail grading option is not applicable for the following:</p> <ul style="list-style-type: none"> <li>graduate degrees or diplomas;</li> <li>BEd and BEd (Technological Education) degrees;</li> <li>LLB/JD degree;</li> <li>BBA and iBBA degrees;</li> <li>exchange courses taken at another institution.</li> </ul> <p><b>Credit/No Credit</b></p> <p>The notations Credit and No Credit will be used when an entire course is being offered on an ungraded</p>		

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>basis. No Credit will count as an earned failing grade of F in the grade point average.</p> <p><b>Grading Scheme:</b> The course grading scheme (i.e. kinds and weights of assignments, essays, exams etc.) is to be announced, and be available in writing, within the first two weeks of classes.</p> <p>Under normal circumstances, graded feedback worth at least 15 per cent of the final grade for fall, winter or summer term, and 30 per cent for full year courses offered in the fall/winter session, will be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:</p> <ul style="list-style-type: none"> <li>graduate or upper-level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations (e.g. honours theses or graduate research papers not due by the drop date etc.);</li> <li>practicum courses;</li> <li>ungraded courses;</li> <li>courses in Faculties where the drop date occurs within the first three weeks of classes;</li> <li>courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks or faster).</li> </ul> <p><b>Note:</b> under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes</p>	<p><b>Credit/No Credit</b></p> <p>The notations Credit and No Credit will be used when an entire course is being offered on an ungraded basis. No Credit will count as an earned failing grade of F in the grade point average.</p> <p><b>Marking Scheme</b></p> <p><b>Announcement in class:</b></p> <p>The means of determining the final grade in a course shall be provided to students by the course director within the first two weeks of class. Such information must include the types of assignments, essays, examinations, and other components, which make up the grade, their relative weight(s), and any other procedures, which enter into the determination of the final grade.</p> <p><b>Subsequent changes:</b></p> <p>In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the consent of the majority of students and the approval of the undergraduate program director. The course director must distribute the new marking scheme in written form to the students.</p> <p><b>Feedback during course:</b></p> <p>Course directors are obliged to provide a mechanism by which students can be apprised of their progress in a course and that the grading scheme (i.e. kinds and weights or assignments, essays, exams etc.) be announced, and be available in writing, within the first two weeks of class. Under normal circumstances, graded feedback worth at least 15 per cent of the final</p>	<p><b>Marking Scheme</b></p> <p><b>Announcement in class:</b></p> <p>The means of determining the final grade in a course shall be provided to students by the course director. Such information must include the types of assignments, essays, examinations, and other components, which make up the grade, their relative weight(s), and any other procedures, which enter into the determination of the final grade.</p> <p><b>Subsequent changes:</b></p> <p>In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the consent of all students and the approval of the undergraduate program director. The course director must distribute the new marking scheme in written form to the students.</p> <p><b>Feedback during course:</b></p> <p>Course directors are obliged to provide a mechanism by which students can be apprised of their progress in a course and that the grading scheme (i.e. kinds and weights or assignments, essays, exams etc.) be announced, and be available in writing, within the first two weeks of class, and that, under normal circumstances, graded feedback worth at least a minimum of 15 per cent of the final grade for fall, winter or summer term, and 30 per cent for "full year" courses offered in the fall/winter term be received by students in all courses prior to the final withdrawal</p>



	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>and academic feedback in the spirit of these regulations, as soon as possible. Information on other policies related to grades is available from Faculties, departments and schools and the University Secretariat (<a href="http://secretariat-policies.info.yorku.ca">secretariat-policies.info.yorku.ca</a>).</p> <p><b>Subsequent Changes</b></p> <p>In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the unanimous consent of students; the new marking scheme must also be distributed in written form.</p> <p>In courses where percentages are used as a means of reporting grades on individual pieces of work, the conversion table is used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.</p> <p><b>Grade Reappraisals</b></p> <p>Please refer to the Policies and Regulations section of the Undergraduate Calendar for further information about grade reappraisals.</p> <p>Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request</p>	<p>grade for fall, winter or summer term, and 30 per cent for "full year" courses offered in the fall/winter term, be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:</p> <ul style="list-style-type: none"> <li>graduate or upper-level undergraduate courses where course work typically or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations (e.g. honours theses or graduate research papers not due by the drop date etc.);</li> <li>practicum courses;</li> <li>ungraded courses;</li> <li>courses in Faculties where the drop date occurs within the first three weeks of classes;</li> <li>courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks).</li> </ul> <p><b>Note:</b> under unusual and/or unforeseeable circumstances which disrupt the academic norm, course directors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.</p> <p><b>Grade Reappraisals</b></p> <p>Please refer to the "Policies and Regulations" section of the Undergraduate Calendar for further information about grade reappraisals. <a href="https://calendars.students.yorku.ca">https://calendars.students.yorku.ca</a></p> <p><b>Reappraisal of Final Course Grades</b></p>	<p>date from a course without receiving a grade, with the following exceptions:</p> <ul style="list-style-type: none"> <li>graduate or upper-level undergraduate courses where course work typically or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations (e.g. honours theses or graduate research papers not due by the drop date etc.);</li> <li>practicum courses;</li> <li>ungraded courses;</li> <li>courses in Faculties where the drop date occurs within the first three weeks of classes;</li> <li>courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks).</li> </ul> <p><b>Note:</b> under unusual and/or unforeseeable circumstances which disrupt the academic norm, course directors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.</p> <p><b>Grade Reappraisals</b></p> <p><b>Reappraisal of Final BES Course Grades</b></p> <p>Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include</p>

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	<p>that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modelled, video recording or audio recording formats, but not oral work.</p> <p>Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.</p> <p>In the event that students are still not satisfied with the final grade <b>or</b> the course director is not available to review the work, they may submit in writing a formal request for a grade reappraisal to the school/department or unit in which the course is offered. The Senate approved deadline for submitting grade reappraisals is February 15 for fall term grades, June 15 for fall/winter session and winter term grades, September 30 for summer session grades or a minimum of 21 days from the release of grades, <b>whichever is later</b>. When a submission deadline occurs on a weekend or holiday, requests will be accepted up until the end of the next available business day. Exercising discretion about minor delays in meeting the deadline which result from slow mail delivery or extraordinary circumstances is reasonable.</p>	<p>Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work.</p> <p>Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.</p> <p>In the event that students are still not satisfied with the final grade or the course director is not available to review the work, they may submit in writing a formal request for a grade reappraisal to the department or unit in which the course is offered*. The Senate approved deadline for submitting grade reappraisals is within three weeks of the release of final grade reports in any term. Exercising discretion about minor delays in meeting the deadline which result from slow mail delivery or extraordinary circumstances is reasonable.</p> <p><i>*The exceptions are as follows:</i></p> <ul style="list-style-type: none"> <li>For courses offered by Osgoode Hall Law School, Schulich School of Business and the Faculty of Education, the requests for reappraisal are submitted to the office of the relevant associate dean.</li> <li>If the condition of sufficient academic grounds has been met, the relevant department committee, department Chair, associate dean or graduate/undergraduate program director will be responsible for ensuring that the work is reappraised by an appropriate faculty member, ensuring anonymity of both the student and the</li> </ul>	<p>written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work.</p> <p>Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.</p> <p>In the event that students are still not satisfied with the final grade or the course director is not available to review the work, they may submit in writing a formal request for a grade reappraisal to the department or unit in which the course is offered*. The Senate approved deadline for submitting grade reappraisals is within three weeks of the release of final grade reports in any term. Exercising discretion about minor delays in meeting the deadline which result from slow mail delivery or extraordinary circumstances is reasonable.</p> <p><i>*The exceptions are as follows:</i></p> <ul style="list-style-type: none"> <li>For courses offered by Osgoode Hall Law School, Schulich School of Business and the Faculty of Education, the requests for reappraisal are submitted to the office of the relevant associate dean.</li> <li>If the condition of sufficient academic grounds has been met, the relevant department committee, department Chair, associate dean or graduate/undergraduate program director will be responsible for ensuring that the work is reappraised by an appropriate faculty member, ensuring anonymity of both the student and the reappraiser and for communicating the result of the reappraisal (including the reappraiser's comments) and the route of appeal to both the student and the course director. The reappraiser will be given the nature of the assignment and the rationale for the original grade. It is expected that every effort will be</li> </ul>

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	<p><b>Grade Reappraisal Appeal</b></p> <p>Students may appeal a negative decision on a request for a reappraisal or the result of the reappraisal itself to a Faculty-level appeals committee in the Faculty in which the course is offered only on the ground of procedural irregularity.</p>	<p>reappraiser and for communicating the result of the reappraisal (including the reappraiser's comments) and the route of appeal to both the student and the course director. The reappraiser will be given the nature of the assignment and the rationale for the original grade. It is expected that every effort will be made to render the decision within 30 days of the reviewer having received the work.</p> <p><b>Date by Which to Request a Grade Reappraisal</b></p> <p>Requests for grade reappraisals must be submitted by the scheduled date for the term in which a course is completed and the grade released.</p> <p>In the event that students is not satisfied with the final grade or the course director is not available to review the work, students may submit in writing a formal request for a grade reappraisal to the department or unit in which the course is offered*. The Senate-approved deadline for submitting grade reappraisals is February 15 for fall term grades, June 15 for fall/winter session and winter term grades, September 30 for summer session grades, or a minimum of 21 days from the release of grades, whichever is later. When a submission deadline occurs on a weekend or holiday, requests will be accepted up until the end of the next available business day. Exercising discretion about minor delays in meeting the deadline, resulting from slow mail delivery or extraordinary circumstances, is reasonable.</p> <p>Whenever the grade reappraisal reflects a grade change it will be annotated on the student's transcript. All grade reappraisal is subject to the University policy on grade reappraisal  <a href="https://myacademicrecord.students.yorku.ca/">https://myacademicrecord.students.yorku.ca/</a></p> <p><b>Further Appeal for Reappraisal of a Final Course Grade</b></p>	<p>made to render the decision within 30 days of the reviewer having received the work.</p> <p><b>Date by Which to Request a Grade Reappraisal</b></p> <p>Requests for grade reappraisals must be submitted by the scheduled date for the term in which a course is completed and the grade released. In all cases, a minimum of 21 days from the date of the release of grades will be allowed. Whenever the grade reappraisal reflects a grade change it will be annotated on the student's transcript. All grade reappraisal is subject to the University policy on grade reappraisal</p> <p><a href="https://myacademicrecord.students.yorku.ca/">https://myacademicrecord.students.yorku.ca/</a></p> <p><b>Further Appeal for Reappraisal of a Final BES Course Grade</b></p> <p>If the student is not satisfied with a reappraised final course grade, the procedure shall be as follows:</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
		<p>If the student is not satisfied with a reappraised final course grade, the procedure shall be as follows:</p> <ul style="list-style-type: none"> <li>the course director, if available, and the student shall discuss the matter with the undergraduate program director, who may or may not arrange another reappraisal;</li> <li>if the matter remains unresolved, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work. Tangible work may include written, graphic, digitized, modelled, video recording or audio recording formats, but not oral work. Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition.</li> <li>the student may appeal the grade by submitting an official grade reappraisal request on the appropriate form provided by the Office of Student and Academic Services to the Undergraduate Pedagogy, Academic Standards, and Awards Committee (UG PASA), clearly stating the grounds for appeal and the assignment(s) to be reassessed;</li> <li>the decision of the Undergraduate Pedagogy, Academic Standards, and Awards Committee (UG PASA) shall be final and may be appealed to the UG PASA Appeals Sub-Committee only on grounds of procedural irregularity.</li> </ul> <p><b>Reappraisal of Grades Other Than Final Course Grades</b></p> <p>If a student is not satisfied with any grade—other than a final course grade—received from an instructor or teaching assistant, the student is expected to discuss the matter (and at such time may request a reappraisal) with the person from whom the student received the</p>	<ul style="list-style-type: none"> <li>the course director and the student shall discuss the matter with the undergraduate program director, who may or may not arrange another reappraisal;</li> <li>if the matter remains unresolved, the student may appeal the grade by petition on the appropriate form provided by the Office of Student and Academic Services to the Undergraduate Program Review and Admissions Subcommittee, clearly stating the grounds for appeal;</li> <li>the decision of the Undergraduate Program Review and Admissions Subcommittee shall be final, and may be appealed to the FEUC Appeals Committee only on grounds of procedural irregularity.</li> </ul> <p><b>Reappraisal of Grades Other Than Final Course Grades</b></p> <p>If a student is not satisfied with any grade—other than a final course grade—received from an instructor or teaching assistant, the student is expected to discuss the matter (and at such time may request a reappraisal) with the person from whom the student received the grade, normally within two weeks. A reappraisal may result in a lower, higher or unchanged grade. If the student is not satisfied with the result of the reappraisal,</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
		grade, normally within two weeks. A reappraisal may result in a lower, higher or unchanged grade. If the student is not satisfied with the result of the reappraisal, the instructor or teaching assistant (where appropriate) shall discuss the matter with the course director. The course director shall decide whether or not to reappraise the student's work and the decision is final for all grades other than final course grades.	the instructor or teaching assistant (where appropriate) shall discuss the matter with the course director. The course director shall decide whether or not to reappraise the student's work and the decision is final for all grades other than final course grades.
<b>Term Work, Tests and Examinations</b>	<p><b>Term Work</b></p> <p>Term work includes reports, assignments, presentations, essays, tests and other written work assigned in a course with the exception of final examinations.</p> <p><b>Deadline for Submission</b></p> <p>Term work must be submitted by the first day of the official examination period of the term in which the course ends. Instructors, departments and schools may, however, set earlier deadlines for the submission of term work.</p>	<p><b>Term work:</b></p> <p>Term work includes reports, assignments, essays, tests, and other written and oral work assigned in a course, with the exception of final examinations, as outlined in the approved course syllabus. Course directors set the deadlines for submission of term work. All term work must be submitted by the last day of classes of the term in which the course ends. Term work submitted after the last day of classes of the term in which the course ends will not be accepted for grading. Notwithstanding that term work will not be accepted after the last day of classes of the term in which the course ends, assignments received later than the due date will be penalized five per cent of the value of the assignment per day that their assignments are late. Exceptions to the lateness policy for valid reasons such as illness, compassionate grounds etc. will be entertained by the course director only when supported by written documentation (e.g. a doctor's letter).</p>	<p>All written or visual work that is submitted as part of an academic program must be submitted in hardcopy (not electronically), unless previously agreed to by the instructor or adviser.</p> <p>Please note that the aforementioned policy statement outlines the required format for submission of student work for a course and/or an academic program, as outlined in BES course syllabi.</p> <p><b>BES Term Work, Tests and Examinations</b></p> <p><b>Term work:</b></p> <p>Term work includes reports, assignments, essays, tests, and other written and oral work assigned in a course, with the exception of final examinations, as outlined in the approved course syllabus. Course directors set the deadlines for submission of term work. All term work must be submitted by the last day of classes of the term in which the course ends. Term work submitted after the last day of classes of the term in which the course ends will not be accepted for grading. Notwithstanding that term work will not be accepted after the last day of classes of the term in which the course ends, assignments received later than the due date will be penalized five per cent of the value of the assignment per day that their assignments are late. Exceptions to the lateness policy for valid reasons such as illness, compassionate grounds etc. will be entertained by the</p>

	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules
		<p><b>Ethical Review of Undergraduate Course Research Involving Human Participants: EUC Procedures</b></p> <p>York students are subject to the York University Policy for the ethics review process for research involving human participants. All research activity with human participants and minimal risk as part of this course has to undergo ethical review. Please consider the following definitions:</p> <ol style="list-style-type: none"> <li>1. Human participants in research will be defined as persons who provide data or information to the researcher which are typically not part of their professional capacity.</li> <li>2. The draft definition of funded research from the Human Participants Review Sub-Committee [HPRC] is: “‘Funded’ will refer to all research that is receiving money that is in response to a specific proposal and administered by the university. Research using monies not administered by the University, and/or not in response to a specific proposal, will be considered ‘unfunded’.”</li> <li>3. The definition of minimal risk being used is the one given in the SSHRC/NSERC/CIHR Tri-Council Policy Statement on Ethical Conduct for Research involving Humans 2 (2018): “‘minimal risk’ research is defined as research in which the probability and magnitude of possible harms implied by participation in the research are no greater than those encountered by participants in those aspects of their everyday life that relate to the research.”</li> </ol>	<p>course director only when supported by written documentation (e.g. a doctor's letter).</p> <p><b>Ethical Review of Undergraduate Course Research Involving Human Participants: FEUC Procedures</b></p> <p>York students are subject to the York University Policy for the ethics review process for research involving human participants. All research activity with human participants and minimal risk as part of this course has to undergo ethical review. Please consider the following definitions:</p> <ol style="list-style-type: none"> <li>1. Human participants in research will be defined as persons who provide data or information to the researcher which are typically not part of their professional capacity.</li> <li>2. The draft definition of funded research from the Human Participants Review Sub-Committee [HPRC] is: “‘Funded’ will refer to all research that is receiving money that is in response to a specific proposal and administered by the university. Research using monies not administered by the University, and/or not in response to a specific proposal, will be considered ‘unfunded’.”</li> <li>3. The definition of minimal risk being used is the one given in the SSHRC/NSERC/MRC Tri-Council Policy Statement on Ethical Conduct for Research involving Humans (August, 1998): “If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research, then the research can be regarded as within the range of minimal risk.”</li> </ol>

	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules
	<p><b>Tests and Examinations</b></p> <p>Tests and examinations are important parts of the educational process. They must be conducted under fair conditions which allow students to demonstrate what they have learned. Disruptions or attempts to obtain an unfair advantage are offences against academic process and carry severe penalties: refer to the <i>Senate Policy on Academic Honesty</i> and the <i>Code of Student Rights and Responsibilities</i> at <a href="http://secretariat-policies.info.yorku.ca">secretariat-policies.info.yorku.ca</a>. The following regulations apply to tests and examinations (<a href="http://secretariat-policies.info.yorku.ca/policies/conduct-of-examinations-policy-guidelines/">secretariat-policies.info.yorku.ca/policies/conduct-of-examinations-policy-guidelines/</a>).</p> <p><b>Identification</b></p> <p>Students who are being tested or examined are required to present a valid York University photo identification card or other acceptable form of photo identification and to sign the attendance roster for the examination.</p> <p><b>Answer Booklets</b></p> <p>Answer booklets are the property of the University. Test papers, examination booklets and other answer forms remain the property of the University unless they are released by an instructor. Students may not</p>	<p><b>Tests and Examinations:</b></p> <p>Tests and examinations may be held in any EUC course in such form and manner as decided by the course director and as described in the approved course syllabus. Tests and examinations are an essential part of the learning and evaluation process. They must be conducted under fair conditions which allow students to analyze, synthesize, and demonstrate what they have learned. Disruptions or attempts to obtain an unfair advantage are offences against due academic processes and carry severe penalties: refer to the <i>Senate Policy on Academic Honesty</i> and the <i>Code of Student Rights and Responsibilities</i> at <a href="http://secretariat-policies.info.yorku.ca">secretariat-policies.info.yorku.ca</a>. The following regulations apply to tests and examinations (<a href="http://secretariat-policies.info.yorku.ca/policies/conduct-of-examinations-policy-guidelines/">secretariat-policies.info.yorku.ca/policies/conduct-of-examinations-policy-guidelines/</a>).</p> <p><b>End of term restrictions:</b></p> <p>The total value of any test(s) or examination(s) given during the final 14 calendar days of classes in a term must carry a combined weighting of no more than 20 per cent of the final mark for the course. <b>Note:</b> exceptions are made for some third- and fourth-year courses, such as seminars that often have one or two major assignments due at the end of the term.</p>	<p><b>Examinations:</b></p> <p>Examinations may be held in any BES course in such form and manner as decided by the course director and as described in the approved course syllabus. Examinations are an essential part of the learning and evaluation process. They must be conducted under fair conditions which allow students to analyze, synthesize, and demonstrate what they have learned. Disruptions or attempts to obtain an unfair advantage are offences against due academic processes and carry severe penalties.</p> <p><b>End of term restrictions:</b></p> <p>The total value of any test(s) or examination(s) given during the last two weeks of classes in a term must carry a combined weighting of no more than 20 per cent of the final mark for the course. <b>Note:</b> exceptions are made for some third- and fourth-year courses, such as seminars that often have one or two major assignments due at the end of the term.</p> <p><b>Scheduling of tests:</b></p>



	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>remove them from the test or examination room without permission; nor may they possess blank examination booklets.</p> <p><b>Students' Right to Review</b></p> <p>Students may always have the opportunity, under properly controlled conditions, to review and discuss their graded test and examination answers, but final examination answer booklets (and at the discretion of the course director, other examination booklets) remain the property of the University, and are retained by the teaching unit for a certain period of time before they are destroyed.</p> <p><b>Tests and Examinations during the Term</b></p> <p><b>Restriction at End of Term</b></p> <p>No examinations or tests collectively worth more than 20 per cent of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.</p> <p><b>Scheduling of Tests</b></p> <p>Except where testing is conducted during individual appointments which accommodate the schedules of students (e.g. individual oral interviews in language courses, individually scheduled make-up tests), tests or examinations given during the term should be held within the hours regularly scheduled for the course in question. Any exceptions must be communicated within the first two weeks of classes and on the course outline.</p>	<p><b>Scheduling of tests:</b></p> <p>Except where testing is conducted during individual appointments which accommodate a student's schedule (e.g. individually scheduled make-up tests), tests or examinations given during the term must be held within the hours regularly scheduled for the course in question. Any exceptions must be communicated within the first two weeks of classes and on the course outline.</p> <p><b>Students' rights of refusal:</b></p> <p>Students who are asked to write tests or examinations in contravention of the preceding two regulations may refuse to do so without academic penalty. They also have the right to raise the matter with the undergraduate program director of the department or the school in which the course is offered or with the associate dean of students.</p> <p><b>General Regulations for Tests and Examinations</b></p> <p><b>Identification:</b></p> <p>Students who are being tested or examined are required to present a valid York University photo identification card or other acceptable form of photo identification and to sign the attendance roster for the examination. Acceptable forms of photographic identification include a valid driver's license with photograph attached, a valid passport or other certificate of citizenship with photograph attached.</p> <p><b>Answer Booklets</b></p> <p>Answer booklets are the property of the University. Test papers, examination booklets and other answer forms remain the property of the University unless they are released by an instructor. Students may not remove them from the test or examination room</p>	<p>Except where testing is conducted during individual appointments which accommodate a student's schedule (e.g. individually scheduled make-up tests), tests or examinations given during the term must be held within the hours regularly scheduled for the course in question.</p> <p><b>Students' rights of refusal:</b></p> <p>Students who are asked to write tests or examinations in contravention of the preceding two regulations may refuse to do so without academic penalty. They also have the right to raise the matter with the undergraduate program director.</p> <p><b>General Regulations for Tests and Examinations</b></p> <p><b>Identification:</b></p> <p>Students who are being tested or examined are required to present their YU-card and/or an acceptable form of photographic identification when asked to do so by an instructor or invigilator. Acceptable forms of photographic identification include a valid driver's license with photograph attached, a valid passport or other certificate of citizenship with photograph attached.</p>

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	<p><b>Students' Right of Refusal</b></p> <p>Students who are asked to write tests or examinations in contravention of the preceding two regulations may refuse to do so without academic penalty; they also have the right to raise the matter with the Chair/director of the department or the school in which the course is offered or with the dean.</p> <p><b>Formally Scheduled Examinations</b></p> <p><b>Final Examination Period</b></p> <p>There is a final examination period at the end of each term. The dates and times of formally scheduled examinations are listed on the York Courses website at <a href="http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/curexam">w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/curexam</a>. Examinations may last two or three hours.</p> <p><b>Religious Accommodation Guidelines</b></p> <p>Students who, because of religious commitment cannot write a formally scheduled examination (December and April examination periods) on the date scheduled, should contact the course instructor <b>no later than three weeks prior to the start of the examination period</b> to arrange an alternative examination date. A Religious Accommodation form is available for this purpose online at <a href="http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/reqobs">w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/reqobs</a>.</p> <p><b>Exam Accommodation</b></p> <p>Students with disabilities requiring accommodation or students requiring accommodation for significant religious observances shall be responsible for requesting the necessary accommodation in advance of the examination period and in accordance with the</p>	<p>without permission; nor may they possess blank examination booklets.</p> <p><b>Students' Right to Review</b></p> <p>Students may always have the opportunity, under properly controlled conditions, to review and discuss their graded test and examination answers, but final examination answer booklets (and at the discretion of the course director, other examination booklets) remain the property of the University, and are retained by the teaching unit for a certain period of time before they are destroyed.</p> <p><b>Final examination period:</b></p> <p>There is a final examination period at the end of each term. The dates and times of formally scheduled examinations are listed on the York Courses website at <a href="http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/curexam">w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/curexam</a>. Examinations may last two or three hours. Students are responsible for making themselves aware of the appropriate examination details.</p> <p><b>Missed examinations:</b></p> <p>In accordance with University policy and procedure, a student who misses an examination should contact the course director and the department/school of the examination as soon as possible. A student who wishes to write a make-up examination must request deferred standing in the course. Please refer to the section on Deferred Standing/Academic Petitions and Appeals or the Deferred Standing web page at <a href="http://myacademicrecord.students.yorku.ca/deferred-standing">myacademicrecord.students.yorku.ca/deferred-standing</a></p> <p><b>Religious Accommodation Guidelines</b></p> <p>Students who, because of religious commitment cannot write a formally scheduled examination</p>	<p><b>Formally Scheduled Examinations</b></p> <p><b>Final examination period:</b></p> <p>There is a final examination period at the end of each term, as published on the Registrar's Office website (<a href="http://registrar.yorku.ca/enrol/dates">registrar.yorku.ca/enrol/dates</a>).</p> <p><b>Examination schedules:</b></p> <p>The dates, times and places of formally scheduled examinations are published each term on the York Courses website (<a href="http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/curexam">w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/curexam</a>). Examinations may last two or three hours. Students are responsible for making themselves aware of the appropriate examination details.</p> <p><b>Missed examinations:</b></p> <p>A student who misses an examination must contact the Office of Student and Academic Services or the course director or the Registrar's Office within 48 hours of the examination. A student who wishes to write a make-up examination must petition for deferred standing in the course.</p> <p><b>Supplemental examinations or rewriting of examinations:</b></p> <p>These are not allowed in the Faculty of Environmental and Urban Change. Once the final examination has been written or the major paper submitted, the course is considered to be completed. Examinations or papers cannot be rewritten to improve a final grade. There shall be no rewriting to improve a mark.</p> <p><b>Assessment of Students in BES Courses</b></p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>recommended timelines in the relevant policies and procedures.</p> <p><b>Rewriting of Examinations</b></p> <p>The Faculty of Liberal Arts and Professional Studies has no provision for the rewriting of a final examination to improve a mark.</p> <p><b>Missed Examinations</b></p> <p>In accordance with University policy and procedure, a student who misses an examination should contact the course director and the department/school of the examination as soon as possible. A student who wishes to write a make-up examination must request deferred standing in the course. Please refer to the section on Deferred Standing/Academic Petitions and Appeals or the Deferred Standing web page at <a href="http://myacademicrecord.students.yorku.ca/deferred-standing">myacademicrecord.students.yorku.ca/deferred-standing</a>.</p>	<p>(December and April or Summer examination periods) on the date scheduled, should contact the course instructor <b>no later than three weeks prior to the start of the examination period</b> to arrange an alternative examination date. A Religious Accommodation form is available for this purpose online at <a href="http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/reqobs">w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/reqobs</a>.</p> <p><b>Rewriting of examinations</b></p> <p>The Faculty of Environmental and Urban Change has no provision for rewriting of a final examination. Once an exam been written or the major paper submitted, the course is completed. Examinations or papers cannot be rewritten to improve a final grade. There shall be no rewriting to improve a mark.</p> <p><b>Assessment of Students in EUC Courses</b></p> <p>The course director shall assess students enrolled in each EUC course considering the requirements set at the beginning of the course as articulated in the course syllabus. These assessments shall be based on a combination of tests or formal examination(s), participation in classes, term work submitted, and other evidence as determined by the course director.</p> <p><b>Subsequent Changes</b></p> <p>In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the consent of all students and the approval of the Undergraduate Program Director. The Course Director must distribute the new marking scheme in written form to the students.</p> <p><b>In courses where percentages are used as a means of reporting grades on individual pieces of work, the conversion table is used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.</b></p>	<p>The course director shall assess students enrolled in each BES course in light of the requirements set at the beginning of the course as articulated in the course syllabus. These assessments shall be based on a combination of tests or formal examination(s), participation in classes, term work submitted, and other evidence as determined by the course director.</p> <p><b>Subsequent Changes</b></p> <p>In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the consent of all students and the approval of the Undergraduate Program Director. The Course Director must distribute the new marking scheme in written form to the students.</p> <p><b>Feedback during Course</b></p> <p>Course Directors are obliged to provide a mechanism by which students can be apprised of their progress in a course. The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) will be announced, and be available in writing, within the first two weeks of class. Under normal circumstances, graded feedback worth at least a minimum of 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term, will be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:</p> <ol style="list-style-type: none"> <li>I. Graduate or upper-level Undergraduate courses where coursework typically, or at the Instructor's discretion, consists of a single piece of work and/or is based predominantly solely) on student presentations (e.g. Honours theses or Graduate research papers not due by the drop date, etc.).</li> <li>II. Practicum courses</li> <li>III. Ungraded courses</li> </ol>

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		<p><b>Feedback during Course</b></p> <p>Course Directors are obliged to provide a mechanism by which students can be apprised of their progress in a course. The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) will be announced, and be available in writing, within the first two weeks of class. Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term, will be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:</p> <ul style="list-style-type: none"> <li>I. Graduate or upper-level Undergraduate courses where coursework typically, or at the Instructor's discretion, consists of a single piece of work and/or is based predominantly solely) on student presentations (e.g. Honours theses or Graduate research papers not due by the drop date, etc.).</li> <li>II. Practicum courses</li> <li>III. Ungraded courses</li> <li>IV. Courses in Faculties where the drop date occurs within the first 3 weeks of classes</li> <li>V. Courses which run on a compressed schedule (which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks)</li> </ul> <p><i>Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, Course Directors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.</i></p>	<ul style="list-style-type: none"> <li>IV. Courses in Faculties where the drop date occurs within the first 3 weeks of classes</li> <li>V. Courses which run on a compressed schedule (which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks)</li> </ul> <p><i>Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, Course Directors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.</i></p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
<b>Rules and Regulations</b>	<p>For a comprehensive listing of University policies and procedures refer to the Undergraduate Calendar Section on Policies and Regulations and visit <a href="http://secretariat-policies.info.yorku.ca">secretariat-policies.info.yorku.ca</a>.</p> <p><b>Transfer Students</b></p> <p>Students who enter with prior experience at a postsecondary educational institution are enrolled in an Honours program if their prior cumulative grade point average (including failed courses) is at least the equivalent of 5.00 on the York scale. (<b>Note:</b> courses taken at other postsecondary institutions are not calculated as part of the student's grade point average at York, nor do they appear on the York transcript.)</p> <p><b>Academic Standing Requirements for Visiting Students</b></p> <p>Individuals who wish to enrol in undergraduate credit courses, but who do not intend to complete a degree or a certificate may be admitted to York as a visiting student (refer to the Admissions section for more information). There are three categories of visiting students:</p> <ol style="list-style-type: none"> <li>Those who hold an undergraduate degree (three-year bachelor's degree minimum) from an accredited university/university-level institution;</li> <li>Those who do not hold an undergraduate degree but wish to enrol in York courses to fulfill the academic, upgrading or professional development requirements of a professional designation;</li> </ol>	<p><b>Breach of Academic Honesty</b></p> <p>Conduct that violates the ethical or legal standards of the University community is a serious matter. In particular, any breach of academic honesty is a most serious offence to both the University community and the academic enterprise. Therefore, all faculty members are required to treat any breach of academic honesty, no matter how small the breach may appear, as a most serious matter demanding most thorough investigation. The rules embodied in the University <a href="#">Senate Policy on Academic Honesty</a> apply to all BES/BA/BSC students and are described in the University Policies section of this publication.</p> <p>In the Faculty of Environmental and Urban Change it is a serious offence against academic honesty, among other things, to cheat, to impersonate, to plagiarize or misappropriate the work of others, to practice improper research procedures, to be dishonest in publication, to aid and abet academic misconduct or to undertake any other action that runs counter to academic honesty. In addition, some forms of breach of academic honesty might constitute offences under the Criminal Code of Canada. While the pressures of school may be such that a student may feel pressured to breach academic honesty, students must completely resist such pressures. Students who are unsure of what may constitute a breach of academic honesty should consult with the Senate Policy on Academic Honesty (in the University Policies and Regulations section) or with the Faculty of Environmental and Urban Change Office of Student and Academic Services.</p>	<p><b>Breach of Academic Honesty</b></p> <p>Conduct that violates the ethical or legal standards of the University community is a serious matter. In particular, any breach of academic honesty is a most serious offence to both the University community and the academic enterprise. Therefore, all faculty members are required to treat any breach of academic honesty, no matter how small the breach may appear, as a most serious matter demanding most thorough investigation. The rules embodied in the University Senate Policy on Academic Honesty and the Procedures Governing Breach of Academic Honesty apply to all BES students and are described in the University Policies section of this publication.</p> <p>In the Faculty of Environmental and Urban Change it is a serious offence against academic honesty, among other things, to cheat, to impersonate, to plagiarize or misappropriate the work of others, to practice improper research procedures, to be dishonest in publication, to aid and abet academic misconduct or to undertake any other action that runs counter to academic honesty. In addition, some forms of breach of academic honesty might constitute offences under the Criminal Code of Canada. While the pressures of school may be such that a student may feel pressured to breach academic honesty, students must completely resist such pressures. Students who are unsure of what may constitute a breach of academic honesty should consult with the Senate Policy on Academic Honesty (in the University Policies and Regulations section) or with the Faculty of Environmental and Urban Change Office of Student and Academic Services.</p>

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	<p>c. Those who are currently attending another recognized university and wish to take York courses on a letter of permission issued by their home institution.</p> <p>Repeated course legislation does not apply to visiting students but only to academic degrees and certificates. Therefore, all courses attempted or taken will count in the overall cumulative grade point average.</p> <p><b>GPA Requirement</b></p> <p>Students in categories a) and b) whose overall cumulative grade point average falls below 4.00 on at least 24 credits attempted will not be allowed to enrol in any subsequent session as visiting students. Students who are not permitted to re-enrol must apply for re-admission through the Admissions Office.</p> <p><b>Credit Limits</b></p> <p>Students in category b) who have maintained an overall cumulative grade point average of 4.00 throughout their studies and who have completed 30 credits will not be allowed to enrol in subsequent sessions and must either reactivate to proceed as visiting students or may choose to apply for admission to a degree or certificate program.</p> <p>Visiting students admitted to the Faculty of Liberal Arts and Professional Studies may:</p> <ol style="list-style-type: none"> <li>1. enrol in degree credit courses providing they meet the published corequisite(s) and prerequisite(s), or obtain permission of the Chair of the discipline concerned;</li> <li>2. not register in a course equivalent to one already completed.</li> </ol>		

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p><b>Faculty Transfers</b></p> <p>Students who were last registered in an undergraduate degree program in another Faculty of York University and who wish to transfer to the Faculty of Liberal Arts and Professional Studies must submit a Program Change Request, available on the Program Change Web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>. Refer to the Academic Standing section for degree/program academic standing requirements.</p> <p><b>Information for Continuing Students in a Grandparented Program</b></p> <p>Students who were registered in a degree and program formerly in the Atkinson Faculty of Liberal and Professional Studies or the Faculty of Arts have been moved to the Faculty of Liberal Arts and Professional Studies. Grandparenting provisions have been developed for students continuing in these degrees and programs.</p> <p>Grandparented rules allow students to complete their studies following the rules of the programs they were in prior to the Fall/Winter 2009-2010 Session. This includes all major and degree requirements including general education requirements and upper level requirements, as well as the electives or required credits outside the major. For more information contact the Faculty's Academic Advising Services.</p> <p><b>Second or Subsequent Degrees</b></p> <p>Students who hold an undergraduate degree from an accredited institution, and who are admissible according to Faculty and University policies, may pursue a second (or subsequent) degree program in the Faculty of Liberal Arts and Professional Studies.</p>	<p><b>Faculty Transfers</b></p> <p>Students who were last registered in an undergraduate degree program in another Faculty of York University and who wish to transfer to the Faculty of Environmental and Urban Change must submit a Program Change Request, available on the Program Change Web page at <a href="http://myacademicrecord.students.yorku.ca/program-change">myacademicrecord.students.yorku.ca/program-change</a>. Refer to the Academic Standing section for degree/program academic standing requirements.</p>	



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	<p>Eligibility for admission and standing will be assessed according to performance in the first or subsequent degree(s). Students will be assessed as eligible for an Honours degree if they have graduated with Honours standing in their first degree. Students who are eligible for an Honours degree program will be enrolled in Honours, but may elect to graduate with a bachelor's degree. Students admitted to an Honours degree and 90-credit bachelor program will be granted transfer credit in accordance with the University's residency requirement. Under certain circumstances, students admitted to a 90-credit bachelor's degree program may qualify to proceed in an Honours degree; however, the transfer credit granted upon admission will not be amended.</p> <p>All second (and subsequent) degree candidates must meet the residency requirements and must satisfy all upper-level requirements and requirements in the major/minor subject(s). Grade point averages are calculated for students in second (or subsequent) degree programs only on the courses taken for that degree and not on courses taken to satisfy requirements for the first or subsequent degree(s).</p> <p>Students must apply through Admissions for second and subsequent undergraduate degree(s). University residency requirements apply.</p> <p><b>Course Loads</b></p> <p><b>Fall/Winter Session</b></p> <p>A full course load is defined as 30 credits during the fall/winter session. Students may take a maximum of 36 credits overall (and 18 credits per term) without</p>	<p><b>Course Load</b></p> <p>Environmental and Urban Change students are subject to the following course load constraints:</p> <p><b>Fall/Winter Session</b></p> <ul style="list-style-type: none"> <li>Fall/Winter session (September–April): Students are advised to take no more than</li> </ul>	<p><b>Course Load</b></p> <p>Environmental Studies students are subject to the following course load constraints:</p> <p><b>Fall/Winter Session</b> Fall/Winter session (September–April): Students are advised to take no more than 30.00 credits (fifteen credits per term), or a maximum of 36.00 credits (18.00 credits per term) may be taken,</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>petitioning. Students with substantial familial or financial responsibilities outside the University are advised to consider taking fewer courses in a session. It is recommended that students take their personal circumstances and academic standing into consideration before taking a course load of 36 credits in the fall/winter session.</p> <p><b>Summer Session</b></p> <p>A full course load is defined as 15 credits in the summer session. Students may take a maximum of 18 credits overall without petitioning. Students with substantial familial or financial responsibilities outside the University are advised to consider taking fewer courses in a session. It is recommended that students take their personal circumstances and academic standing into consideration before taking a course load of 18 credits in the summer session.</p> <p><b>Courses Taken at York University</b></p> <p>Faculty of Liberal Arts and Professional Studies degree candidates may enrol in courses offered by other York University Faculties provided they meet the publicized corequisite(s) and/or prerequisite(s). Students are responsible for ensuring that out-of-Faculty courses meet Faculty of Liberal Arts and Professional Studies degree and program requirements. Out-of-Faculty courses are credited at the level at which they are taken.</p> <p>York University courses are also offered in Italy by the Department of Languages, Literatures and Linguistics. In addition, independent study, directed reading and thesis courses are offered by some</p>	<p>30.00 credits (fifteen credits per term). Students may take a maximum of 36.00 credits (18.00 credits per term) without petitioning.</p> <ul style="list-style-type: none"> <li>Students with substantial academic difficulties and/or financial responsibilities and/or personal circumstances are advised to take fewer courses than indicated in a session.</li> </ul> <p><b>Summer Session</b></p> <ul style="list-style-type: none"> <li>Summer session (May–August): <b>Students may take a maximum of 18 credits overall without petitioning</b></li> <li>Students with substantial academic difficulties and/or financial responsibilities and/or personal circumstances are advised to take fewer courses than indicated in a session.</li> </ul> <p><b>Courses Taken at York University:</b></p> <p>Faculty of Environmental and Urban Change degree candidates may enrol in courses offered by other York University Faculties provided they meet the publicized corequisite(s) and/or prerequisite(s). Students are responsible for ensuring that out-of-Faculty courses meet the Faculty of Environmental and Urban Change degree and program requirements. Out-of-Faculty courses are credited at the level at which they are taken.</p> <p>EUC also offers York University courses at international campuses.</p>	<p>subject to review by the Student Success Coordinator and approval of student's Program Checklist.</p> <ul style="list-style-type: none"> <li>Students with substantial academic difficulties and/or financial responsibilities and/or personal circumstances are advised to take fewer courses than indicated in a session.</li> </ul> <p><b>Summer Session</b></p> <ul style="list-style-type: none"> <li>Summer session (May–August): Maximum of 15.00 credits.</li> <li>Students with substantial academic difficulties and/or financial responsibilities and/or personal circumstances are advised to take fewer courses than indicated in a session.</li> </ul>

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	<p>departments/schools. Students interested in arranging such courses should inquire at the relevant department/school. Individual programs may place restrictions on the number and nature of courses taken.</p> <p><b>Cross-listed Courses</b></p> <p>Some courses in the Faculty of Liberal Arts and Professional Studies are cross-listed. Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the “same” course.</p> <ol style="list-style-type: none"> <li>1. Cross-listed courses may not be double counted in order to fulfill degree requirements.</li> <li>2. Cross-listed courses may not be used to fulfill degree requirements of credits required outside the major in the programs offering the cross-listing.</li> </ol> <p><b>Letters of Permission (LOP) - Taking Courses at another University</b></p> <p>If you wish to enrol at another university (host) and have credits completed there transferred toward your York degree/certificate, you must first request a letter of permission (LOP) and receive approval from the Registrar's Office. While you are pursuing your York degree/certificate, transfer credit will not be granted for work completed at another university without the LOP. Further information is available on the Letters</p>	<p>Undergraduate students will be permitted to take graduate courses at the 5000 level and subject to the Faculty of Graduate Studies regulations (i.e., evaluate the student's record and provide specific details of extraordinary circumstances. The student must have a cumulative GPA of B+ or higher over the past two years and must require the course to complete undergraduate degree requirements) and the undergraduate pass/fail grading scheme will apply.</p> <p>Independent study, directed reading are also offered. Students interested in arranging such courses should inquire at the relevant department/school. programs. Individual programs may place restrictions on the number and nature of courses taken.</p> <p><b>Cross-listed Courses:</b></p> <p>Some courses in the Faculty of Environmental and Urban Change are cross-listed. Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the “same” course.</p> <ol style="list-style-type: none"> <li>3. Cross-listed courses may not be double counted in order to fulfill degree requirements.</li> <li>4. Cross-listed courses may not be used to fulfill degree requirements of credits required outside the major in the programs offering the cross-listing.</li> </ol>	

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	<p>of Permission webpage at <a href="http://registrar.yorku.ca/enrol/lop">registrar.yorku.ca/enrol/lop</a>.</p> <p><b>Eligibility</b></p> <ul style="list-style-type: none"> <li>To be eligible for an LOP you must be pursuing a York degree and/or a certificate program.</li> <li>You must be in good academic standing.</li> </ul> <p><b>Ineligibility</b></p> <p>You are ineligible for LOP consideration:</p> <ul style="list-style-type: none"> <li>If you are a non-degree student at York (you may apply directly to the host without an LOP).</li> <li>An LOP will not be issued if you are on academic warning, program warning, debarment warning or academic probation.</li> <li>If your academic status changes after the LOP is issued and you are no longer in good standing or are ineligible to proceed in your program, the LOP will be rescinded and you will no longer be eligible for transfer credit from the host regardless of the grade achieved there.</li> <li>If you enrol in courses at the host other than those listed on the LOP, you will not receive transfer credit upon completion unless the Registrar's Office amends your LOP in advance.</li> <li>Your LOP will not be processed if there are outstanding debts on your University account.</li> </ul> <p><b>Students' Responsibilities</b></p>	<p><b>Letters of Permission (LOP) - Taking Courses at another University:</b></p> <p>If you wish to enrol at another university (host) and have credits completed there transferred toward your York degree/certificate, you must first request a letter of permission (LOP) and receive approval from the Registrar's Office. While you are pursuing your York degree/certificate, transfer credit will not be granted for work completed at another university without the LOP. Further information is available on the Letters of Permission webpage at <a href="http://registrar.yorku.ca/enrol/lop">registrar.yorku.ca/enrol/lop</a></p> <p><b>Audit a Course:</b></p> <p>With the permission of a course director, an auditor attends classes and participates in a course in the same way as other students but does not submit assignments or write tests or examinations. Restrictions may apply. Further information about admissibility, application procedures, courses available and fees may be obtained at Registrarial Services.</p> <p><b>Requirements for Directed Reading and Directed Study Courses</b></p>	<p><b>Requirements for Directed Reading and Directed Study Courses</b></p> <p>Undergraduate Directed Reading and Directed Study courses are for BES students who wish to pursue intensive individual work with a particular FEUC Faculty member on a specific topic of study.</p> <p>Normally, this will be entertained only for a topic that is not offered as a lecture/seminar or special topics course in a particular academic session. Directed Reading and Directed Study courses are subject to the following guidelines:</p> <ul style="list-style-type: none"> <li>Students may request enrolment in Directed Reading and/or Directed Study courses only</li> </ul>

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	<p>It is your responsibility to ensure that:</p> <ul style="list-style-type: none"> <li>You complete the Letter of Permission form and submit it along with detailed calendar course descriptions from the host institution to the Faculty/school/department best able to identify any York-based course credit exclusions or substitutes.</li> <li>Submit the completed form, along with the \$50 non-refundable processing fee, to the Registrar's Office drop-box in the lobby of the Bennett Centre for Student Services. Approved LOPs will be sent to the host university and a copy sent to you for your records. Incomplete applications for an LOP cannot be processed and will be returned to you.</li> <li>Courses completed on an LOP meet your program requirements.</li> <li>Once you have been issued the LOP, it should be presented to the host institution's Admission Office. The host governs admission and application deadlines for students applying on an LOP.</li> <li>Should your enrolment/registration circumstances change; that is, the courses(s) you are requesting on an LOP is (are) not available, you must immediately contact the Faculty in order to request approval for any replacement courses. Obtain departmental approval for these changes, then notify the Registrar's Office at <a href="mailto:lop@yorku.ca">lop@yorku.ca</a> of any enrolment changes as soon as they are made.</li> <li>An official transcript is forwarded to the Registrar's Office at York University as soon as final grades are available from the host institution, refer to the deadline dates on the Letter of Permission Web page (<a href="http://registrar.yorku.ca/enrol/lop">registrar.yorku.ca/enrol/lop</a>) under the Instructions and Application tab.</li> </ul>	<p>Undergraduate Directed Reading and Directed Study courses are only for students in the Faculty of Environmental and Urban Change who wish to pursue intensive individual work with a particular EUC faculty member on a specific topic of study that is not offered in the undergraduate curriculum.</p> <p>Such independent courses are entertained only for a topic that is not offered as a lecture/seminar or special topics course in a particular academic session. Directed Reading and Directed Study courses are subject to the following guidelines:</p> <ul style="list-style-type: none"> <li>Students may request enrolment in Directed Reading and/or Directed Study courses only after having successfully completed (passed) 24 credits in EUC.</li> <li>A faculty member must agree to supervise a Directed Reading/Study course.</li> <li><b>Students in the honours BES/BA/BSC programs may take a maximum of 12 credits.</b></li> <li><b>Students in the bachelor's BES/BA/BSC program may take a maximum of 6 credits</b></li> </ul> <p>The student and Faculty member must agree, at the time of enrolment in the course, on a written description of the course, its objectives, its content, the expected learning outcome, the form and frequency of contact between the student and Faculty member, and the form of its evaluation. Both instructor and student must follow the university policy on grading and course feedback <a href="https://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/">https://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/</a></p> <ul style="list-style-type: none"> <li>This description/contract must be submitted to the Office of Student and Academic Services for approval by the Undergraduate Program Director; the student and the Faculty member should each retain a copy.</li> </ul>	<p>after having completed four full course equivalents (24.00 credits) in FEUC.</p> <ul style="list-style-type: none"> <li>Normally, the maximum permissible number of Directed Reading and/or Directed Study courses included in a BES Honours program is three full- course equivalents (18.00 credits).</li> <li>Normally, within the last five full-course equivalents (i.e. during their last year), students may take a maximum of two full-course equivalents (12.00 credits) of Directed Reading and/or Directed Study courses.</li> <li>Normally, students may take a maximum of two full-course equivalents (12.00 credits) of Directed Reading and/or Directed Study courses with the same Faculty member as Course Director.</li> <li>The student and Faculty member must agree, at the time of enrolment in the course, on a written description of the course, its objectives, its content, the expected learning outcome, the form and frequency of contact between the student and Faculty member, and the form of its evaluation. This description/contract must be submitted to the Office of Student and Academic Services for approval by the Undergraduate Program Director; the student and the Faculty member should each retain a copy.</li> </ul> <p><b>BES Placement Opportunities</b></p> <p>The placement course is offered every term throughout the year and is open to third-year students who meet the eligibility requirements.</p> <p><b>Placement Course Description:</b></p>

	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules
	<ul style="list-style-type: none"> <li>If you do not register or complete any of the courses for which you were issued the LOP, you must provide the Registrar's Office with documentation from the host declaring you either did not enrol/register or that you withdrew from the course(s) without any academic penalty.</li> </ul> <p><b>Important Notes</b></p> <ul style="list-style-type: none"> <li>Maximum number of credits you may enrol/register in an academic session including courses taken on an LOP, is 18 credits in summer or 36 credits in fall/winter (18 credits per term).</li> <li>You must obtain a minimum grade of C (as understood in the Faculty of Liberal Arts and Professional Studies) for credit to be granted.</li> <li>Course credit exclusions (CCEs) are courses offered at York and the host institution that are similar enough in content that both may not be taken for degree credit. A course substitute can replace a specific York course/degree requirement. A course substitute can be a CCE but a CCE is not always a course substitute.</li> <li>Some York programs are subject to external accreditation or professional association requirements (e.g. practica and core courses for engineering, nursing or social work), which restrict approvals for LOPs. Please consult your Faculty school/department for details.</li> <li>Credit towards your degree will only be counted once for repeated courses taken at York or elsewhere. Should you repeat a course the initial grade will be replaced with the notation of "NCR-No Credit Retained".</li> </ul>	<ul style="list-style-type: none"> <li><b>Restrictions:</b> Students may take a maximum of two full-course equivalents (12.00 credits) of Directed Reading and/or Directed Study courses with the same Faculty member as Course Director.</li> </ul> <p><b>Placement Opportunities</b></p> <p>The placement course is offered every term throughout the year and is open to third &amp; fourth year students who meet the eligibility requirements.</p> <p><b>Placement Course Description:</b></p> <p>The Faculty of Environmental and Urban Change placement (hereinafter "placement") is an experiential education course designed to provide BA and BES students and Certificate in Cultural and Artistic Practices for Environmental and Social Justice (CAP) students with the opportunity to apply their classroom learning in a workplace environment. Through these placement opportunities, students will gain confidence in field-related knowledge, general employability skills, and valuable work experience. When requirements are fulfilled, eligible students will enrol for either three or six credits depending on the number of hours approved for the placement. To be eligible, students must meet the following criteria.</p> <p><b>BES/BA/BSC Honours students:</b></p> <p>Students are encouraged to book an appointment with the Experiential Education Coordinator at euc_ee@yorku.ca for guidance and resources to help them successfully secure a placement.</p> <ol style="list-style-type: none"> <li>Be enrolled in full-time studies and in their third year of study in EUC;</li> </ol>	<p>The Environmental Studies placement (hereinafter "placement") is an experiential education course designed to provide Honours Bachelor in Environmental Studies (BES) students and Certificate in Cultural and Artistic Practices for Environmental and Social Justice (CAP) students with the opportunity to apply their classroom learning in a workplace environment. Through these placement opportunities, students will gain confidence in field-related knowledge, general employability skills, and valuable work experience. When requirements are fulfilled, eligible students will enrol for either three or six credits depending on the number of hours approved for the placement. To be eligible, students must meet the following criteria.</p> <p><b>BES Honours students:</b></p> <ol style="list-style-type: none"> <li>Be enrolled in full-time studies and in their third year of study in the BES program;</li> <li>Successfully completed between 60 and 90 credits (or will have completed 60 credits by April of their third year);</li> <li>Achieved a minimum Overall Cumulative Grade Point Average (CGPA) of a B (6.00);</li> <li>Enrolled and successfully completed <a href="#">EU/ENVS 4002 3.00</a> Professional development the environmental sector: Preparation for experiential work placement prior to enrolling in <a href="#">EU/ENVS 4001 3.00</a> or <a href="#">EU/ENVS 4001 6.00</a> Placement Course;</li> <li>Have an approved placement secured by the Course Director of <a href="#">EU/ENVS 4001 3.00</a> or <a href="#">EU/ENVS 4001 6.00</a></li> </ol> <p><b>CAP students:</b></p> <ol style="list-style-type: none"> <li>Have declared the CAP certificate;</li> <li>Have completed 6.0 credits of artistic practice;</li> <li>Take three workshops from the career centre:</li> </ol>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<ul style="list-style-type: none"> <li>• Generic results of “Pass” or “Credit Achieved” at the host will not be accepted for transfer credit to your York degree.</li> <li>• Transfer credit will be assessed based on the course work/requirements including in-class hours completed at the host institution and not on the course work/requirements of the York credit exclusion or substitute.</li> <li>• Courses and grades achieved at the host are not listed on your York transcript or included in your York grade point average(s).</li> </ul> <p><b>Audit a Course</b></p> <p>With the permission of a course director, an auditor attends classes and participates in a course in the same way as other students, but does not submit assignments or write tests or examinations. Restrictions may apply. Further information about admissibility, application procedures, courses available and fees may be obtained at Registrarial Services.</p> <p><b>Directed Reading Courses</b></p> <p>Students who are pursuing directed reading courses may do so after having successfully completed (passed) 24 credits in the Faculty of Liberal Arts and Professional Studies. The Faculty provides for such independent reading courses which are subject to the guidelines of the departments and schools, and to the following regulations:</p>	<ol style="list-style-type: none"> <li>2. Successfully completed between 60 and 90 credits (or will have completed 60 credits by April of their third year);</li> <li>3. Achieved a minimum Overall Cumulative Grade Point Average (CGPA) of a B (6.00);</li> <li>4. Attended Career Education and Development workshops in preparation for experiential work placement prior to enrolling in <a href="#">EU/ENVS 4001 3.00</a> or <a href="#">EU/ENVS 4001 6.00</a> Placement Course;</li> </ol> <p>(i) <i>Résumé &amp; Cover Letter Writing workshop</i></p> <p>(ii) <i>Job Search Strategies that Work workshop</i></p> <p>(iii) <i>Polish Your Interview Skills workshop</i></p> <p><b>BES/BA/BSC Bachelor’s (90 credits) students:</b></p> <p><b>Students are encouraged to book an appointment with the Experiential Education Coordinator at <a href="mailto:euc_ee@yorku.ca">euc_ee@yorku.ca</a> for guidance and resources to help them successfully secure a placement.</b></p> <ol style="list-style-type: none"> <li>1. Be enrolled in full-time studies and in their third year of study in EUC;</li> <li>2. Successfully completed 54 credits or higher;</li> <li>3. Student must have a minimum cumulative grade point average (CGPA) of 4.50 or higher. Students who do not meet the required CGPA must meet with the EE Coordinator to discuss options and possible petition which would include points:</li> </ol> <p>(i) circumstances which prevented them from attaining</p> <p>(ii) b. how the placement course will be beneficial to them</p>	<ol style="list-style-type: none"> <li>1. <i>Résumé &amp; Cover Letter Writing workshop</i></li> <li>2. <i>Job Search Strategies that Work workshop</i></li> <li>3. <i>Polish Your Interview Skills workshop</i></li> <li>13. Be in contact with the Course Director of <a href="#">EU/ENVS 4001 3.00</a> or 6.00;</li> <li>14. Have an approved placement secured by the Course Director of <a href="#">EU/ENVS 4001 3.00</a> or 6.00</li> </ol> <p>Students who enroll in approved placements may receive 3 or 6 credits towards their degree upon the successful completion of the placement. Approved placements require a minimum of 120 hours of work and are generally 8–12 weeks in duration (3 credits) or a minimum of 240 hours of work over 8–12 weeks (6 credits). Course/tuition fees will be subject to the student’s fee status and as approved by York University. Placements will be carried out each semester throughout the year.</p> <p><i>In order to receive academic credit, students must enrol and register online for the course, using the York Enrolment System, go out on a pre-approved placement and fulfill the deliverables of the course. Students will be graded on a pass/fail which will be recorded on the student's transcript; the grade will not be included in the calculation of the student's Grade Point Average.</i></p> <p>Students are able and encouraged to participate in paid placements. However, financial compensation is not guaranteed by York University and students should be aware that the majority of placement providers do not provide financial compensation. Students are also responsible for any incurred costs associated with the placement (e.g., licensing or travel) or any additional requirements (e.g., vaccinations). The <a href="#">Workplace</a></p>



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	<ul style="list-style-type: none"> <li>The maximum permissible number of directed reading courses depends on a student's degree option and availability.</li> <li>Students in Honours programs may take 24 credits; students in a bachelors program may take 18 credits.</li> <li>Within their last 30 credits, students may take a maximum of 12 credits in directed reading courses.</li> <li>Students may take a maximum of 12 credits of directed reading courses with the same faculty member.</li> </ul>	<p>(iii) if approved, they will have to work closely with the EE Coordinator for professional development coaching.</p> <p>4. Attended Career Education and Development workshops in preparation for experiential work placement prior to enrolling in <a href="#">EU/ENVS 4001 3.00</a> or <a href="#">EU/ENVS 4001 6.00</a> Placement Course;</p> <p>(i) <i>Résumé &amp; Cover Letter Writing workshop</i></p> <p>(ii) <i>Job Search Strategies that Work workshop</i></p> <p>(iii) <i>Polish Your Interview Skills workshop</i></p> <p><b>CAP students:</b></p> <ol style="list-style-type: none"> <li>Have declared the CAP certificate;</li> <li>Have completed 6.0 credits of artistic practice;</li> <li>Take three workshops from the career centre: <ul style="list-style-type: none"> <li><i>Résumé &amp; Cover Letter Writing workshop</i></li> <li><i>Job Search Strategies that Work workshop</i></li> <li><i>Polish Your Interview Skills workshop</i></li> </ul> </li> <li>Be in contact with the Course Director of <a href="#">EU/ENVS 4001 3.00</a> or 6.00;</li> <li>Have an approved placement secured by the Course Director of <a href="#">EU/ENVS 4001 3.00</a> or 6.00</li> </ol>	<p><a href="#">Safety and Insurance Board</a> has information on "unpaid trainees" which is relevant.</p> <p><b>Note:</b> <a href="#">EU/ENVS 4001 3.00</a> or 6.00 and/or EU/4002 3.00 are not automatically counted as Area of Concentration courses, students who take these courses <u>must</u> receive approval by petition from the Undergraduate Program Director.</p>

	LAPS Rules	EUC Rules (PROPOSED) <sup>1</sup>	FES <sup>2</sup> Rules
		<p>Students who enroll in approved placements may receive 3 or 6 credits towards their degree upon the successful completion of the placement. Approved placements require a minimum of 120 hours of work and are generally 8–12 weeks in duration (3 credits) or a minimum of 240 hours of work over 8–12 weeks (6 credits). Course/tuition fees will be subject to the student's fee status and as approved by York University. Placements will be carried out each semester throughout the year.</p> <p>In order to receive academic credit, students must enrol and register online for the course, using the York Enrolment System, go out on a pre-approved placement and fulfill the deliverables of the course. Students will be graded on a pass/fail which will be recorded on the student's transcript; the grade will not be included in the calculation of the student's Grade Point Average.</p> <p>Students are able and encouraged to participate in paid placements. However, financial compensation is not guaranteed by York University and students should be aware that the majority of placement providers do not provide financial compensation. Students are also responsible for any incurred costs associated with the placement (e.g., licensing or travel) or any additional requirements (e.g., vaccinations). The <a href="#">Workplace Safety and Insurance Board</a> has information on "unpaid trainees" which is relevant.</p> <p><b>Note:</b> <a href="#">EU/ENVS 4001 3.00</a> or 6.00 and/or EU/4002 3.00 are not automatically counted as Area of Concentration courses, students who take these courses <u>must</u> receive approval by petition from the Undergraduate Program Director.</p> <p><b>EUC Career &amp; Experiential Education Coaching:</b></p>	

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		<p>EUC provides students with hands on experiences in the classroom which develop essential skills for the workforce. Student are encouraged to book an appointment with the Experiential Education (EE) Coordinator if they are interested in:</p> <ul style="list-style-type: none"> <li>• Placement &amp; Internship Inquiries</li> <li>• Exploring EUC career paths and resources</li> <li>• Learning how to translate their classroom experience onto their resumes</li> <li>• Professional development advising</li> <li>• Resume &amp; Cover Letter Feedback</li> <li>• Job Search Skills</li> <li>• Mock Interviews</li> <li>• Networking Advice</li> <li>• LinkedIn Guidance</li> </ul> <p>The EE Coordinator is available 8:30-4:30 p.m. Monday to Friday excluding holidays. Requests for appointments can be made by email to <a href="mailto:euc_ee@yorku.ca">euc_ee@yorku.ca</a></p> <p><b>Information for Continuing Students in a legacy Program</b></p> <p>Continuing students who are enrolled in the program and returning students will be permitted to complete their existing degree and program of study including Area of Concentration under the legacy program rules.</p> <p>As part of changes implemented in 2016 to BES areas of concentration, we have legacy program provisions for students who entered into the program prior to FW 2017-2018 academic session. Environment and</p>	<p><b>Information for Continuing Students in a Grand-parented Program</b></p> <p>Continuing students who are enrolled in the program and returning students will be permitted to complete their existing degree and program of study including Area of Concentration under the grand parenting rules.</p> <p>We have made changes to the BES program in 2016: a new Area of Concentration (Environmental Justice, Politics and Arts) was launched and two Area of Concentrations were retired (Environment and Culture, and Environmental Politics). As part of this change, we have grand-parenting provisions for students who entered into the program prior to FW 2017-2018 academic session. Environment and Culture and Environmental Politics students can choose to either fulfill the obligations of the retired Area of Concentrations or opt for the new Area of Concentration (Environmental Justice, Politics and Arts). For either choice, students need to complete their program following the policy and regulations of the program they declare prior to Fall/Winter 2017-2018. This includes all degree requirements including general education requirements, Area of Concentration requirements, out of faculty requirements, upper level requirements as well as free electives.</p> <p>The Faculty of Environmental and Urban Change is committed to ensure minimum disruption to students through adherence to grand-parenting principles. The grand-parenting rules will be in effect until Fall 2020 with February 2021 convocation being the final date. Students who have not completed the requirements of their grand-parented program by the end of Fall 2020 session will be required to follow the program new requirements. Accordingly, new students being admitted in Fall 2017-2018 session will follow new program requirements. At the course level, grand-parenting rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in</p>

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		<p>Culture and Environmental Politics students can choose to either fulfill the obligations of the retired Area of Concentrations or opt for the new Area of Concentration (Environmental Justice, Politics and Arts). For either choice, students need to complete their program following the policy and regulations of the program they declare prior to Fall/Winter 2017-2018. This includes all degree requirements including general education requirements, Area of Concentration requirements, out of faculty requirements, upper level requirements as well as free electives.</p> <p>The Faculty of Environmental and Urban Change is committed to ensure minimum disruption to students through adherence to legacy program principles. The legacy program rules will be in effect until Fall 2020 with February 2021 convocation being the final date. Students who have not completed the requirements of their legacy program by the end of Fall 2020 session will be required to follow the program new requirements. Accordingly, new students admitted in Fall 2017-2018 session will follow new program requirements. At the course level, legacy program rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented.</p> <p><b>Legacy program provisions for BA Geography, BA Geography &amp; Urban Studies, and BES Environmental Studies- Effective Fall 2021</b></p> <p><b>These programs offered in the former Faculty of Environmental Studies and the Department of Geography, Faculty of Liberal Arts and Professional Studies have been transferred to the Faculty of Environmental and Urban Change. The following legacy program rules for these programs will be in effect until 2026 convocation:</b></p>	<p>order to accommodate any students inadvertently disadvantaged by the rules implemented.</p>

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		<p>Students who are moved into the Faculty of Environmental and Urban Change will be coded into a program of study that corresponds to the program of study they were pursuing at the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies. Student who opt to change their program of study once moved will follow the new program rules implemented by the Faculty of Environmental and Urban Change and will be coded into a new program of study. It is intended that this change will not create hardship for students but rather allow for the most clarity in terms of programs of study options.</p> <p>Students who are declaring their Major effective for the Fall/Winter 2021-2022 session must choose a program of study in the new Faculty rather than choosing from the set of legacy programs. Students who change from a program of study with a single Major to a new program of study with a Double Major or a new program with a Major/Minor option will follow the rules established for the new program of study. It is assumed that the Faculty of Environmental and Urban Change will use discretion at the time of graduation to accommodate any students inadvertently disadvantaged by the rules of the new program of study.</p> <p>Previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who have been away for less than four consecutive sessions (2 academic years or less) and who reactivate before the Summer 2023 session will be eligible to follow legacy program rules from their original Faculty (Faculty of Environmental Studies or Department of Geography in the Faculty of Liberal Arts and Professional Studies). Students will be able to follow these legacy program rules until convocation exercises in October 2026; Summer 2026 will be the</p>	<p><b>Simultaneous Enrolment Guidelines</b></p> <p>The Faculty of Environmental and Urban Change does not permit students to enrol in courses that are conflicting with each other. Students cannot enrol in</p>

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		<p><b>final academic term for the legacy program rules. Students who have not completed programs with the legacy program rules as of the Summer 2026 session will be required to complete their degrees and programs under the rules implemented by the Faculty of Environmental and Urban Change.</b></p> <p><b>Students who have been away for more than four consecutive sessions (2 academic years or less); or previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who reactivate after the Summer 2023 will follow the rules in place at the time of reactivation.</b></p> <p><b>Simultaneous Enrolment Guidelines</b></p> <p>The Faculty of Environmental and Urban Change does not permit students to enrol in courses that are conflicting with each other. Students cannot enrol in two or more courses in the same term that are offered on the same day and time.</p> <p>Students who undertake such schedules should be advised that there will be no special arrangements and/or support by Course Directors. Course Directors are under no obligation to grant extensions for assignments/exams and/or tests that conflict as a result</p>	<p>two or more courses in the same term that are offered on the same day and time.</p> <p>Students who undertake such schedules should be advised that there will be no special arrangements and/or support by Course Directors. Course directors are under no obligation to grant extensions for assignments/exams and/or tests that conflict as a result of double course enrolment. Students are expected to be in class regularly, hand in assignments on time and write the exam/test on its scheduled time. A petition to undertake such schedules in which course conflicts occur or to seek accommodation for such conflicts will not be supported by the Faculty</p> <p><b>Pathway to Success</b></p> <p>The Pathway to Success program is designed to support students' academic success through a series of prescribed workshops and seminars that complement the BES program. The aim is to provide assistance early in the student's academic career to help them succeed and enjoy the full benefits of completing their BES degree at York University.</p> <p>Students will be placed on the Pathway to Success program, if:</p> <ul style="list-style-type: none"> <li>• in their first year of study, their midterm marks in each course are below a grade of "C"</li> <li>• they are a continuing student and their cumulative grade point average (CGPA) falls below "C" (4.00).</li> </ul> <p>Through this program, each student's approach to enhancing their academic skills will be individualized according to the student's needs for academic support. Some of the workshops and seminars prescribed may be taken through the University Learning Skills</p>

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		<p>of double course enrolment. Students are expected to be in class regularly, hand in assignments on time and write the exam/test on its scheduled time. A petition to undertake such schedules in which course conflicts occur or to seek accommodation for such conflicts will not be supported by the Faculty.</p> <p><b>Pathway to Success</b></p> <p>The Pathway to Success program is designed to support students' academic success through a series of prescribed workshops and seminars that complement the BES, BA program. The aim is to provide assistance early in the student's academic career to help them succeed and enjoy the full benefits of completing their BES/BA/BSCdegree at York University.</p> <p>Students will be placed on the Pathway to Success program, if:</p> <ul style="list-style-type: none"> <li>• in their first year of study, their midterm marks in each course are below a grade of "C"</li> <li>• they are a continuing student and their cumulative grade point average (CGPA) falls below "C" (4.00).</li> </ul> <p>Through this program, each student's approach to enhancing their academic skills will be individualized according to the student's needs for academic support. Some of the workshops and seminars prescribed may be taken through the University Learning Skills Services department and the Library. Students can contact the Student Success Coordinator at <a href="mailto:eucadvise@yorku.ca">eucadvise@yorku.ca</a> for more information and to learn more about the program</p>	<p>Services department and the Library. Students can contact the Student Success Coordinator at <a href="mailto:anntsir@yorku.ca">anntsir@yorku.ca</a> for more information and to learn more about the program</p> <p>.</p>



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<b>Academic Advising Services:</b>	<p>The Faculty of Liberal Arts and Professional Studies (LA&amp;PS) is a vibrant academic community that fosters engagement, development and academic success in all phases of the student life cycle. The successful student experience will involve personal, interpersonal, intellectual and social development and empowerment.</p> <p>Student success depends upon an essential partnership between students and the University. The Centre for Student Success has been created to provide and partner with other responsible areas in the Faculty and University to deliver the successful student experience in LA&amp;PS. Students served by the Centre for Student Success can be prospective, transitioning, continuing, graduating or alumni of LA&amp;PS.</p> <p><b>Academic Advising Services</b></p> <p>Advising is one of the crucial activities that support student engagement and success. The Faculty of Liberal Arts and Professional Studies considers academic advising to cover a number of complementary areas related to assisting students:</p> <ul style="list-style-type: none"> <li>• select majors and courses;</li> <li>• change majors or degrees;</li> <li>• transferring to LA&amp;PS;</li> <li>• ascertain whether they are meeting the Faculty's academic regulations;</li> <li>• plan for their academic future both before and after graduation;</li> <li>• and generally make the most of their talents and interests.</li> </ul>	<p><b>In the Faculty of Environmental and Urban Change (EUC), the Office of Student and Academic Services (OSAS) provides EUC students with supportive services and resources to reach their utmost success.</b></p> <p><b>OSAS works closely with other campus associates and colleagues to establish and maintain a welcoming and enthusiastic experience for our students as they progress through their program at York University. OSAS provides a confidential and safe environment for students to receive the assistance they require.</b></p> <p><b>Academic Advising in the EUC is an interactive process in which the student with the help of the Advisor, will set and achieve their academic and professional goals, learn and utilize the relevant information and services to assist them, and to make responsible decisions consistent with interests, goals, and degree requirements. The Academic Advisor may also make referrals for student concerns to other campus services.</b></p> <p><b>Academic Advisor(s) in EUC will:</b></p> <ul style="list-style-type: none"> <li>• <b>Assist all incoming and current students to develop their academic plan to graduate</b></li> <li>• <b>Review student course selections in relation to completing their program, degree requirements and goals for the future</b></li> <li>• <b>Provide accurate information so that students may make informed decisions about their program</b></li> </ul>	<p>Academic Advising and the BES Program Checklist:</p> <p>There are several group advising sessions hosted by the Bachelor in Environmental Studies (BES) Student Success Coordinator that are held in February. It is mandatory that BES students attend one of these sessions as we want to ensure that students are fully aware of program options and are provided an opportunity to discuss program objectives and future course selections. These meetings also provide information on how to complete a program checklist which is an extremely important tool used by students to track their degree progress and to ensure they meet their BES degree requirements including their declared area of concentration. Each student is required to complete a BES program checklist in full on a yearly basis and submit it to the BES Student Success Coordinator by the end of April.</p> <p>In addition to the mandatory group advising session, students who need additional assistance can schedule individual appointments with the Student Success Coordinator. Failure to submit a properly completed program checklist for approval may result in a delay in course registration for the following fall/winter session.</p> <p>We want you to graduate in a timely manner. Therefore, in the final year of study, students need to:</p> <ol style="list-style-type: none"> <li>attend the annual mandatory group advising session</li> <li>book an individual appointment with the BES Student Success Coordinator and</li> <li>complete the program checklist in full, prior to the individual appointment with the BES Student Success Coordinator</li> </ol>

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	<p>The Centre for Student Success - Academic Advising Services will assist new students with the transition into their first year at York University and support them throughout the entire first year. It is responsible for providing students with the advice and information required for a successful first year experience.</p> <p>Advising continuing students is a shared responsibility of the Centre for Student Success, individual departments, divisions and programs of the Faculty. Students should contact these offices throughout the year for advice and information related to their academic career including academic performance and degree program requirements.</p> <p>Academic advisers will provide advice, guidance and support, as well as strategies and guidelines for continued educational success. They will provide accurate information of academic policies, procedures, regulations and degree requirements. They are available to answer questions and when unable to provide an answer, they will find the person who can or refer students to the appropriate resource.</p> <p>Advisers are available for new and continuing students from 9:00am to 6:30pm Monday to Thursday and 10:30am to 5:00pm on Fridays during fall/winter sessions.</p> <p><b>Academic Success and Student Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• <b>Provide opportunities to discuss academic standing, cumulative GPA academic regulations, integrity concerns, petition and program change requests</b></li> <li>• <b>Explain the petition procedure and interpret the Senate regulations</b></li> <li>• <b>Inform the student about the various resources and services available on campus as well</b></li> </ul> <p><b>The Advisor(s) is available from 8:30 – 4:30 p.m. Monday to Friday excluding holidays. The Advisor can be reached at <a href="mailto:eucadvise@yorku.ca">eucadvise@yorku.ca</a>.</b></p> <p><b>Student Responsibilities</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>•Familiarize themselves with the academic policies, procedures and requirements for their program for the year they entered the program at <a href="https://calendars.students.yorku.ca/">https://calendars.students.yorku.ca/</a></li> <li>•Continually monitor their progress towards graduation.</li> <li>•Ensure the courses they choose meet the requirements for their degree.</li> <li>•Ensure that the courses they choose are not course credit exclusions of other courses already taken and meet prerequisites.</li> <li>•Note and observe deadlines and processes (fees refund schedule, add/drop courses).</li> <li>•Keep themselves up-to-date on their academic progress in each and every course.</li> </ul>	<p>Advising appointments can be made through the Student Success Coordinator, room 134 HNES, by phone at 416-736-2100 ext. 33510, or by email at <a href="mailto:anntsir@yorku.ca">anntsir@yorku.ca</a>.</p>

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>It is important for students to recognize their responsibility to familiarize themselves with the academic policies, procedures and requirements published each year in the Undergraduate Calendar. They must continually monitor their progress toward graduation and for their academic choices. Students are recommended to use the online Degree Progress Report found at <a href="http://myacademicrecord.students.yorku.ca/degree-progress-report">myacademicrecord.students.yorku.ca/degree-progress-report</a>.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• ensure the courses they choose meet all requirements for graduation;</li> <li>• ensure the courses they choose meet prerequisites and are not course credit exclusions of other courses already taken;</li> <li>• ensure the times of the courses they choose do not conflict;</li> <li>• ensure the accuracy of their registration records, including all changes;</li> <li>• note and observe deadlines and procedures, especially deadlines for adding and dropping courses;</li> <li>• ensure full documentation is provided in support of petitions and other requests for special consideration;</li> <li>• keep themselves informed about their academic progress, including their performance in individual courses;</li> <li>• ensure they are familiar with the University Code of Student Rights and Responsibilities (<a href="http://oscr.students.yorku.ca/student-conduct">oscr.students.yorku.ca/student-conduct</a>);</li> <li>• ensure they understand University Academic Integrity provisions (<a href="http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/">secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Review their program requirements on the EUC website and the York student responsibilities on the York website</li> <li>• Ensure they are familiar with the University Code of Student Rights and Responsibilities</li> <li>• Ensure they understand University Academic Integrity provisions (<a href="http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/">secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/</a>).</li> </ul>	

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<p>It is also recommended that students become familiar with the broad range of information and services available through the LA&amp;PS website. This site has a great deal of information on the matters listed above, but also provides useful links to services such as Web enrolment, Registrarial Services in the Division of Students and Student Community and Leadership Development and Faculty-affiliated colleges.</p> <p><b>Student Engagement</b></p> <p><i>Get involved. Make a difference. Start your successful future now.</i></p> <p>The Centre for Student Success in the Faculty of Liberal Arts &amp; Professional Studies (LA&amp;PS) recognizes that students who are actively engaged achieve more and get greater benefits from their university experience. Becoming involved in the LA&amp;PS community can help you achieve greater academic success, increase life skills such as communicating and working with others, and gain valuable experience for your resume. You can also have fun while meeting new people and networking with your fellow students. At the Centre for Student Success, we are dedicated to offering students a variety of ways to become engaged in the life of the Faculty. Whether it is putting you in touch with an academic club or inviting you to a workshop on student awards and bursaries, we will help you discover how you can get involved in the Faculty of LA&amp;PS.</p> <p>Learn more about:</p> <ul style="list-style-type: none"> <li>• Academic success programs.</li> <li>• Volunteering and skills-building opportunities.</li> <li>• Awards information sessions and scholarship/awards celebrations.</li> </ul>		

	<b>LAPS Rules</b>	<b>EUC Rules (PROPOSED)<sup>1</sup></b>	<b>FES<sup>2</sup> Rules</b>
	<ul style="list-style-type: none"> <li>• Participation in LA&amp;PS student clubs and Faculty governance.</li> <li>• Workshops that support academic success.</li> <li>• Student Experience Fund to support club and student initiatives.</li> </ul> <p>You will never regret getting involved!</p> <p>Contact us today to find out how you can get more out of your University years: <a href="https://laps.yorku.ca/student-resources/">laps.yorku.ca/student-resources/</a>.</p>		

## Appendix 1 – Overview of the Composition of the New EUC Faculty Regulations

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